The Western Carolina University
Millennial Initiative Select Committee
Final Report to Chancellor David O. Belcher

Table of Contents
I. Executive Summary ................................................................. 1
II. WCU’s Mission and Vision ........................................................ 3
III. The Chancellor’s Charge and the Work of the Committee................................................................. 4
   A. The Chancellor’s Charge ..................................................... 4
   B. The Work of the Committee ................................................. 6
      1. Visit to N.C. State’s Centennial Campus -
         10 February 2012 ............................................................. 6
      2. Visit to UNC-CH’s Carolina North - 10
         February 2012 ................................................................ 8
      3. Visit to UNC Charlotte’s Charlotte
         Research Institute - 29 February 2012 ..................... 9
      4. Visit to David H. Murdock Research
         Institute - 29 February 2012 .......................... 12
      5. Faculty/Staff/Student Forum - 16
         March 2012 .................................................................. 12
IV. A Vision for the WCU Millennial Initiative ............... 13
A. The Millennial Initiative Will Fulfill and Promote the Strategic Direction of WCU ............. 14

B. Engaging the Community and Region ............. 19
   1. Building Capacity .................................. 20
   2. Convening Opportunities ......................... 22
   3. Partnership Development with Regional and National Groups ......................... 25

C. The Millennial Initiative Will Have an Institutional Process for Effective Leadership and Management of the Millennial Campus and Its Partnerships ................................................................. 28
   1. Organization and Process .......................... 28
   2. Reporting Relationships and Organizational Structure ......................................... 30
   3. Criteria for Partnerships/Tenants on the Millennial Campus ........................................ 32

D. The Millennial Initiative Will Promote the Core Competencies of WCU ...................... 34
   1. Core Competencies Defined ....................... 34
   2. Core Competencies of the University and Linkages to the External Community .... 35

E. The Millennial Initiative Will Aggressively Pursue Public/Private Partnerships ............. 43
F. The Millennial Initiative Will Have Special Relevance to Health Care Needs in the Region, State and Nation ................................................................. 47

G. The Millennial Campus Will Have Supportive and Sufficient Infrastructure ........... 56

H. Short-Term/Long-Term Goals and Metrics ...... 67
   1. Short-Term Goals and Metrics....................... 67
   2. Long-Term Goals and Metrics....................... 70
The Millennial Initiative Select Committee
Final Report to Chancellor Belcher

I. Executive Summary

Western Carolina University’s Millennial Initiative\(^1\) presents an extraordinary opportunity for Western Carolina University to reaffirm and reinvent its role as a regional educational and entrepreneurial leader in the region of Western North Carolina. This report proposes strategic uses and objectives of the Millennial Initiative, recommends an institutional process for the administration and leadership of the Millennial Initiative, and proposes long- and short-term goals associated therewith. It is the unanimous consensus of the committee that a strong, vibrant and energetic leader should be appointed to lead and manage the future development of the Millennial Initiative, and that such task should be that individual’s sole job. As the leadership team of the Millennial Initiative is developed, it will be important to be mindful of the fact that any engagement with public/private partners has to be both nimble and quick, as the pace of private development

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\(^1\) The term "Millennial Initiative" is intended to convey the breadth of opportunities available, including the designation of campus parcels both east and west side of N.C. Highway 107, as land available for use and development under the Umstead Act. Although at times the term "Millennial Campus" is used in this report, it is not intended in any way to connote that such designated area is separate from any part of the campus of Western Carolina University. WCU is one campus, portions of which have been designated as “millennial” under the Umstead Act.
exceeds that of the regular course of business in the academic world. In addition, the university should be selective in choosing partners; not all partners may be a good fit for the university. This report suggests criteria for the selection of partners. Regional entities that focus on entrepreneurial development should be contacted and those relationships should be nurtured.

Of key importance are the concepts of faculty buy-in and student linkage with partners’ activities. Participation of faculty in the Millennial Initiative is, in many ways, a dispositive element. Embodied within this report, as a short-term goal, are suggestions for educating the faculty about their importance and mechanisms to begin the process of obtaining their engagement in the development of the Millennial Initiative.

Finally, as Western Carolina University begins the process of bringing the dream of the Millennial Initiative to reality, the development of the Millennial Initiative should be based upon the core competencies of Western Carolina University. This report suggests such core competencies and matches those competencies to potential endeavors.

**WCU Millennial Initiative Select Committee members**
• Steve Warren, chair
• Joan MacNeill, chair of the WCU Board of Trustees
• Jack Cecil, president of Biltmore Farms
• Phil Drake, president of Drake Enterprises Limited
• Teck Penland, former chief executive officer, Mountain Area Health Education Center
• Susan Jenkins, executive director, Cherokee Preservation Foundation
• Diane Lynch, chief of staff, WCU Office of the Chancellor
• Ed Broadwell, president/chief executive officer of Hometrust Bank and member of the WCU Board of Trustees
• Louis Buck Jr., former interim dean, WCU College of Business
• Richard T. Williams, senior vice president of environmental health and safety at Duke Energy Corp.; president of the Duke Energy Foundation; and vice chairman and treasurer, Duke Energy
• Clifton Metcalf, WCU vice chancellor for advancement and external affairs

II. WCU’s Mission and Vision

WCU’s Mission

Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and
international experiences. The university focuses its academic programs, educational outreach, research and creative activities, and cultural activities to improve individual lives and enhance economic and community development in the region, state and nation.

**WCU’s Vision**

Western Carolina University will be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.

**III. The Chancellor’s Charge and the Work of the Committee**

**A. The Chancellor's Charge**

This report fulfills three fundamental tasks assigned by the chancellor's charge received on 18 January 2012: 1) Evaluate and propose strategic uses and objectives of the Millennial Initiative; 2) recommend an institutional process that will engage both the institution and external constituents in considering and evaluating future possibilities of the Millennial Initiative, and 3) propose long- and short-term goals with appropriate plans and metrics for the Millennial Initiative.
Millennial Initiative development should be, at its essence, a consistent effort for regional economic and community development associated with opportunities for engaged learning. Thematically, vibrant public/private partnerships – as endorsed and empowered by the Umstead Act\textsuperscript{2} – should be at the center of development efforts.

Although the portions of property designated as “millennial” on WCU’s campus are unique, it is, and shall always be, integrated with the campus as a whole, both in spirit and mission. The central tenets, combined with the visionary principles of the 2020 Commission, as recently adopted by the WCU Board of Trustees, will illuminate the forward progress of Millennial Initiative development. Investments of faculty/student talent and state funds should be directed toward those fundamental points of intersection between WCU’s mission and regional/community development. In addition, leaders of the Millennial Initiative should be mindful of the goals embodied in the nationally recognized Quality Enhancement Plan.\textsuperscript{3}

\textsuperscript{2} Article 11, Chapter 66, of the North Carolina General Statutes (the Umstead Act) is appropriately titled “Government in Business.” As noted by university counsel Mary Ann Lochner during the 18 January 2012 meeting, development of the millennial campus must be consistent with the university mission of teaching, learning and activities of economic development that enhance and support that mission. (See Appendix page 28, comments by Ms. Lochner.) NCGS § 116-198.35, titled “Issuance of bonds and bond anticipation notes,” provides authorization for the issuance of revenue bonds for the financing of projects on a Millennial Campus.

\textsuperscript{3} The importance of the Quality Enhancement Plan was raised during the faculty/staff/student forum held 16 March 2012. (Appendix page 63, Item 6; see www.wcu.edu/12286.asp)
B. The Work of the Committee

The Millennial Select Committee has met a total of nine times. In addition to meetings held on campus, the committee took the opportunity to meet with officials from: 1) N.C. State’s Centennial Campus (10 February 2012)\textsuperscript{4}, 2) UNC-CH’s Carolina North (10 February 2012), 3) UNC Charlotte’s Charlotte Research Institute (29 February 2012)\textsuperscript{5} and the David Murdock Research Institute (DHMRI) (29 February 2012). The committee also held a faculty/staff/student forum on 16 March 2012. The information most relevant to the WCU Millennial Initiative came from N.C. State and UNC Charlotte.

1. Visit to N.C. State – 10 February 2012

The overarching message of the N.C. State Millennial leadership team was the need to be creative and nimble in taking advantage of the opportunities presented to a millennial campus. “Partnering is a contact sport,” noted Mike Harwood of the Centennial Campus Development Office – and by that he meant those in leadership positions of a millennial campus need to understand their business counterparts expect

\textsuperscript{4} See Appendix page 45.
\textsuperscript{5} See Appendix page 56.
timely and responsive engagement from their academic counterparts. Decisions regarding leasing arrangements, partnership agreements, and the fulfillment of promises have a different pace than exists in the academic environment. It is this building of an “entrepreneurial culture” that should always be nurtured and continuously maintained in the setting of a millennial campus.

The development of N.C. State's Centennial Campus over the last 25 years has resulted in some valuable central tenets. First, from a university perspective, the leaders of a millennial campus should not be hesitant in advising a “partner” that if things have not worked out as planned and expectations have not been met, the partner should be prepared to leave at the end of the contract term. Second, it is important to have a set of criteria for partner selection developed by the university.6 Finally, boldly emphasized by the N.C. State

6 By way of illustration, see the decision flowchart used by N.C. State on Appendix page 108 and the components of “Partnership Engagement” on Appendix page 109. Also, see the discussion of the evaluative criteria used by N.C. State contained in the historical retrospective: The five criteria (for potential tenants) are: 1) The organization should have an established relationship with some unit of the university, or there must be an expressed interest by the organization and the university in establishing such a relationship. 2) The organization could have an interest in the university’s intellectual property, i.e., patent or copyright or in the unprotected research produced by our faculty and/or graduate students. 3) The organization could have been a sponsor of research or a member of one of the university’s established centers or institutes. These multidisciplinary units, with their corporate members, are a natural precedent to resident partnership status. 4) The organization should have as its principal activity the conduct of research or research related management in their facilities on Centennial Campus. Research and development is a logical extension of research. If manufacturing is involved, it should be in pilot or limited units of production. 5) The organization should present
team, was the central key that faculty\(^7\) must be involved in all aspects of the business partnership and development of a millennial campus – without it the model does not work.

2. Visit to UNC-CH’s Carolina North – 10 February 2012

Following the visit to N.C. State’s Centennial Campus, the committee visited with the leadership team from UNC-Chapel Hill’s Carolina North – the designated millennial campus for UNC-CH. The real take away from that visit, in the setting of local governmental control over zoning issues, is the need to maintain and nurture the relationship with external constituencies. Because UNC-CH anticipates the development of its millennial

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\[^7\] As stated by Amy Lubus from N.C. State: “You want to have faculty there when you are engaging these partnerships. You do not want to waste the faculty’s time. The faculty has to see what’s in it for them. We are very respectful of their time and [do] not overburden them. The Centennial Campus also produces for the faculty. You have to build that trust in relationship both with the partners and internally with the faculty.” (Appendix page 47, Item 2)
campus will be aligned with its R1 research mission, there exist very few parallels for development with the WCU Millennial Initiative.

3. Visit to UNC Charlotte’s Charlotte Research Institute – 29 February 2012

The visit to the Charlotte Research Institute (CRI) by the committee on 29 February 2012 was particularly instructive in how a millennial campus presents unparalleled opportunities for the university to become not only a catalyst for, but an integral part of, a vibrant business environment, endemic to the local region.\(^8\) Students, of course, are central to this effort. CRI officials have developed different ways to be connected to their students and constituents around the region. They offer courses in satellite locations. They have built a 90,000-square-foot building that is 75 feet away from a light rail line that runs through Charlotte. Outreach efforts include inviting existing companies to campus.\(^9\) UNC Charlotte promotes itself as the university for technology and business partnerships. The focus has

\(^8\) See the various research centers located at CRI, which include bioinformatics; Center for Precision Metrology; Infrastructure Design, Environment and Sustainability Center (IDEAS); Motorsports; and Nanoscience Initiative. (Appendix page 193)

\(^9\) In response to a question from Teck Penland regarding the mix of businesses, the CRI leader stated, “We spend a lot of time meeting with business folks and understanding what their objectives are. [The region] has industries that overlap with their areas of competency. (CRI) wants to do a few things very well” (Appendix page 62). “Because we state up front what we are looking for, the companies tend to be self-selecting.”
been on applied science and engineering. Its business incubator\textsuperscript{10}, the Ben Craig Center\textsuperscript{11}, provides office space and advisory services, including access to a network of business leaders. Business offices are housed in the same buildings as academic offices.\textsuperscript{12} CRI leadership engages frequently with the Chamber of Commerce, U.S. Economic Development Agency and Charlotte Regional Partnership. Foundational grants have assisted in efforts to grow the research enterprise. Buildings on the campus have been funded through some type of state-secured funding. For example, the new Portal (Partnership Outreach and Research to Accelerate Learning)\textsuperscript{13} Building was funded with part of a $140 million bond issue. Servicing the debt will come from a combination of endowment and foundation funds, and the facilities and administrative (F&A) portion of federal research grants.

An excellent comparison of the approaches of our sister institutions' development of their respective millennial campuses was constructed by Susan

\begin{itemize}
  \item There have been 125 companies benefiting from the services of the Ben Craig Center. The goal is two successful startups per year. Such a business incubator would fit well on the WCU millennial campus, drawing from the high skill set of WCU College of Business and Kimmel School faculty connections to regional business leaders.
  \item It appears that CRI may rebrand and rename the Ben Craig Center. (Appendix page 189 and page 192)
  \item As put by one CRI leader – “when we build today, the buildings are constructed with partnerships in mind. Suites of offices are set aside – these are attractive offices with windows and carpet – these suites are for the business partners.” (Appendix, page 61)
  \item See Appendix page 195.
\end{itemize}
Jenkins. Common to the approaches is the vital participation of the institution’s faculty. Faculty buy-in and their enthusiastic participation is central to bridging the connection between private partnerships and student opportunities within those partnerships. Fostering an entrepreneurial culture is key and is the one characteristic that is essentially unique to a millennial campus, for that is the underlying opportunity presented by the N.C. General Assembly’s enactment of the Umstead Act. Building relationships with external, like-minded, local and regional organizations whose missions include identifying economic needs and economic development is another common denominator of UNC system millennial campuses. As an example, UNC Charlotte maintains a healthy and robust relationship with local chambers of commerce and economic development entities. Finally, as explained later within this report, each university has identified what it believes its core competencies are and only engages private/public partners that are consistent with those competencies. Central to this

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14 See Appendix pages 66-70.
15 As noted by N.C. State’s team: “You need to work closely with economic development entities. They [N.C. State and economic development entities] work together and play well together, so if there is a prospect, we work with them and ... ask them to come to the table. They do meet regularly with economic development groups and let them know about their potential partnerships and what projects they are working on. They work with the Department of Commerce for their projects and try to be a team. ... They were not team players early on – not on purpose, they just didn’t recognize the value they brought to the table.” (Appendix page 50, Item 52)
16 As noted by Amy Lubas from N.C. State, in identifying potential business partners one should not miss the opportunity to assess what current relationships the university has with outside businesses. Once a company is permitted to be a tenant on the Centennial Campus, the university is continually working with them to
concept is the phrase employed by N.C. State: “What is ‘win-win’ for both the university and business community?”

4. Visit to David H. Murdock Research Institute – 29 February 2012

The David H. Murdock Research Institute (DHMRI), located in Kannapolis, N.C., provides advanced research technologies to academic, government and industry scientists devoted to improving human health through advancements in nutrition, pharmaceuticals and agricultural products. The UNC system works with DHMRI, as evidenced by the fact that President Tom Ross is on its board of directors. Researchers from seven of the 16 UNC campuses are located at DHMRI. The committee would encourage appropriate representatives of WCU to explore opportunities that may exist for WCU in association with DHMRI. Clearly, WCU’s leadership in the field of health care provides a natural connection to the current activities of DHMRI.

5. Faculty/Staff/Student Forum – 16 March 2012

continue to build and leverage on that relationship. “It is a constant re-education.” Chancellor breakfasts are held every quarter with existing tenants. (Appendix page 47)
The committee also sought input from Western Carolina faculty, staff and students during a combined forum held 16 March 2012. The forum was well attended. During the course of that meeting participants provided insight on the topics of the core competencies of WCU, potential business opportunities, and the institutional structure associated with the leadership and management of the Millennial Initiative. This would include constituent involvement in the development of the “town center,” which, given the recent passage of countywide sales of beer, wine and mixed drinks in Jackson County, will now be presented with more and varied options. As the millennial campus is developed, with all its potential for engaged learning and associated economic development, it will be vitally important to preserve the unique culture of Western Carolina and “the Western Way.” Promoting awareness and input of the development of the millennial campus through Internet social media outlets should be leveraged.

**IV. A Vision for the WCU Millennial Initiative**

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17 See Appendix page 63.
18 "The Western Way" is a historic commitment by the university faculty to passionate dedication to teaching of and personal involvement with students who are enthusiastic about learning, and through those efforts to provide unique and continuous service to the region.
A. The Millennial Initiative Will Fulfill and Promote the Strategic Direction of WCU

The Millennial Initiative, in all its current and future manifestations, must promote and hold close to the overall strategic direction of the university. That strategic direction has been newly revised through the thoughtful work of the 2020 Commission, and has been endorsed and adopted by the WCU Board of Trustees. Over the course of future years, as WCU enters into private/public partnerships, each one of those partnerships should further the essential mission of WCU by enhancing the experience of the high quality academic programs while simultaneously promoting economic and community development. As noted by Louis Buck: “The purpose of the millennial campus should be a vehicle to unite the university to the broader external community with shared interests of economic development and resultant transformation of the region.” In fact, enhancing the educational experience of the WCU student should be a key, if not
dispositive, criteria for selection of WCU’s business partners.

Another purpose of the Millennial Initiative is to help move the Western North Carolina region toward a more sustainable future. A critical element of this relationship is the association between the millennial campus and the region as it moves from a transactional to a transformational relationship. Transformational involvement means engagement, learning opportunities and challenges and moving together toward action to improve the region and create a sustainable future.

An example of this transformational spirit would be enhancing the educational experience of the student. A recently adopted idea by N.C. State on its Centennial Campus has great appeal to the genuine entrepreneurial spirit that has grown among today’s students – the idea of a student incubator, appropriately termed “the garage.” As explained by N.C. State:

“The next great business idea just might come out of converted office space for student entrepreneurs on Centennial Campus. The space, called ‘The Garage’ in honor of the many technology entrepreneurs who have started successful businesses in their own garages, combines high-tech wizardry with interactive surroundings in an effort to spur creativity and innovation among entrepreneurial-minded students. The Garage is
considered the first phase of a much larger living and learning environment where students will take classes, test out new ideas and start new enterprises – all in close proximity to their dorm room.”

Partnerships with nonprofits should also be considered, as a form of civic engagement, which has always been a goal for the WCU student.

The “town center” has always been mentioned as a vital, energizing component to the Millennial Initiative. Having attractive and inviting places to meet and converse is wholly consistent with the enunciated strategic goal of enriching the total student experience. One student remarked that “Western Carolina needs to attract ... businesses that would meet needs that right now aren’t being met.” A better variety of restaurants was mentioned as an example. A process should be in place to allow for transparent consideration of issues related to the development of the town center and its relationship to local

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23 See Appendix page 151. The dining facility on the Centennial Campus is called the “innovation café” (Appendix page 161). Prior to the committee’s visit to N.C. State, Susan Jenkins captured the very essence of this idea when she stated: “We should have the Millennium Initiative focus on going beyond a livable wage to that of a good living in Western North Carolina. The millennial campus could be a place where people could come together and even be an incubator. For example, there is a high school student in Franklin who has developed an app for a smart phone.” (See Appendix page 34.)
24 Strategic Direction #1, Goal 1.2. (See Appendix page 102.)
25 Strategic Direction #2 – “Enrich the Total Student Experience.” (See Appendix page 91.)
26 See Appendix page 65, Item 18.
businesses. Another example would be the consideration of a child care center and its opportunities for engagement with health and human sciences faculty and students. With regard to the development of the town center, it is the consensus of the committee that some up-front capital will need to be expended in order to encourage commercial development. The benefits of such a town center go far beyond just improving the atmosphere of the immediate campus. As noted by the committee, such a center would be a connector to the local communities throughout the region.

Enhancing external partnerships lies at the core of the Millennial Initiative. Such partnerships, if properly implemented, meaningfully integrate the student learning experience with regional businesses and their

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27 Phil Drake commented upon the reality of incoming new businesses during the 23 March 2012 meeting in stating: “Whether it is a Walmart or whatever it is, any development has the potential to hurt existing businesses. When you build a new restaurant, it hurts existing restaurants. If all the business is a substitution, it would hurt, but if it’s something that added to a rising tide, this is what we have to ensure, is that we are bringing in enough business so that your business doesn’t suffer. Whether the university develops these new businesses or not, at some point other folks are going to come in and do it. It depends on whether we want to influence what it looks like or not. The reality today is you can shop online and get pretty much anything you want and even avoid the sales tax.” (Appendix, page 84)
28 Appendix page 64, Item 15. This is not dissimilar to the experience of UNC Charlotte. During the committee’s visit it was mentioned: “They did put in a couple of day care centers to help with child care issues in the park. It was very successful. ... They now have one center. You need to think of these types of amenities when you develop the property.” (See Appendix page 5, Item 34.)
29 See Committee discussion minutes, 23 March 2012, Appendix page 82.
30 Ibid., Appendix page 84.
31 Strategic Direction #3: “Enhance Our External Partnerships.” (See Appendix page 93.)
leaders. Such partnerships would accommodate the critical process of aligning the core competencies of Western Carolina, as discussed within this report, with the myriad business opportunities which do and will exist in the Western North Carolina region. Such an effort will, more than any other endeavor, fulfill the goal of positioning the university as a key leader in regional economic and community development.32

The Millennial Initiative, if properly and consistently pursued, presents an extraordinary opportunity to enhance all aspects of faculty and staff life. Each public/private partnership the university commits itself to will require the consistent application of high-quality intellectual capital. The journey involved by faculty participation in business partnerships is, in itself, the destination. It is through this journey that the bridging of the classroom experience and practical skills application will take place. That experience will assist in the recruitment, development and retention of qualified faculty and staff.33 The potential also exists for spinoffs from such partnerships and resultant revenue streams.

These are just a few illustrations of how, in very real ways, the aggressive, consistent and regularly monitored pursuit of the development of the Millennial Initiative will undoubtedly drive the strategic direction of the university in the years to come.

32 Strategic Direction #3, Goal 3.2: “Position the university as a key leader in regional and community development efforts.” (See Appendix page 93.)
33 Strategic Direction #4: “Invest in Our People.” (See Appendix page 95.)
B. Engaging the Community and Region

An important element of creating a sustainable future for Western North Carolina is community and regional engagement. An engaged populace is one that spends time listening to and studying the issues that affect them, learning from others about the challenges and opportunities facing the region and taking action to help their community and region develop workable solutions to complex problems. There are three core components that can help move individuals and groups to become more engaged.

They are:

- Building capacity of individuals, organizations and learning “best practices”
- Convenering individuals and groups in the different sectors, community or region

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34 Susan Jenkins noted during the 27 January 2012 meeting that she has "observed groups devoted singularly to working on their own counties. We need to bring these various interests – many of which have the same problems – together to talk about common solutions. ... We could have a center for entrepreneurship that would focus on Region A where people could talk about common solutions and it would complement a lot of what is happening in the business school and other areas. ... We should develop the idea of the millennial campus as being a regional center for entrepreneurship and technology (Appendix, page 33-34). By way of example, the N.C. State Centennial Campus recently hosted an Innovation Summit, which was recommended by one of their faculty (Appendix page 50, Item 53). During the faculty/staff/student forum held on 16 March 2012 at WCU, it was mentioned, ‘A
• Developing partnerships with both regional and national groups

1. Building Capacity

With the Millennial Initiative Select Committee visits to other state millennial/research campuses, it became clear that building the capacity of the faculty, staff and students was critical for their continued involvement in both the creative and business relationship development. The business community had to be engaged in order to understand the win-win relationship that each millennial campus could provide their business, which resulted in a better product and recruitment of highly skilled students.

A major difference between the WCU millennial campus and millennial sites is that others are situated in urban settings and are connected with business sectors that have a critical mass of specialized companies. For example, the UNC Charlotte area has numerous companies working in the banking and energy sectors and N.C. State has numerous high-tech businesses emanating from Research Triangle work of business-conference center on the millennial campus would be an extraordinarily useful building. This would assist Western Carolina in terms of developing the hospitality and tourism linkages, elderly services and certified programs. There simply isn’t a place in Western North Carolina for this type of meeting space at this point’ (Appendix page 64, Item 12).’ This thought was once echoed at N.C. State by then-Chancellor Larry Monteith, that ‘the conference center is necessary if Centennial is meant to be hub of intellectual activity” (Appendix page 123).
more than 50 years. Because the WNC region does not have all the needed elements of both the vertical and horizontal infrastructure, such as a cadre of businesses, associations and a research university, the WCU millennial campus can play an important role in building capacity to enhance the infrastructure.

Of essential importance will be for the WCU millennial campus to take deliberate steps to build the capacity of the region through long-term projects such as providing educational opportunities and working with other institutions to offer up-to-date information needed to identify and find workable solutions. This information might include regional demographic, social and economic data for the region and ways to utilize this information. An example of how this is addressed in another region is the Greater New Orleans Community Data Center (www.gnocdc.org). This center provides data resources for 10 parishes in the Greater New Orleans area on people, income, education, public safety, housing information and community and neighborhood profiles. A WNC regional model could be designed for multiple funding sources and have membership opportunities and a fee for service for businesses, governmental agencies and nonprofits.

Another way may be to host capacity-building opportunities such as workshops where people can highlight best practices from across the country. Working with the Rural Center to house its rural
leadership program or another regional leadership program would further build the regional capacity. Regional partners such as the Southwestern North Carolina Economic Development Commission (Region A, Region B), AdvantageWest, the Rural Center, Appalachian Regional Commission (ARC) and other regional funders can help address gaps, both horizontal and vertical, in the infrastructure.

2. Convening Opportunities

Because much of WNC is isolated because of the mountainous geography and has low population density and education levels and incomes below the national and state averages, the importance of connecting the WNC region is paramount to developing a reciprocal relationship between the WNC millennial campus and the region it serves. Bringing people together will help develop collaborative relationships over time, but short-term opportunities might include the following:

36 As noted by Susan Jenkins: “If we do ask for input from the community and region we need to get back with them. We need to be mindful of reciprocity. We need to give feedback. There should be constant feedback because everything is changing. Mr. Metcalf indicated that if this was perceived as a community function with university benefits, it would not succeed. It has to be the community.” (Appendix page 39-40)
37 Collaborative relationships with local community colleges should be pursued. See, for example, UNC Charlotte’s experience (“Experience is what counts: The Charlotte Research Institute and Rowan-Cabarrus Community College join forces to launch interns into the research stratosphere”). (Appendix page 177)
- Regional listening sessions with community members that become annual visits to the region
- Yearly regional economic and social updates held on the WCU millennial campus
- Reaching out to youth, including school-age young people and those in early adulthood, on issues that are of importance to them. This can be done via social media outlets such as Facebook, YouTube, Flickr and other social media platforms.
- Interviews with government officials to understand the issues local governments face on an ongoing basis and use of WCU’s governmental education program to provide workshop opportunities

For each of these venues, there are opportunities to seek help from local WCU alumni on whom to invite, how WCU’s millennial campus can add value to the community and ways a reciprocal and trusting relationship can develop. Additionally, all information gathered in these different venues must be shared with the communities in a timely manner in an updated format.

Another convening idea could be for new WCU faculty and staff and new employees from the private and public sectors to do a three- or four-day WNC regional tour visiting different local businesses, industry, nonprofit organizations and communities in the area. This tour could be in the summer and would
help people new to the area better understand the opportunities and challenges of working in the region. This would have to be supported by private/public partnership with a small cost to each participant.

To begin a long-term engagement, the WCU millennial campus should appoint a regional advisory council consisting of adults and youth. The purpose of this council would be to advise and provide connections to local and regional networks. Another opportunity would be to link local area schools to the WCU millennial campus via other funded projects such as regional meetings of science, technology, engineering and mathematics (STEM) projects (i.e., “science Saturdays” and robotics and science fairs). This would link youth and parents to the many opportunities offered by the university through its millennial campus. As WCU engages in this process as part of its Millennial Initiative, it should do so with an open mind. As stated during one of our meetings on the topic of open forums: “This is important in the way the university is perceived. People feel empowered in expressing their voice. ... The outside constituents of WCU crave this type of interaction. Our millennial campus has the capacity to convene this type of meeting of the minds. The university has the ability to attract people to convene the thought process to get the right questions asked. ... You should listen to understand. This is a key role of the
university. WCU should be open to that. The millennial campus should have facilities for that to happen.”

3. Partnership Development with Regional and National Groups

The WCU millennial campus can help identify and solidify the business sectors of health care and expand the emerging area of health care and wellness. Another potential area could be developing a cadre of young entrepreneurial leaders. Both of these will have to be carefully planned and executed as regional initiatives. The funds could come from state, local or business venture investments.

Other opportunities include being engaged with regional projects such as NC Tomorrow, a statewide effort for the North Carolina of Regional Councils to create a comprehensive strategy of economic development. Another regional effort is WNC AgriVentures, which focuses on cultivating jobs and innovation in the 23 western counties via a regionally integrated platform for accelerating high-impact projects with emerging or expanding agriculture and natural resources-based industries. Another potential group with whom to form a partnership is the Appalachian Funders Network, which is utilizing federal, state, local and foundation dollars to generate jobs in

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38 See Appendix page 36.
the central Appalachian area. Twenty-nine WNC counties are designated as Appalachian counties and can receive ARC resources.

When regional partnerships are formed for specific sectors, the WCU millennial campus needs to approach foundations for “seed” capital to begin developing them. After WCU articulates a focus, it would be important to have a foundation of regional and state funders to convene and discuss how they could partner on the different elements of the work.

Examples of such funders are:

• Community Foundation of Western North Carolina
• Cherokee Preservation Foundation
• Kate B. Reynolds Foundation
• Duke Endowment Trust
• Mary Reynolds Babcock Foundation
• Golden Leaf Foundation
• Z. Smith Reynolds Foundation
• Mission Healthcare Foundation
• The North Carolina Biotechnology Center

After initiatives are identified and private and public partnership/ventures are being formed, the WCU, through its millennial campus, can connect to individuals or groups who are “angel investors.” Angel
investors are individuals with significant enough financial resources to make direct investments in start-up or early stage ventures, usually in exchange for convertible debt or occasionally straight equity. The most attractive investors are those that bring both resources and expertise in the relevant area or industry where the investments are being made. Angel investors do expect significant returns in exchange for their funding but when they bring experience to the investment sector then it can be a win-win for both the sides. Area angel investment groups include:

- Blue Ridge Angel Investor Network (BRAIN), originally formed by AdvantageWest but now in partnership with WCU, will provide the back office and expertise to properly do the due diligence on candidate companies. Associate Dean of Advancement Ken Flynt of the WCU College of Business is the primary contact for BRAIN.

- Inception Micro Angel Fund (IMAF) of Asheville is a fund for the purpose of investing in start-up companies. This is a group contributing funds to new business ventures.

- Upstate Carolina Angel Network (UCAN), located in Greenville, S.C., is the South Carolina fund with a purpose similar to that of IMAF, but there is a cohort of individual investors rather than a fund.

- Other North Carolina angel investors are located primarily in Charlotte or the Research Triangle.
C. The Millennial Initiative Will Have an Institutional Process for Effective Leadership and Management of the Millennial Campus and Its Partnerships

In considering the topic of the institutional process to effectively lead and manage the WCU Millennial Initiative, an overriding tenet requires that all entrepreneurial culture has to exist within the permanent framework. As the committee noted, “If we are going to attract for-profits or nonprofits, we have to be able to create those legal relationships, whether it is a lease agreement or intellectual property agreement, and do it quickly.”\(^\text{39}\)

Fundamentally driving the institutional process recommendation was the comment made while the Committee attended a presentation by the N.C. State Centennial Campus leadership team: “This really cannot be someone’s part-time job. They need to be focused just on development of the millennial campus.”\(^\text{40}\) It is the unanimous recommendation of the committee that such position should be fully funded and staffed.

1. Organization and Process

\(^{39}\) See CRI Space Rate Sheet for an example of square footage lease prices. (Appendix page 194)

\(^{40}\) Appendix page 48, Item 36.
Based on the findings of this committee, it is apparent there must be a close working relationship between the millennial campus operations and WCU’s Division of Academic Affairs. In fact, one of the reasons for the existence of the millennial campus is the promotion of research and the recognition of the importance of private partners in the educational process. Because of the need for collaboration between faculty and private partners, it is important to not build a separate bureaucracy or a standalone unit that operates outside the realm of academia. It is vital that the Millennial Initiative is (a) core to the academic mission of WCU, (b) student oriented and (c) faculty engaged.

The Millennial Initiative is referenced in the WCU Strategic Plan in Strategic Direction #3 – Enhance Our External Partnerships. Goal 3.2 states, “Position the University as a key leader in regional economic and community development efforts.” Initiative 3.2.2 states, “Develop the West Campus, with its Millennial Initiative designation, as a national model for building, in a rural context, public-private partnerships that are integrated into the academic enterprise and which support community and economic development.” Finally, Initiative 3.2.6 states, “Facilitate collaborative research and development efforts between WCU and external partners.” Therefore, the new WCU Strategic Plan positions the Millennial Initiative as an integrated part
of the academic whole of the institution. It also sets the expectation that all activities that occur on the millennial campus should support the university’s mission in research, learning and economic development.

2. Reporting Relationships and Organizational Structure

The organizational structure of any unit is critical to its success. In fact, Chancellor Belcher has recently named co-chairs for a very small committee that will analyze the organizational structure of all administrative divisions outside Academic Affairs, with recommendations due to the Chancellor by 15 December 2012. WCU’s new provost, who reported 1 August 2012, is charged with examining the organizational structure of the academic divisions. Understanding that there could be changes in existing organizational structure, this committee has some recommendations about the nature of the reporting relationship.

Linking the Millennial Initiative to the Division of Academic Affairs is of paramount importance. It is recommended that this unit report directly to the provost\textsuperscript{41}. This should provide the synergy that must exist for overlaps between academics, research and

\textsuperscript{41} A proposed organization chart is contained on Appendix page 303.
private/corporate educational opportunities for students and faculty. The head of this unit should be at the level of an associate vice chancellor. The example adapted from the model at UNC-Charlotte is an associate vice chancellor for research and economic development. The Millennial Initiative could be part of this unit. At a minimum, there should be a relationship organizationally to Research and Sponsored Programs and to the Division of Educational Outreach. The model at NCSU also follows this organizational structure, with its Centennial Campus Partnership Office falling within the Division of Research, Innovation and Economic Development. Other units in this division at NCSU are economic development partnership, research development, sponsored programs, federal affairs, and technology transfer.

Day-to-day management of the millennial campus should be the full-time responsibility of the individual who is tasked with millennial campus development. It is imperative that decisions can be made quickly to address the needs of the region and respond to the needs for research, space and work force development. A need exists for a data warehouse and/or directory of information so that prospects will know where to get information quickly.

Day-to-day decisions could be informed by an advisory board of faculty/administrator/corporate partner representatives who can work nimbly and
efficiently. It would seem logical, because the first building on WCU’s West Campus is the Health and Human Sciences Building, that the first steps in development of the concept would be health-related. It will be important to get the initial development right the first time, so it is recommended that the effort begin on a small scale. The advisory board could be small and could target health-related business partnerships. The provost should decide the membership of the advisory board depending on the complementary and interdisciplinary academic disciplines represented in the targeted health business partnerships; i.e., faculty from health sciences, business and possibly engineering, as well as representation from the pertinent business interests.

3. Criteria for Partnerships/Tenants on the Millennial Campus

The primary question that should be asked of prospective tenants is: Do the activities of the prospective organization looking to locate on WCU’s millennial campus align with the academic and/or research activities of WCU and the mission of the millennial campus? Additional questions are: (1) Is there existing linkage with WCU students and are faculty supportive? (2) Has the prospect met with faculty and is there clear opportunity for linkage and faculty endorsement? Have those
partnerships/collaborations begun? (3) If no clear imminent opportunities for linkage have been defined, has the millennial campus advisory board established that the organization is willing, able and likely to engage in a relationship with WCU within a reasonable amount of time after locating on the campus? The answer to all these questions must be yes for the request to be approved.

NCSU has described partnership engagement to include the following examples:

- Informal consulting and discussions with faculty
- Using student manpower
- Hiring graduates
- Basic lab and equipment sharing and use
- Contractual consulting with faculty
- Public relations value
  - Joint development and sponsorship of seminars and lecture series
  - Sponsoring senior design projects
  - Hiring co-op students
  - Mentoring and volunteering with students
  - Serving as adjunct faculty, members of advisory teams or guest lecturers
  - Joining centers
  - Space/equipment donations
o Collaboration on new standards, test protocols, etc.

o Facilitating spin-outs

o Support for grant appropriations, new initiatives and connectivity with others
  ▪ Joint research
  ▪ Partnering on projects including pilots
  ▪ Collaborative grants and projects
  ▪ Participation in formal programs
  ▪ Sponsoring research
  ▪ Licensing technology
  ▪ Joint curriculum input and development
  ▪ University spin-outs/equity and royalty positions

D. The Millennial Initiative Will Promote the Core Competencies of WCU

1. Core Competencies Defined

At its core, Western Carolina University is a teaching university that leverages the research and creative activities of its faculty to provide students with a relevant set of foundational knowledge and skills to prepare them for success, whether it is in a professional career or in a graduate or professional program. Our
core competencies are aligned with the mission and vision of the university. The teacher education programs, WCU’s highly acclaimed criminal justice program, the nation’s first four-year emergency medical care program and nationally ranked business programs in entrepreneurship and project management are examples of specialties that are directly related to the needs of this region. Excellent music and creative arts programs address the cultural and creative arts needs of the region as well.

The core competencies of the university are captured in the recognition of programs that are closely tied to the needs and aspirations of the region. The student-centric academic programs address the responsibility to provide an educated citizenry to meet the growing needs of the region and the state in a changing and dynamic world. The engagement activities that take place in the individual colleges are also based on fulfilling WCU’s mission to enhance economic development and improve the lives of the residents in this region.

2. Core Competencies of the University and Linkages to the External Community

42 In 2007, WCU was named co-recipient of the Christa McAuliffe Excellence in Teacher Education Award presented annually by the American Association of State Colleges and Universities. Such national recognition is appropriate for an institution created in 1889 to provide teachers for the rural western section of the state.
• Cost-effective access: Providing cost-effective access for training an educated populace for Western North Carolina

Costs for professional training are of critical concern if it is to be affordable to businesses and other organizations in the region. Service learning and knowledge gained through engagement activities by undergraduate students within the region complements relationship building and provides a talented pool of graduates who understand the challenges facing the region and how to begin to address them. WCU's open-door atmosphere is a welcoming sign to its constituent partners in business, the arts and recreation.

• Knowledge-based learning: Faculty and staff committed to knowledge-based learning and understanding

Knowledgeable faculty and staff members at the program level are skilled at communicating with adult learners. Long-term commitment by the faculty and staff to engagement with external constituencies provides WCU's primary contribution to the regional partnership. Regular program assessment related to
demonstrable learning outcomes vetted through employers, advisory boards and accrediting bodies ensures that programs remain relevant and meet the changing needs of the region.

• Collaboration: Collaboration among university colleagues and external partners.

Faculty members in many programs are involved in interdisciplinary research between the university and public/private partners that results in stronger businesses and more sustainable communities. WCU actively partners with the University of North Carolina Asheville and Appalachian State University to address the economic development challenges of the region. The universities also collaborate on the executive committee and advisory board of the North Carolina Biotechnology Center’s western office to expand opportunities for emerging natural product companies and other biotechnology companies and organizations.
Focused product and business-specific problem identification and resolution utilizes the talent and experience of faculty members who have industry and government experience. Examples of programs with a history of engaging with businesses and community organizations include (but certainly are not limited to) forestry, hospitality and tourism, entrepreneurship, visual arts, marketing, management, economics, the Center for Rapid Product Realization and others.

As an example of successful multidisciplinary grant awards and program delivery, the university was awarded an additional five-year Economic Development Administration (EDA) grant following an initial three-year award that ended 30 June 2012. The grant is the result of a collaborative effort between the Kimmel School, the College of Business and the Small Business Technology and Development Center (SBTDC). The five-year grant is valued at more than $640,000. The purpose of the grant is to assist businesses, entrepreneurs and inventors in developing new products and technologies and commercializing them,
thereby increasing the economic vitality of the region. The table on the following page demonstrates the success during the initial three-year grant period.

- Undergraduate research: Excellence in promoting undergraduate research through discipline-specific and interdisciplinary programs

Providing significant research opportunities for undergraduate students has been a goal at WCU for many years. The university is among the top schools in the nation in having its undergraduate research presented in the annual National Conference for Undergraduate Research, placing fourth nationally against more than 300 other universities in 2011 and sixth in 2012. Many of these research efforts are related to issues and challenges facing the Western North Carolina region.

- Change management: Planning for and managing change in organizations and recognizing market opportunities

Many faculty members from across the university community work with
businesses and government organizations to streamlines processes and improve the value proposition delivered to their customers or constituencies. Many faculty members have been asked to participate in radio and television panels or interviews addressing economic, business and political issues of importance to the region. The College of Business has worked with community leadership programs to assist them in preparing the next generation of not-for-profit leaders. Faculty and students from the College of Arts and Sciences and the College of Business worked together to assist Dillsboro in its revitalization efforts in collaboration with local government and businesses.

Leveraging these core competencies will require the involvement and the commitment of the faculty. They represent the most valuable asset the university can offer the region. The challenge to the colleges and the academic division is to ensure the involvement of as many faculty members as possible with as few obstacles as possible to their contributions. There will be few service opportunities for faculty in the coming years that will have the potential long-term benefit to the university and this region compared to this initiative.
The following table illustrates how the competencies in the university match up with businesses, not-for-profit organizations and community governments.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Related Industry/Organizations</th>
<th>Interdisciplinary Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost-effective access</td>
<td>Local governments, Art programs, theater productions, arts classes, musical productions, Adult education, Small and medium-sized businesses</td>
<td>Political science, management, computer information systems, economics, Fine and performing arts and student services, Health and human sciences, arts and sciences, Entrepreneurship, SBTDC, management</td>
</tr>
<tr>
<td>Knowledge-based learning</td>
<td>Business and university collaboration on internships and business-based student projects</td>
<td>Entrepreneurship, finance, sport management, hospitality and tourism, communications, etc.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>EDA grant, Mission Hospital training programs, Advantage West and economic development, Cherokee clinic</td>
<td>Kimmel School, College of Business and SBTDC, Management and entrepreneurship</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>Town of Dillsboro National Conference on Undergraduate Research</td>
<td>Communications, hospitality and tourism, computer information systems, Honors College, academic disciplines</td>
</tr>
<tr>
<td>Change management</td>
<td>Business consulting, Local government assistance, Local government leadership programs (Leadership Highlands, etc.)</td>
<td>Business, health and human sciences, political science, business, Business</td>
</tr>
</tbody>
</table>
Depending upon the type of engaged activity and participating parties, the appropriate metrics for measuring the success of the opportunity will be developed, as with any assessment of different projects. For economic development activities it may be the number of firms or entities consulted, the number of jobs created or saved or the amount of capital investment brought to the region as a result of the effort. The spreadsheet\(^{43}\) for the EDA grant has a number of these metrics. For health services, it may be the number of patients screened, inoculations for children, or other measures of success. The measure of success using appropriate success metrics is necessary to ensure that the resources are being deployed in the most efficacious way.

One of the compelling advantages in combining Western Carolina’s core competencies with private/public partnerships is the opportunity for interdisciplinary engagement. This opportunity and illustrative criteria are featured on the matrix contained on Appendix page 305.\(^{44}\)

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\(^{43}\) Appendix page 304

\(^{44}\) On the issue of identifying core competencies, the N.C. State approach is as follows: “These core competencies get refreshed by the Council of Deans every few years. There are four of them: health and well-being; safety and security; educational innovation; and energy and environment. There is crosscutting between manufacturing processes and information technology, analytics and leadership.” (Appendix page 49, Item 41)
E. The Milleniall Initiative Will Aggressively Pursue Public/Private Partnerships

To date, WCU has received expressions of interest from potential organizations that wish to partner with WCU in its Millennial Initiative. Tom McClure, director of regional affairs at WCU, presented to the committee on 23 March 2012. His presentation materials are included within this report.\(^{45}\) Mr. McClure’s historical overview and knowledge regarding these expressions of interest were invaluable to the committee.\(^ {46}\)

A common theme of N.C. State and UNC Charlotte representatives was the need for Millennial Campus leaders to be nimble and timely in responding to private partners.\(^ {47}\) Their experience has taught them to have ready-made business forms/leases to begin discussions with potential partners. Copies of those documents are included with this report.\(^ {48}\)

\(^{45}\) Appendix page 72.
\(^{46}\) See committee minutes of 23 March 2012, page 77.
\(^{47}\) This comment was echoed by the committee; see comments of Louis Buck, Appendix page 28: “The process will need to be such that we could respond in a timely fashion to allow potential entities to make reasonable business decisions in a timely fashion. Ms. Lochner noted that if the state is involved it can take up to two years to get a ground lease approved.”
\(^{48}\) See: 1) Business partners space use agreement-checklist (Appendix page 197); 2) Space rate determination form (Appendix page 198); 3) Equipment rate determination form (Appendix page 199); 4) Licensee hazardous material inventory form (Appendix page 201); 5) University business partner agreement attachment (Appendix page 202); 6) Lab hazard checklist (Appendix page 203); 7) Biosafety protocol form (Appendix page 205); 8) Facilities license agreement (Appendix page 223); 9) Laboratory use agreement (Appendix page 229); 10) Research project agreement (Appendix page 235); 11) Standard services agreement (Appendix page 239); 12) Business partner id application form (Appendix page 237); 13) Cover
As partnerships are considered, those alliances may have UNC system implications. WCU needs to be transparent with regard to those alliances and inclusive with regard to UNC General Administration considerations and priorities.\textsuperscript{49}

A methodology to recruit partners has been well described by N.C. State. As noted by the leadership team:

“Generally, the process of recruiting new partners for the Centennial Campus follows five basic steps. In the first exploratory stage, partners are recommended to NCSU by groups like university faculty, the chamber of commerce or the N.C. Department of Commerce. Once a potential has been identified, an initial meeting is set up to introduce the prospective partner to Centennial. At this meeting, the future for the campus is outlined and the partner is invited to a second meeting. The second meeting is a roundtable discussion involving faculty, administration and partner. At this meeting, a formal invitation to join Centennial may be issued. Next, a written proposal is sent to the partner, and the partner is expected to send

\footnotesize{\textsuperscript{49} See, for example, 23 March 2012 committee minutes with regard to potential alliances and communications with the president’s office. (Appendix page 81) In addition, in the field of alternative medicine, the Cherokee perspective should be considered. (Appendix page 81)}
back a letter of intent to the university. Finally, negotiations over lease, infrastructure, etc., are conducted.”

The benefits and privileges of being a partner with WCU would and could include collaboration opportunities with the distinguished faculty of WCU; access to state-of-the-art equipment; scheduled access for campuswide programs for university employees, including access to the WCU fitness facility; access to WCU’s Hunter Library; and discounts to athletic events.

From these discussions, it became apparent that the following considerations are of utmost importance in determining the nature of the public/private partnerships:

- The infrastructure of the millennial campus must be sufficiently capitalized in order to gain the

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50 See Appendix page 121.
51 This list is adopted in part from N.C. State’s advertisement regarding the benefits of becoming a partner at the Centennial Campus (See Appendix page 141; 143-144) See also the services offered to the partners at CRI. (Appendix page 183)
52 The quality of the partnerships is important. As Ed Broadwell noted: “We should be mindful who our tenants are and we should really work to have stars. We should have high standards – the kind of places where students would want to intern and be part of for years to come.” (Appendix page 41) As President Tom Ross stated during the meeting of 27 January 2012: “We need to think about ways to get some key businesses over at the millennial campus, even if they are not a big operation. The new HHS building creates opportunities as well. We also need to take advantage of the business school and the Rapid Product Realization Center.” (Appendix page 42)
needed confidence for participation by private partners.

• The university must perform effective due diligence on private partners. In this respect, N.C. State has found some potential partners are concerned about the public records component of working with a public university. Recognizing this, the N.C. State team regularly visits companies at their own offices and reviews materials there.\(^{53}\)

• In light of the recent referendum on alcohol sales in Jackson County, the town center should be reconsidered.

• Opportunities for developing partnerships in alternative and integrative medical treatments as well as botanical and natural medicines should be pursued.

• WCU should build on its relationship with the Mountain Area Health Education Center (MAHEC), the WNC Health Network, regional universities, community colleges and the Western Carolina Medical Society.

• The possibility of a pediatric dental clinic should be investigated.

\(^{53}\) Appendix page 55, Item 94.
F. The Millennial Initiative Will Have Special Relevance to Health Care Needs in the Region, State and Nation

Western Carolina’s first building on the millennial West Campus is the state-of-the-art Health and Human Sciences Building, available for use in fall 2012. One of the identified core competencies of WCU is teaching and graduating high-quality health care providers. Complementary medicine, with its attendant infrastructure, is recognized as a potential area for partnerships. As Teck Penland has noted: “In health care, it is important to know first what is needed in the area ... and while Cullowhee is different, we need to be mindful of regional needs. For example, what are the needs that we are not currently building for?”

While WCU has historically contributed to regional health improvements through education, collaboration and cooperation, the state of health and health care in our country is in serious need of a new and enhanced relationship with academia. More creativity and increased production are needed from our educational institutions in order to provide the quantity and quality of care providers required to meet local and national needs. The national economy currently challenges the ability of the current traditional health care system to find more efficient and effective methodologies to provide access to quality services for all of our people.

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54 See Appendix page 6.
Today, approximately 50 million people in the United States lack access to health care, a worrisome statistic on its own and made more alarming when we are unsure of having sufficient health care providers to service the existing population.

WCU has the opportunity, and some might suggest obligation, to more effectively utilize its reputation for professional and academic excellence by partnering with the regional health system to lead and coordinate a model of identifying and providing quality health providers in a timely fashion. Western North Carolina’s health care system is considered very advanced in providing quality health care but sometimes struggles to maximize collaboration and coordination with all stakeholders in health care, research and education. Residents are very fortunate in Western North Carolina to have outstanding organizations such as 1) the WNC Health Network, which coordinates hospital care, 2) MAHEC, which provides education, information and services, 3) UNCA (a university partner), 4) the Western Carolina Medical Society and 5) regional members of the N.C. Community College System. These organizations are only five of the many committed organizations and institutions that support health-related efforts in Western North Carolina. With the millennial campus, WCU is in a position to provide more coordination and organization for these regional partners as well as develop new and additional health concentrations and service opportunities. Our
committee would recommend the following initial strategies for WCU, in partnership with the health care system, to improve regional health and model collaboration to achieve efficiency and success:

- **Organization:** Create a regional health and health care forum involving significant regional health leadership including mental health. The initial forum would identify an organizational structure and approach to improve provider education, wellness training, research and quality improvement methodologies for allopathic, osteopathic, mental health and complementary and alternative medicine. A regional multiorganizational strategic plan should be developed with metrics and monitoring methods. Cost-sharing and responsibilities for development would be developed.

- **Physician education:** Osteopathic physicians are viewed as quality providers, willing to work in underserved areas and much needed to manage a projected shortage of health providers in rural America. WCU should continue discussions with Nova Southeastern University, UNC-Chapel Hill, Western North Carolina health care providers and possibly others to achieve this objective. MAHEC and the UNC system should be involved in the
planning to assure a coordinated approach with the allopathic training program in Asheville. Avoiding competition for preceptors and faculty is critical.

• Nursing: WCU’s nursing program continues to be a vital supplier of nurse providers for our region and state. The School of Nursing should work closely with regional health suppliers and employers to project accurate and regular statistics to use in evaluating the ever-changing demand and job market. A 10-year strategic projection should include both quantity of nursing professionals and predicted need for specialty skills. This process should involve the WNC Health Network, MAHEC, community colleges and other regional colleges and universities.

• Allied health: The shortage projection of work force needs for physicians and nurses is much better understood and anticipated than allied health. A critical awareness of the existing and projected allied health work force shortages is desperately needed across the nation. Creating awareness and targeting interventions is further complicated by a lingering difficulty in determining which professions fall into the allied health category. For the purposes of this report we will include all direct care and
essential services providers with the exception of physicians, nurses, chiropractors, dentists, optometrists, pharmacists, podiatrists, nurse aides, orderlies and attendants. There are multiple distinct disciplines that provide direct care and/or essential services to patients and other care providers. In a job tracking report from October 2011 utilizing 2010 data, the Cecil G. Sheps Center for Health Services Research reports that allied health constitutes 35 percent, or 129,130 jobs of 369,510, total health care jobs in North Carolina. Between 1999 and 2010, health care grew by 47 percent while allied health grew by 69 percent. When one considers that 30 million new health care users are projected to join the system by 2014 as part of the federal health plan, the necessary growth of allied health professionals needed to address these additional users is expected to be monumental. Considering this to be a realistic projection of the future of allied health growth, we must begin preparation immediately to have any chance of meeting the demand. Community colleges, proprietary schools, colleges, universities and academic health centers must cooperate and share the responsibility. The challenges to preparing more allied health providers are to 1) admit more students into AH programs, 2) hire more faculty, 3) increase
the number and variety of educational programs as guided by the N.C. Health Professions Data System of the Cecil G. Sheps Center as well as in consideration of regional needs and distribution and 4) offer inviting, flexible and accessible programs for employed students as well as full-time students. Many disciplines with new and different skills may be needed in the future health system. WCU’s programs must be flexible enough to work with health providers to create and develop curricula that yield a quality employee and provider.

Obviously, the required costs and commitment to this issue are significant. However, a relationship with health care systems, state and federal government and academia will lend support for development and cost-sharing for this endeavor.

While there are many challenges to creating a collaborative approach that will result in an increase the number of allied health workers in a timely fashion, it can be accomplished with WCU leadership and a strong relationship with regional health providers. The regional forum, as suggested earlier, could be instrumental in leading this initiative.
• Complementary and alternative medicine: CAM has begun to be recognized as having valid and effective components of medical interventions. Unfortunately there is not enough research and information to help patients, traditional professional providers and policy makers to make good informed decisions. CAM represents multiple nontraditional disciplines and approaches that utilize herbs and dietary supplement, massage, neuropathy, homeopathy, mind and body to mention a few.

WCU could play a significant role in providing the leadership and guidance to create a center with the capacity to collect and disseminate information concerning various approaches and products. WCU should also consider large-scale research that involves both allopathic and CAM professions and practices.

Significant effort has already been given to this concern and explored in Asheville with Mission Hospital and MAHEC. WCU should continue work with these two organizations and utilize the guidance and resources of the National Center for Complementary and Alternative Medicine to enhance the potential for success in utilizing this promising nontraditional movement as a complement to
more traditional health care practices.

WCU is well positioned to offer online and traditional classroom courses that would provide valuable information for the public, health providers and legislators. Courses on herbs and dietary products, probiotics (products with live microorganisms) and other natural products and the need for their regulation would be especially useful.

Most of the multiple and wide variety of disciplines of CAM are not regulated through licensure processes. WCU could be extremely useful by providing valid scientific information on the efficacy of the approach and leading in the establishment of licensure structures and regulation process.

• Technology: Information systems and skills are essential for providing quality health and health care. Training and updating technology skills are in extreme demand for both individuals and systems. In recent years, the federal Health Information System program has incentivized and placed a priority on computerized/digitized information because of the need for accuracy, efficiency and documentation required to receive reimbursement. Many enterprising businesses
have delved into the arena of education and training but most efforts are very costly. Frequently these entities are not as familiar with local needs and expected outcomes. WCU could be extremely supportive of the health systems in developing creative curricula to meet training needs in a more timely way than the traditional degree programs. Again, online courses would be useful in allowing health workers to stay in the market while gaining new and needed skills. The WNC Health Network and MAHEC have done extensive work in this area and would be essential partners.

- Wellness: Health care systems cannot meet the care demand if individuals and communities do not assume some responsibility for keeping people healthy and out of hospitals, clinics and other health care facilities. Good self-care information and community resources are not always available. WCU has a wonderful opportunity with MAHEC and the Sheps Center to provide information to our region and to develop methods for a national model. The MAHEC library along with the WCU and UNCA libraries could collect and disseminate data to guide healthy living processes. WCU, UNCA and MAHEC are currently partners in the (N.C.) Center for Healthy Aging and could
expand access to that information system for the general population by way of library centers.

While WCU has been proactive with most of these suggestions, there is a legitimate need to build a more accurate and efficient system for identifying and educating health providers. It should also be noted that the health of the region also will be affected by these processes.55

G. The Millennial Campus Will Have Supportive and Sufficient Infrastructure

Western Carolina University is one of several regional universities within the greater University of North Carolina system, and as WCU’s mission statement suggests, it has a responsibility to improve the lives and enhance the economic well-being of residents across Western North Carolina through its on-campus and off-campus activities. One significant opportunity that should be leveraged to accomplish these goals is the creation and expansion of the millennial campus, or the West Campus at the university’s main campus in

55 The sources for this section include North Carolina Health Professions Data System, with data derived from the U.S. Bureau of Labor; Cecil G. Sheps Center for Health Services Research; the Council for Allied Health in North Carolina; and the North Carolina Area Health Education Program.
Cullowhee.\textsuperscript{56} In order to provide for the build-out of the West Campus, certain basic physical infrastructure needs to be in place before the buildings, parking structures and green spaces may be developed. Below is a summary of the West Campus infrastructure needs and requirements\textsuperscript{57}:

- Potable water: For the build-out of neighborhood No. 1 (health) and the proposed neighborhood No. 2 (education), the existing Tuckaseigee Water and Sewer Authority (TWSA) conditions will suffice. With further development beyond these two neighborhoods, and in order to serve the eventual five neighborhoods and potential town center, and especially those parcels situated beyond the fire station, the existing 8-inch line will need to be upgraded to a 10-inch line beyond the fire station and the Laurel Oak Apartments.\textsuperscript{58}

\textsuperscript{56} The committee was advised that while there exists more than 300 acres on the West Campus, only 50 percent of it may be buildable given the slopes involved. (Appendix page 29)

\textsuperscript{57} The committee expresses its thanks to Joe Walker, associate vice chancellor for facilities management, and Craig Fowler, WCU’s chief information officer, for their efforts in assisting the committee on infrastructure issues. Their reports are contained on Appendix pages 12-16 and 17-21 respectively.

\textsuperscript{58} Millennial neighborhoods encourage clustering of academic and business/industry activities that share common knowledge bases, work force and other interests. Neighborhoods are anchored by core academic facilities and accommodate private-partner activities.
• Sanitary sewer: For the maximum total build-out of square footage and sewer usage, less neighborhood No. 5, which would utilize the North Carolina Center for the Advancement of Teaching feed, a sanitary sewer line upgrade from the existing 8-inch to a 12-inch main collector line along Little Savannah Road will be required. All other interior lines within campus would be a mixture of 8-inch and 10-inch lines. Additionally, to permit the sanitary flow from the West Campus to the 24-inch collector line on East Campus, it is recommended that a submersible 1600 GPM pump station be installed near the junction of Little Savannah Road and N.C. Highway 107. The force main line from this station to the 24-inch collector line on East Campus will need to be 12 inches.

• Electric service: Both Duke Energy and WCU Electric Resale serve the East and West campuses. For a total build-out and possible further development, it is recommended that Duke Energy construct a new substation fed from the overhead 66 KV transmission lines that bisect the West Campus. This station should be constructed as close as possible to the existing right of way. It is further recommended that this substation be located in neighborhood No. 1. The switches would
then provide looping/sectionalizing capability and fused feeds to building transformers. It is hopeful that this will create a redundant loop service throughout the West Campus.

• Chilled water and medium-temperature water distribution: During the master planning process, it was decided that independent chilled water systems and medium-temperature water systems would be provided for each neighborhood. As neighborhoods are built out, each would be interconnected for additional redundancy. The town center would have independent systems that would be developed as the center is implemented in stages.

• Communications: High bandwidth and redundant communications are critical for the millennial campus. There should be multiple hand-hole placements (to allow access to buried cable to make repairs and connections) in each community. A network center co-location (CoLo) facility should be included in one of the early structures. This would give all providers rack access, raised flooring, redundant power, etc. This facility should also have space set aside for business residents who need a CoLo for their own servers.
BalsamWest FiberNET already has fiber on Little Savannah Road, and the WCU fiber is nearby. Both should be utilized to provide for geographically diverse upstream connectivity. This would also provide diverse carriers for the West Campus backbone.

Because the campus will be constructed in phases, each phase or neighborhood should have its own backbone (or mini fiber ring) to connect to the West Campus main backbone. This design would ensure geographically diverse access for each neighborhood and create a modular type of build that could be repeated as new phases are constructed. It also would make network segmentation easily achievable.

In addition to wired access, the West Campus should have WiFi (via the fiber) available throughout.

• Roads and walkways: Little Savannah Road will need to be widened from its junction with N.C. Highway 107 to just beyond the entrance to neighborhood No. 1 (health). In association with widening, a bike path should be provided along with sidewalks and required crosswalk locations. Street lighting also will need to be provided for pedestrian safety. Secondary
roads plus parking structures and green spaces within each proposed neighborhood and the town center should be developed as build-out occurs.

• University fiber: The university currently has in place two 96-strand (single mode) fiber optic cables run from the HHS Building to the main campus. One cable is mostly underground following Little Savannah Road. This cable terminates in the Forsyth Building. The other cable follows a primarily aerial route, crosses N.C. Highway 107 near the North Carolina Center for the Advancement of Teaching and terminates in the WCU Bookstore.

These fibers provide a redundant and diverse path between the main campus and the HHS Building. The plan is for the HHS Building to serve as the hub for future university connectivity on the millennial campus. Of the 192 fibers run to the HHS building, about 18 are expected to be used initially, which leaves 174 fibers for future growth between the East and West campuses.

• External connectivity: BalsamWest FiberNET owns a fiber cable that passes by the HHS building and runs down Little Savannah Road
before it turns south on N.C. Highway 107. WCU will shortly be moving to this fiber as its path to the North Carolina Research and Education Network (NCREN, managed by the Microelectronics Center of North Carolina, or MCNC) and the Internet.\textsuperscript{59}

A number of different network providers own fiber or have access to BalsamWest, and any of these providers could provide network services to other entities that might reside on the millennial campus. These providers include:

- MCNC
- FRC/Palmetto Net
- BalsamWest
- ERC Broadband

Additionally, Duke Energy has transmission lines that cross the millennial campus. Duke’s data network affiliate, DukeNet, has fiber running along this transmission path and could be another carrier that millennial campus occupants could contract with for network services. Connectivity paths would

\textsuperscript{59} MCNC is an independent nonprofit organization that employs advanced networking technologies and systems to help various sectors of Community Anchor Institutions in North Carolina communicate with their constituents more effectively and meet their specific organization’s mission, vision and goals. MCNC is an NCREN provider and available for use only by entities that fall within its mission.
have to be discussed and included in development plans.

- **Server center:** A server room, approximately 900 square feet in size, is included in the HHS Building. This room will house those servers that are needed to support the systems in HHS (Voice over IP, video capture, security camera recording, etc.). This server room also will be an alternate/redundant server location for the university.

- **Campus network connectivity:** HHS will have two 10 gigabit/s connections to the East Campus to support access to on-campus resources and the Internet. In addition, the server center in the HHS Building will have two 10 gigabit/s connections to the Forsyth data center so that the HHS server center and the Forsyth data center create/operate as a single-server network. This single network is critical to allow easy migration of servers and data between the HHS server center and the Forsyth data center.

The HHS Building will serve as a hub for future expansion of the data network on the millennial campus with new buildings coming back to HHS for their network connection. While HHS will serve as this connectivity point,
the overall design of the data network for the millennial campus needs to be a redundant-ring architecture to ensure continuous operation.

- Land line phone service: HHS will be WCU’s first implementation of Voice over IP on campus. The current campus switch has the ability to support the estimated 150 phones installed in HHS. With additional cards and added licenses, the current phone switch can scale up to support 1,000 VoIP phones.

Additional phone switch equipment will be installed in HHS to provide continued phone service (survivability) if the network between HHS and the main campus were to go down. This survivability feature will be expanded as the millennial campus grows. The ultimate plan will be to have the VoIP system serviced from two locations, one on the millennial campus and one on the main campus, each one able to back up the other.

The HHS Building also has a limited number of phone lines from Frontier communications. These lines are used for fire alarm and elevator phone service. Fire code requires that at least one fire alarm phone line per system be fed directly from the local telephone
provider and not through a private switch (PBX). Frontier installed a 25-pair cable in HHS that could be used to support the life safety needs of a few more buildings but as the millennial campus grows Frontier will need to be contracted to install more lines.

- Cell phone service: The outside areas of the millennial campus have minimal but usable cell phone coverage. Once inside HHS cell service fades quickly and large portions of the building have no service.

The campus is in talks with Verizon Wireless to determine the best way to provide service in the building. Verizon Wireless has provided a quote of approximately $65,000 to install a repeater system in the building that would receive the existing outdoor signal and relay it to a series of antennas that Verizon would install in the building. Verizon Wireless has paid for this kind of repeater system for other customers if Verizon decides it is in their best economic interest to do so. The university has been in discussions for several months with Verizon Wireless on the business base for HHS; however there is no decision on how to pay for the HHS system.
Any other buildings on the millennial campus can expect to have this same lack of signal and would have to have a similar repeater system installed.

Putting a repeater system in every new millennial campus building would not be the most economical way of covering the entire campus, and Verizon Wireless has studied the possibility of placing a full-size cell site to cover the millennial campus. Talks with Verizon Wireless are ongoing but it’s doubtful that Verizon Wireless would be willing to make such a large investment until there were a significant number of Verizon Wireless subscribers on the millennial campus on a daily basis. Feedback from Verizon Wireless is that their analysis/decisions are based on current usage and coverage issues, not anticipated usage in the future.

AT&T is the other major cell service provider in the area, but WCU has not yet engaged in any talks with that provider.

• Cable television: HHS will be connected to the campus cable TV system and receive the same programming as the rest of the campus. As future university buildings are installed on the
millennial campus they will be tied into the campus cable TV system as well.

Morris Broadband is the local cable TV provider, and it has service in the immediate area. If cable TV service were required by some non-university entity on the millennial campus, Morris Broadband should be able to service that need.

- IT office space: There is a single office in HHS dedicated for IT staff. This office is currently configured with three workspaces.

- Other: During the visit to N.C. State, the leadership team indicated it does use consultants in land planning, infrastructure and traffic planning.60

H. Short-Term/Long-Term Goals and Metrics

1. Short-Term Goals and Metrics

<table>
<thead>
<tr>
<th>Short-Term Goal</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appoint director of Millennial Initiative partnership development</td>
<td></td>
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<tr>
<td>2. Staffing for millennial campus</td>
<td></td>
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60 See Appendix page 50, Item 50.
<table>
<thead>
<tr>
<th>Short-Term Goal</th>
<th>Metric</th>
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<tbody>
<tr>
<td>3. Engage WCU faculty with workshops, opportunities to assess faculty working with millennial campus to develop subject matter expertise. Faculty members are key to success and must be constantly engaged with the activities and opportunities of the campus.</td>
<td>Completed within two months of request</td>
</tr>
<tr>
<td>4. Inventory of all departmental/business relationships</td>
<td>Completed within two months of request</td>
</tr>
<tr>
<td>5. Inventory of all grants and related businesses</td>
<td></td>
</tr>
<tr>
<td>6. Recruit faculty who are interested in bringing research/partnership ideas to WCU</td>
<td></td>
</tr>
<tr>
<td>7. Create and refresh listing of potential business partners/procedures to initiate and maintain contact</td>
<td></td>
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<tr>
<td>8. List commonalities between academic disciplines. (Appendix page 35)</td>
<td></td>
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<tr>
<td>9. Create infrastructure such as lease agreements, intellectual property agreements, criteria for situating on the millennial campus and principles/criteria for partnerships</td>
<td></td>
</tr>
<tr>
<td>10. Preapproved intellectual property agreements</td>
<td></td>
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<tr>
<td>11. Organize community events at millennial campus. (Appendix page 47) For example, bloodmobiles, recycling, fun runs, etc. (Appendix page 52, Item 68)</td>
<td></td>
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<tr>
<td>12. Inventory all regional chambers of commerce/economic development entities; begin process of regular meetings (Appendix page 50, Item 52)</td>
<td></td>
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61 On N.C. State’s Centennial Campus, local producers sell fresh fruits and vegetables. (Appendix page 161)
<table>
<thead>
<tr>
<th>Short-Term Goal</th>
<th>Metric</th>
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<tbody>
<tr>
<td>13. Appoint regional advisory committee (with members serving on a staggered-term basis) representing private, public and nonprofit organizations and students</td>
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<tr>
<td>14. Invite representatives of N.C. State and UNC Charlotte to discuss the topic of building an entrepreneurial culture within the faculty</td>
<td></td>
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<tr>
<td>15. Board of Trustees to charge the chair of the Faculty Senate to report on what the faculty is doing to engage and participate in the Millennial Initiative</td>
<td></td>
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<tr>
<td>16. Convene a Council of Deans meeting, on a regular basis, to discuss what is being done and what can be done to further the goals of the Millennial Initiative</td>
<td></td>
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<tr>
<td>17. Presentation before the Faculty Senate to educate its members on the Millennial Initiative</td>
<td></td>
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<tr>
<td>18. Begin meetings with faculty and people with potential business opportunities</td>
<td></td>
</tr>
<tr>
<td>19. Form inventory and visits with area business opportunities to develop top three areas of research and business focus</td>
<td></td>
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<tr>
<td>20. Convene funders and angel investors to share vision of the millennial campus</td>
<td></td>
</tr>
<tr>
<td>21. Seek and find seed capital from funders and angel investors for identified areas of focus</td>
<td></td>
</tr>
<tr>
<td>22. Inventory of faculty business relationships and related business opportunities</td>
<td></td>
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<tr>
<td>23. Engage potential health-related organizations/businesses</td>
<td></td>
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<tr>
<td>24. Bring regional chambers and economic development experts to identify needs and opportunities for all of Western North Carolina</td>
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</table>
### Short-Term Goals and Metrics

<table>
<thead>
<tr>
<th>Short-Term Goal</th>
<th>Metric</th>
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<tbody>
<tr>
<td>25. Form working relationship with AdvantageWest, N.C. Rural Center, area council governments and the N.C. Department of Commerce</td>
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</table>

### Long-Term Goals and Metrics

<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>Metric</th>
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</thead>
<tbody>
<tr>
<td>1. Develop specific research platform for faculty engagement that fits the top three priorities</td>
<td></td>
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<tr>
<td>2. Create internships for WCU students to work on the millennial campus</td>
<td></td>
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<tr>
<td>3. Foster business startups</td>
<td>Two per year(^{62})</td>
</tr>
<tr>
<td>4. Students hired through partnerships(^{63})</td>
<td></td>
</tr>
<tr>
<td>5. Streamline process by which infrastructure on millennial campuses can be constructed and leased(^{64})</td>
<td>Interact with N.C. State, which has ongoing process with state agencies on this topic</td>
</tr>
<tr>
<td>6. Develop a Center for Entrepreneurship and Technology</td>
<td>Specific number of regional attendees</td>
</tr>
<tr>
<td>7. Enhance WCU's visibility in the region by seeking community input (Appendix page 36)</td>
<td>Specific number of regional/local meetings per year</td>
</tr>
<tr>
<td>8. Create internships for WCU students through partnerships (Appendix page 38)</td>
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\(^{62}\) This is the current metric used by UNC Charlotte. (Appendix page 59, Item 26)

\(^{63}\) As noted during the N.C. State visit: "The real magnet is students. The College of Engineering is moving to the Centennial Campus. People in engineering and computer science do not have a problem finding a job." (Appendix page 51, Item 58)

\(^{64}\) During the committee meeting of 27 January 2012, Sen. Tom Apodoca stated he believed the N.C. Legislature would be receptive to ideas of creating a more efficient process by which to develop public/private partnerships on Millennial Initiative campuses. (Appendix page 42) N.C. State’s team is currently working on legislative rewrites and would be happy to share them with WCU. (Appendix page 54, Item 82)
<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>Metric</th>
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<tbody>
<tr>
<td>9. Develop a “scholars walk” on the millennial campus(^\text{65})</td>
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<tr>
<td>10. Develop avenues for faculty and students to work together, i.e., the &quot;garage&quot; concept at N.C. State</td>
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<tr>
<td>11. Foster open communication between and among all as key to building trust</td>
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<tr>
<td>12. Develop an integrated model of faculty/student/business</td>
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</tr>
<tr>
<td>13. Make case that bringing new and creative businesses to region will move Western North Carolina toward a more sustainable future</td>
<td></td>
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<tr>
<td>14. Develop regional engagement opportunities including:</td>
<td></td>
</tr>
<tr>
<td>• Community events such as bloodmobiles and fun runs</td>
<td></td>
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<tr>
<td>• Listening sessions</td>
<td></td>
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<tr>
<td>• Yearly regional economic and social updates</td>
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<tr>
<td>• Reaching out to local schools via social media platforms</td>
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<tr>
<td>• Area projects meeting on the millennial campus such as “science Saturdays,” robotics, science fairs, business plan competitions for area high schools</td>
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<tr>
<td>15. Build capacity of individuals and organizations and learn best practices</td>
<td></td>
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<tr>
<td>16. Convene individuals and groups in different sectors, community and region</td>
<td></td>
</tr>
<tr>
<td>17. Regular and open communications with region and engage them whenever possible</td>
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</tbody>
</table>

\(^\text{65}\) This was an idea first entertained by the committee during its visit to the Centennial Campus at N.C. State. The “scholars walk” celebrates research and classroom accomplishments and features listings of national/international award recipients as well as competitive university awards. See [www.scholarswalk.umn.edu](http://www.scholarswalk.umn.edu). (Appendix, page 53, Item 74)
<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>Metric</th>
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</thead>
<tbody>
<tr>
<td>18. Partnerships are developed with regional and national groups around private, public and nonprofit sectors</td>
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</tbody>
</table>