ACTION ITEM
Request to Establish the Institute for Community and Economic Engagement

BACKGROUND INFORMATION
In his inaugural address in March 2006 President Erskine Bowles laid out the following challenge to the universities in the UNC System: “In partnership with business, government, and the other sectors of education, this University must continue to seek out ways to help every region of North Carolina foster and stimulate economic development.” In addition, in the spring of 2006 the UNC Board of Governors for the first time included “regional and statewide economic development” as one of its seven strategic priorities. In response to this, an ad hoc Economic Development Council of faculty and staff at UNCG met monthly during the 2006-07 academic year to develop a plan for UNCG to implement an economic development program. In keeping with the fact that economic development involves the entire campus, the Council had representatives from four out of five Divisions, the director of Gateway University Research Park, as well as 13 units and numerous departments/centers from Academic Affairs. The plan they developed, UNCG Economic Development Strategic Initiatives, 2007-2010 has been approved by both the Chancellor and Provost and Vice Chancellor for Academic Affairs. To implement this Initiative, it is recommended that the Institute for Community and Economic Engagement be formed.

The Institute would be a virtual organization with which all activities at UNCG associated with community and economic development would be affiliated. Each participant would be known as a partner. It would
  o provide one highly visible point of contact for the external community for campus activities related to community and economic engagement as requested by President Bowles, the Board of Governors, the external community, and the UNCG Economic Development Strategic Initiatives;
  o provide a structure where each partner could function within its own division/unit/department with maximum efficiency, receive recognition as being part of their home domain, and simultaneously contribute to and receive recognition for being part of the campus-wide initiative;
  o provide a structure where the campus goals around community and economic engagement would be recognized so as to be shared most effectively among all partners;
  o provide a matrix to which new activities in the area of community and economic engagement could easily become affiliated; and
  o provide, through a Fellows Program, individual faculty a home and colleagues with whom to interact around their work in the area of community and economic engagement.

RECOMMENDED ACTION
It is recommended that the Board of Trustees of The University of North Carolina at Greensboro approve the establishment of the Institute for Community and Economic Engagement.

David Perrin, Provost and Vice Chancellor for Academic Affairs
Request to ESTABLISH The Institute for Community and Economic Engagement

Contact Information:
   Name: Rosemary C. Wander
   Title: Associate Provost for Research and Public / Private Sector Partnerships
   Campus Address: 1601 MHRA
   Campus Telephone: 334-4623
   FAX number: 334-4624
   E-Mail address: rcwander@uncg.edu
   Other contact names and email addresses: None

I. General Information

Proposed Name of Center/Institute: Institute for Community and Economic Engagement

Date Approval to Plan granted (Attachment A: Copy of approval letter):

Organizational structure
   ☑ Center
   ☑ Institute

Proposed Status
   ☑ Institutional (UNCG campus only). Complete this form.
   ☐ Inter-Institutional (involves more than one UNC system campus)

Type of Center / Institute
   ☑ Research

Note: Because the proposed Institute has a broad scope, its activities will encompass research, public service, and instruction.

   ☑ Public Service
   ☑ Instructional
   ☐ Membership [will receive substantial portion of funding from membership fees paid by corporate or other private/governmental entity]

II. State the proposed mission of the center or institute.

The mission of the Institute for Community and Economic Engagement is to serve as the virtual organization that will implement and coordinate activities at The University of North Carolina associated with community and economic development.

III. Explain how the proposed name of the center or institute accurately reflects the scope of the mission of the center or institute.
The name of the proposed Institute provides immediate recognition of its role in overseeing UNCG’s outreach program in community and economic development.

IV. Describe the relevance of the mission of the proposed Center / Institute to the UNCG mission, including any impact upon the existing academic departments, centers, and institutes.

The proposed Institute is integral to the mission for UNCG (the Mission can be found at http://www.uncg.edu/cha/mission/). Implementation of this mission is defined by the UNCG Plan 2003-2008. An excerpt of the UNCG Plan 2003-2008 five strategic directions are attached (Attachment B).

To best understand the relevance of the mission of UNCG to the proposed Institute, a brief discussion of the planning for the Institute is necessary. In his inaugural address in March 2006 President Erskine Bowles laid out the following challenge to the universities in the UNC System: “In partnership with business, government, and the other sectors of education, this University must continue to seek out ways to help every region of North Carolina foster and stimulate economic development.” In addition, in the spring of 2006 the UNC Board of Governors for the first time included “regional and statewide economic development” as one of its seven strategic priorities. In response to this, an ad hoc Economic Development Council of faculty and staff at UNCG met monthly during the 2006-07 academic year to develop a plan for UNCG to implement an economic development program. In keeping with the fact that economic development involves the entire campus, the Council had representatives from four out of five Divisions, the director of Gateway University Research Park, as well as 13 units and numerous departments/centers from Academic Affairs. The plan has been approved by both the Chancellor and the Provost and Vice Chancellor for Academic Affairs.

The plan that the Economic Development Council developed, UNCG Economic Development Strategic Initiatives, 2007-2010, is attached (Attachment C). The Economic Development Strategic Initiatives directly support the UNCG Plan 2003-2008. In particular, the initiatives comprehensively support Strategic Direction #4, “Economy and Quality of Life: Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens. Each of the 11 points listed under Strategic Direction #4 is reflected in the goals and strategies of the Economic Development Strategic Initiatives. In addition, the Economic Development Strategic Initiatives also support aspects of other strategic directions in the UNCG Plan, including Strategic Direction #1, Teaching and Learning; Strategic Direction #2, Creation and Application of Knowledge; and Strategic Direction #3, Campus Community. The specific connections between the initiatives under each goal in the Economic Development Strategic Initiatives and the Strategic Directions in the UNCG plan are detailed in Attachment C.

Since the UNCG Economic Development Strategic Initiative was developed, the UNC System has conducted the UNC Tomorrow Initiative. The purpose of this Initiative was to determine how UNC could respond directly and proactively to the challenges the state is currently facing. The major findings, recommendations, and suggested strategies of the UNC Tomorrow Initiative are clustered in seven categories discussed in the University of North Carolina Tomorrow Commission Final Report published in January 2008 (Attachment G). All universities in the System are charged with identifying and developing specific plans for responding to the recommendations. The goals and strategies of the UNCG Economic Development Strategic Initiative align with the recommendations from the Commission. This is particularly true for two of the recommendations:

- to be more actively engaged in enhancing the economic transformation and community development of North Carolina’s regions and the state as a whole; and
• to become more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole.

To implement this Initiative, it is recommended that the Institute for Community and Economic Engagement be formed. The Institute will be a virtual organization with which all activities at UNCG associated with community and economic development will be affiliated.

The Institute will provide
  o one highly visible point of contact for the external community for campus activities related to community and economic engagement as requested by President Bowles, the Board of Governors, the external community, and the Initiative;
  o a structure where each partner affiliated with it could function within its own division/unit/department with maximum efficiency, receive recognition as being part of their home domain, and simultaneously contribute to and receive recognition for being part of the campus-wide initiative;
  o a structure where the campus goals around community and economic engagement will be recognized so as to be shared most effectively among all partners;
  o a matrix to which new activities in the area of community and economic engagement could easily become affiliated; and
  o a home for individual faculty to interact around their work in the area of community and economic engagement through the Fellows Program.

V. Provide a vision statement for the proposed center/institute.

The vision for the Institute for Community and Economic Engagement is that it will contribute to the remodeling of the Piedmont Triad and the state of North Carolina from a manufacturing- to a knowledge-based economy and gain recognition for UNCG’s contributions to these activities both on and off campus.

VI. Provide a five-year list of the specific goals of the proposed center/institute.

The goals of the Institute will be equivalent to those of the UNCG Economic Development Strategic Initiatives, 2007-2010. The Initiative consists of five goals each with several strategic initiatives. The goals are given below. The strategic initiatives can be found in Attachment C. It is anticipated that as community and economic engagement is understood more broadly across campus, numerous initiatives will be added. Attachment D, Community and Economic Engagement Relationships at UNCG, shows schematically the full scope of the range of activities envisioned.

In view of the fact that UNCG will be writing its 5-year strategic plan in 2008-09, the goals for the proposed Institute do not cover the requested 5-year span. It is anticipated that the outcome of the UNC Tomorrow study will contribute heavily to the University’s strategic plan and that the Institute will contribute significantly to the implementation of the University’s strategic plan. The goals for the Request to Establish the Institute are written sufficiently broadly to capture additional concepts. However, the 5-year goals of the Institute may well need to be modified once the University’s strategic plan is developed.

Goal 1: Deliver learning that meets the needs of the 21st Century.
Goal 2: Enhance the capacity of public institutions to implement successful and sustainable economic development policies.
Goal 3: Enhance opportunities for research and innovation.
Goal 4: Provide support to build competitive businesses.
Goal 5: Grow high-quality, healthy and attractive communities.

VII. Describe how productivity will be evaluated.

Nationally there are no well-defined metrics to measure community and economic engagement. It is recognized that as universities across the country become more heavily involved in these types of activities, the measures of productivity will change. At this point in time, the proposed Director of the Institute is heavily involved in discussion about metrics associated with economic engagement with the Council for Economic Transformation from General Administration. Initially, the Institute for Community and Economic Engagement will use the following types of activities to measure productivity. However, it is anticipated that the measures of productivity will be modified as national measures gain value and recognition.

Productivity will be measured by number and quality of community connections, amount of external funding procured to support community and economic engagement, number of campus discussions around these topics, number of partners in (defined below) the Institute, activities of the partners, and receiving Carnegie Foundation’s “community engagement” designation.

Partners: each campus group that affiliates with the Institute will be known as a partner. The number of partners would not be limited but each partner would be expected to contribute to the overall productivity of the Institute.

VIII. If relationships with the external community are a part of the vision of the proposed Center/Institute, describe how this will occur and how its effectiveness will be measured.

Interactions with the external community are at the core of the Institute. These interactions will take numerous forms ranging from working with small businesses to enhance their growth to working with the health care community to improve mental health of children. The manner in which the productivity of these interactions will be measured is discussed in item VII.

IX. Provide information about the proposed director.

The proposed director is the Associate Provost for Research and Public / Private Sector Partnerships. Her office has been identified as the home for economic development activities for the University with her as the point of contact by the Chancellor. Her abbreviated biosketch is attached (Attachment E).

X. Describe any proposed advisory or policy boards.

An Institute Advisory Board consisting of both internal and external members will be formed. This group will meet on a regular basis. Its purpose is to provide advice to the Director of the Institute and Institute-Partners on activities that would contribute to the achievement of Institute’s goals and strategic initiatives. This board will

- serve as a sounding board for educational programs and external activities,
- assist in the development of support for the goals and strategic initiatives of the Institute, and
- provide a mechanism for informing the community about the Institute’s capabilities.

XI. Attach the proposed center/institute’s organizational chart. Clearly explain, on the chart or in written from, the relationship of the center or institute to any academic unit.
As the Institute is to be a virtual organization, a traditional organizational chart is inappropriate. However, a conceptual chart is can be found in Attachment F. This chart illustrates the involvement with Division across campus, as well as different departments and centers within the Division of Academic Affairs. The Director of the Institute will be the Associate Provost for Research and Public / Private Sector Partnerships. Previously the Chancellor and Provost had given the oversight of economic development for the campus to her. This responsibility was given visibility by adding “Public / Private Sector Partnerships” to her title. Since it is the responsibility of her office to be the point of contact for economic development for the campus, this is no change in responsibility.

XII. **Supply budget estimates for the first year of operation, projections for the following four years, and anticipated sources of funding. Justify items included on the budget.**

No additional funding is requested to establish the Institute. Since the responsibility of overseeing economic development already exists in the Office of Research and Public / Private Sector Partnerships, no new position with support staff is needed. Each partner would be responsible for acquiring its own budget. As new initiatives are developed, additional funding may be needed. It is anticipated that these funds will come from both internal and external sources.

XIII. **Explain immediate space needs and project space needs for the next five years.**

No additional space needs are requested. Should additional space become necessary over the next five years, it is anticipated that they would be found in the Beverly Cooper Moore and Irene Mitchell Moore Humanities and Research Administration Building.

XIV. **Describe how a website will be maintained.**

A website will be maintained by the Director of the Institute.

Submitted by: _____________________________________________________

Title: ____________________________________________________________

Signature:  ________________________________________________________

Date:   ___________________________________________________________

APPROVALS:

Provost and Vice Chancellor for Academic Affairs                        Date

Chancellor                                                             Date

Chair, UNCG Board of Trustees                                         Date
Attachment A
Copy of the Approval Letter
01/09/2008

David H. Perrin
DHPERRIN/facultystaff/uncg
01/09/2008 09:25 PM To
Rosemary Wander
RCWANDER/facultystaff/uncg
cc
Debbie D Freund
FREUN DD/facultystaff/uncg@uncg,
Theresa M Riocci
TMRIOCCI/facultystaff/uncg@uncg
bcc

Subject
Re: Fw: Permission to plan letter

Rosemary, I approve your Request to Plan an Institute for Community and Economic Engagement. Good luck with the preparation of a Request to Establish the Institute.
Dave

David H. Perrin
Provost and Vice Chancellor for Academic Affairs
201 Mossman Building
P.O. Box 26170
Greensboro, NC 27402-6170
336-334-5494 (phone)
336-334-3009 (fax)
dhperrin@uncg.edu
Attachment B
The UNCG Plan 2003-2008 (Excerpt of the Plan’s five strategic directions)

Approved by Chancellor Sullivan August 4, 2003, following review by the Executive Staff
Endorsed by the Board of Trustees August 28, 2003

STRATEGIC DIRECTION #1

Teaching and Learning:
Promote excellence in teaching and learning as the highest university priority.

(1:1) Maintain and enhance excellent undergraduate and graduate academic programs to ensure that students acquire intellectual and academic skills.

(1:2) Offer outstanding opportunities for students and faculty to participate actively in learning through the development and evaluation of innovative programs.

(1:3) Support and reward faculty in their efforts to use best teaching practices to facilitate student learning and engagement.

(1:4) Expand use of technology to improve teaching and learning for students on campus and at a distance.

(1:5) Expand and enhance opportunities for experiential learning, including internships and service learning.

(1:6) Expand opportunities for international research, study, and education for students, faculty, and staff.

(1:7) Improve assessment of student learning to guide improvement in instructional practices, curriculum, and co-curricular experiences.

(1:8) Improve support services for teaching and learning.

(1:9) Recruit and retain a diverse and accomplished faculty and staff committed to the advancement of student learning.

(1:10) Seek a reasonable balance among courses taught by tenured/tenure-track faculty, non-tenure-track faculty, and graduate teaching assistants.

(1:11) Establish new undergraduate and graduate degree programs that respond to emerging needs in education, government, business, industry, and broader society.

STRATEGIC DIRECTION #2

Creation and Application of Knowledge:
Strengthen research, scholarship, and creative activity.
Identify and develop research opportunities for undergraduate and graduate students to work with faculty.

Improve the national and regional standing of graduate programs.

Target and promote areas of interdisciplinary research emphasis.

Strengthen the role of Centers and Institutes in enhancing opportunities for excellence in research, scholarship, and creative activity for faculty and students.

Provide a supportive environment for faculty and student research, scholarship, and creative activity by increasing external and internal support.

Continue and enhance major initiatives to build basic and applied research strengths in the life, health and physical sciences, and information technology.

Increase support for basic and applied research excellence in the University’s areas of traditional strength, including the arts, humanities, education, and social and behavioral sciences.

Use technology to expand and enhance research.

Recruit and retain faculty with the potential for and demonstrated excellence in research, scholarship, and creative activity.

Increase interactions among academic and research programs.

STRATEGIC DIRECTION #3

Campus Community:
Become a more diverse and actively engaged community of students, faculty, staff, and alumni.

Nurture a campus community that reflects and embraces the increasing diversity of North Carolina.

Cultivate a community life based on open dialog, shared responsibility, and respect for the distinct contributions and needs of each member.

Offer programs and experiences that promote communities of learners.

Develop a competitive Division I athletics program that is nationally recognized as a leader in the welfare of the student-athlete.

Promote leadership training, community citizenship, and professional development programs for students, faculty, staff, and alumni.

Ensure a positive and supportive environment for faculty, staff, and students.

Expand recognition of significant service to the institution and the broader UNCG community by faculty, staff, students, and alumni.
(3:8) Maintain and enhance the artistic and cultural climate and aesthetic appeal of the campus.

STRATEGIC DIRECTION #4

Economy and Quality of Life:
Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens.

(4:1) Establish and maintain collaborations and alliances among academic institutions, Action Greensboro, economic development agencies, and industry.

(4:2) Establish, with N.C. A&T State University, The Joint Millennial Campus.

(4:3) Develop and promote new opportunities for lifelong learning.

(4:4) Promote and support entrepreneurial activities in the Triad.

(4:5) Facilitate the transfer of products of research, innovation, and other academic endeavors to business and industry.

(4:6) Enrich community life through programming and partnerships in the arts and humanities.

(4:7) Facilitate and promote the application of UNCG faculty, staff, and student expertise to strengthen the social, scientific, and economic capacity of the Triad.

(4:8) Strengthen partnerships with universities, community colleges, and non-profit agencies in educating children/youth from birth through twelfth grade.

(4:9) Address regional workforce needs, including the shortage of trained professionals, through credit and non-credit programs and partnerships.

(4:10) Address community needs in health and wellness, counseling, disability accommodation, and public health.

(4:11) Promote efforts to develop the urban environment, enhance the rural economy, protect physical and natural resources, and facilitate the integration of the Piedmont into the global economy.

STRATEGIC DIRECTION #5

Access and Student Success:
Recruit and retain students with the potential to succeed in a rigorous academic environment.

(5:1) Increase efforts to recruit and retain students from diverse backgrounds.

(5:2) Increase enrollments at all levels and among various student populations.

(5:3) Become a university of first choice for an increasing number of students.
(5:4) Increase financial assistance for undergraduate and graduate students, to make UNCG more competitive in attracting and retaining able students.

(5:5) Continue to improve the academic profile of students entering the University.

(5:6) Encourage all divisions of the University to work together to manage enrollment growth effectively.

(5:7) Work collaboratively to ensure an integrated approach to marketing University programs.

(5:8) Support campus initiatives aimed at improving student satisfaction, retention, graduation, and career placement rates.

(5:9) Expand opportunities for adult learners.

(5:10) Ensure that quality student services are available to meet the needs of all learners.
The UNCG Plan, 2003-2008

The UNCG Plan 2003-2008 describes the strategic directions of the university. The Economic Development Strategic Initiatives directly support the Plan. In particular, the initiatives comprehensively support Strategic Direction #4, “Economy and Quality of Life: Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens.” Each of the 11 points listed under Strategic Direction #4 is reflected in the goals and strategies of the Economic Development Strategic Initiatives.

In addition, the Economic Development Strategic Initiatives also support aspects of other strategic directions in the UNCG Plan, including Strategic Direction #1, Teaching and Learning; Strategic Direction #2, Creation and Application of Knowledge; and Strategic Direction #3, Campus Community.

The Strategic Directions section of the UNCG Plan 2003-2008 is appended to this document (Appendix A). The specific connections between the initiatives under each goal in the Economic Development Strategic Initiatives and the Strategic Directions in the UNCG plan are detailed below.

UNCG Economic Development Ambitions

UNCG strives to be a catalyst for economic, educational, and cultural developments to help create an economic environment and a quality of life that will advantage the Piedmont Triad Region in a competitive, changing world driven by new knowledge and ideas. Partnerships between the University and public and private sector entities are highly valued in advancing this work. Through this work, UNCG will enhance its role as a major contributor to economic development in the Piedmont Triad region.

To implement these ambitions, an ad hoc Economic Development Council met monthly in 2006-2007 to develop a plan for UNCG’s efforts around economic development. The results of this meeting are UNCG Economic Development Strategic Initiatives, 2007-2010. The names of the members of the Economic Development Council are attached (Appendix B).

The Council agreed to the following:
- That the definition of economic development would be the one provided by the UNC General Administration;
- That the plan would be based on the five goals for economic development from the General Administration coupled to the UNCG Plan;
That the five goals of the plan would be realized through strategies grounded in current economic development-related activities in academic units, centers, programs, and divisions and a limited number of new campus-wide initiatives; That the plan would receive guidance from an advisory board composed of both internal and external members; That successful implementation of the plan requires that the work of University faculty, staff, and students associated with it be recognized and valued; and That successful implementation of the plan requires working closely with Gateway University Research Park.

The oversight of economic development for the campus is under the Associate Provost for Research and Public / Private Sector Partnerships. The APR will be the central point of contact for internal and external audiences for economic development-related activities; facilitate the economic development activities across campus; promote economic development initiatives internally and externally; and undertake activities/programs for selected economic development strategies.

Definition of Economic Development

“Economic development can be defined broadly as activities occurring at the intersection of the public and private sector designed to increase the long-term economic well-being and quality of life of its citizens. Workforce development, leadership development, public policy analysis, capacity building, the creation of intellectual capital and technology transfer are all relevant components.”

Goals and Strategic Initiatives

Note: Although strategic initiatives are listed under only one goal, they may contribute to the accomplishment of more than one goal. Numbers in parentheses refer to the specific Strategic Directions that each goal and initiative supports, as listed in the Strategic Directions section of the UNCG Plan 2003-2008 (Appendix A).

Goal 1: Deliver learning that meets the needs of the 21st Century.

Building on a solid foundation in the liberal arts, UNCG will put new emphasis on existing programs and develop new programs that provide the skills employers demand to prepare students for emerging professional opportunities for the fields the Piedmont Triad needs the most. Strategic initiatives to be employed include the following.

1 Taken from the Special Committee Report on the Role of the University in Community and Economic Development adopted by the University of North Carolina Board of Governors, May 2006.

2 Taken from the Special Committee Report on the Role of the University in Community and Economic Development, adopted by the University of North Carolina Board of Governors, May 2006.
Acting upon the Special Committee Report recommendations, enhance the effectiveness of the general education requirements to provide a practical, liberal education that develops the skills most necessary for professional success, including written and verbal communication, critical thinking and problem-solving. (1:1)

Graduate professionals in high-demand fields such as education, nursing, science and technology, and developing fields such as transportation logistics. (4:8, 4:9)

Develop a campus-wide entrepreneurship program. (1:11, 4:4)

Develop programs in the field of nanobiosciences through the Joint School of Nanoscience and Nanoengineering. (1:2, 1:11, 2, 2:1, 2:2, 2:3, 2:4, 2:6, 2:8, 4:2, 4:9, 4:10)

Expand experiential learning opportunities such as internships, undergraduate research, and service-learning. (1:2, 1:5, 4:7)

Add additional activities to be determined (TBD) by each of the academic units, centers, programs, and divisions, as appropriate.

Goal 2: Enhance the capacity of public institutions to implement successful and sustainable economic development policies.

The university will contribute to the effectiveness of public institutions in building the long-term economic capacity of the region. Strategic initiatives to be employed include the following.

- Support the economic-development agendas of state and local governments, economic-development agencies, and community foundations by providing expertise in applied research, program assessment, and service on boards and councils. (4:1)
- Coordinate UNCG’s economic development initiatives with those of local agencies and provide faculty expertise in benchmarking analysis, strategic planning and other areas to those agencies. (4:1)
- Add additional activities TBD by each of the academic units, centers, programs, and divisions, as appropriate.

Goal 3: Enhance opportunities for research and innovation.

UNCG will continue its vision of growing its research enterprise. Strategic initiatives to be employed include the following.

- Support faculty with both academic and research appointments to develop, maintain, and grow their programs of scholarship, research, and creative activities. (4:7)
- Assist in the translation of intellectual property to commercialization. (4:5)
- Provide undergraduates students with opportunities to contribute to the research enterprise. (2:1)
- Work with the Gateway University Research Park to expand the research enterprise and commercialize its outputs. (4:2)
- Add additional activities TBD by each of the academic units, centers, programs, and divisions, as appropriate.
Goal 4: Provide support to build competitive businesses.
UNCG, through its three-part mission of teaching, research and public service, will partner with the Triad’s business community to build competitive businesses. Strategic initiatives to be employed include the following.

- Develop a campus-wide entrepreneurship program that will provide support for businesses. (4:4)
- Provide appropriate interns. (1:5, 4:7)
- Develop purpose-driven research projects collaboratively with businesses, government agencies and nonprofits to enhance these organizations while simultaneously growing the research enterprise. (4:7)
- Provide outreach programs. (4:7)
- Develop a website(s) to assist for-profit and not-for-profit organizations access university services and programs that support economic development. (4:7)
- Additional activities TBD by each of the academic units, centers, programs, and divisions, as appropriate.

Goal 5: Grow high-quality, healthy and attractive communities.
UNCG will implement the following strategic initiatives to positively impact the Piedmont Triad’s quality of life.

- Add to the region’s increasingly vibrant and diverse cultural life through teaching, performances, publications and exhibitions. (3:8, 4:6)
- Contribute to the physical and mental health of the community through a variety of established healthcare programs. (2:6, 4:10)
- Continue to enhance social capital through existing and new programs. (4:7)
- Provide opportunities for lifelong learning. (4:3)
- Gain increased recognition for the contribution provided to the economic health of the community by enhancing UNCG’s engagement and visibility in the community. (3:7)
- Enhance UNCG’s public information and relations on its role in contributing to the quality of life and economic impact of the Triad region. (3:7)
- Add additional activities TBD by each of the academic units, centers, programs, and divisions, as appropriate.
Attachment D: Community and Economic Engagement Relationships at UNCG
Rosemary C. Wander has been the Associate Provost for Research and Public/Private Sector Partnerships at The University of North Carolina at Greensboro since 2002 and served as the interim Associate Provost in 2001-02. Prior to that appointment she served as the Chair of the Department of Nutrition at UNCG. Before coming to UNCG she was on the faculty in the Department of Nutrition at Oregon State University for 13 years and Mississippi State University for two years. She received her doctorate from the University of Georgia in 1984 in Foods and Nutrition, her MS in Physical Chemistry from Ohio State University in 1968, and her BS in Chemistry from Centenary College in 1964.

She has published 45 peer-reviewed manuscripts, 5 review articles, given 46 presentations at professional meetings, and been the major professor for 9 Ph.D. students and 12 M.S. students. In 2003 she served as member of a task force to develop the “New Jobs across North Carolina: A Strategic Plan for Growing the Economy Statewide through Biotechnology.” She is a member of the Board of North Carolina Biotechnology Council and a member of the NCBC Science Education and Technology Committee. She is currently Chair of the Advisory Committee for Biotechnology in the Piedmont Triad, a member of the Greensboro Chamber of Commerce Operating Group, the Greensboro Partnership Government Relations Committee, and the Executive Team of the Technology Outreach at Nussbaum. She is a member of NASULGC’s (National Association of State Universities and land Grant Colleges) Council of Government Relations and the Executive Team for the Council for Research Policies and Graduate Education and the Council of Governmental Relations. She is a member of the UNCG Corporate Relations Committee, an ex officio member of the UNCG Scientific Advisory Board, the Research Policy Committee, and the Faculty Senate. She is a member of the University of North Carolina System Economic Transformation Council, the Federal Relations Council, and the Chief Research Officers Council. She was named to the board of the North Carolina Association for Biomedical Research in 2007. In 2005 she was named one of the 50 Most Influential People in the Triad by the Business Journal and in 2006 honored as one of 15 Women in Business for Greensboro by The Business Journal.
INSTITUTE FOR COMMUNITY AND ECONOMIC ENGAGEMENT
Associate Provost for Research & Public/Private Sector Partnerships

GOALS
1. Deliver learning that meets the needs of the 21st Century
2. Enhance the capacity of public institutions to implement successful and sustainable economic development policies
3. Enhance opportunities for research and innovation
4. Provide support to build competitive businesses
5. Grow high-quality, healthy and attractive communities

INSTITUTE ADVISORY COUNCIL

INSTITUTE PARTNERS

Corporate Relations Committee
UNIVERSITY ADVANCEMENT
STUDENT AFFAIRS
TO BE ADDED
OFFICE OF RESEARCH & PUBLIC/PRIVATE SECTOR PARTNERSHIPS
FELLOWS
BRYAN SCHOOL OF BUSINESS & ECONOMICS
BELL

Center for Biotechnology, Genomics & Health Research
Center for Research Excellence in Nanobiosciences
Office of Technology Transfer
Office of Associate Provost
Office of Undergraduate Research
Center for Youth, Family and Community Partnerships
Center for Business & Economic Research
The McDowell Research Center for Global IT Management

Leadership and Service Learning
UNCG Career Services - Internships
Attachment F:
Institute for Community and Economic Engagement
A virtual organization linking all regional community and economic engagement activities at UNCG
Executive Summary
EXECUTIVE SUMMARY

ATTACHMENT G

What was the purpose of this study?

The purpose of the University of North Carolina Tomorrow Initiative was to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service. The outcomes of this Initiative will guide and shape current and future priorities, resource allocations, existing and future programs, and strategic plans and missions of the University of North Carolina, its 17 constituent institutions and its affiliated entities to ensure that UNC\(^1\) not only becomes more proactive and responsive to the needs of our state, but remains so in the years to come as the people of North Carolina continue to confront the myriad challenges of the rapidly changing, knowledge-based global economy and environment of the 21st century.

How did we collect the data?

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

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

What are our major findings and recommendations?

4.1 Our Global Readiness

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

4.1.1 UNC should prepare its students for successful professional

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

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

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

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

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

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

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

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

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

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

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

4.3. Our Children and Their Future: Improving Public Education

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

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

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

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

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

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

4.4. Our Communities and Their Economic Transformation

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

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

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

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

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

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

4.5. Our Health

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

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

4.5.2. UNC should educate more health professionals.

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

4.6. Our Environment

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

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

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

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

4.7. Our University’s Outreach and Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What are our next steps?

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

A full copy of the UNC Tomorrow Commission report is available at http://www.nctomorrow.org/.
University of North Carolina Tomorrow Charge:

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