



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

2010 Academic Plan

Bruce W. Carney
Interim Executive Vice Chancellor
and Provost:

Academic Plan Steering Committee

Co-chairs

Bill Andrews, Senior Associate Dean, Fine Arts and Humanities, College of Arts and Sciences; Distinguished Professor, Department of English & Comparative Literature

Sue Estroff, Professor, Department of Social Medicine, School of Medicine; Adjunct Professor of Anthropology; Research Professor in Psychiatry



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Academic Plan Steering Committee

Larry Band, Distinguished Professor, Geography

David Bevevino, Student Body Vice President

Holly Boardman, Student Government Academic Affairs Committee

Jane Brown, Distinguished Professor, Journalism and Mass Communication

Regina Carelli, Professor and Associate Department Chair, Psychology

McKay Coble, Professor and Chair, Dramatic Art and Chair of the Faculty

Lloyd Edwards, Associate Professor, Biostatistics, Gillings School of Global Public Health

Steve Farmer, Associate Provost and Director, Undergraduate Admissions

Maryann Feldman, Distinguished Professor, Public Policy

Keith Lee, President, Graduate and Professional Student Federation

Melinda Manning, Assistant Dean of Students, Student Affairs

Rick Mumford, Clinical Associate Professor, School of Dentistry

Warren Newton, Professor and Chair, Family Medicine, School of Medicine

Lou Perez, Distinguished Professor, History

Ron Strauss, Executive Associate Provost and Distinguished Professor, School of Dentistry

David C. Anderson Wiltshire, Graduate and Professional Student Federation Chief of Staff



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Academic Plan Steering Committee

By the numbers:

4 students (2 undergraduate; 2 graduate)

6 faculty from Arts & Sciences

2 from the School of Medicine

**1 each from Dentistry, Journalism, and
Public Health**

**1 each from Admissions, Student Affairs, and
the Provost's Office**



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

2010 Academic Plan Themes

- 1. Strongest possible academic experiences**
- 2. Faculty prominence, recruitment, development and scholarship**
- 3. Interdisciplinary teaching, research, and public engagement**
- 4. Advance campus inclusivity and diversity**
- 5. Engagement with the profound challenges of state, national, and global communities**
- 6. Extend Carolina's global presence in research and teaching**



Strongest possible academic experiences

A rigorous and stimulating academic experience is the heart of UNC's mission. We seek to attract the best undergraduate and post-graduate students to learn from and work with the most talented and accomplished faculty. Carolina's traditional commitment to an outstanding liberal arts education for undergraduates remains the best way to prepare our students for the challenges and opportunities they will face beyond graduation. Success for students opting for professional undergraduate or post-graduate studies depends on integrated coursework, practica and research opportunities. At all levels of their education, our students must have the benefit of small-group interaction with our faculty. Carolina's intellectual environment must welcome new fields of inquiry, either in core disciplines or via interdisciplinary innovation. Dedicated to solving the world's most pressing problems, we aim to identify and foster excellence across our entire community and among all whom we teach and serve.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

2003 Academic Plan Successes - Academics

- **New curriculum and First-year seminars**
- **Growth in the Honors Program and Carolina Covenant Scholars program**
- **Enhanced student advising and reinvigorated Honor System**



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Enrollment Excellence – 2008-2009

October 2008 – Chancellor Thorp and Provost Gray-Little charge task force with developing strategies to enhance excellence in undergraduate enrollment

June 2009 – Task Force makes three core recommendations:

Connect our best prospective students with existing opportunities that will encourage them to choose Carolina and help them thrive once enrolled

Communicate clearly with prospective students and with those who shape their perceptions, especially about the quality of the student body and the size and geography of the University

Create new opportunities that are intellectually rigorous, consistent with our strengths and values, and attractive to the students we most want to enroll



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Enrollment Excellence – 2009-2010

August 2009 – Provost Carney appoints committee to implement task force recommendations

February 2010 – University launches initiative to connect top 1,200 admitted students with existing opportunities and one new pilot program

Existing opportunities: assured enrollment in business or journalism, Connected Learning, Carolina Research Scholars

New pilot program: First Year Fellows in the Johnston Center for Undergraduate Excellence

February 2010 – University also launches Communicator Toolkit, a campus –wide effort to communicate consistently about quality, size, and geography



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Enrollment Excellence and the Academic Plan

Now might actually be a good time to think and act boldly on behalf of undergraduate education

Despite significant constraints, Carolina enjoys enormous advantages

- Increasingly talented, diverse, and intellectually curious students**
- Faculty members who excel as scholars and teachers**
- Programs and curricula that are substantive and broadly appealing**

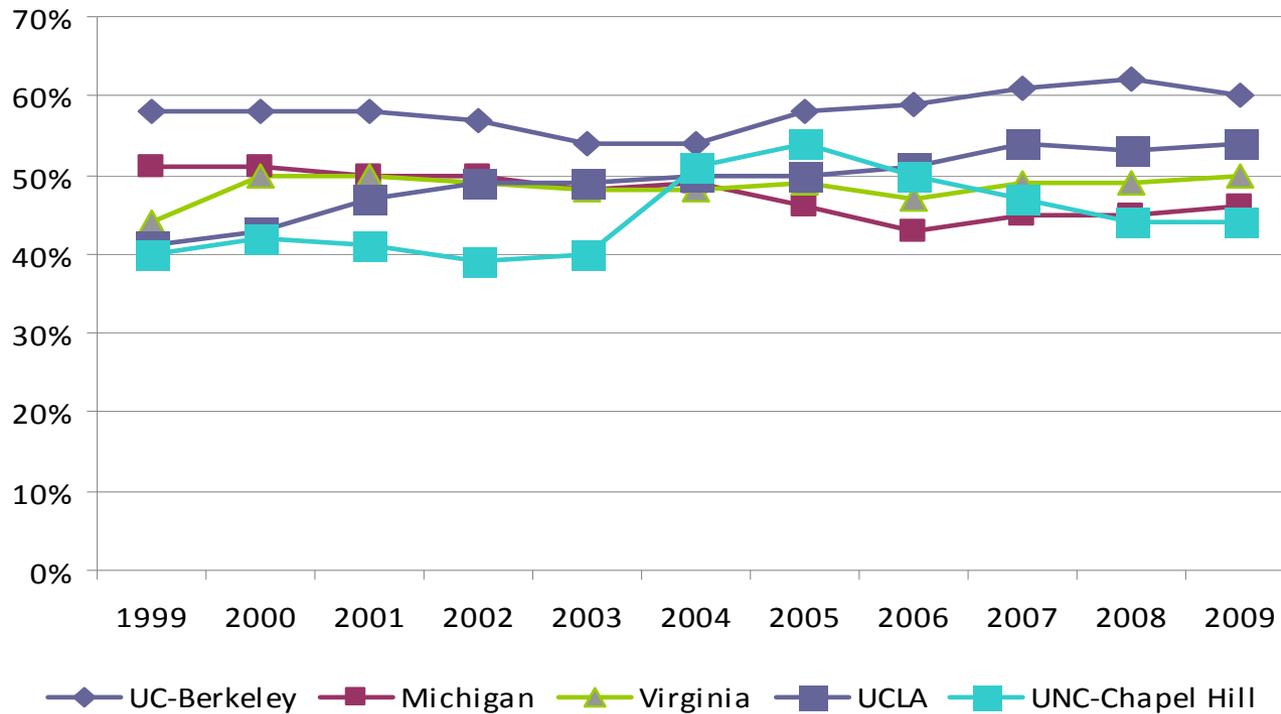
The Academic Plan could draw these advantages together towards a common purpose – and in so doing, send a clear signal to our strongest prospective students that we intend to move forward, not stand still



THE UNIVERSITY
of **NORTH CAROLINA**
at **CHAPEL HILL**

An issue for the 2010 Plan: Class sizes

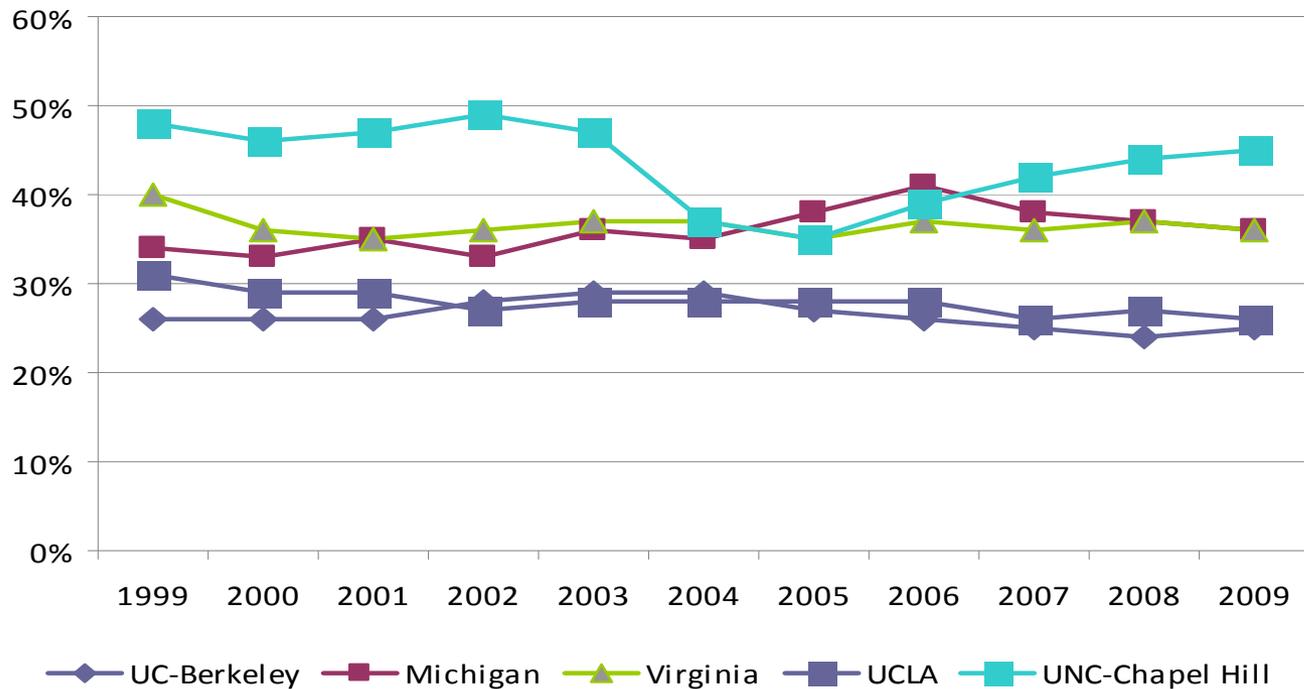
Percentage of Classes with Fewer Than 20 Students



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Class sizes (continued)

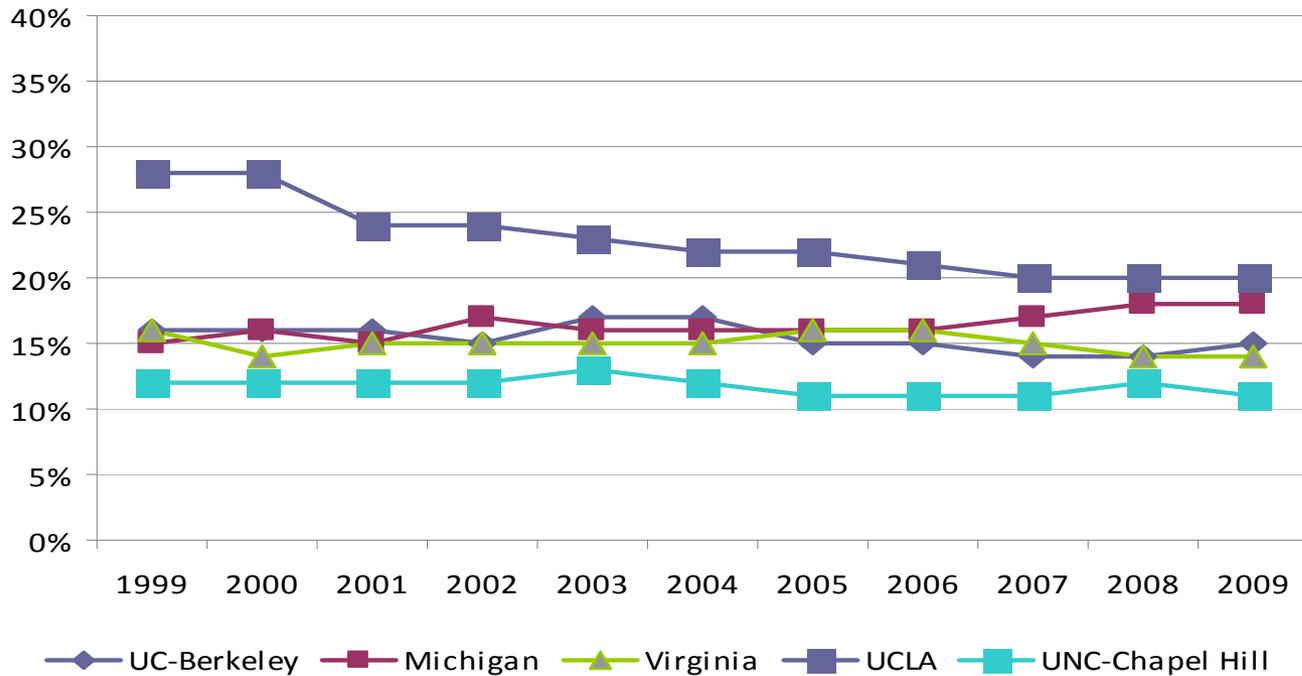
Percentage of Classes with 20 to 49 Students



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Class sizes (continued)

Percentage of Classes with 50 or More Students



The Strongest Faculty

To further enhance Carolina's strengths, we must continue to recruit, retain, and support our faculty in ways that emphasize the University's commitment to excellence in teaching, scholarship, and public service. A world-class university must have a world-class faculty. Through their teaching and scholarship, such faculty exemplify Carolina's ideal of intellectual leadership that inspires students in the classroom or lab, advances the faculty member's discipline, and benefits an increasingly knowledge-based society. Intellectual leaders of this caliber will consider Carolina a career destination because of a vibrant intellectual climate and a robust mutuality of commitment between the faculty and the University. Only through a sustained commitment to competitive compensation, benefits, support for research and creative activity, opportunity for leave, and professional reputation of UNC, will UNC remain competitive with what the best institutions offer their faculty. Carolina will recruit and retain our faculty most successfully by ensuring that all faculty may pursue new ideas in teaching and research in an open, stimulating, collaborative, and intellectually rewarding atmosphere.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

2003 Academic Plan Successes - Faculty

- **Successful push for broad increase in salaries; annual faculty salary study**
- **Center for Faculty Excellence**
- **Leadership programs at the IAH**
- **Organized University recognition of teaching with awards and rewards**

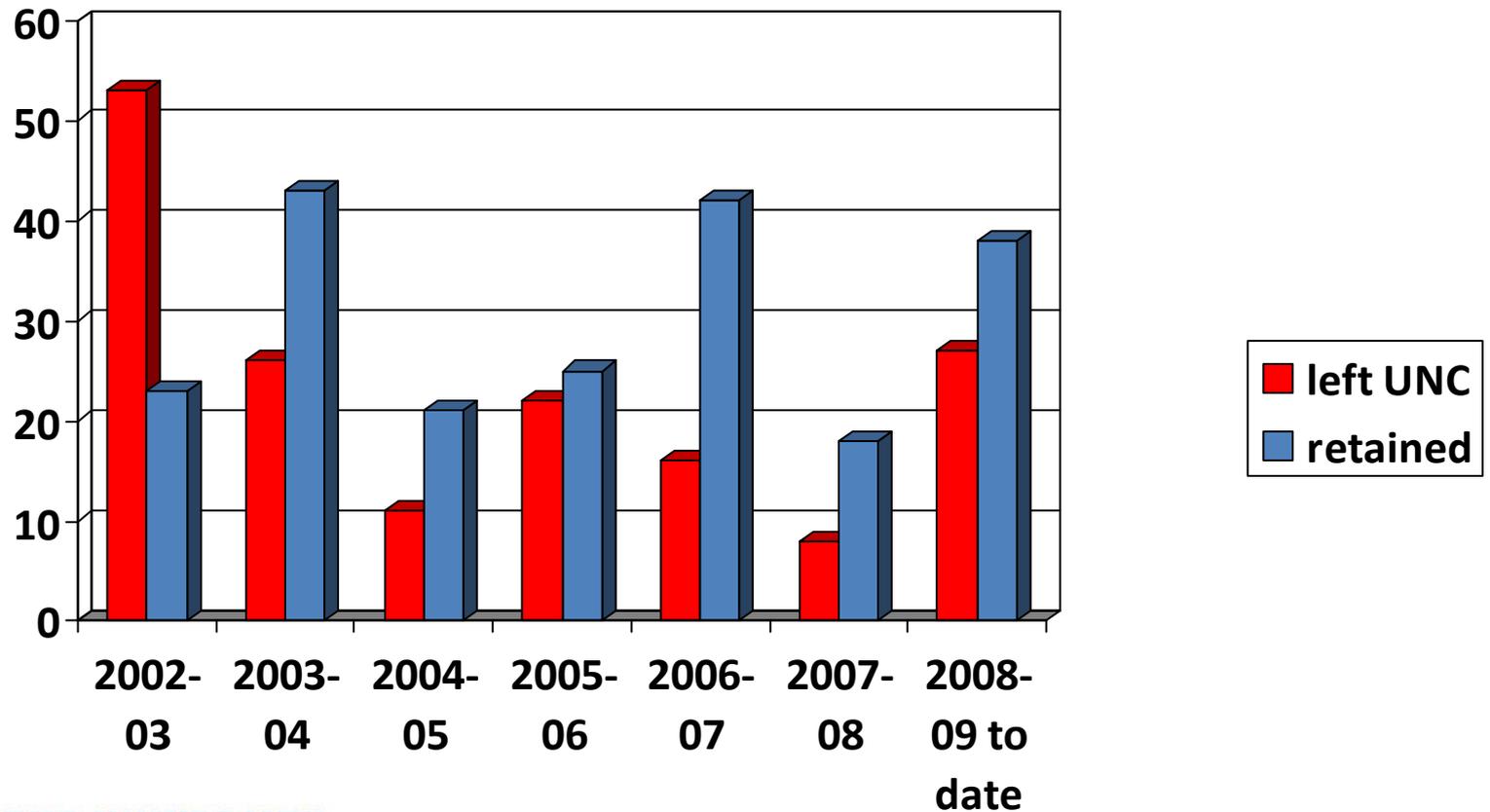


A Focus on Faculty Retention

- **For the academic year 2008-09 to date, 120 faculty received outside offers**
- **We made counter offers to 65 (with 1 being negotiated)**
- **Of those to whom counter offers were made, 38 stayed and 27 left (4 offers still pending)**
- **Our overall retention rate was 58%**



Eight year trend: faculty retention



Retention Battles by School - Academic Affairs 2008-09 to date

School	# of faculty who received outside offers	# of counter offers	# of retentions due to counter offer
College of Arts and Sciences	24	18	14
Kenan-Flagler Business School	6	3	1
School of Education	3	0	0
School of Information and Library Science	1	1	0
School of Law	5	1	0
School of Social Work	2	2	0
Total	41	25	15



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Retention Battles by School - Health Affairs 2008-09 to date

School	# of faculty who received outside offers	# of counter offers	# of retentions due to counter offer
School of Dentistry	2	1	0
School of Medicine	48	27	16 (2 pending – not included in total)
School of Pharmacy	2	1	1
School of Public Health	27	11 (1 pending – not included in total)	6 (2 pending – not included in total)
Total	79	40	23



Schools Reporting No Retention Battles 2008-09 to date

- **School of Government**
- **School of Journalism and Mass Communication**
- **School of Nursing**



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Interdisciplinary teaching and research

One of Carolina's intellectual signatures is the imaginative collaboration across disciplinary boundaries in research, teaching, and engagement with our constituencies. We have led the way in contributing to scholarship that is nimble and path-breaking, and that redefines perspectives on long-standing academic pursuits. In order to continue and enhance interdisciplinarity across the campus, we must foster and support innovative efforts among the faculty. The efforts will include developing additional school, departmental, and University incentives and administrative infrastructure that reward and contribute to exploratory, inventive scholarship and teaching. Some possible areas of exploration include:

- Support of innovative interdisciplinary research that may be too advanced for traditional external support;
- The roles of centers and institutes in fostering interdisciplinary research;
- Relief from administrative impediments to interdisciplinary teaching.



2003 Academic Plan Successes – Interdisciplinary efforts

- **Carolina Performing Arts and Executive Director for the Arts initiative**
- **Remarkable increase in research grant funding to Centers and Institutes**
- **Genomics, Nanotech, Biomedical Engineering growth**
- **Enhanced IT support and infrastructure**

Might we do more in the curricular arena?



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Further campus inclusivity and diversity

Carolina aspires to be an increasingly inclusive educational institution that attracts and values talented people from all backgrounds, preparing them to contribute as leaders, scholars and educated citizens. UNC will dedicate itself to further our capacity to draw upon the abilities, experiences, and perspectives of all students, faculty and staff. A campus community rich in differences in race, ethnicity, economic background, disability, gender, or sexual orientation, is essential to a vibrant education and to cutting-edge research, service and teaching.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

2003 Academic Plan Successes - Diversity

- **Annual reports of diversity and shared goals**
- **American Indian Center**
- **Latino/Latina Collaborative**



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Opportunity Adrift (?)

Recent report (see *Chronicle of Higher Education*; January 13, 2010) argues that flagships “have drifted away from their historic mission” and are “shortchang[ing] poor and minority students”

- **Flagships are becoming less diverse racially and socioeconomically – or they are not becoming diverse fast enough**
- **Flagships are diverting money from need- to merit-based aid in an effort to attract wealthy students whose SAT scores will boost their rankings**



Opportunity on Course

Report is well-intentioned but flawed because:

- **It uses simple measures to describe complicated phenomena**
- **It assesses current progress based on data that are more than two years old**
- **It treats all flagships as if they were the same**

Report does not describe the reality at Carolina, where we have proven that opportunity and excellence can be mutually reinforcing.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Opportunity and Excellence at Carolina

	2004	2009
White/Caucasian	73.1%	67.5%
Asian American/Pacific Islander	7.8%	9.0%
African American	11.3%	11.3%
American Indian/Alaskan Native	0.9%	1.1%
Hispanic/Latino	3.6%	5.9%
All underrepresented	15.8%	18.4%
First-generation college	16.3%	19.0%
Fee waiver	4.1%	6.7%
SAT (CR+M)	1287	1303
% top 10%	74.0%	79.6%
% top 10	38.4%	43.8%



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Opportunity and Aid at Carolina

Over the last decade, need-based grants have met an increasing share of the total published cost of attendance – from 30% in 1999-2000 to 50% in 2008-2009 – despite significant cost increases over time

During this same period, our average grant support for low-income North Carolinians has increased at more than triple the rate of our grant support for students with no demonstrated financial need

	1999-2000	2008-2009	% change
Low-income North Carolinians	\$6,235	\$15,004	141%
Students with no need	\$3,615	\$5,215	44%



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Opportunity and Excellence at Carolina

Do our students succeed?

- **Focus of Carolina Covenant 2004 cohort:**
- **63% are African-American, Hispanic, etc.**
- **55% are “First Generation”**
- **The students are fairly well-prepared:**
 - **Mean GPA = 4.2**
 - **Mean SAT = 1209**
- **Good graduation rates: 4-year rate = 62% (2005 cohort 66%)**
- **This is better than AAU public rate (54%) and UNC system (35%)**



2010 Academic Plan Challenges – Diversity from 2000 to 2008

The 2009 Diversity Plan Report is a key document for the steering committee and the campus.

Overall, I am disappointed with the apparent lack of progress in faculty numbers.

Some schools are making good progress and most are seeing significant percentages of minority applicants.

The steering committee needs to explore successful programs on and beyond campus.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Engagement with profound challenges of state, national, and global communities

Engaged scholarship promotes the public good through mutually beneficial collaborations. As a public institution in the broadest sense, Carolina engages with local and global communities to work on problems of disease, poverty, environmental degradation, injustice and inequality. Academic engagement mobilizes faculty and student professional expertise and resources to address significant challenges and concerns as expressed by communities and societies. Engaged scholarship promotes the public good through balanced, respectful, and mutually beneficial collaborations.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

2003 Academic Plan Successes - Engagement

- **Carolina Center for Public Service (2150 students participate in the Public Service Scholars program)**
- **Faculty Engaged Scholars Program (we have had two cohorts of 8 faculty)**
- **Annual engagement convocation**



2010 Plan: Strong Interest in Engagement

- **Center for Public Service public forum**
- **Promotion and Tenure Report seeks inclusion of engagement as an aspect of faculty evaluation**
- **Defining engagement (engaged scholarship? engaged activities?) is critical**
- **Recent IAH dialog: Academic plan will find many willing participants**



Extend Carolina's global presence in research and teaching

Carolina should embrace opportunities to extend its traditional state, regional, and national service to include peoples and cultures beyond our borders. To this end Carolina will extend its global presence through strategically chosen educational, research, and service activities that place UNC faculty and students in creative partnerships with institutions and governments worldwide that share our academic values and goals. As opportunities for international engagement increase, curricula in foreign languages and cultures, along with immersion and study abroad programs, will prepare our students to become knowledgeable and adept in globally competitive environments...



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

2003 Academic Plan Successes - Global

- **Growth of UNC Global and Institute for Global Health and Infectious Diseases**
- **Global Roadmap**

This topic is addressed well in the *Strategic Roadmap for Internationalizing UNC* and was discussed in University Affairs.



2010 Academic Plan: Next Steps

Scheduling!

Steering committee meetings being scheduled

Identify and appoint subcommittees

**Analyze/assess 2003 plan's strengths and
shortcomings**

Engage new Provost ASAP

**Engage campus and complete report by
early in Fall 2010 semester**



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Questions and Comments?



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL