

APPENDIX S

The University of North Carolina Presidential Leadership Statement

Adopted by the Board of Governors August 12, 2005

Introduction

The University of North Carolina is the oldest public university in the United States. For over two hundred years, it has played a vital role in the life of the State of North Carolina and its citizens providing opportunities, knowledge and solutions to problems. Today, the University remains committed to its public heritage and its continuing vital role in the future of the State and its people.

The University of North Carolina is a prestigious institution which has long been highly regarded and admired for the exceptional quality and strength of its campuses and programs. It consists of sixteen unique campuses, each with a rich history, a distinct mission, and a set of strengths which must be nurtured and sustained.

Since the consolidation of the sixteen campuses into a single University in 1971, the University has operated under a system of shared governance which takes advantage of the strengths of highly effective chancellors and administrators, of dedicated and insightful local boards of trustees, and of a committed and astute system Board of Governors. The University also honors the important traditional role of the faculty in the governance of the academy.

The next President of the University must be an uncommon individual who can provide extraordinary vision and leadership for the University as it meets the growing demands of the State and the nation for the Twenty-first Century.

This person must:

- Understand and value the purpose of a public university system and the role it plays both in providing individual education and in promoting the public good;
- Possess the skill and have demonstrated the ability to manage a complex and diverse organization;
- Appreciate the State of North Carolina and its people, the unique roles that the University, through its constituent institutions and affiliated entities, has played in the history of the State, and the University's value to the people of the State;
- Have the judgment and courage to direct change when needed to ensure the University's future success;
- Build consensus and establish a singular vision for the University;
- Articulate that vision in a way that is accessible, persuasive, motivational and exciting to diverse internal and external audiences;

- Present the University to the public in a way that when problems arise, the people of the State believe that the University will act for their benefit;
- Have the energy, commitment and intellect to enable the University to flourish;
- Understand trends in higher education nationally and be determined to maintain the University's national preeminence in higher education; and
- Be a respected leader prepared to accept state, national and international leadership roles in higher education.

A. The Next President must have the capacity to lead the University.

1. Managing the University

The next President will be the chief executive officer of an important, large and complex organization. The annual budget of the University is over \$5 billion. The University currently has over \$1 billion of building construction and renovations in progress, including projects arising from the \$2.5 billion UNC Bond Program. The University regularly contracts to purchase goods and services ranging from basic office equipment to the most sophisticated research instrumentation. It has a payroll of over 37,000 employees. It regularly develops, owns and licenses intellectual property including patents, copyrights and trademarks. It owns and runs a Press, a major teaching and research hospital and health care system, an arboretum and an eleven station public television system.

The relevant sections of the State statutes and University *Code* provide that “the president of the University shall be the chief administrative and executive officer of the University. The president shall have complete authority to manage the affairs and execute the policies of the University of North Carolina and its constituent institutions, subject to the direction and control of the Board of Governors and the provisions of this *Code*.” G.S. §116-14(a); *The Code at §§ 501A and 501B*.

In light of these facts and responsibilities, the next President must:

- Have strong business acumen, and be a good manager and astute strategic thinker;
- Be committed to innovation and change, recognizing that the prosperity of a public university system will rely heavily on the institution's ability to alter cultures and traditions that no longer contribute to the university's ability to adapt and prosper, and be cognizant of the changing face of global education, recognizing that the modern university must be flexible and responsive;
- Be committed to a progressive business model which achieves sustainable growth through consideration of long-term as well as short-term benefits and costs;

- Recruit and retain outstanding professionals in the Office of the President and build them into a team able to actualize a shared vision; and collaborate with, manage and lead them at a high level;
- Achieve efficiencies recognizing that future competitiveness depends on the University's ability to maximize public and private investment;
- Be committed to accountability and measuring academic performance, while understanding the complexity of doing that in higher education;
- Commit to the fiscal integrity of the University and be able to implement the internal controls necessary to maintain it;
- Understand how to utilize technology to improve the efficiency of University operations;
- Integrate and support the functioning of the University's affiliated entities; and
- Oversee successful completion of the bond program and address University's needs for new and renovated facilities, ongoing maintenance and infrastructure.

2. Relationship with the BOG and Governance

Pursuant to State law and *The Code* of the University, the Board of Governors is responsible for planning and developing a coordinated system of higher education in North Carolina, including being responsible for the general supervision, management, and governance of all affairs of the constituent institutions, determining the functions, educational activities, and academic programs of the constituent institutions, and setting enrollment levels of the constituent institutions. *The Code* at §203A.

The quality of education the Board of Governors is responsible for assuring system wide is only as good as the quality of the individual constituent institutions, but the strength of the individual campuses is ultimately dependent on the strength of the University system. This results in a natural tension for the Board of Governors between maintaining system strength and promoting individual campus needs.

The Board of Governors has 32 voting members, a non-voting student member, and several *ex officio* members. The 32 voting members are selected by the North Carolina Senate and House of Representatives. The Board operates through five standing committees: Budget and Finance; Educational Planning, Policies, and Programs; Governance; Personnel and Tenure; and Public Affairs. The members of the Board of Governors are diverse in political party affiliation, race, gender, and geography. In spite of their diverse political allegiances, partisan politics plays virtually no role in the functioning of the Board.

In light of these facts, the next President must:

- Be vigilant in sustaining the institutional integrity and unity of the University system while promoting the excellence of each individual campus;
- Enjoy working with and be able to work effectively with a diverse governing board;
- Be committed to keeping the Board informed on important issues and fostering communication with and among the Board;

- Be open and direct, encourage dialogue and debate, and help build consensus;
- Value the ideas and analyses of the Board in developing strategic and long range plans;
- Respect the priorities and further the initiatives of the Board; and
- Affirm and uphold student self governance and the role of students in the deliberative processes of the University.

3. Advocate for the University in the State and the world

The Code of the University provides that the President “shall personally represent before the state, the region and the nation the ideals and the spirit of the University of North Carolina. As the chief executive, the president shall be the official administrative spokesperson for and the interpreter of the University to the alumni and alumnae as a whole, the news media, the educational world, and the general public. The president shall be responsible for the presentation and interpretation of all University policies, recommendations, and requests to the General Assembly, the governor, state officers and commissions, and the federal government.” *The Code at §501A.*

In light of these responsibilities, the next President must:

- Be an effective advocate for the University, and build a trust based relationship with people with diverse interests and affiliations;
- Understand the culture of and be knowledgeable about North Carolina, and have, or be able to develop, a place in his or her heart for the State;
- Understand the University’s role as a part of the State, and be able to advance the larger interests of the State while working on behalf of the University with the Governor, the General Assembly, North Carolina’s Congressional delegation, the Governor’s Cabinet and the Council of State;
- Exhibit respect, consistency, candor and knowledge in dealing with all persons on the University’s behalf; and
- Be politically astute and savvy.

B. The next President must be able to address the University’s priorities.

1. Student access, enrollment growth, and academic excellence

The *North Carolina Constitution* recognizes the value of public higher education and provides, “The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.” *N.C. Constitution, Article IX, §9.*

This has been a time of unprecedented enrollment growth for the University. Enrollment has grown by over 32,000 students in the past decade with most of the growth taking place in the past five years. The University is projected to grow by over 50,000 students in the next decade. Enrollment for fall 2004 was just under 190,000.

Because of the need to maintain high quality at a time of limited State resources, undergraduate resident tuition has been increased 80.1% over the past five years. Even after this increase, the University's constituent institutions have among the lowest in-state tuition rates in the country, ranking in the lowest quartile for tuition among their designated peer institutions.

In recognition of the State's and the University's commitment to providing access to higher education to the people of the State without regard to their means, beginning in 1999-2000, the State established and has continued to increase funding for need-based financial aid for resident undergraduates. In FY 2004-05 a total of \$50.7 million was available in the UNC Need-Based Financial Aid Program. North Carolina is one of only five states with a substantial, statewide need-based financial aid fund.

North Carolina has historically had a relatively low college going rate, but the State's college going rate has improved dramatically in the past decade, now ranking sixth among the states in the percentage of high school graduates continuing to post secondary education. Annual enrollment of NC high school graduates in the University's constituent institutions has also increased from 26.8% for 1993-94 to 31.9% in 2004-05. The percentage of black high school graduates enrolling in the University equals the enrollment of white high school graduates, now 29.5% and 29.3% respectively.

While the University's overall retention rate of 81.1% and the six-year graduate rate of 62.7% are above the national average, the University is striving to promote continuing improvement overall and across all campuses. The University is committed to improving student success, retention and graduation rates.

In light of these facts, the next president must:

- Understand the interconnection of affordability, tuition, access and educational quality and the State's historic and enduring commitment to access for all qualified citizens of North Carolina;
- Be committed to relevant and rigorous education for every student on every campus, ensuring that students leave the University fully prepared to lead personally full, civically responsible and economically productive lives;
- Be prepared to meet the challenge of providing not only enough spaces for all qualified students but also high quality instruction at all campuses. Each campus must be prepared to meet the demand for increased quality that will result from increased system wide enrollment;
- Value and support diversity, and understand how to sustain and improve it;
- Understand what is needed to promote lifelong learning in North Carolina;
- Be capable of pursuing distance education and utilizing technology to extend the University, to leverage capital expenditures, and to improve access for people living in rural areas of the State;
- Be committed to improving retention and graduation rates; and
- Strengthen the relationship with North Carolina's community colleges to maximize the higher education options available to the people of the State.

2. Funding Issues

Even in hard financial times, North Carolina has remained committed to substantial public funding of its University. In 2000-01 the State general fund operating appropriation for the University was \$1.78 billion, and in 2004-05, the State appropriated \$1.88 billion. In part because of the expense of continuing to fund the University's dramatic enrollment growth, the University has, however, seen a drop in its per student funding by the State of 3%, from \$8,735 in 2000-01 to \$8,486 in 2004-05.

During the same time period, UNC has seen a steady increase in the research grants and contracts secured by the faculty. In 2004, for the first time in the history of UNC, over one billion dollars was awarded. This growth of federally funded research is likely to slow in the future as the federal government slows growth in NIH funding. In addition, federal shifts in emphasis to defense and homeland security funding are likely to continue.

The combination of increases in contract and grant funding and relatively flat State appropriations has resulted in a shift in the proportion of the University's budget provided by the State. The portion of the University's budget coming from contracts and grants went from 11.3% in 1989-90 to 18% in 2003-04. Conversely, the proportion of the University's budget coming from the State has declined. In 1989-90, 45.4% of the budget was from the State, in 1999-00, this had decreased to 37.8%, and for 2003-04 the portion from the State had decreased to 29.5%.

In recent years, campuses have increased the emphasis that they place on private fundraising. Campus advancement efforts resulted in more than \$400 million being raised in FY 2004 which was an increase of 11% over the previous year.

In light of these facts, the next President must:

- Articulate effectively the financial priorities of the individual campuses and the University as a whole to the public and the General Assembly, and build strong public and private relationships necessary to procure adequate funding into the future;
- Fully understand the changing economic picture for public higher education in the United States;
- Have the experience necessary to enable the University to obtain adequate resources while honoring the commitment to affordable tuition;
- Enhance the University's and the campuses' ability to attract private funding; and
- Understand the proper role of research funding for the University, and assist campuses in obtaining this funding.

3. The University is a system of unique campuses with distinct missions

The University consists of 16 unique campuses each with its own mission, strengths and challenges. A description of each of the campuses is attached as Appendix A to this statement. The University offers programs in over 350 degree areas and its total

inventory of degree programs at all levels exceeds 1,900 programs. As each of the campuses strives to excel and to meet the needs of increased enrollment and a changing economy, a growing number of campuses have, or aspire to have, additional graduate and professional programs. Maintaining the campus missions as unique and complementary, and avoiding unnecessary duplication of programs, is increasingly challenging.

Although the consolidated University started out with a high degree of managerial centralization in the Office of the President and the State, in recent years the State and the Board of Governors have delegated increased managerial flexibility to the campuses including increased flexibility in budgeting, appointing and setting the compensation of professional personnel, granting tenure, establishing information technology policy, procurement and construction. A requirement for accountability comes with this flexibility, and the President and the Board of Governors must monitor the accountability measures.

Under *The Code*, responsibility for intercollegiate athletics has been delegated to the boards of trustees and chancellors of the constituent institutions. Athletics has played an important role on the University campuses both for students, alumni and alumnae, and the community.

In light of these facts, the next President must:

- Appreciate the uniqueness of each constituent institution and the resulting diverse and complex, but complementary, nature of the system;
- Provide support to each campus to enable it to fulfill its mission;
- Balance the importance of focusing institutional missions and of avoiding unnecessary program duplication with the need to expand the capacity and promote the quality of each individual campus;
- Protect the value of the research universities and maintain their national prominence while also developing appropriate roles for research at the other campuses;
- Support regional universities and their focus on excellence in undergraduate teaching, and support the special mission schools: the North Carolina School of the Arts and UNC Asheville;
- Understand the historic, current, and potential roles of the University's Historically Black Universities and be able to facilitate their furthering of their excellence in higher education;
- Maintain a team of highly effective, motivated leaders by recruiting and retaining the best available individuals to serve as chancellors and by supporting and mentoring them in their endeavors;
- Engage the chancellors in a respectful and collaborative way that encourages them to feel and expects them to perform as members of a unified team while enabling them to advocate for the unique needs of their campuses;
- Balance the campuses' need for operating autonomy and flexibility with the need for fiscal integrity and accountability University wide; and
- Have an appreciation for the role that intercollegiate athletics plays in the life of a university.

4. Attracting, retaining and supporting faculty and staff

A major source of the University's strength is its accomplished faculty, who are recognized for their excellence in teaching and research, and its dedicated and competent staff. Excluding employees of the UNC Health Care System, the University employs over 37,000 permanent employees, of whom nearly 11,000 are faculty. The average age of UNC faculty has increased significantly, so the University must be especially attentive to replacing large numbers of faculty over the next decade with the need weighted to the near-term.

Salaries for University faculty are not competitive with their designated national peers with a majority of the campuses falling below their peer average and almost all falling below the 80th percentile of their peers. In addition, the State specified retirement benefits do not compare favorably with retirement benefits provided by other major public universities.

Staff salaries have not kept up with cost of living increases over the past 6 years, including three years during which there were no staff pay increases at all. Although the average staff salary would have needed to increase by 15.7% just to keep up with increases in the cost of living, the average staff salary increased only 7.4% over the past six years, less than half the increase in the cost of living.

The State's health care benefit, which covers both the University faculty and staff employees, has been described by experts in the field as not competitive with other major universities, and recent increases in out of pocket payment requirements have fallen particularly hard on the University's staff.

In light of these facts, the next President must:

- Be fully committed to faculty as teachers; understand the academic mission of the University and value teaching as preeminent within the University; and position the faculty fully to benefit students recognizing that the heart of academia is teaching;
- Value academic freedom, tenure, and editorial integrity and be prepared to protect and defend them;
- Recognize and value the role of the faculty in increasing human knowledge through research that both invigorates teaching and contributes to economic development;
- Commit to obtaining the resources and the needed authority to develop the competitive salaries, benefits, and working conditions necessary to attract and retain strong faculties;
- Encourage the continued involvement of faculty members in the governance of the constituent institutions and of the University as a whole;
- Recognize the importance of the staff of the University, respect their contribution, be committed to their inclusion in the deliberative process, and be committed to promoting their welfare; and

- Commit to promoting diversity at all levels of the faculty, staff and administration of the University.

5. Changing economy of the State

North Carolina has experienced a precipitous decline in manufacturing especially in furniture and textiles, and a parallel decline in the tobacco segment of the economy. From 1995 to 2005 North Carolina manufacturing jobs declined by 30%, with the State losing over 250,000 jobs. Textile producers saw a 43% decline in jobs, apparel manufacturing jobs declined by 68%, furniture manufacturing jobs declined by 26%, and jobs in tobacco products manufacturing declined by 26%.

Very promising new industries such as biotechnology, computers and computer applications are leading the shift to a high technology, advanced knowledge based North Carolina economy. For example North Carolina ranks third among the states in biotechnology. To continue this development and remain competitive, it is clear North Carolinians need access to education at higher levels than ever before. In addition, the presence of the military in North Carolina has the potential to stimulate significant economic development, and the University can serve as a catalyst in this process.

In light of these facts, the next President must:

- Understand the ways that higher education relates to sustaining, revitalizing, and transforming the economy of North Carolina;
- Support the role University research institutions play in both education and economic development in the State;
- Develop and further the distinct roles of the other constituent institutions in promoting and supporting economic development of their regions and the State as a whole;
- Enable the University to have cutting-edge technology to support both research and economic development; and
- Balance the need for economic development with the broader purposes of education, understanding the importance of the development of critical thinking in a democracy. Also, understand the public service and outreach roles of the University and be able to plan with the campuses to advance public service for the benefit of the State.

6. K-16 issues

North Carolina's public schools, community colleges and University are interdependent, with universities and community colleges, through 2+2 programs, preparing teachers and administrators for the public schools, and public schools preparing students to attend the community colleges and the University. North Carolina also has a well developed articulation agreement between the community colleges and the University to facilitate the transfer of students from the community colleges' two year programs to complete their undergraduate education at the University. Students who complete an AA/AS from a North Carolina community college are assured a place at a UNC campus.

The University, in collaboration with the community colleges, has a number of well developed 2+2 programs ranging from engineering to teacher education, including some fully online bachelor's degree programs.

North Carolina will need a projected 10,000 new public school teachers each year over the next decade. University reports on teacher education have established a base line of need, and the University has developed a plan to increase significantly the number of traditional and alternatively trained students to meet this need.

The UNC Center for School Leadership Development, through its constituent programs, annually provide professional development to over 21,000 educators, ranging from novice teachers to veteran administrators and teacher-leaders in all 117 school districts in North Carolina.

In light of these facts, the next President must:

- Appreciate the relationships between North Carolina's public schools, community colleges and University and understand that their mutual cooperation and support are essential to effective education in North Carolina;
- Work collaboratively and effectively with the leaders of the public schools and the community colleges and work as an effective member of the State's Education Cabinet;
- Understand the role of the University in improving K-12 public education in the State and be committed to utilizing the University's capacities to help solve these problems; and
- Commit to utilizing the schools of education and the Center for School Leadership Development as active participants in the improvement of NC's public schools.

7. Internationalization

The University has ten system wide agreements with international universities or educational systems and over 300 campus-based agreements with international institutions. In 2003, 3,400 UNC students participated in a study abroad program while over 5,000 international students attended constituent institutions of the University.

The post 9/11 environment has been especially challenging to the expansion of international student exchange. The University's students and parents have been concerned about safety abroad, and tighter US entrance requirements have slowed the number and pace of international student participation in American higher education.

In light of these facts, the next President must:

- Understand the place of the University in the world, the importance of globalization to the economy of the State, and the importance of world events in the lives of the people of the State;
- Promote an international perspective throughout the University community to prepare citizens to become leaders in a multi-ethnic, global society; and

- Foster the internationalization of the University curricula, exchange programs, and other activities.

C. The next President must be a person of the highest character

In order to be able to achieve the goals set out in this Statement, the next President will need to

- be a person of integrity;
- be trustworthy;
- be energetic, tenacious and dynamic;
- be stable, optimistic, and poised;
- value the life of the mind;
- be passionate about higher education,
- be comfortable with complexity and diversity;
- be open-minded and a good listener;
- appreciate the value of a broad range of individuals;
- be an effective and persuasive communicator; and
- have a sense of humor.

In conclusion, the University of North Carolina is a complex and dynamic institution that is vital to the State of North Carolina and its people. It rests on a solid foundation, but it faces many challenges. The next President will need to be a person with extraordinary vision, skill and energy to lead the University to reach its full potential.

University of North Carolina Information about Constituent Institutions

These accounts combine selections from the Mission Statements and the Brief Descriptions appearing in the Long-Range Plan 2004-2009 with a few additions provided by the campuses. Please go to <http://www.northcarolina.edu> for links to the campuses, and for the full mission statements in the Long-Range Plan under the President's reports.

Appalachian State University Statement of Educational Mission



Appalachian State University is a public comprehensive university, offering a wide variety of degree programs at the baccalaureate, master's, and intermediate levels as well as the Ed.D. in Educational Leadership. With a distinctively residential campus and a faculty and staff characterized by high quality and broad diversity of professional skills, Appalachian takes as its mission the practice and propagation of scholarship. This is accomplished particularly through instruction, but also through the research, creative, and service activities of the university community. Appalachian is committed to excellence in its undergraduate and graduate

educational programs, while continuing to serve as a center of cultural and professional activity within its state and region.

Brief Description

Appalachian State University offers 95 undergraduate majors and 81 graduate majors. As a comprehensive university serving the traditional undergraduate student, Appalachian's primary mission is instruction. The university feels a special responsibility to the Appalachian region and seeks to contribute to the understanding, appreciation, and preservation of its unique culture, and Appalachian is recognized as one of the leading regional comprehensive universities in the country.

East Carolina University Statement of Educational Mission



East Carolina University, a constituent institution of the University of North Carolina, is a public doctoral/research-intensive university committed to meeting the educational needs of North Carolina. It offers baccalaureate, master's, specialist, and doctoral degrees in the liberal arts, sciences and professional fields, including medicine. The university is dedicated to educational excellence, exemplary teaching, responsible stewardship of the public trust, and academic freedom. The university values the contributions of a diverse community, supports shared governance, and guarantees equality of opportunity.

Brief Description

A doctorate granting university offering degree programs at the baccalaureate, master's, intermediate, first professional (medicine) and doctoral levels. Its instructional programs are organized in 11 colleges and professional schools (arts and sciences, business, education, fine arts and communication, health and human performance, human ecology, technology and computer science, medicine, allied health sciences, nursing, and graduate school). East Carolina University is dedicated to educational excellence, responsible stewardship of the public trust, and academic freedom.

Elizabeth City State University

Statement of Educational Mission



Elizabeth City State University is a public university offering baccalaureate degree programs in the arts and sciences, selected professional and pre-professional areas, and the Master's Degree in Elementary Education. Through its Graduate Center, the university provides educational access to students who seek advanced professional study and master's degree programs offered by other constituent institutions.

Originally an institution for African Americans, Elizabeth City State's heritage provides a rich background for serving its increasingly multi-cultural student body. The university offers a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever-changing, technologically advanced global society.

Brief Description

A comprehensive public university offering degree programs at the baccalaureate level in the basic arts and sciences, selected professional and pre-professional programs, and master's degrees in selected areas. ECSU's instructional programs are offered through four schools, 13 academic departments, a General Studies Division, and a Special Programs office. Through its Graduate Center, the university provides educational access to students who seek advanced professional study and master's degree programs offered by other constituent institutions. ECSU promotes excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state.

Fayetteville State University

Statement of Educational Mission



Fayetteville State University is a public comprehensive university, offering degrees at the baccalaureate and master's levels, and a doctorate in educational leadership. The primary mission of Fayetteville State University is to provide quality education to its students through a basic liberal arts foundation, specialized professional training, and specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive

lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become the change agents for shaping the future of America and the world.

Brief Description

Instructional programs are organized under the schools of Business and Economics, Education, the College of Humanities and Social Sciences, and the College of Basic and Applied Sciences. The university provides undergraduate instruction in the education center at nearby Fort Bragg/Pope AFB and at community colleges in its service area. Master's degrees are offered in elementary education, middle grades education, special education, school administration, secondary education, business administration, English, history, biology, mathematics, psychology, social work, political science, and sociology, and a doctoral degree is offered in educational leadership.

North Carolina Agricultural and Technical State University

Statement of Educational Mission



North Carolina Agricultural and Technical State University is a public, comprehensive, land-grant university committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The university offers degree programs at the baccalaureate, master's and doctoral levels with emphasis on engineering, science, technology, literature and other academic areas. As one of North Carolina's three engineering colleges, the university offers Ph.D. programs

in engineering. Basic and applied research is conducted by faculty in university centers of excellence, in interinstitutional relationships, and through significant involvement with several public and private agencies. The university also conducts major research through engineering, transportation, and its extension programs in agriculture.

Brief Description

North Carolina Agricultural and Technical State University is a learner-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement, and operational excellence. A comprehensive university and land-grant institution offering degrees at the baccalaureate, master's, and doctoral levels. Its instructional programs are organized into a college of arts and sciences, college of engineering, and six professional schools (agricultural, business and economics, education, nursing, technology, and graduate studies).

North Carolina Central University

Statement of Educational Mission



James E. Shepard, Founder

North Carolina Central University is a comprehensive university offering programs at the undergraduate and graduate levels. It is the nation's first public liberal arts institution founded for African Americans. The university maintains a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual curiosity and to enhance the academic and professional skills of its students and faculty.

The mission of the university is to prepare students academically and professionally and to promote consciousness of social responsibility and dedication to the advancement of the general welfare of the people of North Carolina, the United States, and the world. The university will serve its traditional clientele of African American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic attributes.

Brief Description

This comprehensive university offers undergraduate and graduate programs leading to the baccalaureate and master's degrees in its College of Arts and Sciences, the Schools of Business, Education, and Library and Information Sciences, as well as the first professional degree in the School of Law. It is also dedicated to conducting unprecedented research activities in Biomedical, Biotechnology, and Biomanufacturing areas within its Biomedical/Biotechnology Research Institute (BBRI) and the Biomanufacturing Research Institute and Technology Enterprise (BRITE).

North Carolina School of the Arts

Statement of Educational Mission



The North Carolina School of the Arts is a specialized institution, offering programs at the secondary and baccalaureate levels in dance, design and production, drama, filmmaking, and music, and at the master's level in design and production and music. The School is the only state institution dedicated entirely to the professional training of students who possess exceptional talent in the performing arts. According to the Enabling Act, the mission is distinctive:

“...The primary purpose of the School shall be the professional training, as distinguished from liberal arts instruction, of talented students in the fields of music, drama, dance, and allied performing arts, at both the high school and college levels of instruction, with emphasis placed upon performance of the arts, and not upon academic studies of the arts.”

Brief Description

The North Carolina School of the Arts trains talented students from high school to graduate school for professional careers in the performing, visual, and film and television arts. Students are admitted by audition or interview to the Schools of Dance, Design & Production, Drama, Filmmaking, and Music. Students study with resident master teachers who have had successful careers in the arts and who remain

active in their professions. The association of gifted students and artist-teachers creates a diverse and challenging environment for study and performance.

North Carolina State University

Statement of Educational Mission



The mission of North Carolina State University is to serve its students and the people of North Carolina as a doctoral/research-extensive, land-grant university. Through the active integration of teaching, research, extension, and engagement North Carolina State University creates an innovative learning environment that stresses mastery of fundamentals, intellectual discipline, creativity, problem solving, and responsibility. Enhancing its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines, North Carolina State University provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.

Brief Description

North Carolina State University, in its second century of service, is a national center for research, teaching, extension and engagement in the sciences and technologies, in the humanities and social sciences, and in a wide range of professional programs. This major research land-grant university offers degrees at the baccalaureate, master's intermediate, first professional and doctoral levels in 125 fields of study. Academic programs are organized into the Graduate school and 10 colleges (Agriculture & Life Sciences, Design, Education, Engineering, Humanities & Social Sciences, Management, Natural Resources, Physical & Mathematical Sciences, Textiles and Veterinary Medicine). Freshmen may also enroll in First Year College.

The University of North Carolina at Asheville

Statement of Educational Mission



The University of North Carolina at Asheville offers a superior liberal arts education for well-prepared students who are committed to learning and personal growth. Its education is liberating, promoting the free and rigorous pursuit of truth, respect for differing points of view and heritage, and an understanding that values play a role in thought and action. Through this education, the university aims to develop students of broad perspective who think critically and creatively, communicate effectively, and participate actively in their communities. UNCA is North Carolina's only designated public liberal arts university. Small by choice, UNCA brings together faculty, students, and staff of diverse cultural backgrounds to interact closely in a supportive community. The university makes excellence in teaching the highest priority for its faculty. It fosters scholarship and creative activities by faculty and students alike.

Brief Description

The designated undergraduate liberal arts university in the UNC system; offers 30 majors in the Arts, Humanities, Natural and Social Sciences, Professional and Preprofessional areas, leading to the baccalaureate degree, as well as a master of liberal arts program. Nationally recognized for its required four-course Humanities sequence and the Undergraduate Research Program, which promotes close faculty-student interaction and unique research experiences in all disciplines.

University of North Carolina at Chapel Hill

Statement of Educational Mission



The University of North Carolina at Chapel Hill has existed for two centuries as the nation's first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the state and the nation. Since the nineteenth century, it has offered distinguished graduate and professional programs. The university is a doctoral/research-extensive university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is

transformed by discovery and whose service is informed by current knowledge. The mission of the university is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The university exists to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to expand the body of knowledge; to improve the condition of human life through service and publication; and to enrich the culture.

Brief Description

A major research university offering programs at the baccalaureate, master's, intermediate, first professional, and doctoral levels. With the exception of engineering and agriculture, it is the state's principal center of graduate education and research at the doctoral levels. Its instructional programs are offered through two divisions. The division of academic affairs consists of eight colleges and schools. The division of health affairs includes five schools. There are 80 centers, institutes, and multidisciplinary programs.

University of North Carolina at Charlotte Statement of Educational Mission



UNC Charlotte is the only Doctoral/Research University-Intensive in the Charlotte region, fully engaged in the discovery, dissemination, synthesis, and application of knowledge. It provides for the educational, economic, social, and cultural advancement of the people of North Carolina through on- and off-campus programs, continuing personal and professional education opportunities, research, and collaborative relationships with private, public, and nonprofit institutions. UNC Charlotte has a special responsibility to build the intellectual capital of this area.

As such it serves the research and doctoral education needs of the greater Charlotte metropolitan region. The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and effective teaching in the liberal arts and sciences and in selected professional programs offered through colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Information Technology, and Health and Human Services, and through programs and services designed to support students' intellectual and personal development.

Brief Description

A doctoral/research-intensive university offering programs at the baccalaureate, master's, and doctoral levels, UNC Charlotte has been recognized by Barron's 300 and U.S. News & World Report as an excellent university. UNC Charlotte comprises seven colleges (architecture; arts & sciences; business administration; engineering; education; information technology; and health and human services). The university's graduate school conducts a broad array of programs leading to master's and doctoral degrees and the Charlotte Research Institute serves as the campus portal for university-industry collaboration in support of regional economic development.

The University of North Carolina at Greensboro Statement of Educational Mission



The University of North Carolina at Greensboro is a diverse, student-centered research university, linking the Triad and North Carolina to the world through learning, discovery, and service. As a doctorate-granting institution, it is committed to teaching based in scholarship and advancing knowledge through research. The College of Arts and Sciences and six professional schools offer challenging graduate and undergraduate programs in which students are mentored by outstanding teachers, including nationally recognized researchers and artists.

Brief Description

A doctoral/research intensive university offering programs at the baccalaureate, master's, intermediate, and doctoral levels. Its instructional programs are organized in a College of Arts and Sciences and six professional schools (business and economics; education; health and human performance; human

environmental sciences; music; and nursing). The University and its programs have been recognized by several national publications.

The University of North Carolina at Pembroke

Statement of Educational Mission



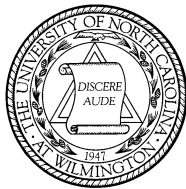
The University of North Carolina at Pembroke is a comprehensive university committed to academic excellence in a balanced program of teaching, research and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor's level and selected programs at the master's level. Combining the opportunities available at a larger university with the personal attention characteristic of a small college, the university provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, post-graduate education, and community leadership. Founded in 1887 to educate American Indians, the university now serves a student body reflective of the rich cultural diversity of American society. As it stimulates interaction within and among its cultural groups, the university enables its students to become informed, principled, and tolerant citizens with a global perspective.

Brief Description

A comprehensive university offering degree programs at the baccalaureate and master's levels. Its instructional programs are organized into a College of Arts and Sciences, a School of Business, a School of Education, and a School of Graduate Studies. The university offers Master's Degree programs in several Education areas, Business Administration, Public Management, School Counseling, and Service Agency Counseling.

University of North Carolina at Wilmington

Statement of Educational Mission



The University of North Carolina at Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship and artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's level and a doctorate in marine biology complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning.

Brief Description

A comprehensive university offering programs at the baccalaureate, master's, and doctoral levels. Master's programs are offered in education, marine biology, business administration, accounting, history, English, creative writing, math, teaching, geology, biology, chemistry, nursing, instructional technology, liberal studies, marine sciences, and psychology. A doctoral program in marine biology is offered. Instructional programs are organized into a college of arts and sciences, and three professional schools (business administration, education, and nursing).

Western Carolina University

Statement of Educational Mission



A member of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor's or master's level, or doctoral-level study in educational leadership. As a regional comprehensive institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations. Teaching and learning

constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university assists individuals and agencies in the region through the expertise of its faculty, its staff, and its students.

Brief Description

A comprehensive university offering programs at the baccalaureate, master's, intermediate, and doctoral (education) levels. Its instructional programs are organized in four undergraduate colleges (applied sciences, arts and sciences, business, and education and allied professions) and a graduate school. Offers resident-credit undergraduate and graduate-level courses and programs on the main campus in Cullowhee and in Cherokee and Asheville. In Asheville, some of the undergraduate programs are offered in cooperation with the University of North Carolina at Asheville.

Winston-Salem State University

Statement of Educational Mission



Winston-Salem State University is a public university whose primary mission is to offer high quality educational programs at the baccalaureate level for a diverse student population. Master's level programs for professional study are also available from the university and through inter-institutional agreements. While the primary focus is on teaching and learning, the university encourages scholarship and creative activities by faculty and students and engages in mutually beneficial relationships with the community in ways that complement its educational mission.

Brief Description

Winston-Salem State University is a comprehensive institution offering degree programs at the baccalaureate and master's levels. Its instructional programs are in four academic divisions and lifelong learning. The university offers master's programs in physical therapy, elementary education, nursing, business administration, computer science, and occupational therapy. A graduate center provides master's-level study in a cooperative, interinstitutional arrangement.

Each constituent institution of UNC is committed to equality of opportunity and actively seeks to recruit and enroll a diverse student body.