



**University of North Carolina Tomorrow
Commission Meeting Minutes
November 7, 2007**

The University of North Carolina Tomorrow Commission met in regular session on November 7 2007, in the Board Room of the General Administration Building, Chapel Hill. Mr. Phillips, the chairman, called the meeting to order at 10:00 a.m.

Attendance

The following Commission members were in attendance:

John Blackburn	Peaches Gunter Blank	Andrea Bazon
Bert Collins	Amanda Devore	Dudley Flood
Hannah Gage	Peter Hans	Gov. James Holshouser
Brenda Killingsworth	Phil Kirk	Marshall Pitts
Tom Ross	Estelle “Bunny” Sanders	Ruth Shaw
Larry Seigler	Craig Souza	Priscilla Taylor
Roland Vaughan	Jim Woodward	David Young
Martin Lancaster*	Betty Adams*	

**ex officio*

Ed Broadwell participated via conference call.

Welcome and Introductions

Chairman Phillips and UNC President Erskine Bowles welcomed the Commission members. The minutes of the Commission’s meeting held on August 23, 2007 were approved as amended (corrected typographical error on Page 4). Chairman Phillips welcomed special guest Ann Goodnight, a member of the UNC Board of Governors and the co-chair of the Business Committee on Higher Education.

Chairman Phillips and President Bowles commented on the strong public participation at the 11 Community Listening Forums held across the state during September and October, in which approximately 2,700 people offered comments on the challenges facing their communities and suggestions as to how they would like UNC respond to those challenges. President Bowles attributed the high level of participation to the public’s awareness of and concern for the future of their communities and our state, and the public’s



belief that UNC can significantly impact our state’s challenges. Chairman Phillips thanked Commission members and members of the Scholars Council for their attendance at the Community Listening Forums, and offered special thanks to the campus representatives for their help in hosting the Forums, and to the North Carolina Small Business and Technology Development Center, and its Executive Director Scott Daugherty, for SBTDC’s coordination and facilitation of the Forums.

President Bowles briefly summarized the Listening Forums that were held with UNC faculty, staff, and students involving all 17 constituent institutions. Participation was strong at all Forums, and speakers offered a variety of comments and suggestions that, in large part, mirrored those expressed by the public at the Community Listening Forums.

Summary of Public and Faculty Input

Three members of the UNC Tomorrow Scholars Council gave summaries of the input received during the Community Listening Forums and the Faculty Listening Forums. Dr. Tom Ricketts summarized the input received during the Community Listening Forums. Dr. Deborah Bosley summarized the input received during the Faculty Listening Forums. Dr. Jim Johnson concluded by discussing the concept of “people-based” and “place-based” strategies as a framework for considering the input received from the public and faculty.

Following these presentations, the Commission discussed the public and faculty input received during both sets of Forums. Executive summaries of the input received during both sets of Forums were prepared, made available to the Commission, and posted on the UNC Tomorrow website (www.nctomorrow.org).

Commission members were also made aware of and provided copies of the preliminary results of the UNC Tomorrow survey, which was administered and compiled by SBTDC staff. Final survey analysis will be completed and provided to the Commission prior its December 6th meeting.



Report and Recommendations of the Institute for Emerging Issues' Business Committee on Higher Education

In response to the Institute for Emerging Issues' 2007 Emerging Issues Forum on Transforming Higher Education, the IEI formed the Business Committee on Higher Education (BCHE). Charged with identifying and conveying to higher education the needs of North Carolina's business leaders, the 24-member committee, co-chaired by Bob Ingram and Ann Goodnight, developed five key recommendations for how higher education in North Carolina could better respond to the rapidly changing needs of both business and our society. Ann Goodnight presented the BCHE's recommendations, and Commission discussion followed. Chairman Phillips and President Bowles expressed their gratitude for the BCHE's work, and indicated that its recommendations would be incorporated into the UNC Tomorrow Commission's report to the UNC Board of Governors.

Break Out Session Discussions

The Commission's general discussion moved to small group discussions centered on four major thematic subject groupings: (1) Our Economy, Our Communities, and Our Global Readiness; (2) Our Health and Our Environment; (3) Our Children and Their Future: University Access and Public Education; and (4) Our University's Outreach, Engagement, and Innovations. Commission members were asked to develop preliminary recommendations on what needs of our state it would recommend that UNC respond to, along with suggested strategies for those responses. Group discussions were each lead by a Commission member and facilitated with guidance from members of the Scholars Council. The small groups reported out their preliminary recommendations (see Appendix A), and full discussion among the Commission and Scholars Council followed. UNC Tomorrow staff and the Scholars Council will develop the Commission's report and recommendations, and circulate a draft to the Commission prior to its December 6th meeting, at which it will consider, modify as it deems appropriate, and adopt its final report and recommendations. The Commission's report will be transmitted to the UNC Board of Governors for its consideration during its January 2008 regular meeting.



Conclusion and Adjournment

Chairman Phillips thanked the Commission members for a thorough and engaging discussion, and adjourned the meeting at 3:00 p.m.



UNC Tomorrow Commission Small Group Discussion Reports

Group 1: Our Economy, Our Communities, and Our Global Readiness

Recommendations:

1. Prepare our university students for successful lives in the 21st century.
2. Increase campus capacity and commitment to respond to and lead community development and economic change.
3. Align appropriate campus' programs with the strategic economic plans of their regions.



Group 2: Our Health and Our Environment

Recommendations:

There must be a bridge between healthcare and environmental quality

Healthcare

1. Create/support regional education programs in health fields so that graduates practice in identified regions that need them most (Rural). Expand programs that use rural based training (AHEC). Increase students' exposure students to community based practices. Identify students who might be interested in practicing in rural areas and expose them to opportunities in those regions so that they can decide if working in rural areas is right for them.
2. Monitor health professional supply, utilization, and cost statistics so that there is an appropriate response to shortages that doesn't over respond to market fluctuations. The university should create a mechanism for professionals to access and utilize this information.
3. Eliminate the barriers that prevent our universities and community colleges from providing needed healthcare professionals. Act on the information that is already known about healthcare needs and apply that information in our programs.
4. Use existing templates that have proven results to address healthcare problems.
5. Areas like mental health, substance abuse, disability, and domestic violence need to be looked at by the university so that methods and programs can be identified to address these statewide issues.

Energy and the Environment

1. Take control of our environmental footprint and reduce our environmental impact. Allow universities to keep the savings that they render from implementing energy conservation measures as an incentive to act in a sustainable manner.
2. Use lifecycle analysis in the building of our infrastructure. Streamline building project implementation so that the time from design to actual construction is reduced and the pressure to "value engineer" sustainable aspects out of our construction is eliminated.
3. The university fleet should be composed of flex fuel or alternative fuel vehicles coupled with the reduction of overall vehicle miles traveled.



4. Establish and link sustainability group on each campus coupled with a system wide group that brings together all stake holders to address the issues of energy and the environment and is empowered to make decisions.
5. Create environmental institutes at all campuses, and coordinate their efforts system wide.
6. Connect extension efforts across the state with the experts from across the system, particularly those not at the institutions known for their extension programs (NCSU, NCA&T).
7. Bring economic benefits to rural areas through development of energy and environmental business opportunities.
8. Educate our teachers on how to integrate ecological and environmental components into science and non-natural science areas of instruction.
9. Create a Scholars Council on Energy and the Environment which will serve as the brain trust for system level environmental focus action, collaboration and research.
10. Look at the "triple bottom line" of our universities.



Group 3: Our Children and Their Future: University Access and Public Education

Recommendations:

1. Improve the quality and quantity of public school teachers.
 - Teachers tend to teach within 50 miles of where they earn their degree; 2+2 programs will help increase number of teachers in rural and underserved areas.
 - “Teach for NC program” could help attract strong students/graduates to the teaching profession.
 - Target scholarships to STEM majors and foreign language majors to encourage them to major in education.
 - Explore innovative teacher recruitment strategies (ex: In Kentucky, Community College tuition rate transfers to university for STEM majors; in Virginia, scholarships offered for Community College transfers to university for STEM education majors; Yale teaching initiative / 8th grade initiative).
 - Strengthen partnerships with private entities/business (STEM-based business and industry) to support employees to teach in STEM areas (visiting teacher model).

2. Use UNC expertise to help address the drop-out rate in North Carolina.
 - Research whether raising the compulsory attendance age to 18 would be beneficial (“Raising aspiration raises performance”).
 - Collaborate with SAS and Curriculum Pathways project to identify at-risk students earlier in their academic careers and develop strategies to improve academic achievement.
 - Identify through research the causes of drop-out trends, particularly at grade levels where drop-out rates spike (such as 9th grade).
 - Link university research and expertise with state-level efforts (such as Legislative Study Commissions).
 - Educate students on the need for education (ex: manufacturing jobs have evolved and are more complex, so higher education is increasingly important for job/career success).
 - Take to scale existing successful programs (ex: Cities in School).

3. Improve teaching skills of public school faculty.
 - Create professional development programs for teachers that highlight innovative teaching methods (ex: Gates Foundation New Schools Project).
 - Recognize existing paradigms in public education teaching methods and the need for more innovative approaches and reforms to existing



paradigms – and develop reward systems / incentives for teachers to be innovative.

4. Remediate students at-risk of low performing.
 - Improve curriculum alignment between high school courses and university general education courses.
 - Improve alignment between high school graduation requirements and college admission requirements.
 - Provide better information about college admission requirements and offer stronger academic advising at secondary school level.
 - Develop a standardized definition of “college readiness” so that expectations for college attainment are clearer.
 - Expand summer bridge programs.
 - Increase contingency admission programs (recognizing the differences in the quality of public education across the state, and don’t assume that poor-performing schools always produce poor-performing students who don’t have potential to succeed in higher education).

5. Address the shortage of science and math teachers, especially in rural areas.
 - Better utilize the resources and expertise of the NCSSM – communicate best practices to science/math teachers statewide; increase broadcast capabilities of classes for underserved areas; increase geographic diversity of students attending school; use NCSSM as a “teaching laboratory” for science and math teachers in the state.
 - Partner NCSSM with community colleges for increased STEM education in underserved areas.
 - Explore establishing regional programs, modeled on NCSSM in western and eastern North Carolina to enhance science and math teaching.
 - Solicit support from DPI/SBOE for increased utilization of NCSSM expertise, and communicate more broadly to LEA’s on NCSSM’s resources.
 - Increase efforts to recruit students into the teaching profession, especially in Science and Math, earlier in their lives (even as early as elementary school).
 - Study effects of differentiated salaries in high-need teaching areas, such as science and math.
 - Create more internship and mentorship opportunities with private business.

6. Increase University access.
 - Recognize lack of access to broadband internet service in some regions when establishing additional mechanisms for education delivery; utilize UNC resources (such as MCNC) in increasing broadband access.



- Broaden and innovate delivery of courses and degree programs (online, distance education, satellite campuses, adult learning centers etc.).
 - Secure funding for year-round enrollment.
 - Support on-going efforts between UNC and Community Colleges to strengthen and streamline articulation agreements between the two systems (develop more seamless relationship).
7. Increase educational attainment of underserved and at-risk populations.
- Identify specific strategies for serving Hispanic students and increasing their educational attainment.
 - Collaborate with private entities to identify and increase scholarship opportunities.
 - Focus research efforts on impact of growing Hispanic population and issues related to their educational attainment, including undocumented students.
8. Increase global awareness.
- Take to scale existing UNC programs that focus on global awareness and global education.
 - Increase study abroad opportunities, including through technology and “virtual” collaborations.
9. Maintain affordability and increase financial aid options.
- Reaffirm commitment to affordability of UNC.
 - Communicate more broadly information on financial aid opportunities.
 - Focus on goals and missions of UNC when examining student tuition and fee increases.



Group 4: Our University's Outreach, Engagement and Innovations

Recommendations:

1. Promote innovation and entrepreneurship at the K-12 and University level.
2. Apply and translate research more broadly.
 - a. Align campus programs with regional needs as the driver for applying the skills and resources of University faculty.
 - b. Develop stronger partnerships with business and industry, government agencies and non-profits.
 - c. More inter-institutional collaborations that readily respond to the needs of the regions.
 - i. Development of academic programs
 - ii. Library support
 - iii. Research
 - d. Consider web portals to serve as the entry point for information access.
3. Improve articulation between our own campuses and with international universities.
 - a. Send faculty overseas
 - b. Send students overseas to work, not necessarily to study (cultural immersion)
 - c. Set percentage goals to provide international experience for our faculty and students.
4. UNC should be the catalyst for inclusive discussions on social issues that are present in regions across our state with an eye toward creating tolerance and instilling a sense of community.
5. Develop a strategic plan for scholarly-public service on each of our campuses that is detailed and specific in definition and scope.
 - a. BOG and President should make a statement about the importance of public service among faculty in order to provide leadership in this area
 - b. Ask campuses to consider standards in RPT process, promoting a dialogue on each campuses (recognizing that some disciplines lend themselves more naturally to community involvement than others)
 - i. This plan would link to the strategic needs of that region
 - ii. Faculty across the disciplines would be motivated to apply their research to these areas, while engaging with the community
 - iii. Develop a plan to fund public service



6. Examine the missions of the 16 Universities in light of state and regional needs from a “system” perspective.
7. Examine whether the extension services, School of Government and AHEC provide a model for the offering of University services and resources.
8. UNC should create a problem solving mechanism.
 - a. Study Scholars Council as a model to work on solving issues/challenges facing our state in a shared manner (ex. Sustainability)
 - b. They should be virtual groups that work inter-institutionally and are organized by fields of expertise
9. University programs, especially research programs (innovations/technology), should be globally competitive in order for them to be globally relevant and significant (applied and basic).