

# Carolina's Response to UNC Tomorrow



*Submitted to President Erskine Bowles  
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*By the University of North Carolina at Chapel Hill*

# CAROLINA’S RESPONSE TO UNC TOMORROW

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## Overview

Anywhere you go, you are likely to run into someone who has been touched by Carolina's public service and engagement – from water quality research that helps fishermen in Morehead City to studies of effective AIDS prevention education in Malawi. But one thing was clear after the community listening forums by the UNC Tomorrow Commission — not enough people knew all the good work being done by Carolina, not even the people on our own campus. More important, many people who need our help don't know that it is available. There are well-known exceptions like the School of Government and the Area Health Education Centers (AHEC), but what we discovered at each successive UNC Tomorrow forum was that the image for many state residents of UNC-Chapel Hill is an ivory tower that does not extend its wealth of knowledge to help their struggling hometowns.

We paid attention to this feedback as we wrote our response to the UNC Tomorrow Commission's report, determined to propose a new or existing program to address every single one of the 32 recommendations of Phase I. And we have in the pages that follow – sometimes more than one. Yet even that didn't seem to get to the heart of UNC Tomorrow, which is that so many communities in the state face a vicious cycle of interconnected problems that will not be solved by any one program. So we reached deeper to come up with a proposal to match the breadth and depth of Carolina's expertise to the needs of one community, building on its strengths and letting its priorities determine our response. This community will be a test case of what we can do and learn when we work together across academic silos in partnership with each other and in partnership with the community to help those in greatest need – an example of Carolina connecting in microcosm.

At the same time, we looked for ways to help on the macro level, too. Problems and issues that we have identified – particularly with the collection and management of data – are problems faced by the other campuses in the system. When we are already on track to a solution – as in an integrated suite of online tools that make it easier to capture and organize information about faculty research or a sustainability office that is leading the way in recycling, renewable energy and green building techniques – we are eager to share our experience with other campuses in the system. When we have had success collaborating with others – such as the community colleges in the C-STEP program or the high schools who host members of the Carolina College Advising Corps – we look forward to collaborations with even more partners. When we see an issue we know has a huge impact on the whole UNC System – employee health and wellness – we are glad to volunteer ourselves as a pilot project to see what works and what doesn't. And when we see issues that affect the whole state – shortages of health professionals or the failure of mental health reform – we feel it is our duty as the nation's first public university to step up and address them. We want to share and learn with our colleagues across the system in continuing to develop and implement our response to UNC Tomorrow.

In the pages that follow, you will read more about the many ways Carolina wants to help achieve the goals of the UNC Tomorrow Commission. We spend much less space telling about the many things we already are doing. (For a long, but still incomplete, list of our public service and engagement activities that we will continue to update, visit <http://www.unc.edu/pse/unctomorrow-reports-and-documents.php>.)

We do indicate that Carolina may need additional resources from the state or from UNC General Administration for certain initiatives, but this is no wish list for pet projects. We have allocated or reallocated many of our own resources to support new or expanded programs that respond to the UNC Tomorrow recommendations. These funding commitments include support for the Community-Campus Partnership for Tomorrow (\$350,000), the Institute for Global Health and Infectious Diseases (\$300,000), the Scholars' Latino Initiative (\$150,000), the Mental Health System Improvement Project (\$400,000) and the UNC-BEST program (\$30,000). In addition to this commitment of \$1,230,000, Carolina will continue searching for internal funding whenever possible to advance the goals of UNC Tomorrow.

We also have designed our proposals to take advantage of available funding from private, corporate or federal sources, and we plan to carry them out more economically by collaborating with inter-institutional partners.

More important, we have committed our human resources. Carolina already has a strong reputation for public service by its faculty, staff and students, and we pledge to become even more devoted to the public good. We will go to communities in need. We will listen to what they tell us. We will work with them to find the right solutions. And we will make sure that people outside this University and outside the UNC System know that we are here to help.

## **The Community-Campus Partnership for Tomorrow**

As Carolina developed its response to the UNC Tomorrow Commission's report for the past four months, our faculty, staff and students came forward with a wealth of ideas as well as a strong commitment for addressing the serious problems of the state. Those ideas were vetted and refined, and a great many of them appear in the pages that follow as responses to the specific recommendations of the UNC Tomorrow Commission. In fact, we have tried to address every single recommendation with the goal of making a meaningful difference.

We came to believe that it was not enough to address individual recommendations in such a disconnected way. People who spoke at the community listening forums around the state recognized intuitively that the issues facing their communities require a holistic response that matches their complexity. Our responses to the individual recommendations are important, but by themselves they do not go far enough. While one program might improve access to higher education in a targeted area, for example, would it really help the community if there were no jobs for college graduates to return home to? If children suffer from constant toothaches because there are no dentists in their county, how can they concentrate and excel in the classroom? If economic development is done in a way that is not sustainable, does that not affect both the environment and the people who inhabit it? The poorest areas of our state have problems that are inextricably linked and reinforce one another, and they do not respect the organizational structures of Carolina or any other university.

We realized that if Carolina's broad-ranging expertise can offer individual responses to the six major policy areas of the UNC Tomorrow Commission report — global readiness, access to higher education, public education, economic transformation, health and environment — then that same expertise should be capable of developing a comprehensive and more effective approach as well. Our committees looked across the Commission recommendations for points of connection and ways to collaborate. What follows is a proposal that addresses all the policy areas in a way that allows an underserved community to decide what it needs and enables the University to respond in a comprehensive, integrated partnership that is the only method for producing real and lasting change.

### New Program

Community-Campus Partnership for Tomorrow (CCPT). The challenges facing our state are complex; attempts to address the needs of communities unfortunately are often short-term, fragmented and isolated. As an overarching response to the recommendations of UNC Tomorrow, we propose a new program, the Community-Campus Partnership for Tomorrow. At the core of this initiative is a campus-wide commitment to forge comprehensive and integrated partnerships with underserved communities to build individual, community and institutional capacity that will address their needs. With this approach, Carolina will act as a catalyst, working in concert with communities to identify their strengths and gaps, map out strategies, identify additional institutional and community partners, develop innovative solutions and leverage expertise to address them.

Carolina proposes to pilot CCPT by identifying an underserved community (broadly defined) whose needs most closely match our areas of expertise. We will facilitate the community's own identification of its strengths, needs and priorities — which is critical to the success of the program.

Under the Office of the Vice Chancellor for Public Service and Engagement, the CCPT will lead and facilitate a partnership between the community and Carolina, as well as support mutually beneficial relationships between the community and other UNC campuses, the community colleges, nonprofits, and government agencies. The CCPT will design and implement the process for identifying our initial community partner in this pilot effort. It also will work jointly with the community and potential campus partners to develop a process for identifying the community's highest priorities, and then it will provide leadership in partnering with the community to match campus expertise and local assets to meet their stated needs.

If a community chooses to address issues in their public schools, for example, the CCPT will enlist the Public Education Collaborative (described on page 17) to work with the community to identify the most important issues and develop a shared plan for responding to them. It might involve online training for experienced teachers and administrators, or it could involve working intensively with students and their families through the Carolina College Advising Corps to successfully complete applications for college admission and financial aid. If economic development is identified by the community as a high priority, the CCPT might partner with the School of Government to offer economic development training for local officials. The Carolina Center for Competitive Economies at Kenan-Flagler Business School might be tapped to help community members develop a vision for downtown development. If a community wants to tackle the prevalence of childhood obesity, the CCPT might look to the Center for Health Promotion and Disease Prevention for tools, resources and training to address this issue in the preschools. A community may want to learn more about the history of an issue and its relationship to their present challenges, which would prompt the CCPT to draw on the expertise of the Southern Oral History Program. These are only examples, and the CCPT would help the community access in a collaborative way the rich array of expertise at Carolina and beyond.

We believe this approach will enhance Carolina's ability to connect with communities across the state but also that it will strengthen the University's internal capacity. The UNC Tomorrow process has provided Carolina a unique and valuable opportunity to reflect on the many ways we are already involved in community-focused work and inspired countless new ideas for us to explore into the future. It has also helped us to reach across the silos that can characterize university life and to discover new possibilities for on-campus collaborations. The CCPT will be responsible for ensuring that Carolina and other campus partners work collaboratively across disciplines and do not adopt a silo approach to working with the community. This initiative will enable the University to build strong interdisciplinary campus-community partnerships, leverage institutional and community assets and expertise, and increase everyone's capacity to effect needed change.

*Implementation:* The Office of the Vice Chancellor for Public Service and Engagement will be responsible for the Community-Campus Partnership for Tomorrow. The initial budget for the program will be \$350,000 to create the necessary capacity for developing and facilitating the

community-campus partnership, and for supporting faculty, students and the community in identifying and addressing their most pressing challenges. In the future, the selected community will be expected to commit at least some funding to support the partnership. The funding for this initial budget will come through the internal allocation of existing resources at Carolina. The funding necessary to meet the community's highest priorities will come from a variety of sources over time, including contributions from the community, contracts, grants and private support. The measures for assessing the effectiveness of this initiative will depend on the priorities established by the community, and they will be designed in partnership with the community. The CCPT will identify the pilot partner community and begin the community process for identifying their highest priorities for the future by January 2009.

## 4.1 Our Global Readiness

**Major Finding: 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.**

There is no doubt that Carolina provides its students with an exceptional education. For example, Kiplinger's Personal Finance magazine ranked Carolina the No. 1 best value in American public higher education this year for the seventh consecutive time. Carolina is known as a leader in liberal arts education, a reputation only improved by the adoption of the 2003 Academic Plan and the subsequent creation of an even more rigorous general education curriculum. Our students graduate ready for success in the 21<sup>st</sup> century, here and anywhere in the world. The great universities of the 21<sup>st</sup> century will be defined by their presence on a worldwide stage. At Carolina, we already consider ourselves UNC Global. We have recently taken some critical steps toward becoming a great global university, bringing the world to North Carolina and taking North Carolina to the world. In the past year, we dedicated the FedEx Global Education Center, which brought most of our international studies and study abroad programs together under one roof. We also launched the Institute for Global Health and Infectious Diseases and convened for the first time the Chancellor's Global Leadership Circle, a task force of visionary alumni and friends formed to help us develop a strategic vision for global engagement. Through this leadership, Carolina will make the state of North Carolina more competitive in the world economy.

### 21<sup>st</sup> Century Skills

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

#### Existing Programs

1. 2006 "Connections" General Education Curriculum. Carolina undergraduates are expected to develop excellence in oral and written communication, a foreign language, critical thinking and analysis, and ethics, and they must take courses from across the arts and sciences. But with the adoption of this more rigorous "Connections" curriculum, they are also required to study global issues, to engage in experiential education (such as study abroad, research, service learning, departmental honors thesis) and to make connections between and across the courses they take in the undergraduate curriculum and, during their upper years, in their academic major and minor.
2. Entrepreneurship Minor. Liberal arts and sciences students at Carolina can explore the process of transforming their ideas into reality with this academic minor in entrepreneurship offered by the Department of Economics in the College of Arts & Sciences. The minor is



designed for undergraduates who wish to complement their major area of study with an understanding of what is involved in creating a new venture of any kind. The minor – which requires four courses, a prerequisite and a summer internship – is currently offered in four tracks: commercial, social, scientific and artistic. In the Arts Entrepreneurship course this spring, for example, 26 undergraduates worked on 14 student-initiated projects – all of which came to fruition. One student produced a music CD containing information about breast cancer awareness, targeted to African-American women, that will be distributed in hair salons as a part of Carolina’s Bringing Education And Understanding to You (BEAUTY) health education program.

## **Global Competitiveness**

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

#### **Existing Programs**

3. **Center for International Business Education and Research.** UNC-Chapel Hill is home to one of the U.S. Department of Education’s Centers for International Business Education and Research (CIBERs). This federal program provides funding to business schools for curriculum development, research, and training on issues of importance to U.S. trade and competitiveness. UNC-Chapel Hill’s CIBER offers a range of programs to help undergraduates, MBAs, faculty, working professionals, K-12 teachers and policymakers understand and succeed in international business. In addition to providing instruction in improved business techniques and foreign language skills, CIBER also provides research and training in the international aspects of trade and serves as a regional resource to businesses. For example, in the 2007-2008 school year, a team of students in the CIBER Global Business Project program developed an export sales and marketing strategy for a manufacturer of hardwood lumber in Roper, who will soon be traveling to China to meet the contacts made by the students to generate more export-based business for his company. This project follows up on advice from Student Teams Achieving Results (STAR) MBA students who worked with this same sawmill manager in Spring 2006. Companies that work with STAR teams experience an average increase of \$200,000 in sales within one year afterward.
4. **Monitoring and Evaluation to Assess and Use REsults (MEASURE).** MEASURE is a USAID-funded project implemented by the Carolina Population Center at UNC-Chapel Hill in partnership with John Snow Inc., Tulane University, Macro International Inc. and Constella Futures. MEASURE provides technical assistance to health ministers, district caregivers and local trainees to manage data for better informed program planning and policy-making. MEASURE has published more than 250 technical manuals, guidebooks and reports related to monitoring and evaluation of health issues, including a series concerning AIDS in Africa. By studying both the rate of AIDS infections and the level of knowledge about AIDS in each country, MEASURE’s reports have helped to identify which AIDS education programs were the most effective and where challenges still exist.

5. Global Leadership Circle. Despite Carolina's extensive participation in study abroad programs, leadership in global health and partnerships with international universities, there are still gaps in its teaching and research that keep it from being recognized as a truly great global university. To address these concerns and develop a strategic vision for achieving our global goals, Chancellor James Moeser created the Global Leadership Circle, a task force of visionary alumni and friends. Over the next 12 to 18 months, these men and women will study our competitive strengths, gaps and potential opportunities and guide the University in making careful choices and targeted investments that will secure world-class status for Carolina. The team is led by Peter Coclanis, Associate Provost for International Affairs.
6. Institute for Global Health and Infectious Diseases (IGHID). Carolina launched IGHID to extend and enhance ongoing research efforts to improve the lives of people around the world. The Institute, based in the School of Medicine, builds on the University's current global health presence in about 70 countries. Eight full-time UNC-Chapel Hill researchers and more than 300 local employees are fighting malaria and HIV/AIDS transmission in Malawi. Carolina faculty are targeting the resurgence of syphilis in China and Madagascar and leading an international consortium developing a new oral drug to treat African sleeping sickness, which threatens the lives of millions. Other UNC-Chapel Hill investigators are active in India, South Africa, the Democratic Republic of Congo, Cameroon, Russia, Thailand, Cambodia, the Dominican Republic, South America and the Caribbean. Carolina is a world power in global health. The IGHID builds on our faculty's historic strengths in medicine and public health so that Carolina research will be even more effective in improving and saving lives here and around the globe.

*Implementation:* IGHID Director Dr. Myron "Mike" Cohen is responsible for implementing this program. Its effectiveness is assessed by the funding agencies at least yearly. The governments, collaborators and communities participate in assessment as well, usually through dissemination workshops. Perhaps the greatest barrier to this work is the general lack of funds beyond what the investigators generate. In private institutions considerable "top-down" funds are available, but they are rare at UNC-Chapel Hill. The Provost's Office has allocated \$300,000 for the general support of IGHID. An endowment of at least \$10 million that would be used competitively for pilot projects and to complement successful programs would be of great value. Federal funds cannot be used for this purpose. Either University funds, state funds or philanthropic (endowment) funds are essential.

#### New Program

7. Global Research Institute (GRI). The GRI, a "think and do" tank located at the FedEx Global Education Center, will be made up of international fellows working with Carolina faculty and students. These scholars will conduct research on important international issues growing out of Carolina's international strengths. Carolina currently has significant strength in areas such as migration, work and economic development, global health, and the impact of globalization on the American South. The work of the GRI will be interdisciplinary, and we expect some of the research to have direct implications for public policy. For example, there may be some fellows doing applied policy-oriented work on the impact of Hispanic

migration in the areas of the North Carolina's economy, public health and education. The GRI will make Carolina more relevant and significant on the international stage.

*Implementation:* A GRI director will be appointed in the next few months, and we should identify sufficient funding to launch GRI on a small scale (with a few fellows and maybe one theme) in academic year 2009-2010. The proposed annual budget of \$1 million will come from a combination of several sources – some allocated by the Provost, private gifts, grants and perhaps contract work. The effectiveness of the Institute will be assessed by the quality of its research products (books, articles, policy proposals), its public forums and conferences, its success in attracting and recruiting outstanding faculty and the creation of networks within units at UNC-Chapel Hill and between Carolina and other institutions (especially strategic partners abroad) and the broader community. The person responsible for implementing this proposal is Peter Coclanis, Associate Provost for International Affairs.

#### **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.**

##### Existing Programs

8. UNC Global. Departments, schools, and centers across the University have made global engagement central to their educational programs and research missions. International Studies has become one of the fastest growing undergraduate majors in the College of Arts and Sciences. Carolina's study abroad program, with over 300 offerings in more than 70 countries, led the nation for three consecutive years in the percentage (about 35 percent) of undergraduates at public research universities who participate in study abroad programs and currently ranks second in that category. We have also led the way in expanding scholarships for study abroad, making it more accessible and affordable for more of our students. In 2007, Carolina ranked fourth (up from eighth in 2006) among top U.S. colleges and universities for the number of alumni volunteering to serve in the Peace Corps. Our undergraduate joint-degree program with the National University of Singapore is the first such undergraduate program in the United States. The King's College London Exchange Program and our European Study Center at Winston House in London offer students opportunities to study in England and across the European continent. The Kenan Institute in Asia continues to build mutually beneficial partnerships with corporations, academic institutions and government agencies throughout Asia and the United States. The Center for Global Initiatives is a catalyst for the innovative work of faculty and students at UNC-Chapel Hill. Formerly known as the University Center for International Studies (UCIS), the center is entrepreneurial and nimble in its approach to fostering initiatives that deepen knowledge and understanding of our complex world. The center offers an annual interdisciplinary conference, "Navigating the Global American South," which explores the changing face of the southern United States and its interaction with the rest of the world.

## **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.**

Carolina consistently ranks among the national leaders in making education affordable to students. The University was the first to promise a debt-free education to students from low-income families with its Carolina Covenant, a financial aid program now adopted by dozens of colleges and universities across the nation. Carolina also meets the full need of middle-income students who apply on time, with financial aid packages made up of two-thirds grants and scholarships and one-third loans and work-study. In addition to making college affordable, Carolina also has increased access to higher education (not just to its own campus) by serving as the headquarters of the National College Advising Corps and the Carolina College Advising Corps, an innovative program that sends recent college graduates into underserved high schools as guides to navigating the confusing world of college applications and financial aid forms for students who otherwise might not have considered college as an option. The successful Durham Scholars Program created by Professor Jim Johnson in the Kenan-Flagler Business School intervenes in the critical middle-school years to show children from low-income and minority families that a college education is possible for them, too. A broad array of distance education programs – including but not limited to those at the William and Ida Friday Center, through AHEC, LEARN NC and our professional schools – offer the citizens of this state and beyond a chance to improve their professional skills, advance their careers, earn advanced degrees or learn just for the fun of it. Carolina has also been a leader in improving physical access to college campuses through the UNC ACCESS (Accessible College Campuses for Everyone Site Surveys) project, a survey led by Professor Rachel Willis and Lynn Williford of Institutional Research to assess the functional wheelchair accessibility at the main entrances, elevators and restrooms in core campus buildings at the 16 campuses of the UNC System.

**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.**

Carolina is a hub for many programs that provide access to higher education for all kinds of learners: Carolina Courses Online for lifelong learners, refresher courses for nurses through the Friday Center, and the continuing education for health professionals done through our professional schools and through the AHEC program statewide, to name just a few. The School of Government offers a range of educational programs annually for thousands of new and veteran North Carolina public officials. For details on additional online courses, see Online Learning for Experienced Teachers and Administrators on page 20 in the Public Education section that follows.

**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.**

## Existing Program

1. Carolina Student Transfer Excellence Program (C-STEP). C-STEP is part of a national effort to encourage more low- to moderate-income community-college students to transfer to highly selective four-year colleges and universities. The program aims to help such students prepare for the academic and social challenges they will face when they enroll at Carolina, and then to thrive here once they have transferred. C-STEP identifies talented students while they are still in high school or early in their community-college careers. Once identified for the program, students work directly with C-STEP leaders at their community colleges and participate in monthly events on their campuses and at Carolina. These events introduce students to Carolina, help them engage early with the campus, students, staff and faculty, and smooth their eventual transition to Chapel Hill. Funded by a leadership grant from the Jack Kent Cooke Foundation and by cash and in-kind contributions from UNC-Chapel Hill, C-STEP is a partnership between UNC-Chapel Hill and Alamance Community College, Durham Technical Community College and Wake Technical Community College. The program currently serves 29 students at UNC-Chapel Hill and 75 at the three colleges. Neither students nor partner community colleges pay to participate in C-STEP.

*Expansion:* Carolina is actively seeking private funding that would support an expansion of the partnership to other North Carolina community colleges. We believe the program is scalable to 10 or more colleges, if funding can be secured for course-release time for community-college faculty and for mentors and advisers at Carolina. We hope to expand to two additional community colleges, for a total of five, no later than the 2009-2010 academic year. The program currently costs roughly \$1,000 per student per year, or approximately \$75,000 per year per partner community-college campus. Funding sources include the Jack Kent Cooke Foundation, which has contracted with a research firm to provide an independent assessment of the program's effectiveness. C-STEP also conducts its own self-assessments using such measures as retention and graduation rates and rates of student satisfaction. C-STEP is housed administratively within the Office of Undergraduate Admissions. The person responsible for this expansion is Stephen Farmer, Director of Undergraduate Admissions.

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

#### New Program

2. "Geeks Making the World a Bit Better." Faculty and students within the Department of Computer Science in the College of Arts and Sciences have brought innovation to the field of assistive technology to enable people who are mobility impaired to use computers and perform other tasks. One example is the Tar Heel Typer, an "alternative pencil" application designed to enable people who cannot write using conventional pencils to write using one-switch scanning, two-switch scanning, Braille and conventional keyboards. Another method is called CamKeys, a simple computer program that makes a cheap camera emulate any number of switches, allowing users to press keys virtually instead of with their fingers. As a

pilot project, this work has already benefited children all over North Carolina and the world and could be expanded with very little money.

*Implementation:* The person responsible for development and implementation of this program is Gary Bishop, Professor of Computer Science. An estimated \$250,000 a year would fund three graduate students, six undergraduates and a staff position to provide software and infrastructure support. Possible funding sources include the federal Department of Education, the National Institutes of Health and private foundations. Since we have shared these assistive technologies through a pilot project, we have already seen extremely positive feedback from teachers and parents who have used them. Students have conducted user studies on the effectiveness of their research projects, and formal evaluations of the technology's effectiveness in education settings are forthcoming from the Education and Literacy Center. The continuation of this project is contingent on the ability to locate funding.

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

##### Existing Program

3. Carolina Covenant. The Carolina Covenant, which provides a debt-free education to qualified low-income students from North Carolina and beyond, is a national model for making a college degree possible for qualified low-income students. The University's policies protect affordability and offer an outstanding education. Eligible Covenant students agree to work on campus 10 to 12 hours weekly in a federal work-study job, and UNC-Chapel Hill meets their remaining needs through federal, state, university and other privately funded grants and scholarships. The total of students benefitting from the program has risen to 1,389 as the University extended the reach of the Carolina Covenant by expanding the program for families with an income level at 200 percent of the federal poverty level. This covers a family of four with an annual income of about \$41,300 or a single parent with a child who makes about \$27,380.

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

##### Existing Program

4. Scholars' Latino Initiative (SLI). The Scholars' Latino Initiative is a program of cultural enrichment, skills development, public service, and early college classes that prepare Latino youth to make successful applications for college admission and scholarship assistance. Carolina sophomore Scholars mentor their sophomore high school counterparts for three years. It benefits both the student Scholars at Carolina who participate through service and the youth who receive assistance. Its success in the model program is a matter of record: All eight seniors from the pilot sites, Jordan Matthews High School and Asheboro High School, have been admitted to college. The initiative started in the Office of Scholarships and Student Aid as part of our scholars' programming activities because of the interest and leadership of Professor Peter Kaufman, Faculty Coordinator for the Johnston and Carolina Scholars programs.

*Expansion:* The person responsible for the program is Mike Smith, Vice Chancellor for Public Service and Engagement. Carolina has committed to continuing the program in its current locations for the next three years through an internal allocation of \$165,000. It also plans to expand the program to Lee County in 2009, where its community partners would be the Rotarians in Lee County. Carolina has committed private funding to support the program for only the next three years. It will be seeking additional funding through foundation support, private and corporate funds. Effectiveness will be assessed by gathering information on the number of participants and how many of those go on to college.

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

##### New Programs

5. College Access and Advising Course and Curriculum. The goal is to create a curriculum that will help University students, pre-service educators, school counselors and student-service personnel provide exemplary advising to those who seek access to college. It will fuse components of traditional courses in school and guidance counseling with admissions and financial aid curriculum developed by the Carolina College Advising Corps. There will be a particular focus on advising low-income and underserved students, especially African-American, Hispanic and American Indian students. As the headquarters of the National College Advising Corps and with the expertise of its own Carolina College Advising Corps, UNC-Chapel Hill is uniquely suited to pilot this curriculum for statewide benefit.

*Implementation:* The program would be piloted at UNC-Chapel Hill as an elective course and then be developed as a distance-learning course for other institutions in North Carolina, thus increasing the number of trained access practitioners and college advisers throughout the state. The people responsible for implementing the program are Nicole Hurd, Executive Director of the National College Advising Corps (housed in Undergraduate Admissions), and Patrick Akos, Associate Professor in the School of Education. The curriculum will need to be approved through the School of Education, and we would need to locate funding before proceeding. We estimate that the total cost of course development for Year 1 would be \$25,000. Funding sources include foundation support, federal grants, and private funds. A pilot could be offered as early as Spring 2009, with the distance-learning course offered Spring 2010 and Spring 2011.

6. Residential College Advising and Support Program. The goal is a partnership with counties in one or more underserved regions of North Carolina to provide broad support for college access. It would involve a multiyear residential program for high-potential secondary-school students, including six weeks of summer study at Carolina for rising 9<sup>th</sup>-, 10<sup>th</sup>-, and 11<sup>th</sup>-grade students from the partner region. The program will provide mentoring, and it would culminate with students taking classes for credit at Carolina. Carolina College Advising Corps students would be placed in the region's high schools. The School of Education would be engaged in a number of ways in the region through its Public Education Collaborative (described later in Improving Public Education on page 17). The

project could not be attempted unless it is a full partnership among Carolina, school districts, community colleges and other community organizations in the region.

*Implementation:* The person responsible for this program is Jan Johnson Yopp, Dean of the Summer School. Carolina proposes a pilot of the program that could be phased in beginning in the 2009-2010 academic year after substantial planning and negotiation, contingent on the ability to locate funding. Cost of the program would vary, depending on its extensiveness. A six-week summer residential program for rising 9th-, 10th- and 11th-graders would cost approximately \$630,000 per year, assuming 60 students per cohort, 180 students total, and a per-student cost of \$3,500. Each Carolina College Advising Corps adviser would serve two schools and cost \$35,000 per year; this all-inclusive cost would cover training, compensation, supervision, and reimbursable expenses such as travel and supplies. Serving a region comprising three counties and eight high schools through the Advising Corps, for example, would cost \$140,000 per year. The annual cost of intensive engagement and service in local schools would depend upon the scope of the engagement and the services desired by the regional partner. The Advising Corps portion of the proposal could be implemented as soon as the 2009-2010 academic year. The other two portions would require substantial planning and negotiation but could be phased in beginning in the same academic year. Possible funding sources include foundation support, state appropriations, federal grants and private and corporate funds. Effectiveness will be assessed by gathering information on the number of students who participate in the program and then go on to enroll in and graduate from higher education.



### 4.3 Our Children and Their Future: Improving Public Education

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

UNC-Chapel Hill has a deep history of involvement with North Carolina's schools. Carolina is poised to respond to the pressing education challenges of the state given its orientation toward engagement; experience with community-university partnerships (Research Triangle School Partnership, N.C. Civic Education Consortium); ability to leverage interdepartmental faculty to bring interdisciplinary expertise to bear; pioneering educational outreach centers (Leadership Center for Mathematics and Science Teachers to support national board certification, Center for Mathematics and Science Education, LEARN NC); nationally known Family Support Network (through the School of Social Work) and nationally ranked School of Education (SOE); highly-regarded multidisciplinary research institute dedicated to improving the lives of children and families (Frank Porter Graham Child Development Institute); research and resources focused on poverty and rural education (Center on Poverty, Work and Opportunity and the National Research Center for Rural Education Support); and programs aimed at reducing educational disparities (Carolina Covenant, Carolina College Advising Corps, Upward Bound, Durham Scholars). The major initiative proposed below builds on the University's strengths to tackle North Carolina's education challenges in a comprehensive, collaborative way. If, however, this larger concept cannot be fully funded, we are interested in implementing the various components tied to it, as described below.

#### New Program

1. Public Education Collaborative (PEC). We propose the PEC as a pilot school-strengthening program that will establish for the first time a multi-institutional, systemic effort to address major public education challenges. The challenges facing public education are complex. Teachers and students are faced with a system of interlocking forces — the school system itself, communities and their values and beliefs, changing economies, and the health environment — that significantly impact student learning, motivation to learn and educational aspirations. In many areas of the state the forces come together in a way that produces highly positive outcomes for students. But in other areas, especially in the most socioeconomically distressed communities with aging populations and a significant out-migration of talented youth, the forces constrain student potential. Successfully addressing these educational challenges will require structural solutions and collaboration, much as was the case when the North Carolina Area Health Education Center (AHEC) program responded to the inadequacy of rural health care and workforce shortages in poorer areas of the state.

The goal of the PEC is to bring multiple voices to the table in a deliberative and collaborative way to devise innovative solutions that respond to the educational challenges of our state and, in particular, the needs of rural, underserved communities. The key mechanism for eliciting and responding to community needs is a Public Education Collaborative Council. The Council will involve representatives from local communities,

including school districts, business leaders, local government officials, health officials, state agencies, regional education alliances, community colleges and universities. The Council will operate by a community-of-practice model in which a group of stakeholders pursues a shared learning enterprise and works together to identify needs, challenges and problems, along with responses and solutions. Responses to local needs and challenges are forged collectively and are situation-specific.

In its pilot phase the PEC will work in collaboration with three to five underserved rural districts (initially in the northeast), and the institutions that serve them, with plans to expand our network of partnerships, if the approach is effective, to multiple locations around the state over the long term. The programs described here (both new and expanded) are designed to dovetail with the comprehensive mission and collaborative approach of the PEC.

The PEC also will be a leading component in our efforts to strengthen schools in the pilot community identified for the Community-Campus Partnership for Tomorrow (described on page 5).

*Implementation:* We recommend the following phased timeline for the Public Education Collaborative:

- Pilot Phase 1, Months 1-2: Explore existing connections with communities, expand community network, and reach out to potential Council representatives;
- Pilot Phase 2, Months 3-12: Convene Council, create process for assessing community needs, assess needs, study findings;
- Pilot Phase 3, Year 2: Shape programs in response to community needs and findings identified by the Council (see examples in following sections), begin implementation;
- Pilot Phase 4, Year 3: Continue implementation, monitor progress, refine as needed;
- Pilot Phase 5, Year 4: Continue implementation and conduct outcome evaluation; and
- Years 5 and after, expansion: Repeat Phase 1 through 5 in a second region of the state.

The total cost of the PEC over a four-year period could be as much as \$2.5 million. Costs would not be borne by the UNC-Chapel Hill campus alone, as other campuses and institutions would also be providing services. Phase 1 and 2 costs to Carolina are more limited (\$71,000, not including in-kind contributions) and would require either internal campus reallocation or small grant support. The cost of the remaining phases is dependent upon future decisions about which programs will be implemented in response to community needs. One source of funding for program implementation could be school district monies for teacher professional development. Implementation of specific program activities is contingent upon locating external funding, possibly from a state appropriation or a foundation grant. A portion of the current Science, Technology, Engineering and Mathematics (STEM) Education Coalition monies provided to Carolina could be used. Effectiveness will be assessed in multiple ways, including measurement of the number of new teachers produced, number of new teachers in high-need areas, number of teachers who become nationally board certified, proportion of teachers leaving a system — all as compared to previous years. The measures for assessing the effectiveness of this initiative, especially regarding the students, will be determined in collaboration with the PEC Council once the needs of the school and community are identified and the program activities decided. UNC-

Chapel Hill SOE Interim Dean Jill Fitzgerald will be responsible for leading the effort until Jan. 1, 2009, after which incoming SOE Dean Bill McDiarmid will be responsible.

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

##### New Program:

2. Carolina Teacher Scholar Program (CTSP). We propose a targeted incentive program to develop a new cadre of high quality teachers for North Carolina schools. The innovative Master of Arts in Teaching (MAT) program will recruit, educate and support the career development of teachers who can lead innovation, particularly in science and mathematics, for high-needs, low-performing schools. Recruitment for the program will target college graduates, with a strong emphasis on minority and “home-grown” students, and prepare them to serve rural schools, initially in the northeast as a companion outreach program of the Public Education Collaborative. To receive a Carolina Teacher Scholar award, which will include funding for the MAT and incentive stipends for new teachers to accept positions in high-needs areas, graduates must commit to teaching in the designated region for at least five years after graduation. The CTSP will develop teacher leaders who are culturally sensitive, who understand how to change schools and who know how to develop supportive structures for student learning and student success.

In addition to content training through the MAT, the Carolina Teacher Scholar Program will enhance teacher development through four additional means: observation and experience on site in the partner school districts; establishment of a supportive professional network and opportunities for reflection and dialogue; mentorship and ongoing support as teachers enter the classroom; and subsequent service as a mentor to younger Teacher Scholars. The program will incorporate the latest advances in technology in order to provide the best possible continuing education and professional development experiences. The Teacher Scholars will be encouraged to become Nationally Board Certified teachers and will receive support in this area from SOE’s Leadership Center for Mathematics and Science Teachers.

*Implementation.* Estimated cost for one cohort is \$625,000. Each Scholar will receive a \$10,000 stipend during the one-year MAT program and \$2,500 during each of their first two years of teaching. Implementation in three years is contingent on locating external funding to supplement any start-up funding available through internal reallocation. Effectiveness of the program will be assessed by the number of students we are able to recruit from the region into the program, the number who successfully complete the program, and our ability to secure funding to provide fellowship support as well as incentive monies so the students return to their communities. Interim SOE Dean Jill Fitzgerald and Jim Trier, Coordinator of Master of Arts in Teaching Program at SOE, will be responsible until Jan. 1, 2009, after which incoming SOE Dean Bill McDiarmid and Jim Trier will be responsible.

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

#### Existing Program

3. UNC-BEST (Baccalaureate Education in Science and Teaching). UNC-BEST is a unique new program, part of a multipronged effort designed to produce science and mathematics teachers who lead reformed instruction geared towards improving the knowledge of middle- and high-school students. UNC-BEST is a collaboration of the School of Education and the College of Arts and Sciences. The program offers undergraduate science majors the opportunity to complete requirements for a bachelor's degree in physics or biology and simultaneously obtain licensure as a secondary science teacher in North Carolina. The Burroughs Wellcome Foundation (BWF) is providing scholarship funding to selected students on a competitive basis. BWF scholars receive an annual scholarship during their junior and senior years and, after graduation, they receive a salary supplement for up to five years if they teach in a North Carolina public school. Future plans call for exploring the expansion of the program to incorporate other science majors.

*Expansion:* UNC-BEST will admit the first cohort of 20 or more students in fall 2008. The Provost's Office has allocated \$30,000 to support this program. Expansion related to the Public Education Collaborative would occur in pilot phases 3 and 4. The cost of adding every additional 20-25 students is approximately \$60,000. Funding for expansion could come from grants. As well, it is possible that the STEM monies we currently receive could support some of the cost. Effectiveness is assessed by number of graduates, whether they teach in the target area after graduating, principal and superintendent evaluations of the quality of their teaching, and, in the long-run, how their students perform on end-of-grade and other tests. SOE Interim Dean Jill Fitzgerald will be responsible for leading the effort until Jan. 1, 2009, after which incoming SOE Dean Bill McDiarmid will be responsible. Other responsible individuals in the College of Arts and Sciences: Laurie McNeil, Chair of the Department of Physics and Astronomy, and Steve Matson, Professor in the Department of Biology and incoming Dean of the Graduate School.

### **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 education faculty and the leadership skills of public school administrators.**

#### Existing Program

4. Online Learning for Experienced Teachers and Administrators. Once the specific needs of the districts have been determined through the Public Education Collaborative process, we can draw on an extensive array of options designed to enhance the teaching skills of faculty and leadership skills of administrators. Existing programs can be expanded through online learning to provide greater access and new opportunities for professional development to teachers and administrators in the northeast.

We can use the expertise of LEARN NC to develop curriculum, instructional tools and online courses for K-12 students and teachers. We can expand the Masters for Experienced Teachers (MEDX) program to online delivery and offer specializations targeting the region's particular needs. Through the Masters for School Administrators-Off Campus program (MSA FLEX) we can enhance the leadership skills of school administrators and accommodate practicing educators who cannot or do not want to stop working to pursue their professional goal of becoming school-site administrators. The Carolina Online Lateral Entry (COLE) program, a fast-track fully online program geared towards lateral entry teachers, can be offered as a complement to the Transition to Teaching programs offered in the northeast through Elizabeth City State University and North Carolina A&T University. We can also harness distance education capabilities and create a mechanism of support as a way to increase the number of nationally board certified teachers, now under-represented in the northeast, through a School of Education partnership with the National Center for Teaching Quality. We can leverage the dynamic and interactive online approach of the School of Education's Literacy (Reading) Online Add-on Licensure Program to help practicing classroom teachers build their ability to teach literacy, especially with struggling readers and writers. Finally, we can expand add-on principal licensure and MSA programs through the SOE Educational Leadership program to offer online delivery as needed in the region.

*Expansion:* Effectiveness will be assessed in multiple ways, including measurement of number of new teachers and principals produced, number of teachers in high-needs areas, number of teachers who become nationally board certified, proportion of teachers and principals leaving a system — all as compared to previous years. The cost of converting traditional courses to online courses costs about \$100,000 for each program, while offering already developed online courses costs about \$8,000 per three credit hours. Expansion of the program related to the Public Education Collaborative would occur in phases 3 and 4. SOE Interim Dean Jill Fitzgerald and SOE Professor Susan Friel will be responsible until Jan. 1, 2009, after which time incoming SOE Dean Bill McDiarmid and Susan Friel will be responsible. Estimated cost for three years is \$200,000. Expansion of these programs is contingent on locating funding.

**4.3.4 UNC should leverage its expertise and increase collaborations with the State Board of Education and Department of Public Instruction to lower our state's dropout rate and improve academic achievement in all North Carolina public schools, especially those that are high-priority and low-performing.**

Existing Program

5. CareerStart. We will explore the possibility of expanding this successful model to the school districts involved in the Public Education Collaborative. The CareerStart program is a model designed collaboratively by faculty in SOE and the School of Social Work. The goal of CareerStart is to help middle-school teachers better engage students, especially those at high risk of school failure, to stay in school and consider career options. CareerStart lessons are designed to increase the relevance of the middle-school curriculum by facilitating

student exploration of potential careers, including teaching. Written by experienced teachers, the mini-lessons integrate practical, relevant, real-world illustrations that help students make a connection between the course content (e.g., North Carolina Standard Course of Study) and its application to future job and career options. CareerStart lessons draw on a range of occupations, from those that require technical training to those that require postgraduate degrees. The program has been successful in several North Carolina counties, including the Winston-Salem-Forsyth School District. LEARN NC serves as a CareerStart partner, disseminating statewide a set of instructional plans that integrate career study into middle-grades curriculum areas.

*Expansion:* Professors Patrick Akos (School of Education) and Dennis Orthner (School of Social Work) will be responsible. Expansion related to the Public Education Collaborative should occur during phases 3 and 4. Estimated cost for three years is \$300,000 to serve five school districts with high-poverty and dropout rates. Expansion of the program is contingent upon locating external funding. Effectiveness is assessed through student achievement, interest and commitment to education outcomes. Over time, effectiveness is also assessed by comparing post-program dropout rate to pre-program dropout rate. In the areas mentioned above, the program is being rigorously evaluated with an experimental, longitudinal study of approximately 6,500 students. The preliminary findings from the study suggest that the CareerStart approach benefits all students, especially low-income students. They are much more likely to be engaged in their school, have better connections to others at their school, see the value of their education for their future and begin to think about and explore their own future connections to the kinds of jobs and careers that they may anticipate.

**4.3.5 UNC should strengthen partnerships with the State Board of Education, the 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”).**

New Program

6. Pipeline to the Teaching Profession. The UNC School of Pharmacy and its partnership with Elizabeth City State University (UNC-Chapel Hill/ECSU Doctor of Pharmacy Partnership Program) serves as a model for the kind of pipeline program we envision for education. That partnership enables the Doctor of Pharmacy degree (PharmD) program to increase the number of graduates each year and to promote increased numbers of pharmacists working in underserved populations, especially in northeastern North Carolina. Students in the program receive a degree from UNC–Chapel Hill with acknowledgement of the partnership with ECSU. There is a strong dedication from faculty and administration on both campuses to insure that educational opportunities are equivalent for students on both campuses. We propose to develop a similar pipeline licensure program for education. It will create new options for bringing teachers into the university system from community colleges in the northeast and new opportunities for additional degrees (MAT, for example) in partnership with Elizabeth City State University. We are committed to exploring collaboration with ECU and ECSU in this area.

*Implementation:* Estimated one-year planning cost is \$50,000. Implementation of the program is contingent upon locating external funding. Effectiveness will be determined by assessing the increased number of graduates with teaching degrees and how many of them serve as teachers in underserved areas of the state. SOE Interim Dean Jill Fitzgerald will be responsible until Jan. 1, 2009, after which incoming SOE Dean Bill McDiarmid will be responsible.

## 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.

Examples of successful community and economic development outreach at Carolina abound. Some of these models of engagement include helping communities improve their leadership capacities and providing technical assistance and training to businesses and entrepreneurs. However, for a variety of reasons, these programs typically are not aligned or integrated for maximum impact on the communities or businesses they support. The following proposals better harness the talents of Carolina faculty and students to help build globally competitive communities and businesses in our state through these means: convening faculty, students and staff across disciplines and schools; aligning Carolina resources with community and economic development challenges; guiding engagement projects from identification through implementation; and distilling and disseminating lessons learned.

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

#### Existing Program

1. Community Economic Development Program. This program at the School of Government provides public officials with training, research and assistance that support local efforts to create jobs and wealth, expand the tax base and maintain vibrant communities. For example, the Pathways to Possibilities Project in Fayetteville and Cumberland County will produce an economic development action plan that will position the communities in Cumberland County to take maximum advantage of the report of the Base Realignment and Closure (BRAC) commission along with other economic, social and demographic trends. The School of Government currently has a partnership with the N.C. Rural Economic Development Center to help small communities in the creation and implementation of strategies for community and economic development in the 21<sup>st</sup> century.

#### New program

2. Carolina North. Carolina North is a planned research and mixed-use academic campus to be located on about 250 acres two miles north of the main UNC-Chapel Hill campus. Conceived in the academic mission of the University, it will help connect the University’s research programs to the economic well-being of the state. As a public research university charged with helping to lead a transformation in the state’s economy, Carolina must compete with national peers for the talent and resources that drive innovation. Today, that competition demands a new kind of setting — one that enables public-private partnerships, public engagement and flexible new spaces for research and education. Its very first building, the Innovation Center, is a business accelerator designed to house start-up companies with direct ties to UNC-Chapel Hill research. Carolina North will make a



significant contribution to the recommendations of the UNC Tomorrow report, especially by making North Carolina more competitive in the global economy, transforming the economy of the community and the state, providing a home for research to improve health and the environment and engaging in civic outreach. The new campus will promote the economic transformation of the state by engaging faculty in strategic research that stimulates economic growth, launches new companies from University research and creates jobs for North Carolina.

*Implementation:* The people responsible for the development of Carolina North are Executive Director Jack Evans and, ultimately, the University's Chancellor. The 250-acre footprint is intended to cover development of the campus over its first 50 years, with groundbreaking for the Innovation Center, scheduled for early 2009. While very few numbers regarding the cost of the project are available at this time, it is known that funding will come from a wide variety of sources: state-appropriated funds, private and corporate funding, self-liquidating funding, and reallocation of rents. Effectiveness of the new campus will be judged by the success of the various programs located there.

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

##### Existing Program

1. Center for Civil Rights. This center in the School of Law has been actively engaged in a portfolio of outreach efforts that impact North Carolina. In four low-income communities in Moore County, in the town of Clayton (Hoke County), and elsewhere, the Center has represented and assisted minority residents seeking greater municipal services and political participation. It has also assisted efforts to stem the tide of resegregation in North Carolina's public schools, including intervening in the long-running *Leandro* case on behalf of non-white children in Charlotte. The Center was started because of the need to have an institutional presence in the South to protect the civil rights of non-white and low-income communities in a time when 50 years of civil rights progress stands at risk.

##### New program

2. Community-Campus Partnership for Tomorrow. Please see description in The Community-Campus Partnership for Tomorrow, page 5.

#### **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.**

##### Existing Programs

3. Carolina Center for Competitive Economies. With the loss of multiple traditional industries, North Carolina at every community level is facing the challenge of how to sustain, grow and

prosper in the 21<sup>st</sup> century. Housed in the Kenan Institute of Private Enterprise at the Kenan-Flagler Business School, the Carolina Center for Competitive Economies works with leaders at the community, county and regional level to address the challenges of global competitiveness and create custom solutions that build on the unique assets of each region. The center has worked with Advantage Carolina, Advantage West Regional Partnership, Carteret County, Charlotte Regional Partnership, City of Salisbury, Kerr-Tar Council of Governments and multiple state agencies. Funding for this program is provided through grants from the entities served.

4. Launching the Venture. This program provides targeted training for highly-promising start-up ventures at Carolina. It offers training in business development, marketing, operations and finance. It identifies and supports ventures that have the likely potential for rapid employment growth and operational scale-up through training and coaching by faculty, entrepreneurs and strategy consultants. Teams enter with a promising venture concept and then they test and develop their idea.

*Expansion:* Carolina proposes expanding Launching the Venture to three new campuses developed in partnership with other UNC System business schools in the east, west and central regions of North Carolina. Partner schools will be selected based on institutional and faculty interest and on their capacity to generate promising ventures. Faculty and professional staff of the Kenan-Flagler Business School's Center for Entrepreneurial Studies (CES) will train faculty at partner UNC institutions to deliver the course. CES Executive Director Ted Zoller will be responsible for this expansion, and CES faculty and staff will serve as guest lecturers and assist in the recruitment process. Expansion of the program to three sites would require funding of \$750,000, assuming biannual cycles of the course at each new site. Contingent on locating funding, expansion would most likely occur Fall 2009. Possible funding sources include state appropriations and foundation support from Golden LEAF, Kauffman or the National Collegiate Inventors and Innovators Association. Effectiveness will be assessed by gathering information on course participants. It is anticipated that this program will return a 50 percent sustained annual growth of employment for each entrepreneurial firm and a parallel increase in average salary compensation.

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

##### Existing Programs

5. Southern Oral History Program (SOHP). This program of the Center for the Study of the American South seeks to foster a critical, yet democratic understanding of the South — its history, culture, problems and prospects. SOHP has a collection of more than 2,900 interviews with men and women from all walks of life and maintains an active research and teaching program. The tapes, videos and transcripts are preserved in the University's Southern Historical Collection. SOHP has an ambitious outreach arm, sharing research and expertise with a wide audience. Students and staff teach oral history workshops and consult throughout the state.

6. The North Carolina Collection (NCC). This collection, established in 1844, is the premier repository for historic and current photographs, maps, state, county and town histories, town telephone books, journals of religious, fraternal and educational organizations and published works documenting the history and culture of the state. NCC's mission includes proactively making these resources available to the citizens of North Carolina. NCC staff make public presentations throughout the state and take leadership roles in various statewide educational, historical and cultural organizations. While the collections are available in the library to anyone who comes to campus, many items are now being made available to everyone online, in support of teaching and learning at all levels. The North Carolina Collection and the State Library are strong partners in providing information statewide to all citizens.

*Expansion:* This extensive information resource needs to be leveraged to help promote the goals of UNC Tomorrow. NCC will provide a series for citizens regarding the use of sources available in the collection to support business – demographic data on which market surveys could be created or pin-pointed local information that could help predict business potential. NCC will create a comprehensive portal to its holdings of state historical resources, combining them with those in other repositories across the state. With ongoing annual support of \$100,000 for digitization services, editorial staff and creation of online and video presentations for community and business groups, NCC will extend the reach of its engagement activities to make its resources more widely available and useful for the state. This expansion is contingent upon locating funding, which would come from a combination of foundations, state appropriations and private donors. The effectiveness of the expanded offerings will be gauged through feedback from users as well as by the number of programs and resources created and the level of participation in the use of them. NCC Curator Robert Anthony will be responsible for this enhancement of its public engagement activities.

### New Program

7. UNC Classroom of Tomorrow. The goal is to make the resources of the University more available and accessible to communities in their communities. It involves taking advantage of new technology, new forms of knowledge and new teaching methods to expand the reach and range of knowledge creation and distribution. We need to make knowledge accessible and modular through podcasting. Through this virtual classroom and the use of wikis, we could explore open-source knowledge creation with other campuses and other entities like businesses and government. For example, Carolina might use technology to share the experience of on-site visitors to the interactive media installation *Spectacular Justice* by artist Joyce Rudinsky, Associate Professor of Communications Studies. Created in collaboration with the Renaissance Computing Institute (RENCI), the installation uses video, audio and electronic tracking to target the installation's soundtrack to individual viewers as they enter and move around the room. The resulting visual and audio experience is unique for each visitor and for each visit.

*Implementation.* The UNC Classroom of Tomorrow would require investment in a new unit staffed with educational and technology experts whose goal is to convert the knowledge and resources of the campus into formats using new media, thereby making the University accessible anytime, anyplace to promote the arts and cultural enrichment, which are

essential to community and economic development. Because it would require such an extensive investment, approximately \$5 million for the first five years, the implementation of this program is contingent upon locating external funding, possibly from a state appropriation or a foundation grant. Effectiveness would be assessed by the number of communities who participated, as well as the number of events we would be able to share with new technology. No unit responsibility has been determined yet for this cross-campus initiative.

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

##### Existing Programs

Inclusive discussions on important community issues are an inevitable and natural part of what Carolina does in many of its engagement activities. Particularly relevant examples include the TRaCS Institute (on page 30 in the Health section of this report) and its Community Connections component, the Center for Health Promotion and Disease Prevention and the Center of Excellence for Training and Research Translation. Other ways Carolina engages communities on important issues include these programs: Program in the Humanities and Human Values (continuing education seminars to help business executives, public leaders, humanities scholars and teachers explore and respond to emerging issues and challenges), the Program on Public Life (which encourages public dialogue on issues important to the state and the formation of public policy), the Creative Campus of Carolina Performing Arts (a year-long, interdisciplinary initiative across the UNC-Chapel Hill campus and into the surrounding community, which uses the arts as a catalyst to engage in a conversation) and the William and Ida Friday Center for Continuing Education's What's The Big Idea? (a series of evening lectures on important discoveries and contemporary issues in the sciences).

##### New Program

Community-Campus Partnership of Tomorrow (CCPT) As described previously on page 5, the CCPT will be a substantive effort piloted with one community. Essential to this effort will be initial and continuing discussions with an array of community representatives to identify and explore the issues that matter to them. Indeed, engaging in these discussions is an important and necessary first step in the process. Discussions are essential, but they are of little value to the community if things end there, and too often they do. The CCPT is a model that will begin with substantive and inclusive exploration of issues, but also will ensure that we move quickly to incorporate action into the process. There are examples across campus to build on of how such dialogues have contributed to effective partnerships, including efforts of the Center for Urban and Regional Studies, the Center for Health Promotion and Disease Prevention's Health Works for Women in Sampson and Duplin counties, the School of Government's work with the City of Wilson around economic development and the School of Public Health's Engaged Institution Initiative.

## 4.5 Our Health

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

UNC-Chapel Hill has a wealth of resources to promote and protect health and a rich history of using these resources to benefit the citizens of North Carolina. Each of Carolina's five health affairs schools (medicine, dentistry, public health, nursing and pharmacy), as well as the School of Social Work, has achieved national prominence for academic excellence and research productivity. Multiple health-related centers and institutes provide linkages and support for interdisciplinary work in partnership with communities. All are grounded in a mission of providing service to the residents of North Carolina through patient care, applied research, educating health professionals to meet community needs and engaging faculty and students in the work of state and local agencies and communities to improve the quality of health in North Carolina. Given the increasing complexity of health-related issues in our state and country, it is imperative that we harness these resources and apply them to meet the expressed needs of our population. Building on existing infrastructures and initiatives, Carolina proposes innovative and collaborative solutions to the findings and recommendations of the UNC Tomorrow Commission about the most pressing health needs of North Carolina.

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

Many factors beyond access to health care – education, income, social and physical environmental conditions and behaviors – create both barriers and opportunities for improving health and wellness among North Carolinians. We propose several expanded and new initiatives, many in collaboration with ideas presented in other parts of this response, to address health improvement from multiple levels of influence.

#### Existing Program

1. University Cancer Research Fund (UCRF). The state has provided an extraordinary opportunity for Carolina and its Health Care System, health affairs schools and UNC Lineberger Comprehensive Cancer Center to build on existing strengths and become the country's leading public comprehensive cancer center. Cancer is now the leading cause of death in North Carolina in spite of multiple advances that produce long-term cures in approximately two-thirds of the patients diagnosed. The General Assembly and Governor Mike Easley created the University Cancer Research Fund, providing \$25 million this year, \$40 million next year and \$50 million thereafter to support cancer research. Our initiatives through the UCRF will be dedicated to ensuring that future generations of North Carolinians develop cancer less often and live longer and better if they do. To accomplish this goal, we will extend discoveries statewide through expanded outreach to clinics, health systems and underserved populations.

## New Programs

2. North Carolina Translational and Clinical Sciences (TRaCS) Institute. It is widely accepted as fact that it currently takes 17 years to turn 14 percent of original research to the benefit of patient care. That means it takes even longer for the vast majority of scientific research to benefit the patients who need it so desperately. To accelerate the process of turning research into treatment and disease prevention for patients, North Carolina made an annual commitment of \$3.5 million to UNC-Chapel Hill to create the N.C. TraCS Institute. The TraCS Institute will develop pilot projects to translate technologies, diagnostics, therapies and evidence-based interventions for the benefit of underserved groups and others who need them. To implement this continuous cycle of innovation to improve health for all North Carolinians, we must pay particular attention to understanding and addressing racial and cultural disparities in health care. With support from the Clinical Translational Science Award (CTSA), the TraCS Institute will provide a connection portal (online and in-person) to match community identified needs with research expertise (e.g., epidemiologic expertise to explore the causes of elevated cancer rates in a geographic region) and to match researchers with communities to conduct clinical trials and studies (e.g., clinical and public health practitioners who want to address childhood obesity in preschool children). We will be attentive listeners to every voice in our widely diverse population. By developing diverse teams of scientists who will partner with and listen to the community and learn about its health-care needs, we will develop new knowledge in response to those needs, apply the knowledge in clinical practice, and use that experience to inform new research.

*Implementation:* The person responsible for implementing the TraCS Institute is Dr. Paul Watkins, who reports to Dr. William Roper, Vice Chancellor for Health Affairs and Dean of the Medical School. The TraCS Institute will be funded primarily from a clinical and translational science award that is anticipated from the National Institutes of Health (NIH) in 2008. Funding sources include the following: CTSA-Direct Cost Request for five years is \$58,856,039, one year is \$11,497,887; Direct and Indirect for five years is \$77,758,894, one year is \$15,190,675 (we anticipate a 15 to 20 percent cut in the amount when it is awarded); \$30 million in contributions from more than 40 units across the University and state. We will develop and apply measures to evaluate our effectiveness in translating research findings to patient use.

3. Carolina Employees Healthy Workforce Initiative. The importance of worksite programs for improving health and wellness is underscored by the recent adoption of a Worksite Wellness Policy by the Office of State Personnel, which mandates that each state agency develop a wellness program for its employees and identify a wellness coordinator. One of the problems with this unfunded mandate is that it relies on employee committees to carry it out; the employees involved may be interested in health, but they are not likely to be health experts. We will offer our health expertise and experience to help Carolina develop a sustainable and comprehensive health promotion program that can be used for all employees and students, in collaboration with Student Health Services, at UNC-Chapel Hill and serve as a model for other state universities.

*Implementation:* The person responsible for implementing the Carolina Employees Healthy Workforce Initiative is Laura A. Linnan, Associate Professor in the Department of Health

Behavior and Health Education, School of Public Health. We will evaluate the effectiveness of the program by studying its effects on health and productivity of employees who work at UNC-Chapel Hill. The estimated cost of implementing a pilot program at Carolina is \$300,000, with likely funding sources to include a state appropriation, foundation support, federal grants, corporate funds, reallocation of existing resources and the State Health Plan. A three-phase pilot project could be implemented in a two-year timeframe. Implementation of this program is contingent on locating funding.

4. Excellence in Mental Health. Caring for people who have serious mental illness, substance abuse, and/or developmental disabilities has become one of North Carolina's greatest public health challenges. Problems abound, including a short supply of community-based crisis services, the resultant over-use of state psychiatric hospitals, the many people with serious needs who do not receive the most effective services and the growing numbers of people with mental illness who are detained in jails across the state. The following two proposals address mental health in North Carolina at the policy and clinical level.

- Mental Health System Improvement Project. By modeling mental health service use in Orange, Person, Chatham and Durham counties and using computer simulation, Carolina's team, based at the School of Public Health, will see how changes in structure and policies impact the entire system and find innovative methods to improve services. These computer-based models would then be applied statewide as a way to assess the cost-effectiveness of new policies and programmatic interventions. Partners include the School of Medicine, the Cecil G. Sheps Center for Health Services Research Center and Duke University Medical School.

*Implementation:* The person responsible for implementing the project is Joseph Morrissey, Professor of Health Policy and Administration, School of Public Health; Professor of Psychiatry, School of Medicine; and Deputy director for Research, Sheps Center. The project is one of five to receive funding from the newly created Gillings Innovation Laboratories in the School of Public Health to accelerate solutions to public health problems. This award will provide approximately \$200,000 per year for two years, which will cover the current implementation plan of studying the local mental health systems in the first year (starting July 1, 2008) and state-wide implementation the second year. Longer term funding will be sought from legislative appropriations, agency contracts and research grants. Effectiveness will be measured in terms of whether reports and analyses are used in legislative reports and agency guidelines, and ultimately by improved system capacity and improved quality of life for people in North Carolina with mental illness, developmental disabilities and addictions.

- Center for Excellence in Mental Health. The Department of Psychiatry, in collaboration with other departments and schools at Carolina, proposes to establish a Center for Excellence in Mental Health that will provide evidence-based treatment to persons with severe and persistent mental illness, train providers throughout the state, conduct research with a focus on patient outcomes, and work together with other University programs to inform mental health policy at the state level. As part of this center, we propose to expand interdisciplinary training opportunities in the

Schizophrenia Treatment and Evaluation Program (STEP) and Outreach and Support Intervention Services (OASIS). We plan to offer scholarships to trainees in exchange for services in underserved regions of North Carolina and to develop training programs for service providers throughout the state that focus on the most severe mental illnesses.

*Implementation:* The people responsible for this center are Dr. John Gilmore, Professor and Chair for Research and Scientific Affairs, Department of Psychiatry, and Barbara Smith, Director of Outpatient Services, STEP Program, Department of Psychiatry. Total costs for the first year of implementation are \$644,000. Implementation is contingent on initially securing grant funding. Funding sources to continue the project may include clinical revenues, state funds, research grants and corporate and individual donations.

#### **4.5.2 UNC should educate more health professionals.**

5. Expansion of Institutional Capacity to Train Health Professionals. Growth in the physician workforce is not keeping pace with the state's population growth. While increasing the number of physicians trained is a necessary first step in meeting the needs of the state's growing population, it is not sufficient to solve the problem. Other barriers – current systems of reimbursement for student loans, impending retirement of 35 percent of the primary care work force and specialty health careers that offer higher incomes and more predictable lifestyles – also contribute to the ongoing decline in applications for residencies in internal medicine, family practice and pediatrics. To address the workforce shortage needs in these fields and the other health and allied health professions, we will use information generated from the proposed N.C. Health Workforce Advisory Board (described on page 36) to guide the expansion of health professions training at UNC-Chapel Hill.

- School of Medicine (SOM). The approved plan to expand medical education by a total of 117 students, starting in 2009, is based on a collaborative effort between the UNC-Chapel Hill School of Medicine (70 additional students) and the Brody School of Medicine at East Carolina University (47 additional students). The UNC-Chapel Hill expansion will involve partnerships in Charlotte with Carolinas Medical Center and UNC-Charlotte and partnerships in Asheville with Mission Hospital, the Mountain Area Health Education Center and the Western North Carolina Health Network.

*Expansion:* The cost of expansion in the first year is \$3.6 million. Recurring annual cost for the expansion will be \$40 million when it is fully operational in 2105, which would mean a total of 280 new students (70 per class) with 140 taking the first- and second-year programs in Chapel Hill and 100 students (50 per class) taking third- and fourth-year classes in Charlotte and 40 students (20 per class) taking third- and fourth-year classes in Asheville. These funds will go not only to UNC-Chapel Hill, but also to AHEC and hospitals in Charlotte and Asheville. Construction and renovation costs are \$239 million for all three campuses, \$139 million at Carolina. The person responsible for the expansion at the School of Medicine is its Dean, Dr. William Roper.



- Allied Health Sciences Department, SOM. Allied Health is a comprehensive grouping of more than 100 different disciplines that, together, make up over half of the total healthcare workforce in North Carolina. Carolina currently offers degree programs in seven of these allied health disciplines: Clinical Laboratory Science; Cytotechnology; Occupational Therapy; Physical Therapy; Radiologic Science; Rehabilitation Counseling; and Speech and Hearing Sciences.

*Expansion:* The Department has begun to explore an expansion plan that would call for targeted enrollment growth from 409 students in 2007-2008 to approximately 710 students in 2015. The plan offers expanded models for health care delivery in underserved communities that will involve collaborative partnerships with the N.C. Community College System and other campuses in the UNC System. Possible sources of funding for increased operational costs include enrollment increase, instructional position allocation, school-based tuition receipts for professional degree programs, extramural research and training grants, development of endowed or distinguished chairs and receipts for clinical services delivered by faculty.

- School of Pharmacy. Over the next three to four years, the School anticipates a 20 percent growth in enrollment in its professional and graduate programs with increases in funding to support competitive stipends and fees. Expansion of AHEC, community-based faculty and UNC-based clinical faculty will be needed and planned over the next four years.

*Expansion:* To accommodate a professional enrollment increase of 20 percent, we need a new building (\$25 million from state appropriations) with lecture rooms, labs and state-of-the-art video-teleconferencing for sharing with other campuses. We also need to increase the number of faculty, staff support, scholarships and off-campus teaching sites. Funding to support these recurring costs would come almost exclusively from the state (through tuition dollars), although we would seek an increase in scholarship support from the Pharmacy Foundation. Short-term effectiveness would be assessed by the number of graduates passing the state board examination, while long-term effectiveness would be determined by the impact on the pharmacy manpower needs of the state of North Carolina, particularly in currently underserved areas of the state. Increased graduate enrollment will require \$1 million in recurring costs, \$250,000 supported by the state and the rest from contract and grant sources. Assessment of the effectiveness of this graduate enrollment increase will be based on the ability of our graduates to secure positions in the pharmaceutical industry, academia, regulatory agencies and leadership positions in the pharmaceutical sciences. Pamela U. Joyner, Associate Dean for Professional Education, is responsible for the professional enrollment expansion, and Dhiren R. Thakker, Associate Dean for Research and Graduate Education, is responsible for the graduate enrollment expansion.

- School of Dentistry. Construction on the UNC-Chapel Hill Dental Sciences Building, scheduled to begin in spring 2009, is a component of the approved Joint Plan for Dentistry between UNC-Chapel Hill and East Carolina University. The larger and more flexible education space will enable the School to expand the DDS class to 100 students

(beginning in 2012) from an average class enrollment of 81 students and will contribute to collaboration among faculty and students and enhance continuing education opportunities for N.C. dentists.

*Expansion:* The expansion will occur from 2008 through 2012 at a cost of \$125 million (\$99 million of that state funding, \$10 million from UNC-Chapel Hill and \$6 million from private funding). Our effectiveness will be assessed by the Commission on Dental Accreditation and with accountability measures of the Dentistry Internal Outcomes Assessment. The person responsible for the expansion of the School of Dentistry is its Dean, Dr. John Williams.

- School of Nursing (SON). In response to the severe nursing shortage in North Carolina, SON has begun admitting students twice a year to both regular and accelerated BSN program options. SON graduated 183 pre-licensure students vs. 156 to 160 before the expansion. Graduate program plans include implementation of two new options in the MSN program: an oncology nurse practitioner program and a clinical nurse leader program.

*Expansion:* Enrollment growth will continue, as funding permits, up to a potential total of 220 graduates per year on the Chapel Hill campus. In addition, we expect to double the number of RN-BSN graduates per year from 20 to 36 (and could expand further if funding allowed). SON recently submitted a proposal to create a Raleigh satellite campus. We anticipate admitting the first class of 40 students within three to four years of securing a building site for construction or renovation, admitting a second class of 80 students one year after the first class and graduating the first class 16 months after admission. The Raleigh expansion would cost approximately \$2,800,000 per year (based on 2008 data) for recurring salaries and program expenses. Approximately \$11 million to \$12 million would be necessary to build and furnish appropriate space. SON Dean Linda Cronenwett is responsible for the expansion.

- School of Public Health (SPH). With the ratio of public health workforce to population declining coupled with 23 percent of the workforce becoming eligible to retire by 2012, North Carolina faces a public health workforce crisis. The School of Public Health has requested funding to expand its online educational programs to offer a new Master of Science in Disaster Management (MSDM) with an initial cohort of 35 students (25 in-state and 10 out of state) for addressing a critical shortage of professionals prepared to respond to natural and human-instigated disasters; through a cooperative venture with the King's Fund, add a new cohort of students from North Carolina and the United Kingdom (five in-state and 25 out of state) to its Masters of Healthcare Administration (MHA) degree program to train physicians in healthcare administration; and provide internships for five students each year to enhance linkage between the SPH and North Carolina public health practitioners by participating in a team approach to consultation and technical assistance to local health departments.

*Expansion:* The amount of requested expansion funds to defray program cost for starting the MSDM degree is \$171,000; expanding the MHA is \$288,000; and for beginning the

internship is \$100,000. Ongoing funding will come from the state allocations for in-state students and tuition from out-of-state students. All three programs would begin in 2008. Accountability measures are consistent across all educational programs (mid-term and end-of-course evaluations by students) and annual faculty evaluation. The person responsible for the MSDM and MHA degree programs is Peggy Leatt, Chair of the SPH Department of Health Policy and Administration. The person responsible for the internships for students is Dr. Ed Baker, Director of the SPH North Carolina Institute of Public Health.

- School of Social Work (SSW). North Carolina faces a significant shortage of social work professionals, particularly in the areas of mental health and child welfare. The effectiveness of our existing distance education (DE) programs can be improved by reaching more students across the state so that North Carolina can have a greater number of masters-level trained social workers to meet the state's human services needs. The School is expanding its online course capacity to maximize its ability to reach off-site students in a cost-effective manner. The School has also submitted a proposal to the Council on Social Work Education for an initiative titled *Engaged Scholarship: A 360-Degree Approach*, which will increase social work research diffusion and increase partnerships with communities across the state.

*Expansion:* SSW has begun an expansion of its off-site part-time programs in Asheville and Winston-Salem, as well as its part-time program in the Triangle. The Winston-Salem program will be expanded by over 60 percent in Fall 2008, with the Triangle following in Fall 2009. We may also begin accepting a new cohort each year (rather than the current alternate-year admission process) in the Asheville program (feasibility study to take place in 2008-2009, with possible expansion in 2010-2011). As the programs are expanded, they will be assessed by recruitment effectiveness (number of new students recruited and from what parts of the state); successful mastery of the competencies of the MSW curriculum by DE students (done for all students via an embedded measurement system); course evaluations; employment data on graduating DE students (where they work upon graduation). Costs and funding will use the standard DE funding model; no additional funds are anticipated. Accountability for the effectiveness of this expansion lies with SSW Dean Jack Richman.

- Area Health Education Centers (AHEC). A new AHEC center will be based in Elizabeth City, potentially on the campus of Elizabeth City State University (ECSU). To save on infrastructure and administrative costs, the Elizabeth City center will be a sub-unit of Eastern AHEC headquartered in Greenville and associated with East Carolina University. The new center will serve the eight most northeastern counties that are part of the 23-county service area currently served by Eastern AHEC. An AHEC Center in Elizabeth City will create a much stronger health professions education presence and contribute to the success of existing programs such as PharmD (joint program with School of Pharmacy and ECSU) and future programs.

*Expansion:* The effectiveness of the new center in Elizabeth City will be assessed by the level of programming that occurs there and the effects of that programming. These include:

- Health Careers. Goal will be to work with 600 students per year, including 20 in a more intense summer program to prepare high school students to enter college programs in the health fields. Outcome measure will be the level of increase in students from surrounding counties who enter health programs at ECSU and the College of the Albemarle (the local community college).
- Community-based Experiences for Health Science Students. Goal will be to place over 80 students per year in sites in the counties served by the Center, in pharmacy, medicine, dentistry, nursing, public health and the allied health fields. Outcome measure will be an increase in the number of students from the area who return to this area to practice once they finish health professions training.
- Continuing Education. Goal will be to offer 60 continuing education programs per year in the counties served by the Center.
- Overall Effectiveness. An overall effectiveness measure will be an increase in the number of health professions education programs available via ECSU and the College of the Albemarle. The presence of the AHEC Center will enable them to offer more programs, recruit more students, place them in high quality clinical settings and retain more of them in the region.

Effectiveness will be improved through maximum coordination and collaboration with ECSU, ECU, UNC-Chapel Hill and local hospitals and other health agencies in the region. Overall accountability will rest with the AHEC Program Director Tom Bacon and the AHEC Program Office at UNC. Immediate accountability will be with Dr. Steve Willis, Eastern AHEC. The timeline for implementation would start in 2008-2009 with planning and initial development (\$250,000); continue in 2009-2010 with Center development and implementation (\$500,000); and result in being fully operation in 2010-2011 (\$1 million). Funding for AHEC comes from a direct state appropriation.

6. North Carolina Health Workforce Advisory Board. With its nationally recognized health professional data system, North Carolina is better positioned than many states to examine health workforce shortages and develop workable strategies for responding, except current capacity to collect and analyze the necessary data is insufficient. We propose developing a mechanism to insure continuous use of this information for collective, informed decision-making. UNC-Chapel Hill is positioned to provide leadership for organizing this initiative. As recommended by a recent N.C. Institute of Medicine task force, we propose to work with the General Assembly to create a North Carolina Health Workforce Advisory Board that includes representation from diverse health professional disciplines and a broad array of agencies, organizations and institutions including those from other UNC System schools and community colleges. This Board would report its findings and proposed recommendations annually to the UNC Board of Governors, State Board of Community Colleges and the General Assembly.

The Board would identify strategies to:

- Increase the overall supply of physicians, nurse practitioners, physician assistants, and certified nurse midwives to meet the unmet health needs of the state's growing population;
- Increase the overall supply of public health professionals such as epidemiologists, environmental health specialists, nutritionists, health educators, social workers, health administrators, health policy analysts and health economists;
- Encourage more health professionals to practice in health professional shortage areas;
- Establish priorities for which types of provider specialties are most needed to meet the public health and healthcare needs of the state;
- Increase the supply of underrepresented minorities in the profession; and
- Address barriers that affect entry into the health professional workforce or continued practice.

*Implementation:* The person responsible for designing, leading, and implementing this process will be Tom Ricketts, Professor of Health Policy, Administration and Social Medicine and Director of Rural Health and Research Program on Health Policy Analysis, Sheps Center for Health Services Research. The establishment of a fully operational board with sufficient staff will cost \$670,000. Sources of funding would include a state appropriation for the core, with the various health professional schools contributing on a shared basis for services and analysis. The effectiveness of the program will be reflected in the number and character of questions received from the various schools, professions and the General Assembly. In the end, it should avoid any shortage of professionals and should affect the structuring of health professions training. Such a board could begin its work in a year, meeting for the first time six months after initial funding and producing studies in nine months.

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

7. Interdisciplinary Health Communications Center to Benefit North Carolina. We propose this center as a way to promote access and use of health information through the state's public libraries, community-based organizations and other venues that can reach out to those who suffer from health disparities. The center will also use multidisciplinary and multi-institutional approaches to improve the focus, timeliness and readability of health communications as well as to ensure that the right communications are reaching the right audiences (consumers, news media, support groups, service providers, lay health advisors, business and industry or policymakers).

*Implementation:* The person responsible for implementing the Interdisciplinary Health Communications Center to Benefit North Carolina is Jane Brown, James L. Knight Distinguished Professor in the School of Journalism and Mass Communication. Implementation of the program will cost an estimated \$200,000, which could come from a state appropriation, foundation support, federal grant, private or corporate funds.

Implementation is contingent upon locating funding. The start-up phase of the program will be completed within two years; expansion would take place in the next three to five years.

## 4.6 Our Environment

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

As the nation's first public university, Carolina has a responsibility to lead in addressing the state's energy and environmental challenges, and we are. Chancellor Moeser was one of the original signatories of the American College & University Presidents Climate Commitment and has helped establish Carolina as a model of sustainability. Carolina is promoting sustainability on campus in many innovative, exciting ways – stormwater initiatives, water conservation efforts, recycling programs, tree protection practices, new research centers and academic offerings. We are reducing emissions on campus by introducing renewable energy sources, supporting public transportation and making our new and existing buildings much more energy efficient. Our students are a critical part of this effort, choosing to increase their own fees to help fund renewable energy projects, such as the solar hot water system for showers at Morrison Residence Hall. Overall, students will raise \$1.2 million for renewable energy projects over a six-year period. The University helps the towns of Chapel Hill and Carrboro provide the fare-free service of the Chapel Hill Transit bus system; we also provide free Triangle Transit Authority bus passes to employees. The new Visitor Education Center being built at the N.C. Botanical Garden will consume only half as much energy as a traditional building, with daylight eliminating the need for hot, electric lighting, photovoltaic panels supplying some of the electricity and a geothermal system providing heating and cooling. Carolina constructed the first Leadership in Energy and Environmental Design (LEED)-certified building in the UNC System and has more on the way. Looking ahead to the building of our new research and mixed-use academic campus at Carolina North, we will be adopting energy and resource conservation in all its aspects, including building standards and choice of technologies, guided in our planning by our staff and consultants and robust feedback from the local community.

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

#### Existing Program

1. Sustainability Office. Environmental sustainability has become an integral part of the institutional and academic culture at Carolina. We hired an Energy Conservation Manager in the early 1990s, and in 2001 we were the first campus in the state to hire a full-time Sustainability Coordinator. In January we hired one of the first greenhouse gas emissions specialists in the country. Since 2003, water consumption per square foot has fallen by 15 percent and energy consumption by 8 percent. On campus, we keep 43 percent of potential waste out of the landfill, and Carolina is a national leader in construction and demolition waste recycling. The high-performance building program launched by the Sustainability Office now includes 15 LEED Accredited Professionals, a full-time commissioning coordinator and a standard protocol for energy modeling. Five LEED buildings are in the design and construction pipeline, including three that aspire to achieve LEED platinum, the highest level of certification available. Innovative stormwater management is now a hallmark

of the Carolina campus. Each of these programs will support even more ambitious sustainability goals for the new Carolina North campus.

The sustainability Web site, calendar, listserv and biennial campus report already reach thousands of students and decision makers across the state. In 2005, Carolina established a Sustainability Advisory Committee that reports to the Vice Chancellor for Finance and Administration. This committee is co-chaired by the Director of Facilities Services and the Director of the Institute for the Environment, and includes faculty, staff, student and administrative members from across the University. Policies recommended by the committee and adopted at Carolina include overall sustainability goals, an energy efficient purchasing policy and a rapid phase out of incandescent lighting. The Sustainability Office serves as the secretariat for this Committee. Sustainability Office Director Cynthia Shea also will be co-chairing a Sustainability Task Force set up by UNC General Administration. Carolina is in a strong position to offer expanded leadership and advice for other system campuses seeking to institutionalize sustainability.

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

##### Existing Programs

2. Institute for the Environment (IE). Interdisciplinary research done at IE addresses fundamental questions about the environment to solve local and global challenges, educate practitioners and inform people about critical issues. Faculty research is focused on practical concerns in the state, such as river restoration, floodplain management, drought vulnerability, public policy options for water allocation, coastal susceptibility to sea level rise, air quality models to assist municipalities and energy policy. The Environmental Resource Program (ERP), IE's outreach and public service arm, leads research-driven outreach and service activities, including community discussion about critical environmental issues and technical assistance to North Carolina communities. The ERP has trained thousands of K-12 teachers in environmental and earth systems science and has conducted environmental workshops for local governments, community groups and other North Carolinians. In addition, IE is already educating the next generation of environmental leaders about sustainability through its undergraduate sustainability minor. IE's three North Carolina field sites — in Highlands, Manteo and Morehead City — provide convenient locations for environmental outreach and education programs.

##### New programs

3. UNC Council for a Sustainable Environment. The UNC Tomorrow Commission recommended several strategies aimed at producing much greater system-wide coordination and collaboration on environmental issues. We agree and encourage the creation of a UNC Council for a Sustainable Environment that would convene faculty and environmental professionals from across the UNC System to share information, identify areas for research, design innovative engagement strategies and form multicampus collaborations to help North Carolina respond to pressing environmental challenges. This is roughly the equivalent of a



scholars council that focuses exclusively on environmental issues, but with engagement and professional staff who will implement some of the recommended activities as participating members. Through sharing information about existing and planned activities, the Council will encourage campuses to build on existing strengths and partner on big ideas that will make a major difference. It also could help to identify the funding necessary to support environmental research and engagement. The first step will be to convene a small planning group from across the UNC System to develop clear goals for the Council and to establish a governance structure. Carolina is prepared to host the first planning meeting of the Council, but this is a system-wide convening and coordinating function that is best filled by someone from General Administration.

*Implementation:* The person responsible for convening the first meeting should be identified by President Erskine Bowles. IE at Carolina will work closely with the President's designee to assist in the planning and development of the Council. General Administration will need to take ultimate responsibility for the Council and identify necessary funding for its operation, which will be determined after the initial meeting of the planning group.

4. Sustainable Development for North Carolina: Creating New Knowledge, New Partnerships and Connecting to Practice on Water and Energy Issues. Faculty members at Carolina are committed to working closely with North Carolina policymakers and practitioners to promote sustainable community development, especially to ensure the availability of clean water and sustainable energy sources. Because of the pressing need for a new energy solution in North Carolina and the nation, it is important that the UNC System campuses work together to identify existing expertise and opportunities for collaboration. Carolina faculty members lead the state and the nation in research on sustainable community development and water quality and quantity, and they are poised to meet the needs of policymakers with meaningful research translated into usable forms. Carolina also has demonstrated a growing expertise on energy policy issues, and in partnership with other leading campuses — such as N.C. State, Appalachian State and others — we can similarly assist policymakers. For our efforts to succeed, particularly in the area of energy, there must be an effective way of creating partnerships among faculty members from the different UNC campuses. The Environmental Resource Program (ERP) at Carolina is prepared to be the hub for facilitating collaboration among faculty and students in Chapel Hill and across the UNC System with expertise in water and energy issues. It will work closely with the Renaissance Computing Institute (RENCI) through its connections with Carolina, NCSU, ECU, UNC-Charlotte and UNC-Asheville to develop scenario and visualization tools that will assist policymakers with actual decisions.

*Implementation:* The person responsible for facilitating faculty collaboration at Carolina in the development and implementation of a strategic plan to address water and energy challenges facing North Carolina is Kathleen Gray, Director of ERP. The plan will identify possible research priorities and collaborations, decision tools, and opportunities for public education. Faculty from other UNC campuses will be involved in developing the plan to the greatest extent possible. The plan will be developed by Carolina environmental faculty and others with the facilitation of Kathleen Gray by January 2009. Implementation of the plan is contingent upon locating funding for its different elements. The Institute for the

Environment seeks to add one professor of the practice specializing in water issues and another specializing in energy issues to translate existing research and facilitate engagement between Carolina, other campuses and communities. This is a part of the Institute's pending internal budget request and the creation of these positions (\$200,000) is contingent on the identification of new funding. The following metrics will be used to assess whether we are making progress: realistic strategic plan developed collaboratively; number of decision tools identified and then developed, plus measures of their effectiveness in informing decision making; number of new collaborative grants submitted and funded in the priority areas; public education conducted and materials developed, and effectiveness of educational activities and materials.

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

##### Existing Program

5. Community Carbon Reduction: Educating Local Residents on Reducing Carbon Dioxide Emissions. In 2005, Carolina and the Town of Chapel Hill became the first town-gown partnership in the United States to commit to a 60 percent reduction in carbon dioxide emissions by 2050. Institute for the Environment faculty and students and the Sustainability Office were instrumental in securing those pledges and are assisting both entities in identifying emissions baselines. In addition, the Environmental Resource Program is partnering with the Town of Chapel Hill and local business and civic leaders to develop educational materials and evaluation metrics that will help Chapel Hill meet its pledge.

##### New Program

6. Carolina's Campus: A Living Laboratory for Environmental Sustainability. Carolina must do more than create a sustainable campus. It must communicate the results of its sustainable infrastructure initiatives to campus members and visitors, both real and virtual. A critical next step for Carolina's Sustainability Office is to make the campus infrastructure visible and understandable to campus visitors. Much of this infrastructure — such as stormwater retention and infiltration practices; technologies to heat, cool, ventilate, control and light buildings; and stream restoration efforts — normally is designed to be embedded in the landscape or in buildings in ways that most people never notice. Environmental education needs to be designed into, and added onto, campus infrastructure projects so that target audiences can learn about and appreciate the sustainability decisions the campus has made. Carolina will develop signage, Web sites, Google maps and other innovative strategies so that visitors can tour the campus and learn how sustainable development projects look and work. The idea is to turn sustainability investments into educational assets. Faculty researchers from Environmental Sciences and Engineering are already seeking outside funding for a One Hydrosphere program to demonstrate innovative approaches to managing, treating and distributing potable, storm and wastewater at the new Carolina North campus. Over time, this facility could become an onsite extension training and service center for water managers across the state. A new photovoltaic system to convert sunlight into

electricity, developed by physics professors at Carolina, will be demonstrated and tested in a 1 megawatt solar array at Carolina North.

*Implementation:* Carolina proposes the installation of information kiosks and other components to educate visitors on campus about our sustainability efforts. The person who will lead this ongoing effort is Cynthia Shea, Director of the Sustainability Office at Carolina. A comprehensive plan for increasing community awareness of environmental and sustainability issues will be developed by January 2009. Shea will work in close partnership with ERP Director Kathleen Gray; Todd Boyette, Director of the Morehead Planetarium and Science Center; Kelley O'Brien, Director of the N.C. Civic Education Consortium; Peter White, Director of the N.C. Botanical Garden; and any others with interest and expertise.

To expand the Sustainability Office's capacity to respond to inquiries from across the system, assess the effectiveness of sustainability strategies adopted across campus and elsewhere in the system, and make that information available to a broader public will require the addition of one new program manager at a cost of \$80,000 including benefits. Implementation will be contingent on securing funding for this position. The information kiosks and Web development would cost an additional undetermined amount and would most likely come from one-time state funding and private fundraising. Effectiveness will be assessed by the number of visitors on campus, daily usage of kiosks and visits to Web sites.

## 4.7 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.**

Carolina has a long history of direct engagement with the people of North Carolina. We recognize that the needs of the state continue to be great, however, and for that reason the University has increased its emphasis on applying faculty expertise to important policy issues. In 2006 the Chancellor's Task Force on Engagement anticipated many of the issues identified by UNC Tomorrow — education, health and economic development. One outcome was the creation of the Office of Vice Chancellor for Public Service and Engagement, a senior leadership position to promote and facilitate greater faculty involvement. Other significant examples of Carolina's outreach and engagement activities include the creation of the Public Service Scholars program, which encourages students to learn about and practice public service by combining academic courses with service learning, skills training and documented service hours. The School of Government has been helping public officials and citizens understand and improve state and local government for 75 years, offering up to 200 classes, seminars, schools and specialized conferences for more than 12,000 public officials each year. Similarly, the William and Ida Friday Center offers a wide range of educational programs and services that substantially broaden the population of persons throughout the state that the University is able to serve through its conferences, professional development and personal enrichment activities, and it also offers a range of flexible learning opportunities for part-time students to earn academic credit. Carolina's response to the recommendations of the UNC Tomorrow Commission builds on many initiatives already underway, many of which are described in other sections of this report.

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

### New Program

1. Faculty Engaged Scholars Program. The Faculty Engaged Scholars Program is an important new initiative of the Carolina Center for Public Service and the Office of Vice Chancellor for Public Service and Engagement. It is designed to advance faculty involvement in the scholarship of engagement by guiding and supporting them to apply their expertise in addressing important community issues. The two-year program incorporates interdisciplinary research, education, mentoring and public service. Faculty scholars interact with their peers from a variety of different disciplines, and they also receive support and mentoring from a diverse group of experienced faculty and community partners. In addition they receive modest funding to support a project. The program is co-directed by a senior faculty member and a community leader who has experience working with faculty members on community-based research projects. The diverse pilot class of eight Faculty Engaged Scholars was selected from a very competitive pool and started January 2008. The program is designed to add another eight new Faculty Engaged Scholars at the start of each calendar year. The early feedback on the pilot class has been very positive, with one early outcome being a new

collaboration by two of the participating scholars from Carolina's School of Journalism and Mass Communication and the Department of City and Regional Planning. Following a session of the program that met in Durham, they have joined with the English Department at North Carolina Central University, the City of Durham and students from both institutions to explore the development of a community newspaper in one of Durham's most distressed areas to promote community development. Long-term outcomes of the Faculty Engaged Scholars Program are being assessed through an online evaluation system, using a set of competencies for community-engaged scholarship — as well as progress toward goals of individual scholars and the program as a whole. One area that presents challenges, but is of particular interest and importance, is that of academic recognition and reward, particularly for the junior faculty participants. We intend to develop a growing and supportive cohort of faculty engaged scholars at Carolina. The program already has received national attention as a model for developing scholarly work that touches our communities, and it might be expanded to other interested UNC campuses.

*Implementation.* The person responsible for implementing the Faculty Engaged Scholars Program is Lynn Blanchard, Director of the Carolina Center for Public Service. The next class of Faculty Engaged Scholars is scheduled to begin in January 2009, and permanent funding to continue this program has been requested in the campus budget process. In the absence of an internal allocation of core funds to support the program, it will be necessary to seek grant or private funding support. Implementation of the program is contingent upon locating this funding. The annual cost of the program is \$137,500.

#### **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.**

##### New Programs

2. Campus Dialogue and Planning Process about Engaged Scholarship. The Office of Vice Chancellor for Public Service and Engagement has created the Carolina Engagement Council to recommend policies, programs and actions to promote greater public service and engaged scholarship by Carolina's faculty, students and staff. The Engagement Council is composed of representatives from the College of Arts and Sciences and the professional schools. It also includes two other categories of members: representatives who have campus-wide administrative responsibilities related to public service and engagement and at-large members appointed by the Vice Chancellor based on their substantial experience in public service and engagement. The Engagement Council is chaired by Mike Smith, Vice Chancellor for Public Service and Engagement.

*Implementation:* The Engagement Council will design and lead a campus dialogue and planning process about engaged scholarship at Carolina during the 2008-2009 academic year. One outcome of the dialogue will be a detailed strategic plan for each academic unit that clearly indicates how it will apply the expertise of faculty, staff and students to meet the needs of North Carolina reflected in the recommendations of UNC Tomorrow. This effort will be closely coordinated with the Provost's Office as it leads the development of a new academic plan for Carolina and examines the tenure, promotion and incentive system for

faculty engagement with North Carolina in Phase II of the UNC Tomorrow response. To help with the project, it will cost approximately \$10,000 for a graduate assistant, who will be paid from the budget of the Vice Chancellor for Public Service and Engagement. Measures of effectiveness will be developed as a part of the planning process, and they will include things like the number of academic units with a strategic plan for scholarly public service, the number of faculty, students and staff engaged in scholarly public service (initial baseline and then measured over time) and qualitative feedback from the community about the impact of Carolina's public service. The person responsible for designing, leading and implementing this process will be Mike Smith, Vice Chancellor for Public Service and Engagement, in close coordination with Bernadette Gray-Little, Executive Vice Chancellor and Provost, and Lynn Blanchard, Director of the Carolina Center for Public Service.

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

##### New Program

3. UNC Center for Applied Public Policy Research. State and local policymakers seeking to respond to public policy challenges often lack access to relevant data and deep analysis about complicated policy issues from a neutral vantage point. At the same time the UNC campuses have a reservoir of knowledge in different policy areas that could be applied to those issues. In January 2007 President Erskine Bowles charged a working group composed of representatives from 10 UNC campuses to develop a proposal for a system-wide applied public policy center that would bridge the gap between the needs of policymakers and the expertise of faculty. It was co-convened by Mike Smith, Carolina's Vice Chancellor for Public Service and Engagement, and Leslie Boney, UNC Associate Vice President for Economic Development Research, Policy and Planning. The working group has recommended the creation of the UNC Center for Applied Public Policy Research. Although planning for the Center started before the UNC Tomorrow Commission was created, it anticipated this recommendation and the related strategy of "a system-wide structure . . . focused on significant applied public-policy issues facing the state." (4.7.3)

The Center's primary purpose is to contribute meaningful solutions on a wide range of policy issues through responsive research by university faculty. For many of the major policy recommendations from the UNC Tomorrow Commission, the Center offers a vehicle for accessing substantive public policy knowledge on all of the campuses. It will identify individual faculty members or partner with existing campus centers to bring their expertise to bear on identified policy needs. The Center staff will not conduct original research, but instead facilitate and disseminate research conducted by others on the campuses. To be credible with the broad spectrum of policymakers, the Center will operate in ways that are neutral and nonpartisan; it also must be *perceived* as neutral and nonpartisan. It will not carry out advocacy activities. Instead, the Center will describe policy options and the most likely consequences of those options based on research, but it will not attempt to influence policymakers in choosing from among the options. Policymakers are responsible for making policy choices, and they will choose based on some combination of experience, values and information. The Center also will serve as a convener and provide a neutral forum to help

policymakers and other stakeholders learns about the issues, discuss them openly and strive for consensus if possible.

*Implementation:* The person responsible for implementing the Center will be Mike Smith, Vice Chancellor for Public Service and Engagement at UNC-Chapel Hill. The Center will be formally established as a UNC System-wide entity located administratively at UNC-Chapel Hill. President Bowles identified UNC-Chapel Hill as the most appropriate location for the Center because of its broad range of faculty expertise in many different public policy fields, along with its proximity to state government and UNC General Administration. At the same time, however, a true collaborative partnership among the campuses is critically important for the Center's success. The Center will draw on strengths of each campus to provide comprehensive and relevant expertise for policymakers. Each campus will designate a liaison to the Center who will help connect their faculty with relevant opportunities for policy research, education and facilitation.

The Board of Governors will consider an expansion budget request of \$1.25 million at their May 2008 meeting to provide initial funding for the Center – \$500,000 of that amount is reserved for a campus-based applied public policy fund to support faculty research. If the Center receives funding from the 2008 General Assembly, the Vice Chancellor for Public Service and Engagement will appoint a search committee and start recruiting for the Executive Director by Sept. 1, 2008. The goal is to appoint the Executive Director, appoint the Center's advisory committee and locate office space by February 2009. The Executive Director will hire other professional staff and begin the Center's work as soon as possible after the start of his or her appointment. The Center will not proceed without state funding because start-up funding from foundations or other private sources may be associated with a perspective on policy issues that could harm its reputation for neutrality.

A biannual, independent, qualitative evaluation of the Center will determine if it is fulfilling its mission to provide objective public policy research and analysis of current and future issues critical to the state. The proposed budget includes funding for the ongoing evaluation. Potential outcomes and indicators include:

- Outcome: center viewed as a trusted agent; indicators: external reputation, invitations to partner;
- Outcome: center contributing to meaningful policy solutions; indicators: exposure and response to research, products and evidence of use, requests for assistance, "customer" feedback, consensus building; and
- Outcome: all UNC campuses involved in meaningful policy research; indicators: involvement of faculty in applied research, partnerships and collaboration with other centers.

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

Carolina communicates to wider audiences about its resources and expertise in many ways. Publications that let the world know what's going on at Carolina include the award-winning **Endeavors** magazine and Web site (research and creative activity), FYI Carolina and the General Alumni Association's Carolina Alumni Review and From the Hill Online (news about

Carolina for alumni, parents and friends). A new Web site devoted to Carolina's outreach activities is Carolina Connects (<http://www.unc.edu/pse/index.php>), homepage for the Office for Public Service and Engagement. The Chapel Hill campus constantly hosts lectures, seminars and symposiums featuring our faculty experts, including a recent guest appearance by Nobel laureate Dr. Oliver Smithies at the Morehead Planetarium and Science Center. Sometimes we take our story on the road, through the Chancellor's Carolina Connects initiative, in which Chancellor James Moeser visits UNC-Chapel Hill engagement activities in all parts of the state. Two other examples of this sort of communication, both in the Carolina Center for Public Service, are the Tar Heel Bus Tour, described below, and the Database of Public Service and Engagement at Carolina (described on page 62).

#### Existing Program

4. Tar Heel Bus Tour. Now in its 11<sup>th</sup> year, the annual Tar Heel Bus Tour remains the premier example of how we orient new faculty and senior administrators to the outreach and engagement efforts of the University. To date, more than 325 participants have journeyed from Manteo, Wilmington and Beaufort on the coast to Cherokee, Blowing Rock and Chimney Rock in the mountains and points in between. After five intense days on the road, participants come home to Chapel Hill with an awareness of the state's culture, economy, history and new friends from departments across campus. They see some of the places their North Carolina students call home. And they are inspired to develop projects and research that address the challenges facing our state. Each year participants complete detailed evaluations of their experiences and impressions on the tour. In addition, we conduct periodic, more detailed assessments of how the experience has influenced their teaching and research. In the most recent survey, more than one-third of participants stated the experience had directly influenced their research, with 18 percent saying they had fundamentally changed their research as a result. The Bus Tour is also an opportunity for people throughout the state – farmers, business leaders, community activists and others – to meet Carolina faculty and administrators outside the classroom. Local media also turn out for each of the tour's stops. The privately funded Tar Heel Bus Tour is an initiative of the Chancellor's Office and is hosted by the Carolina Center for Public Service. The people responsible for its implementation are Linda Douglas, Director of Community Relations, Office of University Advancement and Lynn Blanchard, Director of the Carolina Center for Public Service.

#### New Program

5. Database of Public Service and Engagement at Carolina. (Please see description in Data section, page 62.)



## **Carolina Students' Response to the UNC Tomorrow Commission Report**

Student leaders at this great University are honored and privileged to provide input and contribute knowledge and opinions to Carolina's response to the UNC Tomorrow report. This challenge is not something students take lightly, and they have carefully selected the most important issues, in their collective opinion, that face the state of North Carolina. Although unlimited opportunities exist for the University to create positive change in the state in the foreseeable future, students feel that a focused and concrete response will prove most effective in creating a lasting impact.

The two key issues that students at UNC-Chapel Hill would like to respond to consist of collaboration and the growing Latino population in the state. These two areas do not represent obstacles or problems, but rather exciting opportunities for the University to both grow and serve the state. These two issues also get at the heart of the mission of UNC-Chapel Hill, which is service to others, and address two of the recommendations contained in the UNC Tomorrow Report.

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

Student organizations have made major strides in the past few years to increase collaboration on campus. Many of the arts groups on campus meet once a month at a forum to discuss problems, ideas and events. Similarly, the environmental groups on campus meet regularly to plan events and publicize their missions to the University. Young Democrats hosted a Progressive Fair to highlight groups and politicians committed to social justice. Masala represents an umbrella organization for all of the cultural organizations on campus and provides a means for these groups to come together. The Public Service Scholars program (described below) offers a way to combine academics and public service. But no one source yet exists where students who are interested in volunteering for public service to benefit the underserved residents of our state can find the information they need to get involved, a need we chose to address below.

#### Existing Program

Public Service Scholars Program. The Public Service Scholars (PSS) program is an innovative initiative of the Carolina Center for Public Service (CCPS) at UNC-Chapel Hill. The program provides a framework for more than 1,300 Carolina students who want to strengthen their commitment to service. Participants hail from 84 of North Carolina's 100 counties, 35 states and the District of Columbia and 14 other countries. The PSS program encourages students to learn about and practice public service and engagement beyond the scope of traditional volunteerism, including organizational service, policy and advocacy work, fundraising and philanthropy. In addition to documenting a minimum of 300 service hours, participants attend an orientation and four skills trainings, take a service learning class, produce a final portfolio and maintain a minimum grade point average. Those completing the requirements receive a remark on their academic transcript and are recognized at a special graduation ceremony. In 2007 participants reported 103,808 hours of service, 66 percent of which were served in North Carolina. In

addition to tracking hours, the Center conducts an annual evaluation of the program, including a survey of PSS graduates and alumni.

### New Program

Public Service Volunteer Database. Students at UNC-Chapel Hill are already brainstorming an idea that will contribute to fostering collaborative efforts among student groups on campus. This idea is a public service volunteer database that will connect students with volunteer opportunities. Currently, there is no centralized place online or on campus for students to find opportunities to get involved. Community organizations and student groups will be able to post opportunities and allow current volunteers to share their experiences through blogs and journals. This will help students find community organizations where their passions and skills truly match the position. Short-term, this project will remain contained within UNC-Chapel Hill, but long-term students hope this database can spread throughout the entire UNC system. Students will continue to research this project over the next year.

*Implementation:* This proposed project has resulted in a collaboration of the students, CCPS, the School of Information and Library Science, APPLES, the Campus Y and the Division of Student Affairs in applying for a grant from Learn and Serve America, a program of the Corporation for National and Community Service, to use social media to promote civic engagement. The grant proposes development of an online system using existing interactive technology including Facebook, SLICE, United Way and community organization databases. In addition to identifying volunteer opportunities, it will include ways for students to reflect on their experiences and engage in exchanges with one another as well as agency representatives. The project will first focus on Orange County but could spread throughout the state. The hope is that we can begin offering this service sometime during the 2008-2009 school year. We will assess its effectiveness by gathering information on how many students and volunteer organizations connect through the database. The person responsible for implementing this program is Lynn Blanchard, Director of the Carolina Center for Public Service.

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

From 1990 to 2000, North Carolina experienced the fastest growth in Latino population in the country, approximately 394 percent. This growth rate has continued to rise, and by 2050, the Latino population across the United States could represent 25 to 30 percent of the entire U.S. population. Despite the tremendous growth rate, Latinos still constitute a minority and face discrimination across the country. This discrimination starts with the language barrier, as many institutions in North Carolina still are not equipped to serve Spanish speakers. There also exists a lack of understanding of what the term Latino means, and what the term Hispanic means. This embodies a general lack of understanding of how and why Latinos and Hispanics self-identify the way that they do. Finally, students feel strongly that access to higher education is too limited for the Latino population.

## Existing Programs

Carolina students currently participate in many programs described elsewhere in this report, such as the Scholars' Latino Initiative (SLI), which encourages promising high school students to pursue higher education and provides mentoring, skills development and other opportunities to prepare for college. Furthermore, many students volunteer with El Centro Latino, a community organization that works to provide services to Latinos in Chapel Hill and Carrboro. These services include babysitting, tutoring, supplying clothing, and much more. The Carolina Hispanic Association (CHisPA) represents a group of students who are interested and passionate about Hispanic culture both in the University and the community.

## New Program

Latino/a Center. Students are currently brainstorming one more big idea to reach out to Latinos in North Carolina and at this University, and that is a Latino/a Center on the UNC-Chapel Hill campus. Students would like to create a task force going into next year to study what is already available on campus through the Institute for the Study of the Americas (ISA) and the Program in Latina/o Studies (the undergraduate minor in Latina/o Studies) and identify needs and opportunities for participation and public service, especially for students, that are not available through these existing programs. Students hope that this Center will make a statement that UNC-Chapel Hill is committed to collaborating with this growing population, and addressing the needs of Latino communities and students going forward in the next few years.

*Implementation:* We plan to create a task force to investigate a Latino/a Center in Fall 2008. The task force will be comprised of students, faculty and administrators dedicated to furthering the mission of the University as it relates to its diversification and changing demographics. No cost, funding source or unit responsibility has been assigned to the project yet.

## Changes to Internal Policies and Procedures

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

While many of the barriers to efficiency that were internal to the UNC System have been addressed by President Bowles and the implementation of the President's Advisory Commission on Efficiency and Effectiveness (PACE) initiative, other internal policies and procedures are still hampering efficiency, collaboration and accountability. One of the largest of these barriers is the collection and management of data, which we will address in the Data section of this report, which starts on page 59. Collaboration is one area in which Carolina has led the way both in interdisciplinary and inter-institutional research, and we share below some of the changes in policy, procedure and culture that made this progress possible. We are also in the midst of modifying and improving our current assessment systems. As part of this process, we are looking at creating efficiencies in the way we collect data internally so that information about engagement activities can be collected and updated regularly and used to assess our performance from three different perspectives — the institution, the program and the individual.

### **5.6 Efficiency: UNC should continue to seek efficient use of available resources in the fulfillment of its mission.**

PACE provided further support and impetus for the kinds of changes and the responsible exercise of professional management that Carolina has exhibited over the years. The final PACE report that Carolina submitted to the UNC General Administration on June 15, 2007, included 10 initiatives that the campus had specifically identified as PACE-related. These 10 in no way were intended to be exhaustive. The brief summary of opportunities below provides an update on several of those initiatives and points to others that continue to promote responsible and effective management at Carolina.

#### Barriers to Improvement

- External barriers hamper our ability to operate as efficiently as might be possible. These barriers include the State Personnel Act and many financial, operational, property and purchasing regulations. We could operate more efficiently if some were lifted or modified.
- A preliminary report by Paulien & Associates Inc. suggests that Carolina may be 1.4 million assignable square feet (ASF) short of space, but some of this deficit will be reduced when new research buildings come online (Genetic Medicine, BRIC and Dental Medicine).

#### Opportunities for Improvement

- Continue building on the PACE initiative to improve Carolina's efficiency and eliminate duplications where possible.
  - Elimination of the Vice Provost for Enrollment Management position last year
  - Elimination of the Institute for Science and Learning and transfer of the functions to the Morehead Planetarium and Science Center

- Transition of the Office of Human Resources from a generalist-based delivery model to a specialist-based structure
  - Enterprise Resource Planning project funded by the Administrative Services Fee
  - Strategic sourcing that aggressively negotiated and renegotiated contracts with vendors that has resulted in significant savings to campus units
  - Computerized work management system for all divisions of Energy Services that has increased the efficiency of employees. It will provide for Web-based service requests and Web-based billing, and it will provide departments with the ability to track energy usage
  - Leak-detection campaign in chilled water piping and use of foundation drain water in cooling towers for a 6 million gallons-per-year water savings
  - Online submission of recombinant DNA registration for researchers, digitization of workers' compensation records from 1980 forward and implementation of online ergonomic self-evaluation for users of computer workstations, all done by the Environment, Health and Safety (EHS) division, as well as the digitization of records within Human Resources and Finance divisions
  - Replacement of old meters with digital meters that allow for fully remote monitoring and the elimination of meter readers
- Facilitate inter-institutional collaborations that achieve economies-of-scale cost savings
    - System-wide PACE dining initiative, led by Carolina's Auxiliary Services unit. The initiative included creating a Web site for sharing information among campuses and posting all Requests for Proposals and contracts, hosting a workshop with the National Association of College and University Food Services (where training on operational performance benchmarking was provided for all 16 campuses) and another workshop for training on customer satisfaction benchmarking.
    - System-wide PACE bookstore initiative, in which the director of Carolina's Student Stores and directors from the bookstores at two other schools visited five campuses to analyze, understand, and recommend bookstore enhancements.
    - Bookstore partnerships with the N.C. School of Science and Math (we sell their students the CCI computers on a special Web site we've set up and provide delivery of products) and with the N.C. School of the Arts (we buy their textbooks for them now because we can get them better discounts and also access to used books that they were too small to get on their own).
    - Strategic sourcing by Carolina's Material and Disbursement Services division to support and assist N.C. Central University's procurement staff. This effort has resulted in a contract for office supplies with Staples that saves NCCU approximately \$17,000 annually on its current spending level.

## **5.7 Collaboration: UNC should encourage and facilitate interdisciplinary and inter-institutional collaboration among its institutions.**

Collaboration is a core value at UNC-Chapel Hill, and we provide one of the most welcoming climates for interdisciplinary research anywhere in the country. Long before interdisciplinary collaboration became a national or state priority, our faculty members were working across departmental and college lines to create centers for interdisciplinary research. Over the last several years, as federal funding for research has leveled off, our special strength in collaboration has helped us continue to grow our research programs, largely because we have competed successfully for the new federal grants that emphasize translational and interdisciplinary research. This robust collaborative culture is now so dominant that in a recent random sample of all Carolina proposals for funding submitted to the federal government, more than 50 percent involved collaborators from two or more academic departments.

One commonly cited barrier to collaboration is the difficulty of dividing facilities and administrative (F&A) receipts equitably when multiple departments or centers are involved in collaboration. In 2007, we instituted a new policy that allows more than one principal investigator on a grant award and provides a formula and guidelines for distributing F&A. This is a default policy that research teams can use if they have not negotiated a special agreement about the distribution of F&A. The policy has helped reduce confusion and facilitate collaborative agreements. The Office of the Vice Chancellor for Research and Economic Development supports this effort by providing consultation to any researcher who has questions about the policy and its application.

Despite Carolina's considerable record of success, there are steps we can and should take to overcome barriers and to strengthen and broaden interdisciplinary and inter-institutional collaborations.

### Barriers to Improvement

- Interdisciplinary
  - Red tape of subcontracts. Over the last decade, the rapid growth of our research programs has sometimes strained our infrastructure's ability to provide rapid, efficient support to researchers who need help setting up subcontracts. We have been studying ways to relieve the deficiencies in this area and will correct the problem to ensure that subcontracting is as seamless and timely as possible.
- Interdisciplinary and Inter-institutional
  - IT issues that arise when different systems, software, and data-management protocols must be merged or coordinated. (The issues of data collection and management will be addressed in more detail in the Data section on page 59.)

## Opportunities for Improvement

- Interdisciplinary and Inter-institutional
  - Development of the Carolina North research and mixed-use academic campus as soon as possible. Carolina North is expressly intended to support public-private partnerships as well as public outreach and engagement. The new campus will also provide the flexible research space we need and will house a number of our interdisciplinary research centers and institutes.
  - Adoption of the Research Tool Set (described in the section that follows on page 61) on all campuses of the UNC System
  - Short-term Working Group on Data Collection, Transformation and Governance (also described in Data on page 61) to address these concerns both on the Chapel Hill campus and in creating liaisons with all the other UNC campuses and General Administration.
  - Seed and Bridge Funding to Facilitate Collaborative Research. The goal of this program is to enhance institutional capability to enable and support collaborative research opportunities, both within the institution and with other institutions. Most large-scale research projects involve interdisciplinary and inter-institutional collaboration among faculty members. The process of team building and project planning and design costs money, usually called seed funding. It can be seen as an investment in the research ideas of the faculty, an investment with the potential to pay handsome dividends. Once collaborations are up and running, they are subject to disruption if any major component of extramural funding is lost. To maintain the continuity of larger-scale, collaborative programs when they lose a component of their funding requires that the institution step forward to offer temporary internal support while the team continues to seek extramural support. This is usually called bridge funding, and it allows research teams to keep key members of the team with specialized skills available and productive while funding is sought. UNC-Chapel Hill currently has a small program in place to provide up to \$50,000 in seed funding and a small pilot project in bridge funding, but funding for both should be increased to meet the needs of faculty and encourage collaboration.

*Implementation:* We propose an expanded seed and bridge funding program of \$2 million over the next two years. This project is contingent upon locating funding, probably from state appropriations, private funding, reallocation of existing resources or the recovery of facilities and administrative costs on extramural awards. Tony Waldrop, Vice Chancellor for Research and Economic Development, is responsible for this program. The effectiveness of the program will be assessed by gathering data on extramural support received and comparing the success rates of grant proposal to those not receiving seed or bridge support.

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

We care about effectiveness in all three areas of our mission – teaching, research and public service – and we are constantly striving to improve. Carolina is committed to demonstrating accountability to the public for carrying out our mission.

Evidence of accountability is gathered through systematic and ongoing assessments at all levels of the University — ranging from institutional Measures of Excellence (macro level) to departmental assessments of academic programs and administrative services (micro level). These assessment processes range from highly centralized to highly decentralized. We use the results of these assessments to make improvements and drive future planning efforts. At the same time, there are continuing challenges to doing this well, including adequate resources to provide assessment training and collect data, access to relevant campus data, efficient reporting processes, incentives and support for individual units. We are faced with three specific challenges that require us to expand the scope of our campus assessment activities and enhance the resulting use of data.

*Expansion of external accountability requirements.* External accountability demands are increasing, and Carolina is responding by establishing new targets for improvement and greatly expanding the amount of information it collects and reports to both internal and external stakeholders. Examples include accountability and performance measures by General Administration (GA), Voluntary System for Accountability (VSA), Association of American Universities (AAU) performance measures for accountability reporting, and expanded research and engagement efforts for Southern Association of Colleges and Schools (SACS) accreditation requirements.

*Better assessment of our engagement efforts and success in serving the state.* Like our peers, we have tried more comprehensive reporting and analysis of the outcomes of our engagement activities, including how well these activities are addressing the needs of the state (effectiveness) and informing the public of our efforts and commitment (accountability). This is a difficult part of our mission to assess for many reasons, including the lack of a commonly accepted definition for engagement, the lack of incentives for reporting engagement activities and the complexity of deciding how to report the wide variety of engagement activities and judge their impact.

*Assessment of response to UNC Tomorrow.* We aim to systematically assess how well we are performing in the specific UNC Tomorrow priority areas. Many of these priorities are evaluated centrally as part of other efforts, such as the assessments of our General Education curriculum.



## Barriers to Improvement

- Coordination of data collection. There is currently no central reporting mechanism to capture and report data needed to evaluate the added performance measures. (This issue is addressed further in the Data section of this report on page 62.)
- Lack of data availability from central systems. UNC-Chapel Hill is currently dependent on unwieldy legacy data systems that do not provide convenient access to some of the data needed.
- Additional workload for existing staff. The Office of Institutional Research and Assessment (OIRA) has exceeded its capacity to carry out current accountability reporting requirements and it cannot accommodate the additional workload.
- Additional costs. In addition to personnel resources needed, some of the performance measures specify costly data collection methods.
- Lack of a comprehensive public service inventory makes it difficult to assess Carolina's efforts to address the UNC Tomorrow Report's findings and recommendations.

## Opportunities for Improvement

Carolina will enhance and expand upon existing assessment efforts by doing the following:

- Strengthen the resources in the Office of Institutional Research and Assessment (OIRA) to meet increased demands for central accountability and performance measure reporting, and provide technical expertise on measurement to campus units as we expand into other areas of assessment.

*Implementation:* The increasing number of mandates for accountability and evaluation/assessment from numerous constituencies (senior administration, external accreditation, UNC System, state and federal organizations) has stretched OIRA beyond its capacity. Additional resources for personnel and software are necessary to effectively meet current and new reporting demands. OIRA will request the following in annual support through the campus budgeting process:

- 1 FTE for programming support (\$80,000 salary and benefits)
- 0.50 FTE to administer the additional data collections from individual units; production and dissemination of results (\$40,000 salary and benefits);
- \$35,000 per year for survey fees and participant incentives; and,
- \$6,000 per year for software licenses for systems to maintain and produce reports from accountability data.

Funds for survey incentives must come from non-state funds to meet regulatory requirements for payments to participants. OIRA has already begun planning for the expanded performance measure and accountability functions and will design data collection

procedures during Summer 2008. We will begin implementation of new data collection/reporting procedures in Fall 2008. Full implementation is expected to be completed by Fall 2009 and likely will be revised each year.

- Appoint a task force to make recommendations for the development of a centralized assessment system, including the technology needed to make assessment data more readily available for a variety of uses, giving special consideration to the assessment of engagement efforts.

*Implementation:* To develop this system, we will include leaders from across campus, who will in turn appoint working groups to address technical and logistical issues and test assumptions about how the processes would work. The task force will be appointed in September 2008 and charged with making specific recommendations to the Provost and the Vice Chancellor for Public Service and Engagement by April 15, 2009. Effectiveness of the task force will be assessed by creation of a plan for design and implementation of this assessment system. The task force will be staffed by existing personnel and funded by \$10,000 for non-personnel expenses from the University. The Provost and the Vice Chancellor for Public Service and Engagement will be accountable for this initiative.

The task force will also be responsible for recommending a plan to develop the Database of Public Service and Engagement at Carolina, which is necessary for generating the data needed for the assessment of engagement activities and our response to UNC Tomorrow. (See page 62 in Data for information on implementation of the Database of Public Service and Engagement at Carolina.)

## Data

In addressing the recommendations of the UNC Tomorrow Commission at Carolina, we encountered a theme that seemed to cut across all the policy-related areas in the report. Rather than repeat these concerns in each section, we decided to describe it here. It is all about the data.

In a way, the whole UNC Tomorrow initiative is an illustration of the importance of data and its uses. President Bowles needed information about what was being done in the way of public service at each of the UNC System campuses (internal data), and he needed information about what citizens wanted from the University (external data). In both cases, he went directly to the source and gathered the information he needed.

What President Bowles got was a snapshot of the state's problems and how UNC is responding to them. Through campus responses like this one, he will get a clearer idea of how individual campuses intend to address UNC Tomorrow Commission's recommendations.

But it is still only a snapshot and one that would be time-consuming and costly to replicate as times, events and conditions change in our state. There is an ongoing need for external and internal data to inform policy decisions, better understand the needs of communities and easily access expertise and resources available at UNC-Chapel Hill and other campuses. That is why we are proposing a short-term working group on data collection, transformation and governance to study data needs and propose solutions. Not only would a comprehensive database and data-sharing system lead to efficiencies within campuses and across the system, it would also lead to real and lasting change in our state as we collect, analyze and share vital information with policymakers.

Without effective collection and management of data, we will not have the information needed to form strategies that address the needs of our state. We will not be able to pool data for research. And without the data needed to evaluate our effectiveness, we will not know if we are making a difference in responding to the recommendations of the UNC Tomorrow Commission.

The UNC System needs leadership in developing the external and internal data systems described below. Carolina has already taken some first steps in its development of the Research Tool Set, which we are poised to expand across our campus and throughout all the campuses of the system. We are also in the very early stages of developing a Database for Public Service and Engagement at Carolina, which could be a model for other campuses to use as they begin to gather and assess data about their own public service and engagement efforts, especially in response to UNC Tomorrow. We are eager to share, learn and collaborate, and we look to UNC General Administration for guidance in doing so, as the UNC Tomorrow Commission and Board of Governors evaluate all the campus responses and determine the best course for such comprehensive projects.

The need for and interpretation of data on a wide range of policy issues represents an overarching issue for the University as we respond to UNC Tomorrow. We need to address how we can collect and share data that is generated outside the UNC-Chapel Hill campus and the UNC System as well as how we collect and share data about our work among ourselves. Advances in

computational science and informatics now allow inexpensive storage and transfer of large amounts of data. Our challenges lie in the areas of improved use of existing data, linking datasets to maximize their use for the benefit of the state, and the presentation of data to policymakers and the public in ways that are easily interpreted. These needs cut across multiple disciplines beyond computational science and informatics including public policy, ethics, organizational science and many others. Our recommendations address three broad areas:

- Data needs and the transformation of data into information;
- Development of federated data systems and metadata; and
- Data governance so that data, once collected, will be used.

Data Needs. We recommend that an information “needs assessment” be conducted to identify gaps in information in the following policy areas in North Carolina — health, education, environmental and economic development. Identifying North Carolina’s unmet needs for public policy information in these areas will prompt a deliberative search for new ways to expand or supplement the state’s existing data systems. Concluding that the data exist but that we need to boost the state’s capacity to create information will mean that new, cost-effective ways must be found to make better use of existing data.

Federated data. Collecting, managing, analyzing, distributing and preserving these data will require a comprehensive strategy that helps North Carolina citizens and leaders make effective decisions. We propose a federated strategy to meet this challenge. Federated databases aim to give people access to data from many different sources while allowing the participating databases to maintain data ownership and their own unique terms. Federation depends on mapping the metadata in underlying databases onto common terminology and formats. “Metadata” are the identifiers for data that allow retrieval and interpretation. We envision an information toolkit that is easy to use for citizens, policy makers and researchers alike.

Data governance: Data governance includes data ownership, privacy issues, intellectual property and data use agreements. Barriers to more timely and informative use of data are often due to misunderstanding and disagreements on these issues. Data are a resource that should be shared among state agencies and within UNC through common data-sharing agreements in order to evaluate policies and programs that have been put into place to solve the state’s most pressing problems. A coordinated and federated approach will actually increase data security as well as productivity, since requests and use can be coordinated and tracked. Data governance requires the development of administrative mechanisms that will allow linkage of data across state databases and within our University. Such linkages will allow University researchers to better chart the education, health and welfare of state residents in order to develop more accurate descriptions and analyses of the issues facing the state.

#### Barriers to Improvement

- Currently, data access and linkage policies both on campus and with the state that are all too often inconsistent, time-consuming and lack clarity;
- Misunderstandings and disagreements over data ownership, privacy issues, intellectual property and data use agreements;

- Current user agreements that are often ad-hoc and poorly coordinated, with different components of the University and the state unaware of current and potential uses;
- Lack of administrative mechanisms that will allow linkage of data across state databases and within our university; and
- University culture that does not reward or require recordkeeping of public service and engagement activities.

#### Opportunities for Improvement

- Expand use of integrative technologies that have made data management easier for researchers;
- Create a strategy for data collection and management to follow up on last year's campus-wide strategic plan for information technology that addressed similar IT issues; and
- Require that faculty and staff submit annual report of activities, including any involving public service and engagement.

#### Existing Program

Research Tool Set. Carolina has developed a dashboard of research operations and management software for academic research offices on campus. Through these integrated modules, a researcher can go to one place online to manage grant proposals, get the latest results on clinical trials and keep his or her work biography updated. With the Research Tool Set, Carolina is collecting a wealth of data that can be used to describe the University's research capacity for potential partners and collaborators.

*Expansion:* Carolina proposes adoption of the Research Tool Set by each campus in the UNC System to enhance each campus, the System and the state as a preferred partner for business, academic and economic development around the world. The person responsible for implementing this program is the Vice Chancellor for Research and Economic Development. A budget for rollout of the tools to the 16 campuses has been submitted to General Administration, which will provide the funding to staff the effort if it approves the budget. Assessment of effectiveness would be made based on the following: ease of transacting business with each of the research offices, better access to trend and/or specific data, fewer manual processes, better compliance, more efficient offices and/or reallocation of existing personnel for other tasks.

#### New Programs

Short-term Working Group on Data Collection, Transformation and Governance. This group, with staff support, would accomplish several goals:

- Survey current data linkage efforts at the UNC-Chapel Hill campus;

- Build on the ongoing needs assessment of North Carolina’s health-related policy data, applying a similar needs assessment approach to the public policy areas of economic development, education and the environment;
- Form liaisons with other UNC campuses; and
- Demonstrate proof of concept with several new initial data linkages and development of data sharing agreements within and outside campus, enhancing and disseminating current expertise in data integration.

*Implementation:* We estimate that the survey of data linkage efforts at UNC-Chapel Hill would take six months. Needs assessment activities can occur in parallel with this survey, to be completed in about nine months. Forming liaisons with other UNC campuses would take about 18 months, depending on the complexity of individual negotiations especially regarding the nature of data use agreements among the UNC campuses. The proof of concept demonstrations would take about two years. For the first phases of the program, we estimate a cost of \$25,000 for the data linkage survey and at least \$125,000 for the needs assessment and liaisons combined. Half the costs of these phases, about \$75,000, will be borne by the University through re-direction of existing personnel, while the remaining \$75,000 will need to come from external funding sources. Effectiveness will be assessed by periodic surveys of faculty at Carolina and other campuses regarding ease and comprehensiveness of data access, periodic interviews with key state administrators and monitoring the use of selected key databases. UNC-Chapel Hill Chief Information Officer Larry Conrad will be responsible for the implementation of this program.

Database of Public Service and Engagement at Carolina. The first step in assessing Carolina’s engagement efforts and communicating its resources to a wider audience is the creation of a database that regularly captures updated information about the public service and engagement activities of faculty, staff and students — including “outreach” centers and institutes. Faculty, staff and students are conducting a vast amount of public service and engaged scholarship, but the decentralized culture of Carolina, which in virtually every other way is a great strength, makes collecting and sharing that information difficult. The core mission of centers and institutes such as the Morehead Planetarium and Science Center, Ackland Art Museum and the North Carolina Botanical Garden is outreach and public service; however, their outreach activities are not systematically catalogued. The Carolina Center for Public Service has created a partial database of these activities, but it has been difficult to maintain because much of the information has to be gathered and entered manually, and there is no centralized way to communicate with campus units. Information about sponsored research is easier to collect because faculty must complete grant applications and reporting forms as a routine matter in generating support for their research. Those existing research forms can be searched electronically, and the information can be compiled and sorted in ways that are accessible online to many different kinds of audiences. Therefore, we are working with the office of the Vice Chancellor for Research and Economic Development, which developed the Research Tool Set already described, to create a database that is just as easy to access, search and update.

*Implementation:* The task force that was identified on page 58 of the preceding section on Changes to Internal Policies and Procedures to make recommendations for developing a centralized assessment system will also make recommendations for developing the Database of

Public Service and Engagement at Carolina. It will plan and recommend implementation of a reliable and regularly updated database that includes information about public service and engaged scholarship by Carolina faculty and the outreach centers. This work will be done in close partnership with Provost Bernadette Gray-Little, Andy Johns (Assistant Vice Chancellor for Research), Lynn Blanchard (Director of the Carolina Center for Public Service) and Nancy Davis (Associate Vice Chancellor for University Relations). Work has already begun on research activities, an unfunded project that will require between \$75,000 and \$100,000 (mostly personnel costs to come from overhead funds) to complete. The estimated budget of an additional \$75,000 to \$100,000, needed to add public service activities to the database, will be covered through an internal reallocation of resources. Provost Bernadette Gray-Little and Mike Smith, Vice Chancellor for Public Service and Engagement, will be accountable for this initiative.

## **Appendix A: Campus Process for UNC Tomorrow**

Carolina followed an extensive process of consultation and feedback in developing its response to UNC Tomorrow.

### Jan. 7: Campus-Wide Kick-Off Meeting

More than 150 faculty, staff and students met for half a day at the Friday Center to learn about UNC Tomorrow. Chancellor James Moeser and Carolina's members of the Scholars Council (Professors Jim Johnson and Tom Ricketts) made presentations. We organized breakout groups according to the UNC Tomorrow policy areas and brainstormed about the issues areas and possible responses. We also identified other people who should be involved in the process. Notes from these sessions were shared with the committees that developed our response.

### Jan. 17: Carolina Engagement Council

Vice Chancellor for Public Service and Engagement Mike Smith convened the Carolina Engagement Council and gathered their ideas about Carolina's response to UNC Tomorrow. The 30-member Council exists to recommend policies, programs and actions that promote greater public service and engaged scholarship by Carolina's faculty, students and staff. It is composed of representatives from the College of Arts and Sciences and the professional schools; it also includes at-large members who have substantial experience in public engagement.

### Jan. 31: Chancellor Moeser Encourages Campus Support

Chancellor Moeser sent an email to all faculty and staff describing UNC Tomorrow and encouraging their cooperation and support.

### Feb. 14: Campus Committees Develop Draft Response

Provost Bernadette Gray-Little appointed six focused committees and two cross-cutting committees to develop Carolina's draft response to the UNC Tomorrow recommendations. The committees were composed of 85 people — mostly faculty members, a number of staff employees and others from inside and outside the University. The committees involved a number of other people who could provide additional information and assistance. Provost Gray-Little emailed all faculty members at Carolina on Feb. 18 and encouraged them to share their ideas about UNC Tomorrow with the committee chairs.

### Feb. 29: Carolina Center for Public Service Advisory Board

Center Director Lynn Blanchard and Chair of the Board Ronald Strauss updated the members of the Center's Advisory Board on the process to date and got their input on ways to ensure it was inclusive of as wide a constituency as possible. The 27-member board includes faculty, student, staff, administration and community representatives.

### Mar. 2: Input Solicited from Faculty

Vice Chancellor Smith emailed faculty with an update on the campus process and solicited their ideas for expanded or new programs that would respond to the UNC Tomorrow recommendations. Draft responses and other information from the committees were made available to the campus community online regularly through Blackboard and the Vice Chancellor for Public Service and Engagement Web site.



#### Mar. 4: Chancellor's Advisory Committee

Vice Chancellor Smith met for two hours with this group of faculty leaders from across the campus to solicit their ideas and feedback about Carolina's response to UNC Tomorrow.

#### Mar. 5: Input Solicited from Deans

Vice Chancellor Smith emailed the academic Deans at Carolina to solicit their ideas for expanded or new programs that would respond to the UNC Tomorrow recommendations.

#### Mar. 31: Input Solicited from Students

Vice Chancellor Smith met with student representatives in a two-hour session organized by the Division of Student Affairs. The student participants included members of two official committees appointed to advise Chancellor Moeser and Peggy Jablonski, Vice Chancellor for Student Affairs, respectively: (1) Student Advisory Committee to the Chancellor and (2) Student Leadership Advisory Committee. Other students also participated in the discussion about UNC Tomorrow and a brainstorming session about how the students could participate. Student Body President J.J. Raynor participated and designated one of her colleagues, Chris Belhorn, to take the lead on developing a proposal from the students about how they might respond to the recommendations of UNC Tomorrow. Those recommendations are included in the Student Response section of this document (see page 49).

#### April: Input Solicited from the Community

Vice Chancellor Smith met with community members on several different occasions to describe the UNC Tomorrow process and solicit their input about Carolina's response. These sessions included meetings with the Board of Visitors for the Institute for the Environment (April 3), participants in a Mini-Summit on Community and Economic Development sponsored by the Office of Economic and Business Development (April 15) and the State and Local Relations Committee of the UNC-Chapel Hill Board of Visitors (April 18).

#### April 14-15: Public Forums for the Campus and Community

Two campus forums were held in April to provide information about UNC Tomorrow and solicit feedback about the draft responses developed by the committees. The forums were publicized widely on and off campus, including by email to 27,000 Triangle alumni through Carolina's General Alumni Association, the Chapel Hill Downtown Partnership and an advertisement in *The Daily Tar Heel*. More than 100 people attended the forums and offered specific feedback about the draft responses, and a number followed up after the forum with detailed comments by email. The forums generated ideas that are included in this response.

#### April 22: Feedback Session with the Chancellor, Provost, Vice Chancellors and Deans

Vice Chancellor Smith met for more than two hours with the senior leadership of the University to solicit their feedback on a draft of Carolina's response that had been circulated to them before the meeting. The discussion was constructive and produced specific suggestions that are included in Carolina's final response. Vice Chancellor Smith met separately with Chancellor Moeser and Provost Gray-Little to get their general guidance about the draft and their instructions about those items that should be included in the final version.

## Appendix B: Acknowledgments

We would like to thank the many people who have contributed to Carolina's response to UNC Tomorrow. This report would not have been possible without their time and expertise.

### NC Tomorrow Campus Response Committees

#### Access

Steve Farmer, Chair, Admissions  
Fred Clark, Romance Language, Academic Services  
Charles Daye, School of Law  
Nicole Hurd, Admissions  
Norm Loewenthal, The Friday Center  
Shirley Ort, Scholarships and Student Aid  
Chris Payne, Student Affairs  
Bill Sollecito, Public Health Leadership Program  
Carol Tresolini, Associate Provost, Academic Affairs  
Archie Ervin, Diversity and Multicultural Affairs

#### Economic Transformation and Community Development

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Jean Elia, Facilitator, Kenan-Flagler Business School  
Bob Blouin, School of Pharmacy  
Jim Johnson, Kenan-Flagler Business School  
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Brent Lane, Carolina Center for Competitive Economies  
Rick Luettich, Institute of Marine Sciences  
Ben Mauk, Office of Economic and Business Development  
Jonathan Morgan, School of Government  
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Lynn Williford, Assistant Provost, Office of Institutional Research and Assessment

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Special Committee on Data

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Leslie Strohm, General Counsel  
Tony Waldrop, Research & Economic Development

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