

UNC-Tomorrow Campus-wide Forum – January 31, 2008 University Center Grandroom

Dr. Bardo's Presentation (including UNC-T Video)

Erskine Bowles was brought in as President to bring UNC system into the 21st century. Jim Phillips, BOG chair, wants to make sure under happens under his watch.

WCU Chancellor's update part 2 – scheduled to go out to campus in February.

We need to focus globally on education. The United States (US) is falling behind. There are currently more SAT takers in China than in the US. There are over 1 billion us dollars going on just one campus in building, additions and changes. Korea is also undergoing major changes.

US testing is focusing on 16, 17, 18 age group now. Dr. Bardo has concerns about standardized testing in the US and in NC. In addition, there is an overall sense in congress that higher education is not doing its job. Democrat or Republican is not the issue. Common perceptions are that Universities are:

- Raising prices
- Sending students out to job market unprepared

UNC-Tomorrow is trying to position the UNC system to deal with the changing situation nationally and globally. This is the main overall view of UNC-Tomorrow.

Any Questions? None

Dr. Bardo feels that Western Carolina University (WCU) is pretty well prepared to handle these questions.

UNC-T is focused on meeting the challenges of the state in the next 10-20 years.

Show Norma Houston UNC-T Video

Slide 1- Dr. Bardo addresses group and begins Power Point presentation with these four questions and encourages the work groups to address these points:

- Which initiatives are best addressed on your campus because of your distinctive mission, resources, and regional needs and considerations?
- Which initiative cannot be addressed effectively by your campus?
- Which initiatives are best addressed in collaboration with another (or other) institution(s)?
- Which initiatives are best addressed by another institution?

Slide 2 - What does NC need WCU to do particularly in the 17 western most counties?

UNC-T identified North Carolina's needs through a true strategic process by holding public hearings all over the state; position papers written and shared; conducted forums on each campus and collected information; community forums; surveys and faculty forums. Dr. Bardo encourages everyone to read the UNC-T commission report / executive summary.

There are seven major findings in the UNC-T report that needs our attention.

1. EXECUTIVE SUMMARY FINDINGS

A-OUR GLOBAL READINESS:

Dr. Bardo: Global readiness in our students. What does that mean? How are we going to work with K-12; better teachers; keeping teachers in the classroom? What can we do to address this?

Oral comments:

Sam Miller – globalization, getting students more engaged. Create more expectation for students to study abroad programs. Have more international students switch places with our students for part of their education. Student fairs overseas, employers.

Phil Cauley – Availing ourselves of options to increase international students, and addressing economic issues, travel, and housing. Collaboration with UNC counter-parts to build a critical mass of students to keep innovative programs. University needs to explore English as a second language course.

Dale Brotherton – Does WCU know the 17 counties and do they know us? We would like to see work on this. Educate the consumer. Does the community understand the effect of globalization? Lifelong learning – does the consumer understand and embrace concept. We could do more to help community become smarter consumers and could influence children to become lifelong learners because of parents.

Written comments:

Elizabeth Gillespie: Global readiness
WCU can incorporate international studies. All six colleges need to incorporate global readiness into the curriculum – including study abroad

Points of discussion resulting from round table discussion at UNC Tomorrow Forum - Submitted by Dale Brotherton

First Point

- Our group raised the question as to whether we as faculty and the University in general really know much about the 17 western most North Carolina counties. We would be interested in knowing how much time our faculty and administration

have actually spent talking with the “non-leaders” in these counties or even visited the county. How many of the county people have we had genuine conversations with? How accurate is the general perception we have of the people in these communities?

This leads to the next question:

- Do people in the 17 western North Carolina counties really know about us as faculty and an as a regional university? What we can offer and how what we offer can benefit them. How accurate is their general perception of us? For example, do they see us as inaccessible or out of touch regarding issues in their lives?

Possible Solution:

Western could host in each of the counties a series of forums and focus groups with community leaders, educators, and the skilled, semi-skilled, and low skilled people in each county to assess perceptions they have of Western Carolina University and what they need from us. We could use existing infrastructures in each county to reach their people. The forums could be a time for two-way sharing of who we are and listening to one another. The focus groups could be carefully designed to capture the nature of their needs and suggestions from them as to how we could better serve them.

Some might suggest, if we simply use our own expertise without utilizing the expertise of people in the community, we run the risk of imposing on them solutions they will not embrace.

Second Point

- The second question asked wondered if the people in the 17 counties actually understood the changing global economics situation and how it actually will impact their future. We felt the university should take the lead in “informing” the working class people of the communities we serve. By doing so, workers may be able to make informed choices and develop better career/life plans that will help them thrive in this changing economic world. The “consumer” will also be a position to make requests of the university regarding their needs.

Third Point

- The third dealt with the issue of “Life-Long-Learner”. While faculty, administration, and, perhaps, the higher educated recognize the concept of life-long-learner, we question if the majority of people in the 17 counties grasp the concept. Some discussion centered around education being seen by many people as simply preparing for more education which sets those who become disillusioned with their education experiences up for avoiding learning experiences associated with education systems.

Possible Solution:

We could coordinate with County Extension Service and the Employment Security Commission to offer education in areas of economic & job awareness, life planning, skill development & marketing, flexibility & adaptability, personal advocacy, problem solving, personal communication & team building, etc.

Note:

As the writer of these notes, I would like to bring to your attention that the Master’s Level Counselor Training teaches school and community counselors in career issues. We are involving our students in these very discussions. When you coupled these discussions with the knowledge of career development, decision making, and life planning I believe we could begin to develop programs that could be tailored to meet the needs of the counties. As a faculty leader in the career area at Western, I would like to be involved in this process.

Sam Miller, note taker: Globalization

1. Push global issues / awareness into the classroom – Grow
2. Study abroad and international programs – set goal percentages
3. International degree programs – business; languages, etc.
4. More internships, etc. with business overseas
5. International career fairs
6. encourage / mandate foreign languages

Irene Mueller, note taker: Global readiness

1. Improve writing and reading skills; require throughout WCU courses; *QEP
2. Learn to learn; active learners; life long learners
3. Critical thinking
4. Information literacy
5. L S foundation – getting students to understand value of L S
6. Testing process for remedial courses
7. Wide variety of resume models confusing; need to be developed in conjunction with professional programs
8. Adaptability / flexibility
9. Encourage study abroad

Phil Cauley, note taker: Our Global Readiness

1. Increased enrollment and interaction with WCU & international students
 - Transportation / housing / service challenges / limitations of our international student population
2. Increase intensive language offerings
 - Depend on collaboration with WCU counterparts
3. Comparative Culture Category in Liberal Studies
 - Expand study abroad emphasis
4. TESOL Program – involve our students
5. ESL training program – involve our students
6. Address Hispanic community issues

B-OUR CITIZENS AND THEIR FUTURE: Access to Higher Education

Dr. Bardo: What about access to higher education? We are talking mainly about the poverty stricken and minorities. One solution is possibly satellite campuses. We need to consider three factors: economic; distance; and minority. How does WCU get involved in solving these issues?

Oral Comments:

Wendy Ford: Address the growing Hispanic community and what WCU is doing to serve them. Partner with community college to work for higher education. We could check for internships in this region, finding grants, etc.

Written Comments:

Marie Huff, note taker: Our Citizens and their Future

New Programs and Initiatives:

- 1- Using the community college system and meeting the needs of those transfer students
- 2- Using existing community colleges more as sites to offer classes from WCU
- 3- More distance education graduate courses via internet, satellite, interactive TV
- 4- Connecting and partnering more with middle school students and staff, letting them know college is “doable” and possible. Many of these students don’t think college is possible and don’t have role models that have college degrees
- 5- Need to improve public education in getting students “ready” for a college education
- 6- Increase number of diverse faculty and staff
- 7- Increase number of scholarships through community involvement and donations, etc. from specific areas (e.g. underserved area can sponsor a student in an area that they are needed (example: teacher / nurse / etc.)
- 8- Partner with counties and find out what their needs are; encourage a “sponsorship program” or “loan forgiveness” if graduate returns to their area
- 9- Develop programs for other disciplines like the “teaching fellows” program

- 10- Establish relationships with universities that are more diverse; do some informal “exchange” programs with other programs
- 11- Partner with high schools in the 17 counties and offer scholarships / guaranteed admission to the top 5% of their class
- 12- Create branch campuses that only serve distance education students in each county (e.g. have computers, high speed internet, etc.) and have it “staffed” seven days a week
- 13- Use some of the lottery money to use for college scholarships as they do in Georgia and Tennessee

Phil Cauley, note taker: Access to higher Education and Improving Public Education

1. + articulation agreements
2. more allocation of technology / resources devoted to transcript evaluation
3. maintain affordability
4. address border county / rural area issues
5. more scholarship money; matching dollars from state system – akin to matching endowed professorships
6. treating Summer School as a fundable term
7. Distance Education formula for funding – address this
8. early intervention for college path for under-represented
9. support early college, GEAR UP, CFNC organization, New Century Scholars, Talent Search and other initiatives
10. Engagement with schools

C-OUR CHILDREN AND THEIR FUTURE: Improving Public Education

Oral Comments:

Mary Teslow – improve writing and math, wanted to learn, lifelong learners.

Scott Higgins – We believe that many programs that are needed are in place. Need to address: bringing more teachers and faculty to campus, more international exchange. What we do best? Consulting / research. Consider going out to listen to the needs of specific schools and leave with skills to help them grow. Create incentives to learn, become teachers, stay in this area, etc. Pay attention to what they want and need. Latino population – we do not provide incentives to get excited about higher education and could address this issue. We need to educate counselors on specific needs, international programs, etc.

Marie Huff - Access to higher education: We want public school kids to know what they need to be successful in college. It will help to increase number of scholarships in the community and sponsor students to stay in this area. Another idea is to establish exchange programs in more diverse areas.

Deborah Tarman – UNC could increase access to higher education. It is difficult in our community for those who do not have access to broadband. Some

suggestions may be satellite campus, mobile classroom, and more bilingual teachers, incentives for faculty and staff, and collaborating with other colleges to earn degrees.

Leila Tvedt - The shifting demographics, teacher shortage, teen pregnancies are areas to address. We need more active recruitment for prospective teachers with low interest loans, scholarships, etc. Suggest more information about loan forgiveness for teachers to stay in the area and Spanish speaking teachers. We need a more diverse faculty. Hire people to educate the community about diversity. Promote more diverse reading programs for students and faculty. Need to address gang membership issues – get more information for schools, parents and community. Address drop out problems in public schools.

Written comments:

Sarah Nuñez, note taker: Children and the Future – Improving public education

- 1- What is in place?
 - a. College of Education (award winning) programs at undergraduate, graduate and doctoral
 - b. Licensure Programs
 - c. Lateral entry programs including NC Teach
 - d. Step up scholarship programs
- 2- How is effectiveness assessed?
 - a. Mentoring program (SUTEP)
 - b. Expand model clinical teaching program
 - c. Expand onsite child care and interaction with education students, help underemployed, pops., staff, students ...
 - d. Birth-Kindergarten programs need to be involved in the child care programs on campus
 - e. Address the Latino population: TESOL program; Foreign language (Spanish) graduate level programs; expand other foreign languages
 - f. Build relationships with high school counselors to encourage Latinos to go to college
 - g. Increase diversity with faculty and staff
 - h. International emersion programs – share students with areas that are rural like Cullowhee
 - i. Look at book: “Teachers have it Easy” – Why teachers leave the profession; leaving because they can’t afford to stay
- 3- What we do best is RESEARCH:
 - a. Need high level research in education
 - b. Focus on community needs for solving problems – not what want to study – will solve the problems of community
 - c. Raise standards for graduates
 - d. Community organizations working on Living Wage and Health Care
- 4- Collaboration
 - a. Multicultural – using the Latino population, work with community organizations, facilitate cultural diversity in workshops

- b. Student teachers – be involved in project that will improve effectiveness and work with mentor
- c. Don't stand around and look interactive
- d. Scholar education consultants in community helping to solve problems
- e. Rural / Urban exchange programs – figure out how to get kids in rural communities to value education
- f. Faculty / Staff / Student roles – be in the community; Train faculty on how to do this
- g. Pull kids out of rural schools to go to urban areas
- h. Get all staff / faculty to do community outreach. Engage and commit to community
- i. Educate Hispanic community on higher education so they can take back to their community and education their own
- j. Pay staff more money to cover basic needs so they can go out and serve in the community
- k. Give child care to staff
- l. Incentive pay for staff for bilingual abilities
- m. 100 % tuition for faculty / staff and children
- n. Teaching fellows - like program for any staff / faculty / their children / their spouses

D-OUR COMMUNITIES AND THEIR ECONOMIC TRANSFORMATION

Dr. Bardo: UNC should be more active in economic transformation/community development. We need to be a steward of place with livable communities, good environment, good schools, and quality of life overall has to be good. We need to deal with issues of minority and the elderly, need to be inclusive and have a vibrant economy. We need to find a way that allows the university and entire region to work together.

Oral Comments:

Gary Jones – need student / community involvement, civic engagement, involvement in issues locally. Economic regional summit held here at WCU in 2003 is a good example.

Wendy Ford – Regarding transformation of the economy, key themes: IEF, PPI, and Communicate better. Give more outreach in the community. Recruit Alumni groups and engage them in conversation to enhance the economy. Elderly – we are not utilizing their knowledge, input, etc.

Bob Houghton – We need outreach on green issues and economic issues. Look at increasing internal relationships in the University. Do we support and encourage faculty working in different departments?

Written comments:

Bob Houghton, note taker; Pat Gardner; Ron Mau; George DeSain; Robert Kehrberg; Elizabeth Addison; Alan Thornburg

Our comments on Economic Transformation – What WCU can do:

1. Organization in place to use for economic development
2. 50/50 in surveying on whether we need to do more or not
3. need a better handle on economic change in region, statistics, trends in migration and no one else does this
4. Do citizens know where to go to get information?
5. more extras needed for arts in community development
6. brokering information, intermediary connector
7. take things further – have skill set to map trends, do perspective analysis, assist these areas with increase or decrease problems
8. What is length stats as measure of growth, change demographics
9. Listening – how do we collect regional questions and engage campus comers at graduate and undergraduate levels
10. Will we address problems across the state lines? We should.
11. Improve quality of life from cost management in utilities and infrastructure issues. Issues like sewer, sewage reclamation
12. Greenway movement better supported, especially by the university
13. Must transition – lies right between two plays of economic activity – Atlanta and Cherokee
14. Zoning, managing growth

What can WCU do best?

- Sift priorities – communication solutions
- Economic Transformation
- All of 1-14 of first question
- Look at cross-border of state issues

What cannot be addressed?

- Can we get funding for basic research on scale of Chapel Hill

What issues are best for collaboration?

- Partnerships with 2-year campuses and their focus on jobs, upper division degree completion, share recoups
- Concerned about remedial work with transfer
- Get teachers to stay longer
- Closer relationships with K-12 operations to stop the “leaky bucket” of teacher attention
- Example: Engineers – closer, stronger internal relationships between College of Education and engineering faculty to promote STBM in K-12, Lego robotics, etc.
- LBD manufacturers
- Develop poverty zones

- Partnerships with preserving teachers in support of middle school between IEF, CEAP and community schools in industry, sciences and math

Group includes Wendy Ford; Lee Nickles, note taker; Gibbs Knotts; Brett Woods; Michael Dougherty

Our communities and their Economic Transformation:

IEF, Small Business Development Center, Center for Entrepreneurship; Center for Arts and Science, partnerships with public schools, public policy institute

1. In relation to Hispanic population – need workforce development partnership with community colleges focusing on Hispanics
2. Developing new industry
3. Where possible make current programs work better and collaboratively rather than create new things
4. Reaching Henderson County and counties to the West of us – satellite campuses??
5. Economic literacy of the population
6. Development of our students to bring about economic transformations – internship experiences
7. Non-profit leadership
8. We expand to business incubator – like at AB Tech
9. How do we include economic transformation experience for our students, so they influence the economy even as students and prepare them to be leaders
10. Instilling regional pride and attachment
11. Make the internship as smooth as possible
12. More students involved in centers listed above
13. Advantage: small community – ability and opportunity for students to help
14. Student perspective: admissions standards are too low; students have too little interpersonal skills; also need more attractive scholarships to attract students
15. Web-based portal on who to contact; our resources in an easy place, such as index
16. Connecting to the aging population in the region
17. How are we engaging the local businesses?
18. Chancellor's local focus group on economics – a board of visitors

Phil Cauley, note taker: Economic Transformation

1. WCU strength
2. Advocate for NC and WCU system – tweaks to policies that exclude:
 - OOS waivers
 - full-time employee waivers
 - academic common market
 - distance learning and undergraduate inclusion
 - border county waivers

Joel Knisley, note taker; group also included: Gary Jones, Jed Tate, Kim Haredway; Carol Burton; Teresa Killian

Our communities and Their Economic Transformation

- 1- Existing Programs:
 - Institute for the Economy and the Future
 - Small Business Technology Development Center
 - Service learning, revitalization of communities like Canton.
 - Center for Entrepreneurship and Innovation
 - Public Policy Institute
 - Office of Sponsored Research
 - Center for Rapid Product Realization
 - Career Services Office
- a. Assessment of Effectiveness:
 - First, define mission and purpose of respective units
 - Review plans for assessing and evaluating them.
 - Publicize the results
- b. Improving effectiveness:
 - Collaboration between groups
 - Reduce “silo-ing”. Not all groups mentioned have this issue.
 - Example: SBTDC and IEF share space which increases collaboration.
 - Perhaps someone in charge of economic and community engagement (at institutional level)
- c. Cost: -none, at least for the couple mentioned above
- d. Working group: faculty, staff, students and community
 - Review: -Results from 2003 Economic Summit
 - Perhaps another WCU Regional Summit on Economic Development would be useful
- e. Who is accountable?
 - Dean of the College of Business for some of the programs
 - Program Directors
 - Provost (Career Services, Service Learning, Sponsored Research)
 - Director of IEF
- 2- New Programs
- 3-
- 4- Interdisciplinary / inter-institutional collaborations
 - Suggestion of having a specific group or committee
 - Marketing / education plan to inform community of primary missions
 - Create stronger links with Chamber of Commerce
 - Create network which includes all the western counties
 - Stronger links with AdvantageWest and other industry drivers

E- HEALTH AND WELLNESS: Our Health

Oral Comments:

Pat Brown –We feel that we play a lead role in preparing health professionals. Obstacles that limit this for example are adequate nursing faculty. Schools are a major factor, feeling well means performing well. Health care students can play role in schools on many levels. More volunteerism is a wonderful opportunity to interact. What role can the University play in health care resources online? We have the ability to provide resources to the community. Provide incentives.

We need to help address manpower needs with a wide variety of programs and have diversity among programs and also include learning service and community opportunities. One idea is collaboration with SCC. We have the potential to create and expand new programs in health in public schools and here on campus. We could create package programs for all grades and ages.

Written Comments:

Elizabeth Gillespie: Health. Nurses are top rated in the state. WCU – we may not be as strong at outreach and engagement. Some WCU students go to communities to help tutor kids. WCU – we may not be as strong in economic development. However, we could work more toward establishing travel and tourism. WCU can have a positive impact in all areas.

Karen Lunnen, note taker: Health Focus.

Existing programs – broad array of health-related programs.

- Nursing – many different types of programs: FNP, On-line, Bridge
- New health “neighborhood” – clinic-interdisciplinary with pool
- Gerontologic center
- Community outreach to improve awareness of health / fitness / nutrition. Examples: interdisciplinary project at Cherokee; APTA fitness project – 3rd grade at Cullowhee Valley Elementary School
- Gerontology Program
- Partnerships – some collaboration with SCC, need more
- Collaboration with engineering, interior design
- Service learning research
- Addressing shortages in clinical, factory, diversity
- Generally making resources more accessible

New programs:

- Health and Wellness in public schools to address issues of physical fitness, nutrition, healthy food choices, childhood obesity, and value ascribed student wellness.
- Green design of buildings / campus
- Speaker’s bureau
- Gerontology
- Nursing – possible doctorate

- Green urban design on a larger scale: sidewalks, bike trails, “designed” neighborhoods
- WCU could pilot an interdisciplinary national model or expand to UNC system. Need to expand some preliminary outreach programs that address health promotion in K-12 (could be inter-institutional)
- Transportation – carpooling / mass transit – even WCU van
- Health promotion initiatives for the elderly – webpage with “handouts” and tips
- Conversational Spanish courses needed – Rosetta Stone, conversational language programs
- Dental care for poor / disabled
- More student involvement in clinics like Good Samaritan
- Research initiatives with elderly
- Expanded resources for health information – pamphlets in more places than health centers, generally making resources more accessible
- Students involved in providing educational sessions

Interdisciplinary: Enter in partnerships, K-12 / parents / education / health
Interior design with health – functional design for the elderly

Administrative and Policy Changes:

- Approve DPT
- Green design in building
- Differentiated pricing for parking permits – more for closer lots
- Transportation
- Health points – given for healthy lifestyle on health insurance premiums
- Affordability of health insurance – incentives for good health
- Flexible personnel policies
- Affordable membership in on campus fitness center or free
- Physical fitness facilities in each building

Lisa Hoyle, note taker: Our Health

UNC should lead in improving health and wellness to all people and communities in NC

1. WCU should take us into new context
 - Public schools and education should be a team approach – not just education
 - Growing population of children in poverty
 - Increasing health needs of children
 - Special needs children – numbers growing
2. How should institution respond?
 - Public schools as a laboratory, as a team approach to gather resources to work toward goals
 - Schools like Drysdale, great example

- Start with degree programs – challenges to existing degree programs: to grow new audiences to serve as faculty and need qualified faculty
 - Blueprint to grow enrollment: many cross discipline programs, credit, professional, certificate programs
3. What are community needs and what are strategic ways to respond to health care needs?
 - Drysdale program could be prime example of how education and healthcare work together
 - Roles of caregivers, family, friends, etc., no training, etc. Many basic needs – very important needs. Caregiver 101 type training is offered in continuing education programs to seniors. Harris Hospital and WCU met recently on topic of diabetes. Issue is important but many function independently.
 - WCU should be a leader to help groups work together to enhance health needs.
 - A lot is happening in various communities, but areas do not know what other areas are offering or doing. Communication – need work on this.
 - University needs to play a stronger role in communication and listening to needs.
 4. Topography plays a role in types of communication.
 - Electronically is important to our region.
 - Take a look and do quick survey to see here what we currently have that can support needs
 - Mental and physical health: Access to what and where their needs can be met.
 5. How do we make our college support agencies in a broader effort?
 - College of Business could play a major role
 - Non-profit management
 - Volunteers could play a major role – need supervising and managing of volunteers
 - Need to chronicle knowledge of retirement or retirees. They can be free to help in their retirement years.
 6. How do we make them feel WCU is important to them?
 - Knowledge, funding there. WCU hospital network. Board members must travel to get training. Very expensive. Share information.
 - Statewide professional development training University or UNC portal like WNC on-line for professional development for hospital boards to be delivered. They can come together and share ideas / problems.
 - Hospital paying high dollars for consultants. Our faculty share more knowledge and could provide this.
 - Consulting would enhance knowledge, communication and enhance student knowledge.
 - Must think organizationally how management would be handled

- Benchmark of success / failure is important. Driving roles to move us from where we are.
 - With limited dollars, we can bring programs together with other partnerships that can share their assets to blend knowledge (collaborative efforts consortium)
 - Drive must come from expectation of mission and daily work
7. Beyond degree programs, what matters to the University?
- Must be strategic in approach
 - Sustainability is important
 - Key to this is local faculty
8. What is in it for faculty?
- Reward related to what they do
 - Institution and individual rewards are important – needs to be addressed more
 - Department main unit
 - Role of Dean to present these opportunities and create communication flow
 - College needs sense of direction, open dialog; all pieces looked at as working together.
 - Aging is business – idea – concept. Raise the bar regarding understanding.
10. How do you see Educational Outreach with UNC-tomorrow?
- Important for coalition building
 - Needs upper administration support negotiated at all levels. Scholarship money is important.

IMPORTANT ISSUES:

- Young students – their health care
- Volunteers could play vital roles
- Retirees have past knowledge and assets
- Public schools and universities should work together
- Health needs in children are growing. University works with schools and health organizations to determine needs and how to make positive changes with health needs.
- Faculty serves as consultants to communities

**Avoid the NCLB trap of imposing inappropriate, outmoded criteria for institutional recognition and reward onto the achievement of grand new visions. An issue that needs attention at the campus and statewide levels.

Phil Cauley, note taker: Our Health

1. Fund OOS waivers, i.e. NC TIP – payback options, numbers analysis – all majors

2. Numbers analysis – how many and who enroll as OOS in UNC remain in NC
3. Is the inverse true: For every 3 med students who go OOS, 2 do not return
4. How many OOS who come to NC stay? Use waivers, grants to draw an educated workforce. i.e. Murphy Medical Center, 1/3 of work force lives OOS

F- OUR ENVIRONMENT

Dr. Bardo: The environment has to work – need to protect the environment and enhance people’s lives. We have opportunity to have a positive effect, regarding energy, water, etc.

Oral Comments:

Keith Corzine – Environment. Focus on embracing environmental values across the board. Talk about leveraging critical issues throughout the 17 counties.

Bil Stahl – This is a broad topic but important. What we can learn here can be transferred to other places. We need to concentrate on our particular area and promote marked growth. How do you build infrastructure in this system? State responsibility – How do we get state of North Carolina to understand this western area? There are a lot of areas the environment could be included in programs. There may be opportunities to partner with other institutions for effects in our area.

In Marketing Environment – Our first priority to create top employees to work in the field. We could expand internship opportunities for students. WCU could act as collaborators in future projects, promote partnership and collaborate with the 17 counties to recruit “green” business.

Written comments:

Elizabeth A. Gillespie, note taker: Highlighted question – The Environment

“Smart Growth” – WCU be an exemplar of “green”

Question 2-What does state of NC, i.e. Western Carolina Counties need WCU to do?

- Focus on creating excellent employees to work in these fields (careers)
- R & D alternative sources of energy; develop future business owners
- Develop, manage and increase the awareness of importance of sustainable development
- Provide education for all existing and future development / developers in the region.
- Expand internship opportunities for students in the energy and environmental industries
- WCU as collaborator / consultant, i.e. Kimmel School
- WCU lead by example

- WCU as leader in reducing consumption of energy. WCU = model citizen, steward.
- WCU as leader in advocacy for reducing consumption of energy
- Attitude through Education
- Tie-in with communication curriculum to promote energy conservation
- WCU – cause recycling to actually happen in WNC (belief that recycling doesn't happen in Jackson County)
- Promote partnerships as recycling opportunities with local communities
- WCU purchasing – specific buying such as recycled paper, recycle corrugated cardboard, etc.
- Create partnership with Jackson Paper Manufacturing to re-use WCU waste in their recycling efforts
- PSA – announce the WCU recycling process. Do we recycle or not? Integrity issue – We need to be recycling and its C W that we don't. Note: recommended reading for Dr. Bardo – “Balancing Nature and Commerce in Gateway Communities”, by Ed McMahan, et al
- WCU collaborates with the 17 counties in WNC to recruit businesses that are “green”.

3- Which initiatives?

- Energy / Environment
- Education – Access to Higher Education, Improving K-12
- WCU as a university to inspire WNC students to become high quality teachers
- Need more scholarships for incoming students – Idea: increase fund raising for academic scholarships. Development could expand relationships with Alumni to increase capacity for fundraising (virtual marketing)
- Create an atmosphere on campus to build loyalty of students on campus.
- Interview / Profile students who are “influencers” – they love it here and hire them as ambassadors for WCU. “Golden Ambassadors” – use them for recruiting and fund raising events.
- Allocate salaries to hire more staff in development office for fundraising = more scholarships for students. Might require foundation to pay higher salary to get qualified staff
- Cultivate professors emeritus as resource for revenue dollars
- Development pursues estate planning – former professors / faculty / staff and alumni.
- Raise more money for more scholarships to make WCU more accessible for area students.
- Establish more endowments / scholarships in recognition of WCU faculty / staff and/or students
- Encourage relationships with retired faculty / staff to keep them involved with WCU – can contribute in a myriad of ways

- WCU – do a special edition of former faculty in Western magazine – interview them. Also, feature the Alumni who are living extraordinary lives – incoming students like to read about chances of success.

Question 5 – Collaboration.

- Education – Continue to collaborate with other schools in the system.
- Mimic visiting international faculty idea with WCU faculty and students.

Lynn Mathis, note taker: Environment

1. Embrace environmental sustainability as a core value
 - Incorporate into academic programs of study, construction management, PM, chemistry
 - Require a minimum number of “green courses” in academic core
 - Encourage entrepreneurs to do something w/greening of the state
 - Institution should model responsible environmental behavior and policy
 - Include in our mission state
 - Aggressively and creatively pursue external funding and sponsorship for energy saving technology
 - Identify energy savings without impeding quality of life and productivity
 - Performance contracting
 - Campus-wide energy audit
2. Leveraging existing research and expertise to address critical environmental and energy issues
 - Identify and prioritize critical issues
 - Utilize existing programs for research: geology; biology; chemistry; natural resource management; geosciences; PM, CM, entrepreneurship and engineering technology
 - Focus undergraduate research expo on identifying issues / solutions
3. Increasing Awareness
 - Define sustainability and educate people about what it is, why it is important and what we need to do now for sustainability and conservation
 - Educate our students and they will take it to the community
 - Service Learning
 - Engage student organizations and SGA

Phil Cauley, note taker: Environment

1. Millennial Initiative – Education and industry – “green” friendly
2. Programs – NRM, Environmental Science, Environmental Health Services

Mike Stewart, note taker: Environment

1- We do have a campus energy manager, Lauren Bishop

2- Help identify. How do we get infrastructure into place without destroying the environment?

- Make the rest of the state understand WCU's environmental idiosyncratic location, offerings, setting, etc.
- Serve as sustainability model / example of best practices
- Serve as resource for research and guidance / expertise for other counties
- Promote and participate in planning and strategies for others
- Develop cost / benefit models for environment
- Educate proactive, environmentally friendly students
- Environment has a part in everything
- Integrated program learning opportunity
- "Green" construction for health / gerontological building
- Print / copy management, etc.

3- We have environmental programs that integrate environmental already, but need to expand and enhance resources: outdoor laboratories. WCU has over 300+ acres non-contiguous (watershed properties) land other than millennial campus

- Liberal studies program, public policy institute, etc.
- Collaborate across departments
- Become experts in Appalachian environmental and bio-diversity (Highlands Biological Center).
- New tenure and promotion model will help advance integrated programs, learning and extension

4- Don't expend resources on duplication and compete with others doing things better with more expertise – using resources to chase those only detract from programs we do well

5- Collaborate on everything. An example: public policy institute @ Chapel Hill with our environmental programs; construction management; planning; technology; engineering; with TWASA for sewer infrastructure, etc.

6- Felt that no other institution than perhaps NCSU or ASU would be better than or equal to WCU to address the environment, simply due to our accessibility to the environment

G- OUR UNIVERSITY'S OUTREACH AND ENGAGEMENT

Dr. Bardo: What should our role be – University outreach /engagement? QEP - What changes should be made? Mission statement addresses what we should be doing. Put a new planning process for academics.

Oral Comments:

Ken Burbank – Center on things WCU is doing well. QEP plan already engages students to recognize that not just students, but faculty and staff need to do QEP as well. WE need to have almost one stop for the region. Because of our location, we

are one of the closest universities to key locations, such as Oak Ridge. Identify strong programs and know what others are doing.

Susan – Outreach and engagement: Seems that there are lots of people involved in outreach, but not producing results. We need to expand outreach to all 17 counties. One idea was to have one agent or resource person for UNC as a whole in each county. Responsiveness is a critical issue in being effective.

Linda McIntosh – We have a number of programs already in place. These could be expanded and directed more to serve all 17 counties. Increase distance education and access to it. Look at structure and culture in regard to distance education. In our area, we felt it is a major way to increase outreach and engagement. This could be more demand driven – go out and see what was needed in the community / counties. We could be a visible presence in all 17 counties with service learning in each county. We could get students and parents onto the campus with visitation. We need to strengthen our communications between departments. Once an idea does come in – it could be directed to the correct work group for a response. Provide staff incentives to get involved also.

Written comments:

Leila Tvedt – note taker

Existing programs:

- Fellows - internal assessment in place
- Math and Science grant
- NC teachers – internal assessment in place, center for beginning teachers, Co-op with DPI
- SUTEP
- Programs of community colleges
- Distance Education
- Two step co-op with community colleges

Improve:

- More active recruitment on our own campus of prospective students
- More active recruitment at US level for prospective teachers – with incentives, ex: scholarships, low interest loans, especially in middle level
- Provide more information about loan forgiveness for teachers in underserved regions
- Incentives for prospective Spanish-speaking teachers
- Collective majors – foreign language requirement, especially for education majors
- Compliance – what would it take?
- Hire more diverse faculty
- Hire people whose responsibility it is to educate counties about diversity
- Use adjunct faculty to broaden diversity

- Maintain / strengthen urban rural exchange for western counties as well as students
- Promote more diverse learning through freshman reading, expand to other classes, faculty and staff
- Expand study abroad options and education majors
- Exchange programs with international exchange education programs and with the US with existing urban centers
- University programs with foreign languages
- Residential communities for education majors
- Partner with DPI on assessment
- Research on causes of gang membership
- Increase mentorship with teenagers within the counties
- Expand mentorship into remote counties
- Products of service
- Strengthen partnerships with non-profit services
- Young people at risk of education failure – drop outs, gang activity, teen pregnancy

Linda McIntosh, note taker: University outreach and Engagement

- 1- Utilize NCCAT to provide services to public schools in our 17 counties / partner/ subcontractor.
- 2- Distance Education offerings / programs to public schools to access: structure, culture and resources.
- 3- IEF, SBTDC, SG could expand and use more
- 4- Stronger links with community and business partnerships
 - a. makes us demand driven
 - b. emphasizes others (Henderson, Buncombe, Jackson)
- 5- Expand use of outside funding for programs that are collaborative
- 6- Be a visible presence at community events in **all** 17 counties / communities with booths, t-shirts, etc.
- 7- Get them onto campus with programs for high school students – bus them in.
- 8- Strengthen department of community relations
- 9- *Virtual work groups – triage to them – interdisciplinary and inter-institutional
- 10- *Portal of Entry – resource person / county with 800 #
- 11- Reward staff as well as faculty for public service

Erin McManus, note taker: Outreach and Engagement

Existing outreach:

- 1- Internships – by college
- 2- Arts and Sciences:
 - a. Coastal development
 - b. Geological Sciences
 - c. Sequoyah Endowed Professor
 - d. Mountain Heritage Center
 - e. Anthropology

- f. Health Sciences – grad school
- 3- Rapid Prototyping: Kimmel School
- 4- College of Education:
 - a. CMSE
 - b. SUTEP
 - c. Support of beginning teachers
- 5- Fine and Performing Arts: groups come in
Effectiveness assessed individually in each program

New Programs:

- 1- Service Learning
- 2- Larger region – difficult to access (\$)
 - a. Extend some and coordinate others
 - b. Outreach increased with use of technology; 21st century extension agent (research librarian); UNC resource individual
 - c. Fund this by subscription
 - d. Subscribers – number of people accessing services
- 3- Define public service better:
 - a. What is definition of outcome?
 - b. We as faculty must define them and how we will reward them.
 - c. Put College Access Programs together with one department

Ken Burbank, note taker: University Outreach and Engagement

- 1. QEP -already in place
 - i. -students having an engaged experience
- 2. This requires the entire University to be engaged.
- 3. This will require careful listening to the region to define our mission and actions.
- 4. Students primarily not from here, but most engagement will be done in our region. Examples:
 - a. Help with museum collections
 - a. Technical assistance program
- 5. We will need a portal that can connect the outside world to the correct person inside Western.
- 6. **One-Stop** for the region – listening and connect with the Western “expert”.
- 7. Their needs must drive what we do.
- 8. This must be tied into our scholarship / service discussions.
- 9. Change regional culture to culture of innovation – we can be a catalyst for change.
- 10. Raise perceived value of education to keep students in school.
- 11. Local Gov’t Training Program – use this as other model for delivering expertise to the region.
- 12. Find new entities to partner with:
 - 1. Other campuses
 - 2. National Park Service
 - 3. Forest Service

4. Oak Ridge
5. CDC

13. Link across state boundaries to national resources

14. Existing Programs: Need more money!

- i. Rapid Prototype Center
- ii. SBTDC
- iii. Local Government Training Program
- iv. Mountain Heritage Center

15. Eliminate unnecessary / obsolete programs tied to minimum wage jobs.

16. New Programs: Change the focus of departmental / faculty groups, like college of innovation, to be centered on a common goal.

17. In order for Western to better serve the region, we need to know what each other on campus are doing!

Phil Cauley, note taker: University Outreach and Engagement

1. WCU strength
2. Community needs assessments

GENERAL NOTES:

Questions for UNC-T Committees

By Alison Joseph, note taker

January 31, 2008

- **Budget**
 - What is the source of funding for initiative (i.e., reallocation, new funds, or a mix of both)?
 - Cost intensive vs. cost extensive
 - Sustainability
 - Will this program be a revenue stream immediately?
 - Will this program turn from a funded initiative to a self-sustaining initiative at some point?
 - Will this program always require funding (i.e., never self-sustaining)
 - If the proposal is efficiency related (e.g., reduction of use of electricity), will it result in a cost savings?
- **Policy Changes**
 - What policy changes are needed, or what existing barriers affect this proposed program/initiative?
- **Timeline**
 - Phased time line

- General parameters (e.g., immediate, short-term, or long-term implementation)
 - Ask two questions about timeline – planning timeframe and implementation timeframe
- **Prioritize**
 - Ask committees to prioritize their proposed initiatives
- **Outcomes Measures**
 - Committees will need to identify or suggest ways to measure the effectiveness of proposed programs
 - Committees will need to specify direct and indirect impacts of proposed programs, that is positive impacts to the campus and the community (e.g., new Fine and Performing Arts Center – revenue for campus, cultural enrichment for students, staff and faculty, benefit to surrounding community)
- **Our Institution vs. Other Institutions**
 - Should we even ask which initiatives would be better handled by other institutions?
 - The questions about what initiatives that are not appropriate for WCU will be answered by omission (i.e., committees will likely not report proposed ideas that are not appropriate for WCU).
 - Regarding specific proposed ideas, we should ask:
 - Which other schools offer similar programs or are involved in similar initiatives?
 - Should we partner with another institution on this initiative? And, if so, who?
 - Possibly we should ask: Would this program be better served at another institution?
 - This may be a good question for committees to consider because committee members will likely be experts in the subject matter and have knowledge about their peers and peer programs at other institutions
 - If committees discuss eliminating programs to reduce costs and reallocate money, we should ask: Is it feasible that another institution should/could take this program?
- **Changes to Existing Programs**
 - What will it really take to make this existing program/initiative successful?
- **Core Values**
 - Committees should be asked to rate each proposed project/initiative as to the degree that it relates to WCU's "core values"
- **Template**
 - Different question sets could be used for new programs and for changes to existing programs
 - Different question sets could be used for programs that require new funding and those that require reallocation of existing funding

- Timeline will be greatly affected by funding source (e.g., it will take much longer to implement a program with funding coming from reallocation than a program receiving new funding)

Additional Notes:

- We should possibly give committees a list of university-wide recommendations on policy changes (e.g., summer funding, improving policies to facilitate interdisciplinary programs, etc.). This may give them a better framework for suggesting additional policies changes that directly impact their topic, and help them see past traditional barriers.
- It will be problematic to ask committees for budget requirements because it is difficult to calculate figures and we need consistency and uniformity in answers.
- We should use drop down boxes or give them options of pre-selected answers when possible to improve uniformity among committee responses (e.g., funding source – reallocation or new funds – 2 choices in a drop-down box).
- In order to avoid committee members making their recommendations too personal (e.g., making suggestions/objections based on their personal allegiance to departments on campus), we may want to provide instructions that committee members should make recommendations for some future time period (e.g., “Five years from now . . .”). This may help prevent input that is based on committee members being primarily concerned with what is in the best interest of their respective departments right now.
- By asking committees to prioritize proposed projects/initiatives, and by asking about budget and timeline, committees will hopefully return findings and proposal ideas that are significant, but also realistic.

Deborah Tarmann, note taker:

1- Existing Programs:

- How is their effectiveness assessed? Number of students enrolled and # certificates or graduates
- Can their effectiveness be improved? How? Drive Broadband access through communities
- Where will funding for these improvements come from? Tuition stipend for on-line courses to help with costs
- Who is accountable? All of us.

2- New Programs:

- What is cost of establishing them? Change old buildings to classrooms; bring University to them, re: migrants
- How will effectiveness be assessed? Mobile classroom for moving students with no territory of University / movie or audio; number of students to translate; more Spanish speaking culture teachers; if it pertains to our region; more bilingual; teach more English classes
- Who is accountable? All of us.

3- Administrative and Policy changes:

- Tie economic incentives for faculty / staff for innovation and creativity
 - Grant procedures simplified
 - On-line procedures for signing off on documents
 - Collaborate with other Universities to get a degree
 - System-wide resources, i.e. motorpool
- 4- Interdisciplinary and inter-institutional collaborations:
Economic Development

QUESTIONS:

How is branding effort coming along? WCU is about 70 percent in line dealing with this issue - Changed tenure system, etc. Particular responsibility in 17 counties. We looked at what they are really doing. There are four schools that are comparable to WCU. The others most like us are University of Denver; Marquette; James Madison; and University of Louisville.

Is that reallocation at the campus level or system level? Campus level.

Much of the tenure promotion issue has already been worked through at WCU. There will not be a lot of money coming in. There will be reallocation of internal resources first and then review/look at the gaps in funding. All future budgets for UNC- will be based on UNC-tomorrow. This is a high priority area and University must document this in detail. Specific outcome measures. This is something we have to respond to SACS on. BOG policy.

Question on reallocation and funding process?

Kyle is now going through the reallocation process. Chemistry department for example. Forensic Science has a chance to do well. Use faculty that would be particularly engaged in this issue, but also teaching in general areas as well.

In addition, we will to hold enrollment group down - hold freshman to 1475. There were 2,000 people in the original pool who could have qualified for honors enrollment. In 2009, we will have more significant growth because of enrollment. We will need to focus on important areas to UNC-T and rethink less important areas.

There will be a new funding model. I will anticipate we will have 75% funds from enrollment.

UNC commission – Mission statement whiplash – Is there a plan for revision?

We need to plan for continuous monitoring / assessment. They are looking at trend lines and changes. General directions will probably not change. What are the trend lines? Richard Florida has done a piece 40 super regions. Raleigh and Atlanta are driving growth. Top six economies in NC – don't quite add up to Atlanta. Long term trend - Has been there for 30 years. K-12 Hispanic population will continue and will be addressed. Technology is going to continue changing. Intra-cultural communications; world is becoming more homogeneous. Details will change – general trends will not change.

Mentioning the system will require documentation before acquire new funds? Is the system providing template or vehicle in a way that is fair or uniform? Being created instructions after worked it. We have no answer as yet. May have to design our own template, which will be close.

Authentic Year round funding – summer school? Yes.

Process:

Dr. Bardo: Concerned that we do this in a way that is timely. Putting together a steering committee. Be a sounding board. Major coordinating group is strategic planning group. Then we will form working groups around each theme to make sure we cover each issue in a reasonable way. Working groups will be made up of faculty, staff, students, community members all 17 counties. Ask to work through template that IRP is working on now to be consistent. ASA draft is ready – go to staff forum; faculty senate; ask for faculty senate meeting to get sense of senate on issues for feedback. Keep groups involved. New on web – look at it up to date. Dr. Bardo asks for volunteers for committees. The more people involved the better. Another meeting like this in April maybe March. The first cut has to be GA – May 1st.

In the fall, we will go into greater detail on programming, etc.

Questions: None

Carol has to get a response to SACS also – same general as UNCT.

Allow time for Work sessions: (Each table has a summary sheet and pad. Please appoint a note taker at each table and address the highlighted finding on your sheet first. Then if time permits, continue to work as a group to address other issues.)

Ray Barclay – Their group worked on template to collect information for Strategic Planning Committee

Dr. Bardo and Dr. Carter receive feedback and comments

Dr. Bardo – Validate whether these are themes. We already have a lot of what we need. Work on increasing collaborations and relationships. What we need to invent – focus and coordination. Get a better understanding of what we are doing. Better communication with the region and getting information out to the community. Environment – develop themes that cut across the entire University. The Boyer model is a good example. We need to lead by example. We need diversity and partnerships in multiple sites.