



## **Campus Visit Summary** **University of North Carolina Wilmington**

Campus Visit Date: May 17, 2007

### ***Brief Overview***

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

UNCW is located in Wilmington, an historic port city in the southeastern region of the state. Equidistant between the Cape Fear River and the Atlantic Ocean, campus buildings of modified Georgian architecture are nestled among moss-laden oaks and towering pines.

- Total Enrollment Fall 2006: 11,839
- Undergraduate Enrollment Fall 2006: 10,723
  - 85% white, 5% black, 6% other, 1% American Indian
  - 59% female, 41% male

### ***Campus definition of its “region”***

Most outreach programs of the campus primarily serve an 8-county region in southeastern North Carolina encompassing the counties of Bladen, Brunswick, Columbus, Duplin, New Hanover, Onslow, Pender, and Sampson. For enrollment purposes, the reach of the campus is statewide and beyond, with roughly 25% of students coming from the Triangle, Triad, or Charlotte region in recent years. Within the past 3 years, students have come to UNCW from all 100 of the state's counties. In regard to some academic and research programs, UNCW's region is coastal North Carolina. This is true not only in the marine sciences, but also in programs like the master's in public administration, which focuses on producing leaders for local governments who understand the issues that are specific to a coastal location.

### ***Current responses to regional and statewide needs***

The campus highlighted the following programs and initiatives as representative of its efforts to meet regional and statewide needs:

- Economic Transformation –
  - *Film Industry* – Department of Film Studies was created in response to growth of the Wilmington film industry and works closely with industry leaders.

- *Public Administration* – program focuses on issues important to coastal environments and governments.
- *Business school emphasis* – programs in the business school currently focus on entrepreneurship, international business, and management, reflecting current industry trends; MS in Computer Science and Information Systems addresses need for professionals in these fields.
- *Economic Outlook Conference* – annual conference involving public and private sector discussing economic issues important to the region.
- *Center for Business and Economic Services* – works with regional economic developers, conducts economic impact studies, and produces regional data book.
- *SBTDC Boating Industry Services* – offers business assistance to the boating and marine industry.
- *Office of Technology Transfer* – provides bridges between student and faculty researchers and external partners for funding of late-stage research with commercial and patent potential. Nine recent invention disclosures and patent filings, in areas ranging from “pharmaceuticals from the sea” and mariculture to ligand technology and computer science, have resulted in three privately funded companies based on UNCW technology and a licensing agreement with AAIPharma to develop certain UNCW intellectual property.
- *Executive Development Center* – hosts events and meetings for regional corporations, nonprofits, and government agencies (27,000 participants last year).
- *Transatlantic Business School Alliance (TABSA)* – dual-degree program with 4 European institutions to provide students with greater international exposure.

Education –

- *School of Education needs assessment* – formal needs assessment of public schools in the region conducted every 3 years via meetings with superintendents and central office personnel; leads to development of partnership agreements between the school systems and campus.
- *Doctorate in Educational Leadership* – based on documented regional need; approved to begin in Fall 2007.
- *Traditional Teacher Preparation and Lateral Entry* – UNCW is one of the largest producers of North Carolina’s teachers; the top 4 (ASU, ECU, UNCC, and UNCW) together produce approximately one-half of the teachers produced by North Carolina’s public universities.
- *2+2 agreements with community colleges* (Brunswick, Cape Fear, Coastal, and Southeastern Community Colleges) – increases number of teaching students to address teacher shortage.
- *Teaching Fellows Program* – attracted 144 students last year.
- *Onslow County Extension Program* – offers degrees in education and programs in teacher licensure at Coastal Carolina Community College and Camp Lejeune (degree programs in criminal justice, nursing, and liberal studies also offered through this program).

- *First Years of Teaching Support Program* – faculty provide new teachers (first 3 years) with mentoring, support, and instructional materials; served 568 new teachers last year.
  - *Coalition for Transition to Teaching (“Troops to Teachers”)* program markets teaching degree program to retired military personnel.
  - *Professional Development System* partnerships (with 10 LEAs, 1 charter school, and Camp Lejeune) provide professional development programs for teachers (66 conferences, seminars, and training programs conducted during the past 2 years with total participation of 5,567 educators).
  - *Science and Math Education Center* – offers science, math, and technology professional development seminars; 782 teachers served last year
  - *ESL add-on licensure program* – increases number of teachers proficient in Spanish language.
  - *Fast Track Trimester initiative* – students receive 4-year teaching degree in 3 years by attending classes year round. (pending General Assembly action)
  - *Youth summer camps and after-school programs* – over 6,000 youth participate annually in academic-oriented summer camps and after-school programs on campus, such as Marine Quest, the Youth Entrepreneurship Program, tutoring programs, and career exploration camps.
  - *Youth Computer Literacy workshops* – in partnership General Electric, UNCW faculty serve youth in New Hanover County (approximately 100 per year) who have not met the high school computer competency requirement.
- Environment –
    - *National Undersea Research Center (NURC)* – NOAA-funded research program focusing on marine studies extending along eastern seaboard and gulf coast.
    - *Center for Marine Science* – responds to a number of needs in the marine sciences area, including
      - Marine biotechnology research with potential for spin-off companies
      - Marine biopharmaceutical research with potential for marine-based drug patents
      - Commercial mariculture operations studying innovations in mariculture and aquaculture stocks (flounder, black sea bass)
      - Coastal Ocean Research and Monitoring Program (CORMP) provides marine and weather conditions reports to the public through real-time monitoring
    - *Business of Marine Biotechnology Program* – provides business education for bench scientists and leads to spin-off businesses and tech transfer in marine biotechnology field; post-doctoral researchers pursue advanced business degree (MBA) during evenings and weekends.
    - *Master’s in Environmental Studies Program* – responds to need for better educated professionals in environmental sciences fields.
    - *Disaster Resistant University* – develops innovative approaches to campus responses to and mitigation against disasters, and provides emergency management training for local emergency management personnel.

- *Small Business assistance* – offered through SBTDC as well as Business Affairs division, and includes programs such as seminars for historically underutilized businesses in securing government contracts.
- *Lifelong Learning – Odyssey* programs provide continuing education topics in marine sciences for adults; *Planet Ocean* lectures include national experts and UNCW faculty providing public education sessions on marine science research.
- Health –
  - *Nursing* – innovative programs to increase the number of nursing graduates include
    - “Navy to Nurse” program at Camp Lejeune to recruit retired navy medical personnel into the campus nursing program
    - Camp BONES (Brigade of Nurse Exploring Seahawks) outreach program in area middle schools to educate students on career opportunities in nursing
    - Nursing courses offered online in addition to traditional classroom setting
    - Gerontology/End of Life focus educates nursing students in geriatric care; students provide health assessments for senior citizens
  - *Bolton Health and Wellness Center and other clinical sites* – nursing students perform clinical practice experiences in health clinics in Onslow, Pender, New Hanover, and Brunswick counties.
  - *Camp Special Time* – nursing and Department of Health and Applied Human Sciences students perform clinical practice experience with children of military families at Camp Lejeune suffering from developmental disabilities and chronic illnesses.
  - *CROSSROADS Substance Abuse Prevention and Education Program* – training program for high school peer mentors in substance abuse prevention strategies.
  - *Firefighters Physical Fitness assessment* – students conducted comprehensive fitness assessments of New Bern and Wake Forest firefighters.
  - *Clinical Research degree program* – developed in partnership with PPD (Pharmaceutical Product Development, Inc.), program addresses need for professionals in the pharmaceutical industry; students serve internships in local pharmaceutical companies.
  - *Obesity Prevention Initiative/proposed Center for Health Promotion and Disease Prevention* – faculty are involved with community-based intervention programs.
  - *Health disparities* – campus co-sponsors “From Our Heart to Yours” annual heart disease screening for area African-American women.
- Social Issues –
  - *Quality of Life conferences* – multidisciplinary conferences in which faculty present research findings on issues impacting the quality of life in the region

ranging from health and wellness to education; input from attendees at the conference is solicited in developing future conference agendas.

- *New master's programs in Criminology and Public Sociology, and Applied Behavioral Analysis option in Psychology* – responds to need for more professionals in these fields.
- *Osher Lifelong Learning Institute* – offers non-credit personal enrichment courses in art, history, languages, philosophy, science, technology, current events, and other areas of study; enrollment averages 9,000 per year.
- *The Learning Network* – educational programming produced by faculty and students and aired via Time Warner Cable on local station (*The Montford Point Marines* documentary is an example of the campus' original productions).

### ***Methods of identifying and incorporating regional and statewide needs into academic mission***

- *Strategic Planning Process* – The campus incorporates regional needs assessments into its strategic planning process by collecting and analyzing data on demographics and workforce trends, establishing benchmarks for meeting targets, and conducting forums on campus and in the community to receive input on regional needs. Specific measurable goals are prioritized and updated on an annual basis.
- *Advisory Boards* - Each college and school, as well as many departments and programs, has an external advisory board made up of business and community leaders through which input on degree programs and initiatives is received and incorporated into strategic plans. The campus also receives input from other boards such as Board of Trustees and Board of Visitors, Foundation Board, and the Parents' Council.
- *Vice Chancellor for Public Service and Continuing Studies* – This division helps develop and coordinate the campus' responses to regional needs, and receives input from a board of advisors. The division's focuses include lifelong learning, youth programs, event and conference management, media production, workforce and economic development, and scholarly community engagement.
- *Economic Transformation Council* – This campus-based council is charged with assessing and aligning the campus' strengths with regional needs; input is received by conducting county-by-county visits with public and private sector leaders; work is coordinated by an assistant vice chancellor for economic and workforce development.

### ***Teaching Innovations (soft skills development, experiential learning, etc.)***

- *Service learning* - The Division of Student Affairs holds social responsibility as one of its main core values. During the last academic year, students completed over 35,000 hours of community service programming, service-learning, and volunteer activities. Each year, over 2,000 students complete internships for academic credit, working in for-profit, not-for-profit, and governmental organizations.

- *Experiential learning is key* - The School of Nursing is a leader in simulation technology, instruction, and research and works closely with community colleges and other UNC campuses in this region. Additional research and outreach activities such as Camp Special Time in Onslow County and work with the Bolton Health Center provide service to the region and learning experiences for nursing students.

### ***Enrollment growth – General/Special Populations***

- In the admissions process, UNCW gives particular attention to recruiting within southeastern North Carolina, a region that includes numerous inland counties that are rural and lack the same levels of educational opportunities and performance that exist in many parts of the state.
  - Despite the challenge, UNCW continues to recruit significant numbers of freshmen and community college transfers from the region. Using an 8-county definition of region the number of regional students enrolled at UNCW has increased from 3,731 in fall 1996, to 4,355 in fall 2006.
  - At the same time, UNCW is increasingly serving the needs of students in the fast-growing metropolitan areas of the state, with enrollment from Wake, Durham, Forsyth, Guilford, and Mecklenburg counties increasing from 1,523 in fall 1996, to 2,478 in fall 2006.
  - Both freshmen and transfers come to UNCW from throughout the state. UNCW is second within UNC in the number of community college transfer students who enroll each year.
- Diversity is another factor that receives particular emphasis in the admissions process, as well as in the curriculum.
  - Within the admissions office, recruitment of the growing Hispanic population is a focused effort.
- Yet another current emphasis in the admissions process is the intentional focus on the recruitment of future teachers and nurses.
  - UNCW's planned enrollment growth is demand-driven and thus will occur largely in teacher education, nursing, and selected graduate programs of high demand in relation to the region and the state.
  - This will result in steady yet modest growth, with enrollment reaching approximately 15,000 by 2017.

### ***Faculty Issues***

- *Transitioning new nursing faculty to academia* - Nursing faculty are often recruited from among practitioners who need assistance in transitioning from clinical practice to academia (building curriculum, teaching skills, student assessment, etc.); the campus expressed a need for assistance in providing transition programs for this group of faculty.
- *Faculty pay* – Given the high cost of living in the Wilmington area, low faculty salaries present a challenge in recruiting and retaining qualified faculty.

- *Faculty retirement and attrition* – The office of institutional research assesses and analyzes trends in faculty retirement and attrition, yet additional attention to these trends is needed.

### ***External Communications***

- *UNCW Today and Tomorrow Web page* – The campus has included a page on its Web site that contains information about how the campus is currently meeting the needs of its region. This information portal provides a good opportunity for stronger marketing of campus programs and services.
- The campus does not comprehensively assess its impact on the region, although it regularly conducts studies of its regional economic impact and plans to participate in the Carnegie Community Engagement Elective Classification, which includes more comprehensive assessment of regional impact. External research grant dollars used for service to the region are tracked.

### ***Barriers and Challenges facing the campus***

- *Diversity* -- Although the university is committed to equality of opportunity and to achieving greater diversity of students, faculty, and staff in all areas of the university community, the pace of progress in this area has been slower than progress on other priorities. Diversity is one of seven strategic goals and is a component of several priority progress measures (e.g., reducing disparities in retention and graduation rates).
- *Start-up of new graduate programs* – Because funding for degree programs is based on student enrollment, it is difficult to start up new degree programs (purchasing equipment, hiring new faculty, etc.) when students are not yet enrolled. Start-up expenses of science-based graduate programs can be funded with external grants; such funding is limited for non-science graduate programs (humanities and liberal arts).
- *Recruiting and retaining graduate students* – The lack of tuition remission funding makes attracting high quality graduate students difficult.
- *Lack of funding for summer school programs* - Because summer school enrollment is not state supported, student access to summer programs is limited. This barrier is particularly problematic as the campus tries to develop innovative programs that accelerate student progress toward degrees such as the “fast track” education degree program in which students can complete the traditional 4-year program in 3 years by attending classes year-round.
- *Providing extension services without receiving designated extension funding* – Through its Extension Program in Onslow County/Camp Lejeune, the campus

provides many services to the region that are similar to a land grant university's extension offices (e.g., advising and consultation services; programs for military families), but is not funded to perform these services as a land grant institution is (which receives funding for extension offices and extension faculty). This lack of extension funding presents challenges to the campus engaging more comprehensively with the region. Despite this lack of funding, UNCW's Extension Program does have significant impact:

- Enrollment in extension courses increased 30% in 2006 (2,034 students)
- Student credit hours also increased 30% in 2006 (6,200 credits)
- Number of online sections increased 158% in 2007
- Total number of extension and online courses increased 96% in 2005 (229 course offerings)

### ***Opportunities***

- *System-wide marketing for high need professions* – In recruiting students for high-need professions, such as teaching, nursing, and STEM disciplines, the campus suggested developing a marketing plan that would include all UNC campuses that offer degree programs in the high-need profession or discipline.
- *Comprehensive communications plan* – Marketing and public relations support would enable the campus to better communicate broadly its programs and services (Cameron Business School noted the need to “tell our stories”).
- *Increasing programs at Camp Lejeune* – With 43,000 military personnel stationed at Camp Lejeune and an anticipated increase of 5,000 new personnel in the next two to five years, UNCW's existing Extension Program offers a strong opportunity for increasing programs and course offerings to military personnel. For example, there is a critical need for substance abuse counselors at the base (counselors' current case loads are double the state norm). Additionally, the 20,000 base troops currently serving in Iraq and Afghanistan will require counseling services when they return. The campus is currently exploring establishing master's and/or bachelor's level programs in social work with concentration on military related issues (substance abuse, domestic violence). Another example of potential expanded programming is providing more degree offerings to retiring military personnel (“Troops to Teachers” and “Navy to Nurses” are examples of two such programs).
- *Building on regional strengths* –Corporate leaders, members of UNCW volunteer boards, and others have helped UNCW identify academic and outreach programs that would enhance the future economic well-being and quality of life for southeastern and coastal North Carolina. These include opportunities to build on the existing world-class programs in marine sciences, programs relevant to the proposed international port in Brunswick County, programs to better serve the hospitality and tourism industry, programs in engineering to meet the needs of existing and expanding industry partners in the region, and programs that better address the needs of an aging population and the continuing influx of retirees.