AGENDA
Executive Committee
ECU Board of Trustees
Mendenhall Student Center, Great Room 3
3 p.m., February 21, 2008

I. Approval of Minutes Action
   A. November 29, 2007
   B. December 17, 2007

II. Closed Session

III. UNC Tomorrow Response Information

IV. Background Checks for Current Employees Information

V. Economic Development Information
   A. Partnership with NC Department of Commerce
   B. Report on State of the Region Forum

VI. Other Items
Bob Greczyn, chair of the Executive Committee, called the meeting to order at 3 p.m. in Great Room 3 of Mendenhall Student Center.

Other members of the committee in attendance were David Brody, Margaret Ward, Robbie Hill, David Redwine, Joel Butler and Bob Lucas. Also attending were trustees Bill Bodenhamer, Mark Tipton, Bruce Austin, Carol Mabe, Robert Brinkley and Keri Brockett. Members of the Chancellor’s Executive Council were also in attendance.

Mr. Greczyn read the conflict of interest statement required by the State Government Ethics Act.

Mr. Greczyn asked for a motion to approve the minutes of the Sept. 11, 2007, meeting. The motion was made, seconded and approved.

Ms. Ward read the motion for the committee to go into closed session. The motion was seconded and approved. The committee remained in Great Room 3 for its closed session and asked spectators to leave the room.

At the conclusion of the closed session, the committee resumed its open session in Great Room 3.

Chancellor Ballard presented the administration’s recommendations for tuition and fee increases totaling $38—$14 in tuition and $24 in fees—an increase of 0.87 percent. After discussion by committee members and others, Mr. Redwine moved approval of the recommendations. The motion was seconded by Mr. Butler and approved by the committee.

The committee reviewed a proposed policy on Appointment and Review of Administrative Officers at ECU. Mr. Lucas moved approval of the policy. The motion was seconded by Ms. Ward and approved by the committee.

The committee considered a Faculty Senate resolution on administrator evaluations. A motion to reject the resolution was made, seconded and approved by the committee.

John Durham presented proposed guidelines outlining jurisdictions, duties and responsibilities of the standing committees of the Board of Trustees. Mr. Lucas moved approval of the guidelines. The motion was seconded by Mr. Butler and approved by the committee.
Mr. Durham also reported proposed meeting dates for the Board and its committees: Thursday, July 17, 2008; Thursday and Friday, Sept. 25-26, 2008; and Thursday and Friday, Nov. 20-21, 2008.

Karen Stokes presented nominations for two new members of the Board of Visitors to fill vacancies resulting from the resignations of two members of the Board. The nominees—Mark Garner of Greenville, nominated by BOT member Mark Tipton, and Mary Schulken of Charlotte, nominated by BOV Chair Carl Davis—were approved by the committee.

The committee approved a cell phone allowance of $30 a month, effective Nov. 1, 2007, for Phyllis Horns.

Mr. Butler moved approval of a requirement for all new employees of the University, effective Jan. 1, 2008. The motion was seconded by Mr. Hill and approved by the committee.

Mr. Redwine moved approval of a request for the administration to develop a plan for conducting criminal background checks for all current employees of the University. The motion was seconded by Mr. Brody and approved by the committee.

With no further business to come before the committee, the meeting was adjourned.
Bob Greczyn, chair of the Executive Committee, called the conference call meeting to order at 4:30 p.m. from Room 254 in Mendenhall Student Center on campus. Participating in the meeting by telephone were committee members David Brody, Margaret Ward, Robbie Hill, David Redwine and Bob Lucas. Also participating in the meeting by telephone were trustees Bruce Austin, Bill Bodenhamer, Robert Brinkley, Carol Mabe and Mark Tipton. Trustee Keri Brocket participated in person in Room 254. Chancellor Ballard and John Durham were also present in Room 254.

Mr. Greczyn read the conflict of interest statement required by the State Government Ethics Act. No conflicts were reported.

Mr. Greczyn asked Mr. Durham to read the motion to go into closed session. Mr. Hill then offered the motion, which was seconded and approved by the committee.

The committee returned to open session at 6 p.m., and the meeting was adjourned.
Executive Summary
EXECUTIVE SUMMARY

What was the purpose of this study?

The purpose of the University of North Carolina Tomorrow Initiative was to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service. The outcomes of this Initiative will guide and shape current and future priorities, resource allocations, existing and future programs, and strategic plans and missions of the University of North Carolina, its 17 constituent institutions and its affiliated entities to ensure that UNC’s not only becomes more proactive and responsive to the needs of our state, but remains so in the years to come as the people of North Carolina continue to confront the myriad challenges of the rapidly changing, knowledge-based global economy and environment of the 21st century.

How did we collect the data?

The UNC Tomorrow initiative was guided by UNC Board of Governors Chairman Jim Phillips, UNC President Erskine Bowles, and the UNC Tomorrow Commission, a 28-member blue-ribbon group including business, education, government, and nonprofit leaders from across the state. The Commission was charged with the responsibility of learning what the people of North Carolina need from their University and making relevant recommendations to the UNC Board of Governors. The Commission’s work was guided by the expert research, analysis, and advice of the UNC Tomorrow Scholars Council, a diverse 14-member panel of faculty from across the UNC system.

To become more responsive to the needs and challenges of our state, UNC first had to identify what those needs and challenges are. This was accomplished through visits to all 17 UNC campuses, 11 Community Listening Forums held across the state attended by approximately 2,700 members of the public, 11 Faculty Forums involving all 17 UNC campuses attended by almost 1,000 faculty, students, and staff; an online survey to which approximately 6,700 people responded; and a blog hosted on the UNC Tomorrow website. Through these efforts, UNC Tomorrow listened to what the people of North Carolina, our faculty, and our students told us they needed from their public University to help address the significant challenges facing their own future and that of their communities, regions, and our state as a whole.

What are our major findings and recommendations?

4.1 Our Global Readiness

Major Finding: UNC should educate its students to be personally and professionally successful in the 21st century and, to do so, should enhance the global competitiveness of its institutions and their graduates.

4.1.1. UNC should prepare its students for successful professional and personal lives in the 21st century, equipping them with the tools they will need to adapt to the ever-changing world.

4.1.2. UNC programs, especially research programs, should be globally competitive to ensure that they are globally relevant and significant.

4.1.3. UNC should promote increased partnerships between its own campuses and international universities and enhance the global awareness of its faculty and students.

4.2. Our Citizens and Their Future: Access to Higher Education

Major Finding: UNC should increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and non-traditional students.

4.2.1. UNC should increase access to its educational programs - including academic courses, degree programs at all levels, and certificate programs - for traditional students, non-traditional students, and lifelong learners.

4.2.2. UNC should continue ongoing efforts with the North Carolina Community College System to strengthen and streamline articulation between the two systems to develop a more seamless relationship.

4.2.3. UNC should be a model for accommodating the needs of persons with disabilities, including students, faculty, staff, and the general public.

4.2.4. UNC should maintain affordability and increase financial aid options.

4.2.5. UNC should increase the educational attainment of all underrepresented populations, especially African-American male and Hispanic students.

4.2.6. UNC should help ensure that all students are better prepared to enter and succeed academically in college.

4.3. Our Children and Their Future: Improving Public Education

Major Finding: UNC should be more actively involved in solving North Carolina’s public education challenges.

4.3.1. UNC should improve the quantity, quality, and geographic distribution of public school teachers.

4.3.2. UNC should help address the shortage of science and math teachers, especially in rural areas.

4.3.3. UNC should strengthen efforts, in cooperation with the North Carolina State Board of Community Colleges and the Community College System, the North Carolina State Board of Education, and the North Carolina Department of Public Instruction, to enhance the teaching skills of public school faculty and the leadership skills of public school administrators.

4.3.4. UNC should leverage its expertise, and increase collaborations with the State Board of Education and Department of Public Instruction, to help lower our state’s

UNC Tomorrow Commission Final Report
EXECUTIVE SUMMARY

dropout rate and improve academic achievement in all public schools in North Carolina, especially those that high-priority and low-performing.

4.3.5. UNC should strengthen partnerships with the State Board of Education, the North Carolina Department of Public Instruction, the North Carolina Community College System, and our state’s Independent Colleges and Universities to develop a seamless educational continuum from pre-K through higher education (“Birth-20”).

4.4. Our Communities and Their Economic Transformation

Major Finding: UNC should be more actively engaged in enhancing the economic transformation and community development of North Carolina’s regions and the state as a whole.

4.4.1. UNC should increase its capacity and commitment to respond to and lead economic transformation and community development.

4.4.2. UNC should focus specific effort in meeting the needs of rural and underserved areas of the state.

4.4.3. UNC should seek to align appropriate campus programs with the strategic economic plans (including sector and cluster plans) of their regions and the state, recognizing the unique differences and challenges of our state’s economic and geographic regions.

4.4.4. UNC should promote the arts and cultural enrichment in all regions of the state.

4.4.5. UNC should facilitate inclusive discussions on important community issues.

4.5. Our Health

Major Finding: UNC should lead in improving the health and wellness of all people and communities in our state.

4.5.1. UNC should lead in improving health and wellness in North Carolina.

4.5.2. UNC should educate more health professionals.

4.5.3. UNC should lead in utilizing health information to improve health and wellness in North Carolina.

4.6. Our Environment

Major Finding: UNC should assume a leadership role in addressing the state’s energy and environmental challenges.

4.6.1. UNC should embrace environmental sustainability as a core value among its institutions.

4.6.2. UNC should leverage its existing research expertise to address critical environmental and energy issues.

4.6.3. UNC should increase community awareness of environmental and sustainability issues.

4.7. Our University’s Outreach and Engagement

Major Finding: UNC should become more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole.

4.7.1. UNC should apply, translate, and communicate research and scholarship to broader audiences.

4.7.2. UNC should develop a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope.

4.7.3. UNC should create a mechanism for applying research and scholarship to addressing significant regional and statewide issues.

4.7.4. UNC should communicate its resources and expertise to wider audiences.

What changes should be made within UNC to respond to the needs of our state?

5.1. UNC should examine the missions of its 17 constituent institutions in light of state and regional needs from a “system” perspective so that the programs and resources of all institutions serve the state and its regions in a manner that complement each other, maximize resources, and avoid unnecessary duplication.

5.2. UNC should review the academic planning process to ensure that the needs of North Carolina are fully considered in establishing and discontinuing degree programs.

5.3. UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, and incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state’s competitiveness without decreasing support for teaching, basic research and scholarship.

5.4. UNC should prepare for wide-scale faculty retirement and increase efforts to recruit and retain high-quality faculty.

5.5. UNC should increase efforts to attract and retain high-quality staff at all levels.

5.6. UNC should continue to seek an efficient use of available resources in the fulfillment of its mission.

5.7. UNC should encourage and facilitate interdisciplinary and inter-institutional collaboration among its institutions.

5.8. UNC should continue efforts to establish accountability and performance measures that ensure and demonstrate transparently its success in carrying out its missions.

What are our next steps?

UNC is committed to not just learning what challenges face North Carolina both now and in the future - it is committed to meeting these challenges. Upon receipt of the UNC Tomorrow Commission’s report, the UNC Board of Governors and President Bowles will begin working with UNC institutions, affiliated entities, and General Administration to develop specific plans for how UNC will respond to the Commission’s recommendations, and in doing so, respond to the challenges facing North Carolina both now and in the future.

A full copy of the UNC Tomorrow Commission report is available at http://www.nctomorrow.org/.
University of North Carolina Tomorrow Charge:

The University of North Carolina is dedicated to the service of North Carolina and its people. In order to efficiently and effectively fulfill its three-pronged mission of education, research and scholarship, and public service in the 21st century, the University should proactively anticipate and identify the needs facing our state over the next twenty years and, consistent with its mission, develop and implement responses to those needs.
UNC Tomorrow Response Phase Outline

On December 6th, the UNC Tomorrow Commission approved its final report and recommendations identifying what challenges facing North Carolina UNC should respond to. In the next phase of UNC Tomorrow, UNC will determine how it will respond to the Commission’s recommendations.

What is the purpose of the Response Phase?

The purpose of the response phase is to develop specific plans as to how each campus and the University as a whole will respond to the UNC Tomorrow Commission’s report and recommendations. Plans will include specific timelines for implementation, reprioritization of existing resources wherever feasible, cost estimates, and assessment and accountability measures.

Ultimately, the outcomes of UNC Tomorrow developed during the response phase will serve as the basis for prioritizing and realigning academic programs and other initiatives, resources, and funding decisions (including future budget requests and funding allocations) so that UNC can respond more directly to the state’s needs. For example, the UNC Tomorrow Commission identified “educating more and better teachers” as a need of the state. In response to this need, UNC must both improve the quality of education it provides to its teaching students and graduate more teaching students. Schools of Education at UNC campuses may need to be strengthened and/or increase their enrollment (or both) to meet this need. Some of the resources needed to accomplish these goals can be secured by those campuses through more strategic reprioritization of existing resources. To the extent that additional resources are still needed beyond what a campus can identify internally, new resources would then be sought.

Who will participate?

To maximize UNC’s ability to respond to the needs of our state, all of UNC’s collective assets will be involved in the response phase, including the faculty, administration, and staff of its constituent institutions, affiliated entities, and General Administration.

Who will oversee the Response Phase?

The UNC Board of Governors and President Bowles will oversee the response phase. Activities will be coordinated by the UNC Tomorrow staff. During the response phase, communications mechanisms will be used to ensure
strong communications among campuses, and between campuses, affiliated entities, and General Administration

**What will campuses and affiliated entities be asked to do?**
Campuses and affiliated entities will be asked three main questions:

1. What *existing* programs and initiatives are already in place that effectively respond to the Commission’s recommendations, how is the effectiveness of those programs and initiatives assessed, and how can the effectiveness of those programs be improved?

2. What *new* programs and initiatives are needed to respond to Commission recommendations not already being addressed, and how will those programs and initiatives be established and assessed?

3. What changes (such as administrative and policy changes) are needed to successfully implement response plans in ways that ensure UNC’s efficiency, effectiveness, and relevance to both current *and future* challenges?

In answering these questions, campuses will be asked to place emphasis on:

- Utilizing and reprioritizing existing resources
- Eliminating unnecessary, duplicative, or obsolete programs and initiatives
- Where appropriate, establishing interdisciplinary and inter-institutional collaborations within existing resources
- Modeling and communicating “best practices” with other campuses
- Having clear timelines for implementation, cost estimates (where existing resources cannot be utilized), and accountability measures

**What will General Administration be asked to do?**
General Administration will focus on:

1. Identifying and monitoring initiatives already in place that effectively respond to the Commission’s recommendations, and where necessary, improving the effectiveness of these initiatives. *Examples: PACE, teachers initiative, nursing shortage initiative, North Carolina online*
2. Modifying existing processes, policies, and programs to respond more directly to the Commission’s recommendations. *Examples: academic planning process, enrollment growth planning*

3. Developing plans for new programs, initiatives and studies where no existing effort is in place. *Examples: comprehensive communications plans, branch campuses feasibility study, applied public policy institute*

**What is the timeline?**

Response plans will be developed during the spring, with reports made to the Board of Governors by its May 2008 meeting. Where feasible, implementation of specific plans may begin prior to May 2008. Short-term and long-term implementation plans will be developed, with the goal of short-term implementation occurring by January 2009.
### UNC Tomorrow Commission Recommendations

#### Recommendations that are primarily
- **Campus/Affiliated Entity driven**
- **System-level driven**

**Campuses/Affiliated Entities**

**General Administration**

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<td><strong>1. What are you doing now that works?</strong></td>
<td><strong>What existing programs and initiatives are already in place that effectively respond to the Commission’s recommendations, how is the effectiveness of those programs and initiatives assessed, and how can the effectiveness of those programs be improved?</strong></td>
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<td><strong>2. What more can you do?</strong></td>
<td><strong>What new programs and initiatives are needed to respond to Commission recommendations not already being addressed, and how will those programs and initiatives be established and assessed?</strong></td>
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<td><strong>3. How will you do it?</strong></td>
<td><strong>What changes (such as administrative and policy changes) are needed to successfully implement response plans to ensure efficiency, effectiveness, and relevance not just relevant to today’s challenges, but also enable UNC to proactively respond to future challenges?</strong></td>
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| **1. What are we doing now that works?** | **Identify and monitor initiatives already in place that respond to the Commission’s recommendations and, where necessary, improve the effectiveness of these initiatives**
|  | **Examples: PACE, teachers initiative, nursing shortage initiative, North Carolina online** |
| **2. What should we change?** | **Modify existing processes, policies, and programs to respond more directly to the Commission’s recommendations.**
|  | **Examples: academic planning process, enrollment growth planning** |
| **3. What must we initiate?** | **Develop plans for new programs, initiatives and studies where no existing effort is in place.**
|  | **Examples: comprehensive communications plans, branch campuses feasibility study, applied public policy institute** |

**MAY ’08 – Response Plans reported to Board of Governors**

**JANUARY ’09 – Short-term implementation achieved**
Community Enhancement and Economic Transformation Initiative

A Proposed Partnership Between The North Carolina Department of Commerce and East Carolina University

Purpose
To establish a unique partnership between the North Carolina Department of Commerce (Commerce) and East Carolina University (ECU) that leverages the resources and expertise of both organizations in support of comprehensive economic development activities and helps stimulate economic transformation in communities across North Carolina.

To proactively target distressed, low wealth and limited capacity communities with economic development products, technical assistance and financial resources that will help increase competitiveness and build stronger, more vibrant and more capable communities.

To establish a pilot program that maximizes collaboration between Commerce and ECU on behalf of targeted communities in eastern North Carolina, and is easily replicated in other regions of the State and with other Universities.

Method
Community Enhancement Grants - Establish, within the Department of Commerce, the Community Enhancement Grant Program ($10 -15 Million) that targets economically distressed counties and provides grant funds for community and economic development projects that foster comprehensive, sustainable development and positively impacts the communities’ quality of life. Community Enhancement Grants will be available to municipalities and counties state-wide, and will prioritize communities that have been designated Tier 1, Main Street, or 21st Century Communities by the Department of Commerce. The Community Enhancement Grant Program details are included as an attachment.

Economic Transformation Pilot - Establish the Economic Transformation Pilot Program ($5 Million), which leverages the economic development personnel, products and expertise of East Carolina University on behalf of eastern North Carolina communities to help remove traditional barriers to the access of economic development resources and impediments to successful project implementation.

Focused Community Guidance - Establish a system of Focused Guidance for the targeted communities that engages the Department of Commerce, ECU, the communities and relevant economic development entities in a long-term partnership that continually assesses ways of building local capacity, ensures the successful implementation of projects, and stimulates the transformation of the local and regional economies.

Continuous Collaboration - Establish a formal commitment to long-term collaboration between Commerce, ECU and the communities that will help foster sustainable economic
development and create a pervasive spirit of commitment and inclusion. Engage the full scope of academic and intellectual capacities of the University and the professional expertise of the Commerce staff to continuously engage the communities and regional partners to assess, design and implement innovative strategies that help build vibrant and competitive communities and subsequently help transform the regional economy.

**Desired Outcome**
Implemented as a comprehensive package, the four tenets of the Community Enhancement and Economic Transformation Initiative will leverage the substantial products and expertise of Commerce and ECU on behalf of the communities, provide significant resources that address key community and economic development needs, provide guidance and expertise that increases competitiveness and builds local capacity, and establish regional partnerships that support the long term economic vitality of the communities and the region. The Community Enhancement and Transformation Initiative formalizes the commitment of Commerce and ECU to collaboration, and to developing a comprehensive approach to identifying sustainable economic development strategies that help foster economic transformation in communities throughout North Carolina.

**The Department of Commerce will:**
- Provide grants to applicants for Community Enhancement
- Establish a pre-application process that identifies fundable projects but also, identifies applicants that may need ECU products to increase competitiveness or fundability
- Refer appropriate applicants to ECU for assistance
- Review and select community projects for full funding
- Review and select projects for funding contingent upon assistance from ECU
- Partner with the communities and ECU to support project implementation
- Commit to a long-term partnership with the communities and ECU that engages regional partners and helps foster economic transformation

**East Carolina University will provide:**
- Grant Writing and Technical Assistance
- Community Survey Research and Design
- Entrepreneurial and Small Business Technical Assistance
- Feasibility Study Assistance and Preparation
- Economic Impact Analyses
- Business Plan Development
- Community Design Assistance
- Partnership to the communities and Commerce that supports project implementation
- A commitment to a long-term partnership with the communities and Commerce that engages regional partners and helps foster economic transformation
The Commerce/ECU engagement efforts would assist communities with short-term competitiveness for grant funds, create a stronger pool of immediately fundable projects, increase the prospects for successful implementation, address issues of sustainability, forge new partnerships, and positively impact the broader economic landscape of eastern North Carolina.

The Community Enhancement and Economic Transformation Initiative is a comprehensive approach to addressing issues that impact economic well being and quality of life issues in distressed communities across North Carolina, and is consistent with the focus of Commerce’s new Memorandum of Understanding with the University of North Carolina, and the UNC Tomorrow Commission’s goal of community and regional economic transformation. Although the Economic Transformation component of the Initiative focuses on eastern North Carolina as a pilot project, it could be easily replicated in other regions of the State in partnership with other UNC institutions.
Community Enhancement Grants  $10 -15 Million

Objective
To establish a grants program for severely distressed North Carolina Communities that provides direct support for initiatives that significantly enhance the quality of life in participating counties and fosters sustainable economic development activities. To increase the potential for short-term success in our targeted communities and enhanced local economic stability that will support long-term economic development success and help stimulate a vibrant business climate.

The program would include:

- Competitive Grants that target 21st Century Communities, Main Street Communities and Tier 1 Communities that are experiencing severe economic distress.
- State-level oversight by the Department of Commerce
- Direct local accountability
- Formal commitment by the participating county, and each municipality within the county
- No required local matching funds

Fundable Projects would address at least one of the following community or economic development issue areas:

- Economic development competitiveness and sustainability
- Business and industry recruitment and retention
- Infrastructure improvements
- Increasing local capacity to acquire economic development funding
- Increasing local capacity to complete economic development projects
- Affordable housing rehabilitation or development
- Entrepreneurial development or seed funding

The total amount of grant funds available would be $10 - 15 Million per year.

The highest priority will be given to projects in Tier 1, Main Street and 21st Century Communities that leverage additional financial resources.