April 29, 2008

Erskine B. Bowles
President
The University of North Carolina
P.O. Box 2688
Chapel Hill, North Carolina 27515

Dear Erskine,

In UNCW’s continuing efforts to anticipate and prepare for the future through strategic planning, we pursued the UNC Tomorrow Phase I objectives by incorporating this new challenge into our existing strategic planning process. Of special note, our campus, already deeply committed to strategic planning, welcomed this opportunity to reconfirm our Soaring to Greatness strategic plan, first implemented in 2004, and the underlying planning process.

Please find attached the results of our three-month effort. Though more than 150 faculty, staff, and students were directly involved in the process, even more participated through public forums. All approached UNC Tomorrow with an obvious sense of confidence born from experience and familiarity with the needs and demands it contains, which I personally found most reassuring. UNCW’s commitment to service and meeting the needs of the region are best expressed in a phrase from our existing strategic plan: we seek to “celebrate and study the heritage and environment of the coastal region, and to enrich its quality of life, economy, and education.”

Sincerely,

Rosemary DePaolo

cc: attachment (UNC Tomorrow Response Phase I Report)
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INTRODUCTION

Community engagement and public service to our region are long-standing hallmarks at the University of North Carolina Wilmington. One of the few non-land grant higher education institutions in the nation to establish a vice chancellor-led division for public service, UNC Wilmington created the Division for Public Service and Extended Education (now the Division for Public Service and Continuing Studies) in 1991. In its 2000-02 self-study report for reaffirmation of accreditation, the university highlighted what it believed to be its most distinctive strength in a special section entitled Community and Regional Outreach. With a successful history of regional involvement, having already built responsiveness to regional needs into its strategic plan, and having an extensive inventory of existing programs to form the foundation for its Phase I initiatives, UNC Wilmington was well-positioned to address the UNC Tomorrow recommendations.

The following passage, excerpted from the May 2007 report developed for the preparation phase of UNC Tomorrow, describes well UNC Wilmington’s planning, commitment and challenges with respect to meeting the needs of our region and the state in the coming decades:

From the unit level through the institutional level, UNCW is proactively engaged in and responsive to the identification of regional and statewide needs, incorporating external input and demand into the creation and implementation of programs to address those needs. The UNC Tomorrow initiative provides an opportunity for UNCW to assess how it can continue to improve its responsiveness. A data-driven, inclusive, and integrated strategic planning process is in place at UNCW to facilitate continued institutional enhancement. The greatest barriers to continued progress are familiar ones: competitive compensation for faculty and staff; financial support for programs; and academic space. Despite these challenges, UNCW will strive to be a model for serving the state’s needs in a responsive and effective manner, just as it is a model of efficiency.

At the University of North Carolina Wilmington, the UNC Tomorrow Response Phase I effort was organized around existing committees and planning groups, which drafted responses for each section. As an example, the Global Readiness section was addressed by a combination of those already serving on the Basic Studies Task Force and the International Programs Advisory Board, with a few additional personnel to ensure maximum breadth of representation by faculty, staff and students. Because UNC Wilmington is already actively engaged in each of the Response Phase I categories, utilizing existing planning structures and groups better maintained the integrity of our established planning process.

The membership of the Steering Committee for the institution’s overall response included the chairs of the groups responsible for each section and the Provost, chair of the Steering Committee. Staff to the Steering Committee included the UNC Tomorrow campus liaison/assistant to the chancellor, the director of university planning, and the budget director. The UNC Wilmington campus response was broadly communicated to campus constituents and involved review by the University Planning and Quality Council, the Chancellor’s Administrative Cabinet, and the UNCW Board of Trustees.

The primary purpose of the April 22 review of the Phase I report by the University Planning and Quality Council was to ensure alignment of each of the sixteen priorities, and their associated action plans, with UNCW’s strategic plan. (Please see Appendix C for alignment of UNCW’s priorities with its strategic plan “Soaring to Greatness.”) While the strategic plan already encompassed all of the recommendation areas of the UNC Tomorrow Commission Final Report, four modifications were made to the strategic plan to make it even more responsive to the needs of our region and the state. These included modifying an objective to explicitly apply the intellectual and human capital of UNCW to health and the environment, creating a new objective to combine green buildings and operations to increase campus sustainability, and improving one of UNCW’s seven strategic goals to create an umbrella for sustainability efforts. The main focus of the April 23 Administrative Cabinet review was to initiate a discussion on administrative and policy changes needed to successfully implement Phase I response plans.

The seven principal response committees (corresponding to response sections A through G) initially identified hundreds of ideas for new initiatives and improvements to existing programs to address the thirty
UNC Tomorrow recommendations. In order to distill these to a manageable, affordable and focused list, a prioritization meeting was held April 7 to which each committee chair was asked to bring their committee’s top five priority initiatives. These thirty-five initiatives were further prioritized to arrive at UNCW’s sixteen UNC Tomorrow Phase I priorities. The sixteen priorities were presented to campus stakeholders during the April open forums for discussion and feedback. At its April 23 meeting, the Chancellor’s Administrative Cabinet affirmed the sixteen UNC Tomorrow priorities for UNC Wilmington, and the priorities were reviewed by the UNCW Board of Trustees at its April 24-25 meetings.

Each of UNCW’s sixteen UNC Tomorrow priorities have been written to include:

i. UNCW’s initiative or improvement,
ii. the relevant UNC Tomorrow recommendation,
iii. a description of the initiative,
iv. an implementation plan,
v. expected outcomes,
vi. costs and funding,
vii. accountability and a timeline, and
viii. the corresponding objective(s) of UNCW’s Strategic Plan.

At the University of North Carolina Wilmington, our current and continuous goal is excellence in teaching, scholarship, research, artistic achievement, and service. In our efforts to celebrate and study the heritage and environment of the coastal region, and to enrich its quality of life, economy, and education, we recognize UNC Tomorrow as an opportunity to reexamine our existing efforts and create new initiatives to anticipate and meet the needs of North Carolina for the 21st century.
4.1 Our Global Readiness

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

The UNC Tomorrow Commission found that “UNC should educate its students to be personally and professionally successful in the 21st century, and, to do so, should enhance the global competitiveness of its institutions and their graduates.” UNCW’s mission statement explicitly expresses our commitment to “international perspectives,” and to “Create an educational environment that prepares our students to be global citizens” is one of seven goals of UNCW’s strategic plan.

To create an educational environment that prepares UNCW students to be global citizens, it is crucial to enrich the composition of the student body through international representation, and to increase students’ opportunities for educational experiences abroad. UNCW has set targets for achieving progress toward the establishment of an environment conducive to global understanding and preparedness. Originally conceived in 2005 (and strengthened since then), one of our university’s ten priority progress measures states, “By fall 2010, increase the international student population to 3% of the total student population. Increase the study abroad participation rate to 20% of undergraduates completing UNCW degrees by 2010, and to 25% by 2015.”

UNCW has made significant progress as a result. The number of UNCW students receiving credit for a study abroad experience increased from 246 in 2004-05 to 468 in 2006-07. The number of international students on campus increased from 88 in 2004 to 132 in 2007, with the number of exchange students rising from 16 to 73 in the same period. International scholars, international faculty travel grants, scholarships for international students, and summer programs abroad have all increased as a consequence of our very intentional effort to enhance the global readiness of our students.

UNCW’s research programs are remarkably robust. UNCW is unique among its institutional peers in terms of the productivity, scope, and comprehensiveness of its research endeavors. Areas of notable strength in research and artistic accomplishment at UNCW include marine science and marine biotechnology, cognitive and memory science, chemistry and biochemistry, and creative writing. Undergraduate students are afforded the opportunity to work closely with internationally recognized scholars in broadening applied learning experiences.

In the curricular area, UNCW has recently added Chinese and Arabic to our diverse foreign language offerings. A major in International Studies is in the final stages of planning. The schools of nursing and education both have international components, and the Cameron School of Business has since 2002 been a member of a formal consortium (the Trans-Atlantic Business School Alliance) involving European universities offering dual undergraduate degrees in international business, and, more recently, the MBA. A revision of general education now underway is guided by the skills our students will need to be successful in a global environment.

Although the UNCW strategic plan, developed in 2003-04, predates the UNC Tomorrow initiative, UNC Tomorrow has provided the opportunity for renewed reflection on the preparation of our students to meet the global challenges of the 21st century, and to develop specific initiatives to further strengthen our efforts.
Complete the General Education Revision

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

Type: Improvement of existing program

Description
Basic Studies, the current UNCW general education program, has been in place with little revision since the early 1980’s. This 45 hour program was designed to be completed in the freshman and sophomore years and is required of all students pursuing undergraduate degrees. It consists of the following:

- Composition (6 hours)
- Physical Education (2 hours)
- Humanities (12-18 hours with at least 3 hours in literature, history, philosophy and language each)
- Fine Arts (3-9 hours with a 6 hour maximum in a single discipline)
- Natural Sciences and Mathematical Sciences (10-16 hours with including a lab and at least 3 hours each in a physical science, a life science, and a mathematics course)
- Social and Behavioral Sciences (6-12 hours with a 6 hour maximum in a single discipline)
- Interdisciplinary Perspectives (0-6 hours)

According to the Undergraduate Catalogue, the Basic Studies program directly addresses most of the knowledge and “soft skills” mentioned in Section 4.1 of the UNC Tomorrow Commission Final Report. “Basic Studies . . . is defined as the acquisition of essential skills and introduction to the broad spectrum of studies which are basic to our intellectual and cultural heritage. The program is designed to develop skills in comprehension, composition, reasoning and analysis; to introduce students to the structure, methodology and knowledge of academic disciplines; and to address important human concerns from disciplinary or interdisciplinary perspectives.”

Implementation
From its inception through 2005, the University Curriculum Committee, a committee of the Faculty Senate, had primary oversight responsibility for the Basic Studies Program. An ad hoc Faculty Senate committee, the Basic Studies Revision Task Force, reviewed the program during 2005-2006 and reported its findings to the Senate. Since Spring of 2007 a new standing Faculty Senate Committee, the Basic Studies Committee, has been responsible for reviewing the general education program at UNCW and drafting a revision.

Achieving the recommended improvements will require curricular changes and related actions, possibly to include the following:

- Hire 20 new faculty members
- Appoint a Basic Studies Director
- Decrease reliance on part-time faculty
- Add quantitative/logical reasoning (“quantitative literacy”) requirement
- Increase the foreign language requirement
- Expand freshman seminar to 3 credits and make it a general education requirement
- Reduce Freshman Composition class enrollments to fewer than 20 students
- Implement a Writing Across the Curriculum Program (may require the hiring of a director and staff, plus faculty development initiatives for the development of new courses)

Assessment
The Faculty Senate and its constituent committees review student performance measures available at the UNC System Office, UNCW data available from campus participation in the National Survey of Student Engagement and the Faculty Survey of Student Engagement (NSSE and FSSE), results of the Collegiate Learning Assessment (CLA) first administered in fall 2007, and additional data provided by the Office of Institutional Research and the Office of University Planning. Individual courses are assessed each semester with the University-wide SPOT (Student Perception of Teaching) evaluations.
Specific learning outcomes for the revised program (see below) have been established, and the criteria for the approval of new Basic Studies courses are currently under development. When the revised program is approved by the Faculty Senate, assessment instruments specific to the new program will be developed.

The following expected outcomes are sought through this revision:

- Increased student retention
- Increased student engagement in curricular choices
- Improved proficiency in written communication, achieved through a sustained writing focus throughout the four-year program of study (Writing Across the Curriculum)
- Increased proficiency in foreign language
- Improved quantitative literacy
- Improved understanding of human diversity and recognition of the lifelong responsibilities of active global citizenship in a rapidly changing world
- Improved first-year engagement with the university community
- Increased emphasis on interdisciplinary approaches to contemporary issues

**Funding**
While it is difficult to determine costs for a program revision that is still under development, it is clear that additional faculty positions will be needed in order to expand key requirements, add new ones, reduce reliance on part-time faculty, and lower class sizes in writing courses.

Estimated cost: $1.731 million (salary and benefits) for 20 faculty positions. Funding source: Academic Affairs (enrollment growth, reallocation, reassignment of faculty)

**Accountability and Timeline**
Accountability: Faculty Senate, Academic Affairs, and Dean of College of Arts and Sciences

Timeline: The Basic Studies Task Force, charged in January 2004 to revise the Basic Studies program, presented an initial report to the Faculty Senate in fall 2005. The Senate approved elements of the report in spring and fall of 2006. The second phase of the revision process began in spring 2007 when the Basic Studies Committee was convened. Implementation of a new program could occur as early as fall 2009.

**Strategic Plan Alignment**
This initiative aligns directly with our goal to “Create the most powerful learning experience possible for our students,” specifically to these objectives:

- Improve the range and quality of student-faculty interactions.
- Ensure regular review and development of curricular content, delivery and rigor to meet the undergraduate and graduate programmatic needs of the university, the region and the state.
- Improve experiences for students during initial entry into campus life and at crucial junctures in their education.
Implement University-Wide Program of Experiential/Applied Learning

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

**Type:** Improvement of existing program

**Description**
UNCW has historically emphasized the availability of hands-on application experiences under faculty mentorship for its students. UNCW students consistently recall some form of experiential learning as their most memorable university experience and suggest that it played an important role in their transition from school to career. Examples of experiential learning include faculty-directed research, internships, student teaching, service learning, capstone courses and projects, and study abroad programs.

**Implementation**
A fully-implemented experiential learning program would require all undergraduate students at UNCW to participate in at least one type of credit-bearing experiential learning activity before graduation, with participation noted on the diploma. Students could also elect to participate in multiple types of experiential learning, with each type earning a corresponding notation on the diploma.

The Applied Learning Initiative in the College of Arts and Sciences, effective fall 2008, stipulates that each of the twenty-three departments in the College of Arts and Sciences will require an Applied Learning experience as a part of the curriculum for its undergraduate majors. This requirement will be listed in the 2008-09 Undergraduate Catalogue and will be in effect for undergraduate students matriculating fall 2008 and thereafter.

The Cameron School of Business, the Watson School of Education, and the School of Nursing are each extensively involved in programs of experiential learning. Some additional internship, practicum, and study abroad options may need to be developed to serve all students.

**Assessment**
The many forms of experiential learning result in a correspondingly varied group of learning outcomes and assessment methods, determined by departments. However, the primary outcome in all majors is the integration and application of the skills and knowledge acquired in the major.

Quantitative data is gathered following all course related instruction sessions and workshops (number of participants, length of session, etc.)

**Funding**
Applied Learning typically involves close mentorship and supervision, resulting in a significant cost in faculty time and effort. Since Applied Learning experiences have traditionally been made available to many students in the College of Arts and Sciences, much of this cost is already built in. However, the Applied Learning Initiative will require Applied Learning for all students who declare an arts & sciences major, and will therefore necessitate additional resources. An annual allocation of $50,000 to provide faculty stipends/reassignments and to assist students with expenses associated with Applied Learning projects is anticipated as a minimum necessity.

The College of Arts and Sciences will commit $50,000 annually from its Excellence Fund to support Applied Learning. The Excellence Fund is a trust fund that receives gifts to the Dean’s Office, primarily from College alumni. Other units will use unfilled positions for funding.
Accountability and Timeline
Departmental curricula have been adjusted to make Applied Learning a requirement in all College of Arts and Sciences majors. Support funding has been identified by the Dean’s Office. The Applied Learning Initiative will be implemented fall 2008. Accountability: Dean, College of Arts and Sciences.

The university-wide program will be implemented as the new Basic Studies plan goes into effect. Accountability: Deans of academic units.

Strategic Plan Alignment
This initiative aligns directly with our Goal I to “Create the most powerful learning experience possible for our students,” and specifically to this objective:

- Regularly review and improve pedagogical frameworks, such as experiential learning, and program-specific learning outcomes.

and to Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:

- Connect theory and practice through service learning programs that enrich academic coursework and serve the region.
**Nurture Global Citizenship**

**UNC-T recommendation:** 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.*

**Type:** New program

**Description**

UNCW has taken several measures to create teaching, research, and service opportunities for faculty so that they can promote global citizenship among students. These include:

- Travel grants for presenting at international conferences, exploring future study abroad and exchange partner sites, conducting on-site research, etc., average about $60,000 per year.
- Salary targeted exclusively for faculty-led study abroad programs during academic year 2007-08 totaled $71,000.
- Memoranda of understanding and partnerships. UNCW currently has about 40 MOUs for faculty and/or student exchange as well collaborative research. The university has in place a policy for establishing further MOUs.
- Increased visa sponsorship of international faculty. During AY 2004-05, UNCW sponsored 25 international scholars (16 H-1B and 9 J-1 visas); in 2007-08, 40 (23 H-1B and 17 J-1 visas).
- Outside funding for faculty development (Fulbright Hays, CIEE, etc.)
- Short-term faculty exchanges. Several units on campus, most notably, Cameron School of Business, Watson School of Education, and the Center for Marine Science, host numerous visiting scholars from all over the world to teach and conduct research for anywhere between two weeks and a full semester. UNCW faculty are also beginning to initiate short-term teaching and research assignments abroad. Finally, UNCW also provides space on its website for the international professor exchange program.
- Involvement in international service activities. These range from working with international ngo’s to arranging visits by international scholars to area schools to serving as country liaison advisors for targeted exchange sites to assisting with on-campus international activities, such as the Study Abroad Fair and Intercultural Week.
- Committees dedicated to promoting global citizenship (campus-wide International Programs Advisory Committee, Watson School of Education International Committee, and Cameron School of Business International Committee)
- In fall 2008, UNCW will establish an international faculty club and hold an orientation for all new international faculty.

Measures taken to promote global citizenship among our students include:

- Education abroad opportunities. Study abroad rates have steadily risen over the last five years. In AY 2004-05, UNCW sent 417 students abroad; in 05-06, 431; in 06-07, 483. UNCW currently offers programs at over 200 sites. In the last five years these options have become more diverse with regard to location, length of stay, and subject.
- International student presence on campus. There are currently about 170 students on UNCW visa sponsorship. Moreover, UNCW is in the initial stages of establishing a cohesive recruitment plan for international students.
- Curricular development. The Basic Studies program includes a foreign language requirement, and the university has made some progress in diversifying foreign language offerings by adding Chinese and Arabic to the curriculum with part time funding. Other areas of notable international curricular content include area studies minors in the College of Arts and Sciences, an International Business concentration, TABSA, IMBA, an International Education concentration, an international component to the Ed.D., and international clinicals in School of Nursing.
- Use of technology. UNCW has not fully explored the possibilities of technology for promoting globalization, but there are some notable exceptions. Japanese classes regularly include video conferencing sessions between students in the US and Japan. Similarly, the Watson School of Education has arranged a video conference between teachers from North Carolina and South Africa.
The guiding principle behind the Nurture Global Citizenship initiative is to move from mere global awareness to global action. We plan to expand the role of the Office of International Programs to become a Center for Global Programs, with increased responsibilities for:

- Campus-wide efforts to recruit international students, staff, faculty, as well as faculty with demonstrated global awareness, with the objective of increasing the population of, and interaction with, international students, faculty, and staff.
- Study abroad and reentry programming, with the objective of increasing the number of, and access to, global experiences for all UNCW students, faculty, staff, and the community.
- Support for departmental global curricular initiatives, with the objective of developing a global curriculum.

**Implementation**

Implementation will require these action steps:

- Hire an education-abroad advisor with responsibility for recruiting and reentry programming.
- Hire an international recruitment/admissions officer with a travel budget for recruitment fairs, housed either in Admissions or OIP but dedicated solely to international students.
- Provide ten “Building Global Citizenship” grants each year to faculty members in order to infuse the concept into the curriculum. These are competitive grants to support the preparation of short-term courses with the theme of global citizenship and readiness in the faculty members’ areas of expertise.
- Purchase two two-way global video technology packages (high-definition monitor, microphones, rear display, additional display): This technology makes two-way, real-time international dialogs possible. Applications include distance learning classes, virtual thesis defenses, collaborative research, pre-departure orientation meetings for exchange students, reentry programming, and peer recruitment.
- Support broad curriculum revision. The current revision proposal for Basic Studies calls for an increased foreign language requirement. Other initiatives include proposals for an International Studies Major in the College of Arts and Sciences and a Global Studies Certificate through the Honors Program, and efforts to increase the number of classes that provide an immersion experience to accompany the traditional classroom setting.
- Support diversification of the foreign language offerings at UNCW, with emphasis on the languages identified as critical by the Department of State.
- Actively promote and facilitate double majors in a foreign language and other areas (e.g., health, business, social work).
- Provide workshops and enrichment seminars on global citizenship.

**Assessment**

Several quantitative measures offer evidence of the effectiveness of international efforts:

- Number of students studying abroad (468 in 2006-07)
- Number of international students on UNCW visa sponsorship (146 in 2006-07)
- Number of international scholars on UNCW visa sponsorship (21 in 2006-07, 40 in 2007-08)
- Total funding for Faculty Travel Grants ($66,750 in 2006-07)
- Number of ESL enrollments (46 in 2006-07)
- Total funding for scholarships/financial aid ($13,158 for education abroad, $12,000 for international students in 2006-07)
- Number of faculty-led summer study abroad programs (13 total: Australia, Belize, Chile, China, Ecuador, England [2], France [2], Germany [2], Japan, Spain)

In addition, evaluations completed by students who have studied abroad provide useful information about the value of those experiences.

The Nurture Global Citizenship initiative’s effectiveness can be further assessed in the following ways:
Students

- UNCW progress measure # 8 states, “By fall 2010, increase the international student population to 3% of the total student population. Increase the study abroad participation rate to 20% of undergraduates completing UNCW degrees by 2010, and to 25% by 2015.” During AY 06-07 20.6% of the graduating class had studied abroad. The current progress measure is feasible, but UNCW should implement a cohesive recruitment plan in order to have 3% of the student population be international students.

- At present, we do not have in place a method for measuring the impact that an immersion experience has on UNCW students. We should do more upon re-entry. Possibilities include:
  - Administering a pre- and post-entry bona-fide survey with regard to intercultural sensitivity.
  - Requiring an exit portfolio showing evidence of global citizenship and documenting international experience.
  - Requiring virtual or hard copy journals during the immersion experience.

Faculty

- Measure faculty efforts to realize Strategic Goal # 4 (Create an educational environment that prepares our students to be global citizens) by asking for evidence of global initiatives on the formats for annual evaluation, reappointment/tenure/promotion, and post-tenure review.
- Administer a climate survey for international faculty.
- Include international/global activities and initiatives as a part of the annual report format for the college and schools. Share this inventory with global partners, the UNC system, and the local community.
- Survey and maintain an updated list of faculty with international expertise so that the UNCW community can avail itself of this knowledge for classroom and community presentations.

Curriculum

- Establish criteria whereby UNCW can identify and inventory classes that have global content.
- Establish a minimum percentage of course content that would qualify a class as a global class.

Funding

- Education-abroad advisor: $45,535 salary and benefits
- International recruitment/admissions officer: $45,535 salary and benefits, $15,000 annual travel budget
- “Building Global Citizenship” Grants: $65,000 annually (10 grants providing $3,500 salary and $3,000 for exploratory trip, if necessary)
- Two two-way global video technology packages (high-definition monitor, microphones, rear display, additional display): $200,000 (one-time)

Funding source: Academic Affairs, Office of International Programs, Information Technology Systems Division (tuition growth, reallocation)

Accountability and Timeline

Accountability: Academic Affairs/Office of International Programs
Timeline: Begin Fall 2008

Strategic Plan Alignment

This initiative aligns directly with our Goal IV to “Create an educational environment that prepares our students to be global citizens,” and specifically to these objectives:

- Ensure students have access to travel, study abroad and classroom opportunities that foster their ability to participate in a global community.
- Foster an international-friendly environment in Wilmington and the surrounding area.
4.2 Our Citizens and Their Future: Access to Higher Education

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

The UNC Tomorrow Commission found that “UNC should increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and non-traditional students.” UNCW’s mission statement states explicitly that “UNCW encourages public access to its educational programs and is committed to diversity...” Our diversity core value states in part:

Cultural, racial, ethnic and global diversity are fundamental to the mission of the university and are essential elements of an atmosphere of openness and free inquiry upon which teaching and learning rests. UNCW is committed to expanding the diversity of its faculty, staff and student body and to increasing access for historically underrepresented groups.

UNCW’s strategic Goal III is to “Embrace and enhance diversity throughout the university’s constituencies, culture, curriculum and outreach activities.”

The Watson School of Education has continued to develop varied delivery approaches to serve the needs of traditional and non-traditional students and lifelong learners. All required education courses for teacher licensure are now offered at the day, at night, online, web-enhanced, and in the summer at least once per year. In addition, the alternative licensure programs CT3 and NC Teach offer Saturday classes with web components. All graduate programs in the Watson School offer courses at 5:00 p.m. or later for working professionals, and several programs have developed an alternating schedule that allows students to take two courses on the same night with the courses alternating weeks of face-to-face and online delivery of instruction. The Watson School’s Professional Development System offers workshops on topics such as learner-centered supervision, infusing technology into instruction, working with diverse students, and curriculum reform for teachers in 11 school systems in southeastern North Carolina. Professional development also is offered online through the PD 360 system for teachers in participating school districts.

Other ways the Watson School supports lifelong learners are through the First Years of Teaching initiative, which provides online and onsite support for beginning teachers, and the National Board Certification Support program designed to assist candidates seeking National Board certification.

The Watson School has implemented various modes of course delivery for students at extension sites. The Watson School established a collaborative 2+2 program with Coastal Carolina Community College (Onslow County) that began in 1995 and now has the entire B.A. degree in Elementary Education and the M.Ed. degree in Elementary Education delivered onsite at Coastal and the Camp Lejeune Educational Center. The Watson School provides faculty to deliver courses on-site and web-enhanced, as well as online offerings. Faculty also are utilizing distance learning technologies to deliver courses to students, including a model that has a course section of students meeting in the Education Building on the UNCW campus and a section in a classroom at Coastal with the UNCW faculty member alternating between the two sites “beaming” live to the other site so that both groups are participating in real time.

The Watson School was funded by the North Carolina Legislature for a “Fast Track” program that would allow students in selected licensure areas to complete their programs in a shorter amount of time. Options are available for entering freshmen, transfer students who have earned A.A. degrees, and licensure-only candidates in Elementary Education and for licensure-only students in secondary education. Students can complete their programs in 18 months or less, depending upon educational background upon entry.

Articulation agreements, 2+2 and joint programs, electronic advising programs, and academic advising for community college students are summarized in detail in the description of the initiative to enhance outreach and partnership programs in this section.
Expand Distance and Online Courses

UNC-T recommendation: 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.

Type: Improvement of existing program and new programs

Description
UNCW has in place online programs, extension programs, short courses, night and weekend offerings to enhance educational access to its programs.

Online Programs
- Online Corporate MS Chemistry Program. The Department of Chemistry & Biochemistry began a program in 2000 with a potential economic impact to North Carolina. The initial industrial partner was aaiPharma, a local pharmaceutical services company. They contributed $4000 per student to UNCW to provide for their employees’ tuition, books, parking and all of the other expenses associated with this program. We taught courses both at UNCW and at aaiPharma, and their students worked on research projects here on campus, often with aaiPharma scientists on their committees. Of the twenty or so who began that program in 2000, about half have successfully completed their degrees, and four still remain.

The current program is a true distance learning program. There are at least four companies involved: Wyeth, Eisai, Metrix and PPD. Students do their research on-site, under the supervision of a senior scientist at the company. We have developed eight fully on-line graduate courses to serve these students, and currently have about 20 in the program, including 7 or so PPD students who are located in Richmond VA and Madison, WI. With the exception of the PPD students, the distance learning graduate students pay either in-state or out-of-state tuition.

- B.S. in Clinical Research. Wilmington has become a center for clinical research organizations (CROs). To meet the needs of these companies and to provide an incentive to other CROs to locate in SE North Carolina, UNCW has implemented a program to train professionals for careers in clinical research.

This undergraduate program prepares health science professionals to participate in the science and business of developing health care products and protocols, from discovery to market and human utilization. This four year undergraduate program includes a didactic curriculum and a mentored experience or internship in clinical research during the senior year. The program is designed to provide competency in methodologies, including protocol development and regulatory compliance; data collection, analysis and synthesis derived from human-oriented research; research ethics; assessment and evaluation of the safety and efficacy of investigational products; application of knowledge and skills to clinical situations; oral and written scientific presentation; and collaborative team membership. All CLR courses are online or web enhanced.

- R.N. to B.S.N. The purpose of this baccalaureate program is to prepare a generalist who possesses the knowledge, skills, and attitudes with which to practice family-centered professional nursing in a variety of current and emerging health care delivery systems. In addition, the program is designed to provide a foundation for graduate nursing education. Through interactions with clients--individual persons, families and communities--and other health care professionals, nursing graduates will contribute toward meeting the wide-ranging needs of the region, state, and the larger community.

Nursing courses in the RN Access options are available only online. For each course, the faculty arranges orientation with the students. Orientation may be online, by interactive television, or workshop.
Other Distance Programs

- M.A. Liberal Studies. Ranging in age from twenty-one to ninety (with an average age of 35-40), students share a common commitment to life-long learning as well as an equally avid commitment to the continuing relevance of the liberal arts not only as a means of personal growth and development but as a means of constructively negotiating the many complex humanistic, social, and scientific concerns currently confronting the global community.

- B.A. in Criminal Justice. The University of North Carolina Wilmington’s Onslow County Extension Program, in partnership with Coastal Carolina Community College, offers a Bachelor of Arts in Criminal Justice (CRJ) that can be completed entirely in Jacksonville, NC. Online, day and evening face-to-face courses are available and offered at the John A. Lejeune Education Center at Camp Lejeune. Area residents, military, and military dependents have access to these courses.

Short Courses, Night & Weekend Offerings

The Cameron School of Business Professional MBA is a part-time, evening, graduate program designed for those who wish to continue working while pursuing their degree. Through an interactive exchange with faculty and classmates, MBA students:

- Refine their skills in the core functions of business,
- Develop analytical and quantitative skills applicable for effective business decision-making,
- Formulate thought about current and future issues facing the business world.

Communications, decision-making, teamwork, organizational change, information technology, the international dimension, technological innovation, social responsibility and ethics are topics which appear throughout the curriculum.

Classes meet on Monday and Thursday evenings from 6:00-8:45 p.m. (6:00 - 9:15 p.m. during the summer sessions) and one Saturday a month for the first 15 months of the program.

UNCW plans the following enhancements to increase access to its programs:

- Expand Extension Education Programs. UNCW and the Watson School have developed plans to expand the offerings to other extension sites beginning fall 2008. Elementary Education methods classes will be offered to students at Brunswick Community College (Shallotte), James Sprunt Community College (Kenansville), and Southeastern Community College (Whiteville). All of the methods/pedagogy courses will be available within a calendar year to meet the needs of individuals such as teacher assistants and licensure-only/lateral entry teachers seeking to complete degrees and/or licensure.

- New Programs at the Onslow Extension site
  - B.S.W. in Social Work
  - M.S. in Criminology & Public Sociology
  - Clinical M.A. in Psychology
  - B.S. in Business Administration

- New On-line Program
  - M.S. in Biopharmaceutical Clinical Research

Implementation

- Implementation of Elementary Education programs at three additional off-campus sites requires one clinical faculty member, travel expenses, and development of five on-line courses.
- The B.S.W. program will require two new faculty lines when fully implemented.
- The M.S. in Biopharmaceutical Clinical Research will require three new faculty lines.

Assessment

UNCW has in place mechanisms for course and program evaluation, some specifically designed for on-line delivery. Expected outcomes include:
- Increased enrollments in elementary education and teacher licensure programs at BCC, JSCC and SCC sites
- Increased distance enrollment at CCCC site in the B.S.W. program
- Increase online enrollment in the M.S. in Biopharmaceutical Clinical Research program

**Funding**
- For the Elementary Education programs at three additional off-campus sites, $50,000 for the faculty line, $1500 for travel, and $25,000 for course development. Funding source: increased tuition and enrollment increase funds.
- The B.S.W. program will require $150,000. Funding source: Enrollment increase funds.
- The cost of the M.S. BCR program will be $217,500 in year four. Funding source: Revenue (FTE and tuition) generated by the M.S. BCR will be $526,040, more than offsetting the costs.

**Accountability and Timeline**

**Expand Extension Education Programs**
- Accountability: Dean of the Watson School of Education
- Timeline: Begin Fall 2009

**New B.S.W. in Social Work**
- Accountability: Academic Affairs
- Timeline: Begin Fall 2008

**Expand Extension Education Programs**
- Accountability: Deans of the Graduate School and the School of Nursing
- Timeline: Begin Fall 2009

**Strategic Plan Alignment**
This initiative aligns directly with our Goal I to “Create the most powerful learning experience possible for our students,” and specifically to this objective:
- Improve availability of space, equipment, information technology and other support services for various types of classroom experiences appropriate for each discipline.


Enhance Outreach and Partnership Programs with the Seven Community Colleges in Our Region

**UNC-T recommendation:** 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.

**Type:** Improvement of existing programs and new program

**Description**

**Articulation Agreements** In addition to the statewide Comprehensive Articulation Agreement (CAA), UNC Wilmington has also signed bilateral articulation agreements with 16 North Carolina community colleges. These agreements govern the transfer of students who have earned the Associate of Arts or Associate of Science degree with a 3.0 or higher cumulative grade point average. Benefits include assured admission for any available term and the waiver of basic studies requirements with the exception of a foreign language.

UNCW has also signed articulation agreements with various community colleges throughout the state governing the transfer of specific Associate of Applied Science degrees. In 2006 UNCW signed a statewide agreement with 19 community colleges allowing for the transfer of an AAS in Early Childhood Education provided the applicant chooses to major in Early Childhood Education at UNCW. While this opportunity was offered to all 58 community colleges in the state, each community college had to choose to participate.

Finally, UNCW has signed AAS articulation agreements with:

- Cape Fear Community College to allow the transfer of the AAS in Chemistry Technology and Marine Technology provided the applicant majors in chemistry or marine biology respectively at UNCW (both signed in 1995 but revisions on the Marine Tech agreement are in progress);
- Brunswick Community College and Carteret Community College to allow the transfer of the AAS in Aquaculture Technology (the BCC agreement was signed in 1997 and the CCC agreement was signed in 2007).

**Admission and Academic Advising for Community College Students** In order to provide the most up-to-date information to prospective transfer students, UNCW conducts private visits at 15 of the 16 bilateral articulation schools once each semester and private visits once each month during the academic year at Cape Fear Community College. During these private visits representatives from Transfer Admissions as well as academic advisors from the School of Business, School of Nursing, School of Education and University College are on site to provide admission and academic advising. UNCW Transfer Admissions representatives also participate in both fall and spring college fairs at all 58 community colleges. Finally, UNCW offers transfer open houses for prospective students (Transfer to Teal Saturdays) several times during the academic year. Students can visit the campus anytime between 10 a.m. and 2 p.m. on these dates and receive admission advising, an unofficial evaluation of transfer credit, academic advising, and participate in hourly campus tours and/or group information sessions.

To insure that both prospective transfer students and their community college counselors have the most up-to-date information in a timely fashion, UNCW offers annual Transfer Counselor Visitation Days and also provides both a hard copy and online version of our North Carolina Community College Transfer Guide. Both admissions counselors and academic advisors from all 58 North Carolina community colleges are invited to the annual Transfer Counselor Visitation Days which are held each fall. These are half day events that include: general information about UNCW and its academic departments; updates on transfer admissions requirements and changes or additions to degree requirements; a walking tour of the campus; and a chance to meet and speak with UNCW faculty and staff. The NC Community College Transfer Guide is distributed at this event, at all private visits and college fairs, at the open house, and copies are mailed to all NC community colleges.
The UNCW Watson School of Education has enhanced its commitment to working with community colleges by providing advisors on five campuses. Currently, the Watson School has full-time advisors based at Coastal Carolina and James Sprunt Community Colleges, and an advisor that is half-time at Brunswick and half-time at Southeastern Community College. Another advisor serves Cape Fear Community College on a monthly basis. All of these advisors are involved in recruitment activities in their home communities, and they work very closely with their community college counterparts to ensure a seamless transition from acceptance to enrollment at UNCW. They are often asked to deliver workshops on advising strategies to community college advisors to improve the connections between the institutions as well. The advisors utilize electronic systems such as degree audits and sites such as UNC Online to assist students in meeting all degree and licensure requirements.

The UNCW professional academic advising unit, University College, recently established a new advising position devoted to transfer students. The primary mission of the University College Transfer Advisor (UCTA) is to assist students in choosing and preparing for admission to an appropriate major. The UCTA assists transfer students who are “undeclared” or “do not meet the requirements for admission to a major”, through academic advising and facilitation of university resources. The UCTA has direct working/referral relationships with various student support programs on campus to better assist students in transition (e.g., Career Services, Office of Transition Programs, Office of the Registrar, etc.).

Representatives from the UNCW Clinical Research (CLR) program visit Cape Fear Community College once each month to advise students who are interested in transferring to UNCW and majoring in CLR. In addition, the program director is regularly invited to speak to CFCC classes and meet with CFCC faculty to provide more information on the program, answer questions, and encourage students to transfer into the CLR program at UNCW.

Electronic Advising on Course and Degree Requirements  Prospective transfer students can access an online equivalency of all the courses we accept in transfer from all North Carolina Community Colleges at the following Web site: http://appserv02.uncw.edu/dasapps/transfer_articulation/ (select North Carolina and then North Carolina Community Colleges from the drop down boxes). This listing is updated annually or as needed when new courses are established and added to the catalogue at either UNCW or the community colleges.

2+2 and Joint Programs  In addition to the pre-major AA and AS degrees established through the Comprehensive Articulation Agreement which provide for the completion of general education and pre-major requirements enabling the community college student to complete their freshman and sophomore years of study before transferring, UNCW has also signed agreements governing the transfer of certain AAS degrees that provide a similar benefit to the student:

- AAS in Early Childhood Education (various community colleges)
- AAS in Marine Technology (Cape Fear CC)
- AAS in Chemistry Technology (Cape Fear CC)
- AAS in Aquaculture Technology (Brunswick CC and Carteret CC)

UNCW academic areas have also established partnerships and programs with North Carolina community colleges to ensure greater access to higher education and a smooth transition from community college to university to major. For example, the Watson School of Education has implemented various modes of course delivery for students at extension sites. The Watson School established a collaborative 2+2 program with Coastal Carolina Community College (Jacksonville) that began in 1995 and now has the entire B.A. degree in Elementary Education and the M.Ed. degree in Elementary Education delivered onsite at Coastal and the Camp Lejeune Educational Center. The Watson School provides faculty to deliver courses on-site and web-enhanced, as well as online offerings. Faculty also are utilizing distance learning technologies to deliver courses to students, including a model that has a course section of students meeting in the Education Building on the UNCW campus and a section in a classroom at Coastal with the UNCW faculty member alternating between the two sites “beaming” live to the other site so that both groups are participating in real time.
The UNCW Cameron School of Business has, at the request of the Cape Fear Community College Executive Advisory Board, established a scholarship for CFCC transfer students majoring in Business. The B2B scholarships are merit based and provide financial benefits for the first semester at UNCW.

Associate Degree and/or Community College Course Offerings To better facilitate communication between UNCW and the community colleges and assist them with the creation and/or improvement of new associate’s degrees and courses, representatives from Transfer Admissions serve on Transfer Advisory Boards at several North Carolina community colleges.

Representatives from UNCW Transfer Admissions are currently working with Cape Fear Community College faculty and administrators to create a new academic success skills course designed for transfer students (ACA 122). UNCW is providing information regarding articulations agreements, credit equivalencies, and BA/BS degree requirements.

Representatives from the UNCW Cameron School of Business (CSB) are currently working with Cape Fear Community College regarding course changes at UNCW and CFCC, changes to CSB admission requirements, and other issues involving CFCC students interested in transferring to UNCW and majoring in Business.

Joint and Shared Facilities on both Community College and UNC Campuses UNCW shares some facilities with Brunswick Community College and Carteret Community College as part of the Aquaculture articulation agreement. This allows for research opportunities for both the community college and university students.

UNCW plans these partnership enhancements:

- Expand on-site advising at regional community colleges.
- Facilitate 2+2 program discussions
- Provide permanent access to four-year programs in one of the most underserved region in our state—Onslow County—by expanding UNCW’s already successful programs at the Coastal Carolina Community College site

Implementation

- UNCW will expand our monthly on site advising program currently offered only at Cape Fear Community College to all seven colleges in the feeder region. Representatives from the Office of Admissions along with representatives from such areas as Financial Aid and Veterans Services and/or academic areas will be on site for an entire day each month from September through May to provide one-on-one admission, financial aid and academic advising. Based on participant surveys and the success of similar programs at other institutions we plan on expanding the open house program to include evening versions for those students who are unable to participate in weekend programs.
- Provide travel costs for 2+2 program discussions
- Construct a joint UNCW/CCCC shared facility at Coastal Carolina Community College

Assessment

Changes and improvements are made to the private visits and open house programs as needed based on both the participant survey responses as well as staff assessments of the events. The effectiveness and success of these initiatives will be assessed through transfer student participation, transfer application numbers, course registration, email surveys to participants and applicants; increase in transfer student enrollments, 2+2 programs, and extension programs.

Funding

The costs associated with expanded on-site advising will mainly be additional travel costs. This will involve an increase of approximately $2,500-$3,000 in the Office of Admissions travel budget. Funding source: Office of Admissions travel budget.
For the 2+2 program discussions, facilities will be provided by the community colleges, faculty will be provided by UNCW, and these costs are already accounted for in existing budgets.

The cost of the Onslow County Partnership, included in the Board of Governors budget request, is $281,250. The facility will be funded by $25 million in capital expansion funds.

**Accountability and Timeline**

**Expansion of on-site advising and 2+2 discussions**
- Accountability: Office of Admissions
- Timeline: Begin Fall 2008

**Joint UNCW/CCCC facility**
- Accountability: Academic deans, VCBA, Provost and Chancellor
- Timeline: Begin Fall 2010

**Strategic Plan Alignment**

This initiative aligns directly with our Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:

- Provide service to and collaborate with our P-16 educational partners in public schools, community colleges and other universities.
Achieve Campaign Goal for Student Excellence for Underrepresented Population Scholarships

**UNC-T recommendation:** 4.2.5  *UNC should increase the educational attainment of all underrepresented populations, especially African-American male and Hispanic students.*  
**Type:**  New program

**Description**  
Establish an endowment to fund diversity scholarships.

**Implementation**  
As part of the comprehensive campaign, with the silent phase now underway, aggressively seek gifts dedicated for the purpose of attracting, enrolling, retaining and graduating students from underrepresented populations.

**Assessment**  
Expected outcomes include: increased recruitment, enrollment and retention of students from underrepresented populations.

**Funding**  
The additional endowment required to fund the diversity scholarships is $27.5 million. Funding source: comprehensive campaign; state and federal financial aid.

**Accountability and Timeline**  
Accountability: Vice Chancellor for University Advancement; Chancellor  
Timeline: The campaign goal target is fall 2012.

**Strategic Plan Alignment**  
This initiative aligns directly with our Goal III to “Embrace and enhance diversity throughout the university's constituencies, culture, curriculum and outreach activities,” and specifically to this objective:  
- Build a pool of prospective students from underrepresented populations and recruit them to UNCW to develop a rich and vibrant learning environment.  
and to Goal VII to “Ensure adequate resources to achieve university goals by increasing public financial support and private giving,” and specifically to this objective:  
- Develop focused, aggressive planned giving and major gifts programs.
4.3 Our Children and Their Future: Improving Education

*UNC should be more actively involved in solving North Carolina’s public education challenges.*

The UNC Tomorrow Commission called for UNC to “help address the shortage of science and math teachers, especially in rural areas.” This initiative aligns directly with the UNCW Strategic Goal I, to “Create the most powerful learning experience possible for our students,” Goal V to “Strengthen the university’s regional engagement and outreach activities,” and Goal VII to “Ensure adequate resources to achieve university goals by increasing public financial support and private giving.” More specifically, this initiative aligns with UNCW’s supporting objectives: “Improve availability of space, equipment, information technology and other support services for various types of classroom experiences appropriate for each discipline,” “Provide campus-initiated experiences that encourage participation in and access to higher education,” and “Increase grants, contracts and entrepreneurial activity to enhance the university’s programs and projects.”

The curricula, programs, research, outreach, and professional development activities of the Watson School of Education are designed to foster educational excellence in the region and beyond. The Watson School is one of the top four producers of teachers for the state. Collectively, ASU, ECU, UNCC, and UNCW graduate approximately one-half of the teachers who are trained at our state’s public universities. Numerous strategic partners, from the local through the national levels and at all levels of P-16, are engaged with the Watson School and are key to the identification of needs and the development of programs to address those needs. Of special importance are: 2+2 collaborative programs with community colleges, the Teaching Fellows Program and other state recruitment efforts, extension programs offered in Onslow County, the First Years of Teaching Support Program, Professional Development System partnerships with public schools throughout the region, and regional educational leadership that is fostered through the doctoral program in educational leadership implemented in fall 2007.

UNCW’s Watson School of Education currently has advisors at five community colleges in the region to assist prospective teachers with planning courses and making a seamless transition to UNCW. These advisors help recruit future teachers thereby addressing the quantity and geographic distribution of teachers. Expansion to three other institutions in the region is underway. The Watson School, in collaboration with the Office of Admissions, also sponsors a number of recruitment activities including visitation days, majors fairs, and Teacher Cadet programs.
Increase Targeted Recruitment Efforts to Address the Shortage of Math and Science Teachers

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

Type: Improvement of existing programs and new programs

Description
The Watson School sponsors Science Olympiad for middle and higher school students to promote interest in science and in educational careers. The Watson School of Education’s Science and Math Education Center offers a summer enrichment program, Summer Ventures, for P-12 students focusing on math and science. The Watson School of Education and the College of Arts and Sciences have collaborated to identify, design and deliver online offerings in math and science to teachers and prospective teachers in rural areas. UNCW seeks to expand these existing programs and to add two new initiatives specifically designed to attract more students to teacher education programs in science and mathematics.

Implementation
Improvements of existing programs will require these actions:

- The Watson School and College of Arts and Sciences will increase materials, personnel, and scholarships, as well as advertising for recruitment to the Science Olympiad. Recruiters and advisors will work closely with students and families to encourage and assist students in pursuing the teaching profession.
- The Watson School has made a commitment to expand funding and support in order to increase access for an additional cohort of students to be served in Summer Ventures.
- The Watson School and College of Arts and Sciences departments of science and math need to expand online/distance learning delivery of content courses and methods courses to a greater number of students across the region especially in the rural areas.

New initiatives involve these implementation steps:

- The Watson School and the College of Arts and Sciences have been engaged in various state-wide and campus-based efforts to encourage “undecided” majors and math/science majors to consider teaching as a career option. A new collaboratively designed effort will be instituted as a “Math and Science Teacher Recruitment Program” with workshops, presentations, and special events.
- The Watson School will establish student tuition stipends for individuals planning to teach math or science to begin in the summer of 2009.

Assessment
The Science Olympiad initiative is assessed by the number of participants; geographic demographics and formal evaluation of the initiative by participating faculty, middle and high school teachers, and the students. Summer Ventures program evaluation components include program satisfaction and outcome surveys of participants and families. Data on the number of students served and related demographic information is also analyzed for comparisons year to year. Evaluation data on pilot offerings of online/distance education include participant numbers and demographics as well as student perception of course and instructor. Student performance data on content assessments are also utilized for assessing program quality and improvement.

The UNCW Math and Science Teacher Recruitment Initiative will utilize data on targeted student populations received from the University College and the College of Arts and Sciences to identify and track student participation and recruitment results. For the tuition stipend program, student application, awards, progress in obtaining teacher certification, and employment status will be components assessed to certify the quality and impact of the program.
### Funding and Accountability

<table>
<thead>
<tr>
<th>Program</th>
<th>Costs</th>
<th>Funding Source</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Olympiad</td>
<td>$9,000 to include: 5 additional scholarships (5 @ $500 each = $2500); materials ($3000); advertising ($500); operating budget ($3000)</td>
<td>External dollars (grants and donations)</td>
<td>Olympiad Committee</td>
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<td>Summer Ventures</td>
<td>$96,000 for 30 students at $3200 per student</td>
<td>Reprioritized budget expansion requests</td>
<td>Science and Math Education Center</td>
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<tr>
<td>Online Offerings</td>
<td>Five sources at $5,000 each = $25,000</td>
<td>Distance education dollars</td>
<td>Associate Vice Chancellor for Academic Programs/ CAS Dean</td>
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<tr>
<td>Recruitment Program</td>
<td>$13,000 each year to fund stipends for increased work for 4 teams of 2 faculty advisors ($8,000), material development ($1,000), food / enticements for students attending ($4,000)</td>
<td>External dollars (reallocated WSE trust dollars)</td>
<td>Teacher Recruitment Task Force</td>
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<tr>
<td>Tuition Stipends</td>
<td>Student Tuition Stipends - $5,000 scholarships</td>
<td>External funding will be sought</td>
<td>Dean, Watson School of Education</td>
</tr>
</tbody>
</table>

**Timeline**

With the exception of the Summer Ventures activities, slated to begin in summer 2008, all other efforts will begin in 2009.

**Strategic Plan Alignment**

This initiative aligns directly with our Goal I to “Create the most powerful learning experience possible for our students,” and specifically to this objective:
- Improve availability of space, equipment, information technology and other support services for various types of classroom experiences appropriate for each discipline.

and to Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:
- Provide campus-initiated experiences that encourage participation in and access to higher education.

and to Goal VII to “Ensure adequate resources to achieve university goals by increasing public financial support and private giving,” and specifically to this objective:
- Increase grants, contracts and entrepreneurial activity to enhance the university’s programs and projects.
4.4 Our Communities and Their Economic Transformation

*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.*

The UNC Tomorrow Commission found that “UNC should be more actively engaged in enhancing the economic transformation and community development of North Carolina’s regions and the state as a whole.” This initiative aligns directly with UNCW Strategic Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to the associated objective of partnering “with the public and private sectors to foster economic development throughout the region.”

UNCW has a long and proud history of involvement with economic transformation. Reflective of its coastal location, UNCW’s MARBIONC discovers, develops and markets new products and technologies derived from living organisms found in the sea, while also generating a highly skilled workforce, creating new businesses, and funding late-stage marine biotechnology products and processes throughout the UNC system. The University of North Carolina Wilmington’s Coastal Ocean Research and Monitoring Program’s (CORMP) overall goal is to provide an interdisciplinary science-based framework that supports sound public policy leading to wise coastal use, sustainable fisheries and improved coastal ocean ecosystem health. The Business of Marine Biotechnology program seeks to produce individuals with a solid science background as well as the business skills needed to prosper in a modern competitive business environment. The Aquaculture Program at UNCW utilizes UNCW’s strategic location in coastal North Carolina and its Center for Marine Science to develop and transfer to commercial users cost-effective, environmentally sound technologies for marine food production and to mitigate depletion of marine populations through commercial cultivation or stock enhancement.

In collaboration with the regional agencies, UNCW’s Quality Enhancement of Nonprofit Organizations (QENO) initiative seeks to improve the efficiency and effectiveness of non-profit organizations and to increase philanthropy in the Southeastern North Carolina.

All of these are supported by UNCW’s Center for Business and Economic Services, Small Business Technology Development Center, and the Cameron School of Business’ Cameron Executive Network.

In support of UNC Tomorrow, UNCW proposes to recruit an economic development officer; to provide leadership in marine sciences and marine biotechnology, focusing on biotech industries, the commercialization of research; to develop on-campus partnerships and services in cooperation with business partners; and to establish a Center for Entrepreneurship and Emerging Ventures to support these and other initiatives.
**Provide Leadership in Marine Sciences and Marine Biotechnology in North Carolina**

**UNC-T recommendation:** 4.4.1 *UNC should increase its capacity and commitment to respond to and lead economic transformation and community development.*

**Type:** Improvement of existing programs

**Description**
Strategically focus on innovation in, and development of, biotech dependent industries.

**Implementation**
Implementation will require that UNCW enhance commercialization of research in biotech dependent areas through:
- Public-private partnerships
- Alliances among multiple educational institutions
- Commercial and economic development
- Innovation pipelines
- Alignment of new resources

**Assessment**
Assessment metrics will be developed based on these expected outcomes:
- MARBIONC development into economic engine in research training and education in the coastal ribbon on NC
- State-wide Center of Innovation in Marine Biotechnology with MARBIONC taking a lead role
- Training of new entrepreneurs through the Business Marine Biotechnology post-doc program
- Enhanced undergraduate and CC student engagement in biotechnology processes
- Increased patent, licensing, and IP transfer
- Cluster facility development for industry/university interactions
- Joint ventures and spin-out companies
- Enhanced commercialization of research and consulting activities

**Funding**
Costs include $50,000 annually for training of community college students and undergraduates from tuition and fees; $2.5 million from NCBC for COI in marine biotechnology (state-wide); $250,000 for patenting of IP using first-look arrangements with funders; $100,000 per year from program income revenues; and $25,000 for marketing from MARBIONC.

**Accountability and Timeline**
Accountability: Director of the Center for Marine Science
Timeline: Begin fall 2009

**Strategic Plan Alignment**
This initiative aligns directly with our Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:
- Partner with the public and private sectors to foster economic development throughout the region.
**Develop Partnerships and Services, Including Campus for Research, Entrepreneurship, Service and Teaching (CREST)**

**UNC-T recommendation:** 4.4.1 UNC should increase its capacity and commitment to respond to and lead economic transformation and community development.

**Type:** Improvement of existing programs

**Description**

UNCW has designated three millennial campus sites within which to develop activities that will contribute to the achievement of UNCW’s mission and strategic plan, and the enhancement of the economic development of the region. The following elements will be pursued as initial program activities within the millennial campus sites:

**Marine Science, Biology and Marine Biology:**
- Collaborative Initiative for Marine Biotechnology in North Carolina (amongst UNCW, ECU, UNCCH, NCSU, ECSU, Eastern Regional Office, NCBC)

**Chemistry and Biochemistry, Nursing, Biology and Marine Biology, Sociology and Criminal Justice:**
- Accredited Analytical Laboratory in Forensic Chemistry and DNA Sequencing Laboratory
- Multi-purpose Laboratory and Regulatory Agency Complex

**Health and Human Sciences, Nursing:**
- Health, Fitness, and Nutrition Center

**Implementation**

Implementation will require these actions:
- Hire UNCW Economic Development Director
- Develop the three designated CREST sites
- UNCW students, faculty and organizations will collaborate with and support external businesses and organizations associated with millennial campuses

**Assessment**

Assessment metrics will be developed based on these expected outcomes:
- Expand the academic and research capacity of the university
- Foster creative research and entrepreneurial thinking
- Develop new processes and products that will benefit the region, the state and the global community
- Create opportunities for students to interact with business partners in a real-world environment
- Provide opportunities to develop new and creative funding sources for academic and research activities
- Identify economic development and workforce initiatives.

**Funding**

Costs include $50,000 for start-up and $100,000 per year thereafter. Funding source: New and reprioritized funding, public-private investment, and industry-specific investment.

**Accountability and Timeline**

Accountability: Dean of the Graduate School
Timeline: This initiative is already underway.

**Strategic Plan Alignment**

This initiative aligns directly with our Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:
- Partner with the public and private sectors to foster economic development throughout the region.
**Develop Entrepreneurship and Leadership, Including the Center for Entrepreneurship and Emerging Ventures (CEEV)**

**UNC-T recommendation:** 4.4.1 UNC should increase its capacity and commitment to respond to and lead economic transformation and community development.

**Type:** New program

**Description**
Establish the Center for Entrepreneurship and Emerging Ventures. The new center would be housed under the Center for Business and Economic Services (CBES).

**Implementation**
The new center will:
- Build upon the entrepreneurship concentration, advisory board and current CBES entrepreneurial activities
- Become a catalyst for Southeast NC for entrepreneurship and emerging ventures forums, networking and programs (successor to CED, CEC)
- Partner with CMS, CREST, Film Production & Research Center, and external partners to help focus and leverage entrepreneurship/emerging ventures
- Provide leadership for entrepreneurship across the curriculum at UNCW
- Oversee and further develop the Business of Marine Biotechnology Program
- Expand the Youth Entrepreneurship Program to adjacent counties

**Assessment**
Effectiveness of the new center will be measured by:
- Satisfaction of attendees of entrepreneurship & emerging ventures forums, networking and programs
- Increased faculty and student involvement in applied research projects
- Value-added shown by surveys from work with CMS, CREST, Film Production & Research Center, etc.; and external partners to help focus and leverage entrepreneurship/emerging ventures
- Establishment of entrepreneurship across the curriculum at UNCW, with strong enrollments
- Increased enrollment in the Business of Marine Biotechnology Program, and continued strong satisfaction with the program
- Youth Entrepreneurship Program expanded through the region, with strong user feedback.

**Funding**
Costs include $25,000 minimum to begin, and $50,000 minimum annually to sustain. Multiple funding sources include: new and re-prioritized funding; public-private investment; industry-specific investment; program fees. An existing funded faculty/staff line between CMS/CSB will be assigned to CEEV.

**Accountability and Timeline**
Accountability: Dean, Cameron School of Business
Timeline: Begin fall 2008

**Strategic Plan Alignment**
This initiative aligns directly with our Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:
- Partner with the public and private sectors to foster economic development throughout the region.
4.5 Our Health

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

The UNC Tomorrow Commission report concludes that the UNC campuses must “lead in improving the health and wellness of all people and communities in our state.” This finding is based upon a concern that the economic and demographic trends in the state and region are getting ahead of the university’s ability to respond.

This initiative aligns directly with the UNCW Strategic Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to the associated objective of applying “the intellectual and human capital of the university and its region to address critical quality of life concerns, including health and the environment.”

In its recent report, the UNCW Task Force on the Future of Health Programs noted that in 2000 more than 328,000 people are employed in the health sector in North Carolina (8.5% of North Carolina’s total workforce), accounting for some $60 billion (18% of the total state product). North Carolina ranked 26th among the states in per capita health services employment. In the immediate region of UNCW nearly 20% of the total workforce is employed in health-related services. Population projections indicate growth of 13% by 2020, while the 65 and over population will grow 76%.

The consequences for UNCW are profound and will require expansion and reconfiguration of degree programs, research foci, and community and public service linkages. The development of UNCW as a center for health professional education, research, dissemination of knowledge, and professional and service system support is essential to this reconfiguration. UNCW proposes to respond to the UNC Tomorrow mandate by reconfiguring its existing health professional degree programs into a new College of Health and Human Services (CHHS) creating a new mechanism to link and focus its health related research, professional continuing education, health knowledge dissemination, and application. The new College is dedicated to addressing the healthcare needs of the state and region. The new College will build on UNCW’s existing commitments to health and wellness, including baccalaureates in nursing, clinical research, social work, athletic training, recreational therapy, exercise science, physical education, and parks and recreation management; and master’s in nursing, social work, and gerontology.

The professional degree programs in The School of Nursing and the Department of Social Work, and the Department of Health and Applied Human Sciences have extensive external community based professional training partnerships that create both the context for students to be educated in best practices but also effectively disseminates best practices and the associated knowledge base in regional professional services. These partnerships are the base upon which a broad range of research and service activities have been initiated. To support them, UNCW proposes to create a Center for Healthy Living, an Institute for Memory Research, a Center for Civic Engagement and Policy Studies, and an Obesity Prevention Initiative.
Implement College of Health and Human Services

UNC-T recommendation: 4.5.1 UNC should lead in improving health and wellness in North Carolina.

Type: New program

Description

UNCW proposes to respond to this UNC Tomorrow recommendation by reconfiguring its existing health professional degree programs into a new College of Health and Human Services (CHHS) creating a new mechanism to link and focus its health related research, professional continuing education, health knowledge dissemination, and application. The new College is dedicated to addressing the healthcare needs of the state and region. The College, comprised of the existing units of the School of Nursing and the departments of Social Work and Health and Applied Human Sciences, will provide health professional education through existing degree programs and selected new degree programs and certificates developed in the future. These programs will reflect the increasingly interdisciplinary and collaborative nature of professional practice in the health field and in translational research. The new college will significantly enhance collaboration not only among the academic professional education programs brought together under its roof but also with the wide array of disciplines that have instructional, research or application areas with implications for health. This includes areas such as biology, psychology, ethics, public sociology, anthropology, philosophy, and bio-chemistry.

The CHHS will provide a common infrastructure for campus instructional and research resources and create pathways of communication and partnership with the community and the region. A Regional Health Services Consortium will be developed that will provide a context for ongoing assessment of regional progress against selected health indicators and provide an informed participatory basis for decisions regarding instructional programs, research initiatives, professional continuing education and community based applications. The CHHS will be overtly collaborative and will seek to span the UNCW institution and the regional structure of health service providers, professionals, and community health interests. The College will seek to provide professional education and career development at multiple levels and within several recognized professional areas. It will foster innovative research, a supportive research infrastructure and seek to integrate innovative technologies into translational research for clinical effectiveness. The College will adapt to changing environmental elements and professional needs. To achieve such flexibility we will use a dynamic evaluation process, based on peer assessment, and frequent substantive communication with external partners and “consumers” of our educational programs and knowledge development.

Implementation

Creation of the College of Health and Human Services will require these actions:

- Fund the new college, including personnel, operational monies, and catalyst funds to create a visible and focused intellectual capability in the health area.
- Appropriate funds for the Allied Health and Human Sciences Building

Assessment

Effectiveness of the new college will be measured based on these expected outcomes:

- Increased visibility and identity for UNCW as center of health related education, research, and application.
- Increased ability to meet health care professional shortages
- Organized and ongoing translational research in health professional clinical practice in partnership with regional providers
- Focused research, dissemination and application on regional health disparities
- Expanded community and regional partnerships for currency in student preparation and creation of community based practice training
• Instructional and clinical training efficiencies as a result of common administrative structure for multiple health profession programs
• Innovation in coursework and instructional process
• Interdisciplinary and collaborative knowledge development
• The creation of Regional Health Consortium

Assessment of new degree programs is within normal professional degree and SACS based accreditation plus selected use of outcome measures and external academic reviews.

Funding
Projected costs for first two years of the new College of Health and Human Services are as follows:

Personnel
• Dean of the College of Health and Human Services = $150,000 + 24% total benefits = $186,000
• Associate Dean for Academic Programs = $108,000 + 24% = $133,920
• Associate Dean for Research and Innovation = $105,000 + 24% = $130,200
• Business Affairs Officer = $75,000 + 24% = $93,000
• Student records/advising position, technology position and regional engagement and advancement functions = $50,000 + 24% = $62,000, $45,000 + 24% = $55,800, $52,000 + 24% = $52,080 (total = $169,880) 3 position equivalents allotments to cover 4 functions
• Executive Assistant to the Dean = $41,000 + 24% = $50,840
• Receptionist = $33,000 + 24% = $40,920

Total personnel = $804,760.

General Operating
• Recruitment expenses X 3 national recruitments= $8,000 X 3 searches= $24,000
• Office: phone, copying, travel, postage, general supplies, support contracts= $48,000
• Advertising and public service contracts= $10,000

Equipment and Furniture
• Start-up furniture and equipment for Dean’s suite, file room, reception area, seven spaces, conference room = $42,000

Consultant Services
• $28,000 for academic, research and development

Total General Operating Funds = $152,000

Essential Annual Catalyst Funds to stimulate Transdisciplinary Model, Collaborative research, college national visibility, centers and Guiding Principles = $210,000 (at least one-half in year one = $105,000)

Trust Funds = $15,000 (rest to be raised by Dean and therefore not included in the total state budget projections)
Total Budget Year One = $1,166,760

Year Two 2010-2011
The year two and three budgets will have two escalating factors and two minor budget reduction factors that make it possible for the budget to hold relatively constant over the three-year period with the two exceptions noted. The one time furniture and equipment costs and the search costs will be reduced, (- $30,000) reducing the budget slightly while the lab support funds are expected to escalate ($100,000), plus a 5% escalator ($58,338). An Endowed Professorship is a priority designation in year two for implementation in year three of the new college. In addition, new lab start-up funds of approximately $100,000 for year two and three will need to be identified. This would add the 6% escalator (minus the small equipment and search reduction) and one half of the lab funds to the total budget.

Year Two Budget = $1,325,098

Funding sources: Funding for the administrative and operational costs of the new CHHS will come from requested expansion funds and redirection. Funding for new degree programs will come largely from enrollment based funding.
Accountability and Timeline
Accountability: Provost, Dean, directors, associated faculties.
Timeline: College opening fall 2009. New degree development 2-10 years.

Strategic Plan Alignment
This initiative aligns directly with our Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:
- Apply the intellectual and human capital of the university and its region to address critical quality of life concerns, including health and the environment.

and to Goal VII to “Ensure adequate resources to achieve university goals by increasing public financial support and private giving,” and specifically to this objective:
- Establish funding sources to meet the expanding capital needs of a growing university.
Educate More Health Professionals

UNC-T recommendation: 4.5.2 UNC should educate more health professionals.
Type: Improvement of existing programs and new programs

Description
UNCW’s impact on health and wellness in NC and the region is a function of its professional degree programs that provide training in best-available health care practices, research, dissemination, and application and regional extension efforts of the campus, and the activities of the campus service organizations such as the Abrons Student Health Center, Crossroads (substance abuse prevention) and the University Counseling Center. Existing health degree programs at UNCW include:
- Bachelor of Science in Nursing
- Bachelor of Science in Clinical Research (non-nursing health science)
- Master of Science in Nursing (MSN)
  - Family Nurse Practitioner Option
  - Nurse Educator Option
- Post Master’s Certificate
  - Family Nurse Practitioner Option
  - Nurse Educator Option
- Bachelor of Social Work (BSW)
  - Child Welfare Certification
- Master of Social Work (MSW with clinical, mental health track)
- Bachelor of Arts in Athletic Training
- Bachelor of Arts in Recreation Therapy
- Bachelor of Arts in Exercise Science
- Bachelor of Arts in Physical Education
- Bachelor of Arts in Parks and Recreation Management
- Master of Science in Gerontology

These programs collectively produce more than 320 graduates per year and have produced an alumni base in North Carolina that exceeds 6000.

Implementation
UNCW plans the following actions to educate more health professionals:
- Address shortages identified in the UNC Tomorrow Commission Final Report in nursing and social work. Further details will be developed during UNC Tomorrow Phase II in the context of reviewing high-need programs.
- Expand MSN programs to the Onslow County Extension Program and on-line.
- Expand BSW program to the Onslow County Extension Program to meet social work shortages and develop the Camp Lejuene partnership.
- Initiate a Master of Science in Clinical Research (new)
- Initiate a PhD in Psychology (new). The major emphasis of this program in Applied and Experimental Psychological Science will be doctoral training in persistent cognitive and behavioral disorders including addictions, dementias, autism and other developmental disabilities, and mental illness in corrections. An important feature of the plan is to train professionals with the ability to provide effective services for the growing Latino population in our region.
- Initiate a Bachelor of Science in Community Health (new)
- Initiate a Master of Science in Nutrition (new)

Assessment
Assessment of new degree programs is within normal professional degree and SACS based accreditation plus selected use of outcome measures and external academic reviews.
Expected outcomes of the collective effort to educate more health professionals include increased graduates in shortage areas of nursing, social work, clinical research, psychology, community health and nutrition; and approval of new degree programs.

**Funding**
The cost of expanding existing MSN and Clinical Research programs to Onslow County is $200,000, provided for in the School of Nursing Congressionally Directed Grant.

The cost of expanding the BSW program to Onslow County is $94,000. The cost of initiating the MS in Clinical research is $200,000. The costs of initiating the BS in Community Health, the MS in Nutrition and the PhD in Psychology are not yet specified. These costs are expected to be covered by expanding degree programs and generating enrollment based funding, by seeking grant support from foundations and corporations for specific initiatives, and by seeking contracts for program evaluation or service delivery with professional service providers.

**Accountability and Timeline**
Accountability: Provost, academic deans, chairs and directors of professional degree programs
Timeline: Expansion of existing programs to occur in 2008-09. New programs are well along in the planning stages.

**Strategic Plan Alignment**
This initiative aligns directly with our Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:
- Apply the intellectual and human capital of the university and its region to address critical quality of life concerns, including health and the environment.
Expand External Partnerships for Clinical Training

**UNC-T recommendation:** 4.5.3 UNC should lead in utilizing health information to improve health and wellness in North Carolina.

**Type:** Improvement of existing programs and new programs

**Description**

UNCW’s primary impact on utilizing health information occurs through maintaining high quality health professional degree programs and the structure of basic academic disciplines that provide the knowledge foundation for these programs. These programs not only incorporate current evidenced based knowledge translated into best practices, but they place students and faculty into community based contexts of application that effectively disseminate knowledge and best practice throughout the region. UNCW is associated with a very large number of community sites and regional partnerships with health service provider organizations.

**Implementation**

UNCW proposes to establish and operate a Regional Health Consortium as proposed in the College of Health and Human Services (CHHS) Task Force Report. This would:

- Establish the CHHS as a trusted source of research and information, to include a role of systematic dissemination of health knowledge.
- Facilitate regional dialogue and decision making by providing a place where citizens and community/regional leaders have access to facilitators, regional experts, and research.
- Increase health-issue-focused social capital in the region

Specific actions include identifying and selecting community and regional health and education service providers on the basis of cost and potential expected outcomes.

**Assessment**

Assessment of the effectiveness of this initiative will be based on these expected outcomes:

- Expanded sites for “best practice” context for practice of nursing, social work, education and other clinical professions
- Predictable context for translational research
- Source of innovation and curriculum renewal from practice community
- Predictable cost for clinical supervision and training
- Context for innovative grant funded community based training
- Synergistic relationship between academic programs and real world of health service delivery
- Possible link to UNCW CREST Campus

**Funding**

The costs associated with this initiative are currently unspecified. Funding sources are expected to be redirections, grants and contracts.

**Accountability and Timeline**

Accountability: Deans of the College of Health and Human Sciences and the Watson School of Education
Timeline: Identify partners by January 2010.

**Strategic Plan Alignment**

This initiative aligns directly with our Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:

- Apply the intellectual and human capital of the university and its region to address critical quality of life concerns, including health and the environment.
4.6 Our Environment

UNC should assume a leadership role in addressing the state’s energy and environmental challenges.

The UNC Tomorrow Commission found that “UNC should embrace environmental sustainability as a core value among its institutions. UNC should leverage its existing research expertise to address critical environmental and energy issues.” In meeting this charge, the UNCW mission statement includes the following statement: “UNCW seeks to celebrate and study the heritage and environment of the coastal region, and to enrich its quality of life, economy, and education.”

UNCW’s longstanding marine programs are an historical strength of UNCW. UNCW has been a leader in North Carolina with respect to coastal and marine sustainability for several decades. We are recognized throughout the state, and nationally, for our research that deals with coastal issues, our outreach to coastal groups, training of students to work in coastal environments, and faculty service to state agencies and private organizations, and this trend is expected to continue. Faculty and student research in areas of marine and coastal sustainability have given rise to service in areas of habitat sustainability, fisheries, mariculture, mitigation of human impacts, coastal erosion responses, and other areas of environmental interest.

In addition, green building and operations and student-led initiatives increase overall campus sustainability. UNCW has formed a Sustainability Committee with a mission to promote and facilitate the efforts of faculty, students and staff, adopt policies and implement sustainable practices. The committee is charged to prioritize, to facilitate the implementation of recommendations that are identified to further the mission of sustainable practices in all aspects of UNCW’s institutional culture, including operations, activities, academic programs and community relationships.

Environmentally-related research provides guidance to national, state and local authorities and industry responsible for coastal sustainability. Faculty have trained many graduates who serve on state coastal regulatory and management groups and our faculty serve on important committees such as NC Division of Marine Fisheries advisory committees, the NC Coastal Resource Commission, NC Oyster Steering Committee, and the NC Wildlife Commission Non-Game Advisory Committees (as well as many national organizations). Faculty members also serve on advisory boards of Carteret Community College and Brunswick Community College mariculture programs. Research by our faculty has been critical in efforts to sustain and restore coastal resources and has been directly adopted by state managers, NGO conservation groups, and industry in their management and stewardship efforts. Some specific disciplines include biological oceanography; water quality analysis and remediation in oceanic, estuarine and freshwater ecosystems; fisheries and mariculture; habitat restoration; global climate change; marine and coastal geology; coastal management oriented investigation of inlet and hurricane-related shoreline changes; economic impact of hurricanes; mammal adaption and Marine Mammal Stranding Network; and conservation biology.
**Strengthen UNCW’s Curriculum and Research in Environmentally Related Areas, Including Coastal and Marine Sustainability**

**UNC-T recommendations:** 4.6.1 UNC should embrace environmental sustainability as a core value among its institutions. 4.6.2 UNC should leverage its existing research expertise to address critical environmental and energy issues.

**Type:** Improvement of existing programs and new programs

**Description**

One hundred eighteen UNCW faculty and staff are involved in teaching and research on environmental issues. Faculty members represent 17 different academic departments from the College of Arts and Sciences, Cameron School of Business, and Watson School of Education. UNCW’s curriculum offers majors with emphasis on the environment and environmental issues that represent eight departments and 18 undergraduate degree options, along with eight minor options. It also includes five master’s degree options, one Ph.D. option, one graduate certificate option and content coursework for in-service teachers.

In spring 2008, over 80 faculty members were engaged in research related to the environment. Grant dollars, articles and presentations in the physical, chemical, biological, economic, political, managerial and human dimensions aspects of the environment in 2007 represented more than $8 million in grant support. Faculty published over 200 peer-reviewed articles and gave over 300 presentations at local, national, and international meetings.

**Implementation**

Planned enhancements to UNCW’s already extensive environmentally-related curriculum and research include:

- Start an approved master’s program in environmental studies Fall 2008
- Develop a joint degree program in conservation biology and environmental conservation
- Develop a master’s program in coastal and ocean policy
- Develop new coursework in energy, sustainability, field methods, geographic information systems and remote sensing of the environment
- Include sustainability in new student orientation
- Increase faculty and student research on key coastal issues; faculty outreach to management, conservation and commercial interests; and training of students to wisely manage future resources

**Assessment**

Assessment of these efforts will be based on these expected outcomes:

- Further strengthened reputation of UNCW in environmentally related degrees and education
- Enhanced students awareness and engagement in the state’s energy and environmental challenges
- Increased number of students signed on to the Sustainability Pledge
- Increased regional services with teacher training at master’s level to teach environmental studies and environmental issues
- Further strengthened historical reputation and strength of UNCW in coastal and marine environmental issues
- Increased hands on experience and training for students in research and initiatives, including undergraduates

**Funding**

Costs include $470,000 for five faculty members (plus support) and $50,000 in supply, travel and equipment support, especially for student involvement. Funding source: Academic Affairs; grants for course development; enrollment growth.
Accountability and Timeline
Accountability: Deans of the College of Arts and Sciences and the Graduate School, the Director of the Center for Marine Science, and the Vice Chancellor for Student Affairs (for new student orientation).
Timeline: Begin fall 2008

Strategic Plan Alignment
This initiative aligns directly with our Goal I to “Create the most powerful learning experience possible for our students,” and specifically to these objectives:

- Ensure regular review and development of curricular content, delivery and rigor to meet the undergraduate and graduate programmatic needs of the university, the region and the state
- Provide outstanding student recruitment, academic and support programs that advance the university’s prestige and impact as an institution of higher education on the national stage.

and to Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:

- Apply the intellectual and human capital of the university and its region to address critical quality of life concerns, including health and the environment.

and to Goal VI to “Enhance the quality of UNCW’s environment and provide a sustainable campus that is attractive, functional and, above all, safe,” and specifically to this objective:

- Combine green buildings and operations, and student led initiatives, to increase campus sustainability.
Combine Green Buildings and Operations and Student Led Initiatives to Increase Campus Sustainability

UNC-T recommendation: 4.6.1 UNC should embrace environmental sustainability as a core value among its institutions.

Type: New programs

Description
UNCW has already built a track record in green building and operations. UNCW will break ground in May 2008 on its first LEED-certified project, Phase II student housing and parking deck. Multiple ongoing campus initiatives address energy efficiency, water conservation, recycling/waste minimization, transportation efficiencies, and environmentally-friendly procurement. Student-led initiatives have included “residence halls going green” and student training on sustainability in facilities, operations, programs and services. Campus Activities and Involvement Center presents film and lecture series pertaining to sustainability, and a student-run sustainability conference was held April 5, 2008. Entrepreneurial business majors have undertaken some efforts to start bio-fuel production for use in shuttle buses, though a total solution is not yet in place.

Implementation
Actions in these areas will enhance UNCW’s sustainability efforts:

- Energy and Water Conservation – building to LEED standards. Retrofit existing buildings (performance contracting)
- Metering projects and centralized energy monitoring
- Procurement and recycling initiatives
- Shuttles, Ped / Bike infrastructure, and fuel efficient vehicles
- More student housing to reduce commuting
- Student led initiatives; competitions, LEED management of existing buildings, rain gardens, peer educators
- Best management practices (BMPs) for site sustainability and storm water control

Assessment
Assessment will be based on these expected outcomes:

- Increased percent of new buildings LEED eligible
- Data management capabilities: energy and water consumption (student applied projects)
- Increased materials recycled; reduced solid waste
- Increased population for whom alternative transportation or alternative fuel vehicles is made available
- Environmentally friendly procurement
- Increased student community service hours
- Enhanced behavioral conservation and reduced cost
- Natural areas on campus upgraded to maximize educational benefits. Plant and animal biodiversity is increased

Specific metrics for measuring the impact of green building and operations efforts include:

- Percent of new buildings eligible for LEED certification
- Initial energy assessments measuring energy cost, usage and water consumption and tracking of reductions in each (Note: AASHE STARS method measures usage per capita, using a formula which does not penalize institutions with high numbers of residential students)
- Tonnage of materials recycled; percent reduction in solid waste; point of generation recycling containers
- Reduction in paper used in computer labs and other high volume printing stations
- Provision of public transportation for all faculty, staff, students and visitors; the adequacy of pedestrian/bike friendly infrastructure; reduced traffic congestion and impact (from transportation initiatives as well as increased student housing)
• Recycled content purchases, energy efficient appliance (Energy Star certified) purchases, green cleaning products
• Departmental use of alternative fuel or fuel-efficient vehicles
• Best management practices in water conservation and other site initiatives
• Student led initiatives may be assessed by the number of students that sign the Sustainability Pledge, reporting of Club activities to SGA for an annual report, student surveys created by Assessment Director in Division of Student Affairs.

Funding
Total costs of $300,000 per year will be borne from future energy savings (funds performance contracting); transportation and energy grants; and auxiliary, student fee, repair and renovation, and appropriated funds.

Accountability and Timeline
Accountability: Vice Chancellor for Business Affairs and (for student led initiatives) Vice Chancellor for Student Affairs
Timeline: LEED buildings and performance contracting – 2009; data management capability for whole campus – start 2008 and have building-specific data by 2012; site initiatives, transportation, procurement, waste minimization/recycling and student initiatives, start 2008 and ongoing.

Strategic Plan Alignment
This initiative aligns directly with our Goal VI to “Enhance the quality of UNCW’s environment and provide a sustainable campus that is attractive, functional and, above all, safe,” and specifically to this objective:
• Combine green buildings and operations, and student led initiatives, to increase campus sustainability.
4.7 Our University’s Outreach and Engagement

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

The UNC Tomorrow Commission found that "UNC should become more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole." (Sec. 4.7). This initiative aligns directly with UNCW Goal V, to “Strengthen the university's regional engagement and outreach activities,” and specifically to this objective: “Enhance the university's ability to perform larger scale multi-disciplinary applied research programs that focus on issues important to southeastern North Carolina.”

UNCW is linked to the region and to North Carolina through a variety of channels ranging from Chambers of Commerce to the New Hanover County Blue Ribbon Commission on Youth Violence Prevention to the Southeast North Carolina Food Systems Council to the North Carolina Biotechnology Council. UNCW shares our intellectual capabilities through many additional channels including face-to-face, e.g. Faculty Speakers Bureau, The Center for Marine Science Planet Ocean Series, and the Division for Public Service and Continuing Studies Osher Lifelong Learning Institute; print publications including Re:Search, UNCW Magazine, The Watson School of Education Connections magazine, the Cameron School of Business Cameron Insider, the School of Nursing Our Changing World, The College of Arts and Sciences Magazine, Ecotone, and the Atlantis Literary Journal; Web sites including our Community/Visitors site link on the UNCW home page, our Research site, our Water Research site, the Randall Library site (and, of course, the library's print and electronic collections), hundreds of individual center, department and faculty sites; and The Learning Network, a 24-hour cable network station distributed in the region by Time Warner Cable.

Also, many UNCW advisory boards are populated by regional constituents ranging from the Masters of Public Administration Advisory Board to the Osher Lifelong Learning Institute Advisory Board to the Cameron Executive Network. UNCW sponsors issue-focused summits, conferences, programs and seminars designed to engage our constituents. Annual offerings include the Cameron School of Business Economic Outlook Conference; the Department of Public and International Affairs Regional Quality of Life Conference; the Division for Public Service and Continuing Studies Adult Scholars Leadership Program and, with the College of Arts and Sciences, College Day; and the Department of History's Sherman Emerging Scholars Lecture Series.
Encourage Formation of Academic Community Engagement Centers and Other Campus Communication and Coordinating Structures; Share Administrative Support

**UNC-T recommendation:** 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.

**Type:** New program

**Description**

UNCW’s strategic plan for scholarly public service comprises two sections: guiding principles and focus.

**Guiding Principles**

- Over 90% of our outreach and engagement is scholarly (i.e., recognized as either teaching or research for RTP purposes).
- The remaining 10% of outreach and engagement activity is defined as “public service,” acknowledged as part of faculty workload.
- Our RTP process recognizes outreach and engagement and public service as defined above.
- Outreach and engagement and public service activities are adequately funded by a limited amount of state base funding, leveraged by significant grant, contract, and philanthropic funding.
- Sustained programs of outreach and engagement are preferred to episodic activities and are offered through centers, institutes, and units charged with an outreach and engagement mission.
- Collaboration and coordination are preferred to fragmentation; depth of activity is preferred to breadth, the assumption being that this leads to more significant outcomes.
- Our entire service region, particularly the rural counties, must benefit from our outreach and engagement and public service activities.
- Students and accomplished community volunteers are significant participants in our outreach and engagement activities.

**Focus**

- Improve regional K-12 systems
- Enhance regional academic achievement, especially at the junior and high school level; improve college-going rates
- Improve the health and well-being of our region
- Develop the economies of our region
- Share faculty intellectual capital, especially in the marine sciences
- Enhance our region’s environment, especially water resources
- Improve local and regional public policy development and the functions of government
- Contribute to the development of communities and to a more effective nonprofit sector
- Enhance our region’s cultural and artistic environment
- Enhance the region’s diversity and inclusion efforts and focus on the world

**Implementation**

In the near term, UNCW plans these actions:

- Launch the Center for Civic Engagement and Policy Studies
- Launch the Center for Violence Studies
- Organize the UNCW Community Engagement Coordinating Council
- Organize pooled administrative, financial, promotional, IT support for existing and proposed outreach and engagement center, units, and activities including non-credit professional and executive education activities and youth programs

**Assessment**

Expected outcomes include:

- Easier access to UNCW resources resulting in more engagement activities and more UNCW-community relationships
• Greater coordination and collaboration resulting in improved outcomes
• Increased collaborations, efficiencies leading to cost savings or avoidance
• Enhanced visibility and stature for engagement & outreach and public service activities
• More efficient use of resources

Effectiveness measures include:
• (For programs) community participation, financial support, quality of outcomes
• (For units, centers, institutes) formal evaluation standards and procedures
• (For projects) community participation, financial support, quality of outcomes
• (For all) Improvement in regional indicators

Funding
Costs include $150,000 per year for the Center for Civic Engagement and Policy Studies, $40,000 per year for the Center for Violence Studies, and $1,000 per year to organize the UNCW Community Engagement Coordinating Council. Funding sources: new state dollars; reallocation of existing budgets; entrepreneurial dollars, i.e. grants, contracts, donations, sponsorships, fees.

Accountability and Timeline
Launching new units will begin in fall 2008 and proceed on a pace commensurate with availability of resources. Accountability lies primarily with the Vice Chancellors of Academic Affairs, Public Service and Continuing Studies, and Advancement, and with the deans. Organizing the UNCW Outreach and Engagement Council, coordinating support, and coordinating resource development efforts will begin in spring 2008. Accountability lies primarily with the Vice Chancellors of Academic Affairs, Public Service and Continuing Studies, and Advancement.

Strategic Plan Alignment
This initiative aligns directly with our Goal V to “Strengthen the university’s regional engagement and outreach activities,” and specifically to this objective:
• Enhance the university’s ability to perform larger scale multi-disciplinary applied research programs that focus on issues important to southeastern North Carolina.
5.7 Encouraging and Facilitating Collaboration

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

During the UNC Tomorrow Response Phase I, UNCW identified the following new collaborative opportunities. Some of these constitute parts of the sixteen priorities detailed in this report; others exist in our institutional strategic plans.

- Establish a joint engineering baccalaureate program in collaboration with North Carolina State University to satisfy demand for engineers from regional enterprises: General Electric, PPD, Corning, Victaulic, Flow Sciences, and others.
- Plan and implement an Onslow County Branch Campus in collaboration with Coastal Carolina Community College to satisfy enrollment demand in an underserved region and to serve Camp Lejeune expansion.
- Establish interdisciplinary logistics programs at the undergraduate level (in cooperation with CC’s) and at the graduate level to meet the needs of the new international port to build upon current collaboration with the NC Port Authority concerning the planning and operations of southeastern North Carolina port activity.
- Continue and expand existing collaborations in the marine sciences and marine biotechnology by establishing the Center for Innovation in Marine Biotechnology.
- Create a unique university-public school-community partnership for our region that involves faculty, staff and administrators in order to develop a clearer public understanding of “college readiness.”
- Upgrade and expand college readiness programs by fostering a deeper collaboration between UNCW and Isaac Bear Early College and New Hanover County Schools.
- Restore and increase funding to NC-MSEN, SMEC and SVSM programs to strengthen the impact and effectiveness of programs that address pre-college science and mathematics education.
- Expand collaboration with ECSU in biology, marine biology, and marine and environmental sciences, both in coursework and research, in order to enhance opportunities for graduate school and career paths in marine and environmental sciences, increase interaction between UNCW and ECSU faculty, provide for more efficient use of complementary facilities, and increase internship exchanges.
- Support collaboration among faculty from UNCW, ECU, UNCC and UNCG on grant proposals and professional service by planning for the next NC GIS (Geographic Information Systems) conference in 2009 and attracting 4000 GIS practitioners from across North Carolina and the nation.
- Foster regional economic development; enhance recruiting in the NCSE 11-county service region by enhancing collaboration among UNCW’s Center for Business and Economic Services and its counterparts at Fayetteville State and UNC Pembroke to prepare annual editions of a regional data book for North Carolina’s Southeast (NCSE).
APPENDIX A

University of North Carolina Wilmington
UNC Tomorrow Response Phase I Timetable
### UNC Tomorrow Response Phase I Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Time and Location</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 11</td>
<td>4:00 – 5:00 pm, AL 215</td>
<td>Steering Committee meeting</td>
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<tr>
<td>February 15</td>
<td>3:00 – 5:00 pm, Lumina Theatre</td>
<td>UNC Tomorrow Kickoff meeting for members of all response committees</td>
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<td>Fisher Student Center</td>
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<tr>
<td>February 25</td>
<td>4:00 – 5:00 pm, AL 215</td>
<td>Steering Committee meeting</td>
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<tr>
<td>March 10</td>
<td>4:00 – 5:00 pm, AL 215</td>
<td>Steering Committee meeting</td>
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<tr>
<td>March 14</td>
<td>3:00 – 5:00 pm, Cameron Hall 105</td>
<td>Interim Report Forum for members of all response committees</td>
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<tr>
<td>March 24</td>
<td>4:00 – 5:00 pm, AL 215</td>
<td>Steering Committee meeting</td>
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<tr>
<td>April 7</td>
<td>3:00 – 5:00 pm, AL 215</td>
<td>Prioritization of UNC Tomorrow initiatives by the Steering Committee</td>
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<td>together with faculty and student members of the Planning Council</td>
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<tr>
<td>April 14</td>
<td>4:00 – 5:00 pm, AL 215</td>
<td>Steering Committee meeting</td>
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<tr>
<td>April 15</td>
<td>9:00 – 11:00 am, Warwick Center Ballroom</td>
<td>UNC Tomorrow Response Phase I Report Forum for members of all response committees and campus constituents</td>
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<tr>
<td>April 18</td>
<td>9:00 – 11:00 am, Burney Auditorium</td>
<td>UNC Tomorrow Response Phase I Report Forum for members of all response committees and campus constituents</td>
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<tr>
<td>April 22</td>
<td>2:00 – 3:30 pm, AL 215</td>
<td>UNC Tomorrow Response Phase I Report review and alignment of priorities with UNCW Strategic Plan by the University Planning and Quality Council</td>
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<td>April 23</td>
<td>9:00 – 11:00 am, AL 215</td>
<td>UNC Tomorrow Response Phase I Report final review by the Chancellor’s Administrative Cabinet</td>
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<td>April 24</td>
<td>10:00 am</td>
<td>UNC Tomorrow Response Phase I Report presentation to the Educational Planning and Programs Committee of the UNCW Board of Trustees</td>
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<tr>
<td>April 25</td>
<td>8:30 am</td>
<td>UNC Tomorrow Response Phase I Report review by the UNCW Board of Trustees</td>
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<td>May 1</td>
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<td>UNC Tomorrow Response Phase I Report submitted to UNC General Administration</td>
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<tr>
<td>June 8</td>
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<td>Campus response Phase I reports presented to the UNCW Board of Governors</td>
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- Indicates group forum involving all response committee members.
APPENDIX B

University of North Carolina Wilmington
UNC Tomorrow Response Phase I Committee Structure
### UNC Tomorrow Response Phase I

#### Committee Structure

**UNC Tomorrow Response Steering Committee:**
Membership: Chairs and Co-Chairs of committees designated below

**Staff to Steering Committee:**
Membership: Mark Lanier, Bob Russell, Ken Spackman

<table>
<thead>
<tr>
<th>Response section</th>
<th>Existing committees</th>
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<tbody>
<tr>
<td>Basic Studies Task Force</td>
<td><strong>Chair:</strong> David Cordle</td>
<td>Kim Sawrey, Mark Cox, Chris Dumas, Ken Gurganus, Colleen Reilly, Amanda Boomershine, Diane Dodd, Deron Fort, Carol Heinrich, Kemille Moore (<em>ex officio</em>), Ann Pemberton (<em>ex officio</em>), Frank Ainsley, Bill Atwill, Yaw Chang, John Fischetti, Jane Fox, Scott Juall, Jennie McNeilly, Mahnaz Moallem, Sam Murrell, Rebecca Porterfield, Drew Rosen, Karen Sandell, Lisa Scribner, Carmelo Tomas, Brad Walker, James Purcell (<em>ex officio</em> student), Mallory Gleason (<em>ex officio</em> student), Denise DiPuccio, Mark Gallovic, Aretha Jones-Cook, Karen Thompson, Fermin Recarte</td>
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<td>International Programs Advisory Board</td>
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### Global Readiness

A. Global Readiness
### B. Increasing Access to Higher Education

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<td>C. Improving Public Education</td>
<td>Watson School of Education Administrative Team</td>
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<td>Teacher Education Council</td>
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| **F. Environment** | Sustainability Committee | **Chair:** Sharon Boyd  
                       Stan Hart  
                       Diane Reed  
                       Jack Hall  
                       Gwen Bolden  
                       Phil Cooney  
                       Lindsey Cooper  
                       Chris Dumas  
                       Mark Lanier  
                       Jason Lynch (student)  
                       Kathleen Miller  
                       Kerry Plyer (student)  
                       Steve Sharpe  
                       Emily Sheppard (grad student)  
                       Roger Shew  
                       Phoebe Tseh  
                       Alex Wadsworth (student) |
| **G. Outreach and Engagement** | Carnegie Community Engagement Classification Committee | **Co-Chairs:** Steve Demski  
                                                                             Leslie Hossfeld  
                                                                             Johnson Akinleye  
                                                                             Manny Avalos  
                                                                             Donna Crowe  
                                                                             Bill Sackley  
                                                                             Steve Meinhold  
                                                                             Nelson Reid  
                                                                             Terry Kinney  
                                                                             Karen Wetherill  
                                                                             Janie Canty-Mitchell  
                                                                             Cindy Lawson  
                                                                             Zach Mitcham  
                                                                             Suzie Bean, Suzanne Blake |
| **H. Changes to Internal Policies and Processes** | Chancellor’s Cabinet | **Chair:** Paul Hosier  
                                                                      Rosemary DePaolo  
                                                                      Ron Core  
                                                                      Mary Gornto  
                                                                      Pat Leonard  
                                                                      Steve Demski  
                                                                      Debra Saunders-White  
                                                                      Mark Lanier  
                                                                      Max Allen  
                                                                      William Fleming  
                                                                      Eileen Goldgeier  
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<td>Faculty Senate Buildings and Grounds Committee</td>
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Ten-year Enrollment Plan
Preliminary due 2/29/08
Final due 5/1/08

Capital Facilities Plan
FY 08-09 due 3/7/08
FY 09-15 due 9/08
APPENDIX C

University of North Carolina Wilmington
Alignment with UNCW’s Strategic Plan
University Planning and Quality Council

Sixteen UNC Tomorrow Phase I Priorities
Aligned with Objectives of UNCW’s Strategic Plan

April 22, 2008

Notes:

a. UNC Tomorrow Phase I priorities are coded in red according to the originating committee (for example, A2 refers to the second priority of Committee A Global Readiness).

b. Some priorities address more than one objective; in that case the specific actions supporting the objective are indicated parenthetically.

GOAL I: Create the most powerful learning experience possible for our students.

Objective 1: Pursue initiatives that promote student retention and graduation, competitive with our aspirant institutions.

Objective 2: Improve the range and quality of student-faculty interactions.

A1 Complete general education revision (Hire 20 new faculty, decrease reliance on part-time faculty, reduce class sizes for writing courses) [Also see Goal I, Objectives 4, 5]

Objective 3: Improve availability of space, equipment, information technology and other support services for various types of classroom experiences appropriate for each discipline.

B1 Expand distance (e.g. BSW, CRJ, teacher licensure) and online courses (e.g. MSBCR)

C1 Increase targeted recruitment efforts to address the shortage of math and science teachers (Expand online offerings in math and science, and designated methods courses of other shortage areas) [Also see Goal V, Objective 5; and Goal VII, Objective 7]

Objective 4: Ensure regular review and development of curricular content, delivery and rigor to meet the undergraduate and graduate programmatic needs of the university, the region and the state.

A1 Complete general education revision (Hire a General Education Director, increase foreign-language requirement) [Also see Goal I, Objectives 1, 5]

F1 Strengthen UNCW’s curriculum and research in environmentally related areas, including coastal and marine sustainability (Develop new coursework in energy, sustainability, field methods, geographic information systems and remote sensing of the environment) [Also see Goal I, Objective 10; Goal V, Objective 4; and Goal VI, Objective 7]

Objective 5: Improve experiences for students during initial entry into campus life and at crucial junctures in their education.
A1 Complete general education revision (Require 3-credit FY Seminar) [Also see Goal I, Objectives 1, 4]

Objective 6: Improve our transfer student transition, experience and achievement.
Objective 7: Increase graduate student enrollment, and enhance graduate student experience and achievement.
Objective 8: Regularly review and improve pedagogical frameworks, such as experiential learning, and program-specific learning outcomes.

A2 Implement university-wide program of experiential/applied learning [Also see Goal V, Objective 3]

Objective 9: Increase the level of support for faculty/student research and scholarly activity at the undergraduate and graduate levels.
Objective 10: Provide outstanding student recruitment, academic and support programs that advance the university’s prestige and impact as an institution of higher education on the national stage.

F1 Strengthen UNCW’s curriculum and research in environmentally related areas, including coastal and marine sustainability (Start an approved master’s program in environmental studies Fall 2008, develop a joint degree program in conservation biology and environmental conservation, develop a master’s program in coastal and ocean policy) [Also see Goal I, Objective 4; Goal V, Objective 4; and Goal VI, Objective 7]

GOAL II: Recruit, retain and develop quality faculty, administration and staff in appropriate numbers.

Objective 1: Strive for fair and competitive salaries and improved benefits for faculty, administration and other EPA personnel
Objective 2: Strive for fair and competitive salaries and improved benefits for SPA staff personnel.
Objective 3: Invest in creative educational, research, service and administration initiatives that clearly advance one or more of the strategic goals of the university.
Objective 4: Encourage and support professional development and career advancement opportunities and initiatives for faculty and staff.

GOAL III: Embrace and enhance diversity throughout the university’s constituencies, culture, curriculum and outreach activities.

Objective 1: Build a pool of prospective students from underrepresented populations and recruit them to UNCW to develop a rich and vibrant learning environment.
B3 Establish an endowment to fund diversity scholarships (recruitment and retention outcomes) [Also see Goal VII, Objective 4]

Objective 2: Strengthen relationships with and among all current students.

Objective 3: Enhance diverse idea exchanges, engagement and the range of learning experiences through outreach relationships with other educational entities.

Objective 4: Access and utilize the intellectual, cultural and financial resources of the region through outreach relationships with minority community groups, businesses and other entities.

Objective 5: Recruit, develop and retain a critical mass of diverse faculty.

Objective 6: Recruit, develop and retain a critical mass of diverse staff and administrators.

Objective 7: Provide a curriculum that is educationally compelling in its use of diverse ideas, beliefs and backgrounds.

GOAL IV: Create an educational environment that prepares our students to be global citizens.

Objective 1: Ensure students have access to travel, study abroad and classroom opportunities that foster their ability to participate in a global community.

A3 Nurture global citizenship (Expand the role of the Office of International Programs to become a Center for Global Programs, hire Study Abroad Coordinator, two two-way global video technology packages) [Also see Goal IV, Objective 2]

Objective 2: Foster an international-friendly environment in Wilmington and the surrounding area.

A3 Nurture global citizenship (Hire International Admissions Officer, fund travel for International Admissions Officer) [Also see Goal IV, Objective 1]

Objective 3: Provide opportunities for faculty to develop international teaching and research interests.

Objective 4: Recruit faculty and students from areas of the world consistent with the university’s programmatic priorities.

GOAL V: Strengthen the university’s regional engagement and outreach activities.

Objective 1: Partner with the public and private sectors to foster economic development throughout the region.

D1 Provide leadership in Marine Sciences and Marine Biotechnology in North Carolina

D2 Develop partnerships & services, including Campus for Research, Entrepreneurship Service and Teaching (CREST)
Objective 2: Develop entrepreneurship & leadership, including Center for Entrepreneurship and Emerging Ventures (CEEV)

Provide service to and collaborate with our P-16 educational partners in public schools, community colleges and other universities.

Objective 3: Connect theory and practice through service learning programs that enrich academic coursework and serve the region.

A2 Implement university-wide program of experiential/applied learning (Service learning components of experiential/applied learning) [Also see Goal I, Objective 8]

Objective 4: Apply the intellectual and human capital of the university and its region to address critical quality of life concerns, including health and the environment.

E1 Implement College of Health and Human Services (Appropriate administrative, personnel and operational funds; and “catalyst” funds to create visible and focused intellectual capability in health area) [Also see Goal VII, Objective 6]

E2 Educate more health professionals

E3 Expand external partnerships for Clinical Training

F1 Strengthen UNCW’s curriculum and research in environmentally related areas, including coastal and marine sustainability (Increase faculty and student research on key coastal issues; faculty outreach to management, conservation and commercial interests; and training of students to wisely manage future resources) [Also see Goal I, Objective 4; Goal I, Objective 10; and Goal VI, Objective 7]

Objective 5: Provide campus-initiated experiences that encourage participation in and access to higher education.

C1 Increase targeted recruitment efforts to address the shortage of math and science teachers (Expand Junior Seahawk program by adding four days during school year to one week summer session; sponsor Science Olympiad for middle and secondary school students; expand the NC-MSEN Pre-College Program to UNCW; expand Summer Ventures by adding an additional cohort; conduct workshops and presentations) [Also see Goal I, Objective 3; and Goal VII, Objective 7]

Objective 6: Engage our region in a life of learning for intellectual reward, personal pleasure or career opportunity through high quality continuing studies programs and cultural opportunities.

Objective 7: Strengthen the alumni and parent programs.
Objective 8: Enhance the university’s ability to perform larger scale multidisciplinary applied research programs that focus on issues important to southeastern North Carolina.

**G1** Encourage formation of academic community engagement centers and other campus communication and coordinating structures; share administrative support

**GOAL VI:** Enhance the quality of UNCW’s environment and provide a sustainable campus that is attractive, functional and, above all, safe.

Objective 1: Increase the sense of campus community for all members and at all levels of engagement.

Objective 2: Provide dedicated locations to foster community.

Objective 3: Provide comfortable, well-maintained work spaces.

Objective 4: Provide excellent customer service in all business operations for students, faculty and staff.

Objective 5: Improve processes and procedures that ensure safety and security in all facets of campus life.

Objective 6: Establish education and training initiatives for campus violence prevention.

Objective 7: Combine green buildings and operations, and student led initiatives, to increase campus sustainability.

**F1** Strengthen UNCW’s curriculum and research in environmentally related areas, including coastal and marine sustainability (Include sustainability in new student orientation) [Also see Goal I, Objective 4; Goal I, Objective 10; and Goal V, Objective 4]

**F2** Combine green buildings and operations and student led initiatives to increase campus sustainability

**GOAL VII:** Ensure adequate resources to achieve university goals by increasing public financial support and private giving.

Objective 1: Secure critical educational resources through more equitable funding from the state for UNCW.

Objective 2: Achieve more efficient and effective use of existing resources through reallocation, technology, and linkages between planning and budgeting.

Objective 3: Strengthen the annual giving program.

Objective 4: Develop focused, aggressive planned giving and major gifts programs.

**B3** Establish an endowment to fund diversity scholarships (fundraising outcomes) [Also see Goal III, Objective 1]

Objective 5: Enhance foundation and corporate giving to UNCW.

Objective 6: Establish funding sources to meet the expanding capital needs of a growing university.
**Objective 7:** Increase grants, contracts and entrepreneurial activity to enhance the university’s programs and projects.

**E1** Implement College of Health and Human Services (Fund the new College of Health and Human Services) [Also see Goal V, Objective 4]

**A3** Nurture global citizenship (Building Global Citizens Grants)

**C1** Increase targeted recruitment efforts to address the shortage of math and science teachers (Seek grant funding) [Also see Goal I, Objective 3; and Goal V, Objective 5]

**Objective 8:** Meet the financial needs of students dependent on financial aid.