



Fayetteville State University

Phase I Campus Response

to

The University of North Carolina (UNC) Tomorrow

Major Findings, Recommendations, and Suggested Strategies

May 1, 2008

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EXECUTIVE SUMMARY

In 2007, the UNC Tomorrow initiative was launched “to determine how The University of North Carolina could 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” (*UNC Tomorrow Commission Final Report*, p. 2). Fundamentally, the UNC Tomorrow purpose directly aligned with Fayetteville State University’s historic mission as well as with most of its current goals and objectives, which are rooted in a “commitment to excel in teaching, research and service to the community to prepare its students and graduates to lead meaningful and productive lives” (*FSU Fact Book*, p. 5). As such, congruency between the FSU mission and UNC Tomorrow purpose only strengthened our ability to build upon existing strategies and plans when preparing this campus response.

Fayetteville State University’s Phase I campus response to the UNC Tomorrow Commission’s findings is the result of a comprehensive, campus-wide process used to gather, synthesize, and prioritize the information included in this report. In each section, applicable FSU Strategic Goals and Priorities already established were included immediately following the Introduction to the section to show linkages between our existing Education Master Plan completed in July 2007 and the UNC Tomorrow findings. The number of response items in each of the sections (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.6, 5.7, 5.8) varies depending on FSU’s current or planned activities in a given area at this time in our history. Those items that are included were substantive and representative of programs, activities, or plans that best explain how FSU is currently addressing or plans to address UNC Tomorrow findings in the coming decades. Hence, even though many more items were identified by the FSU/UNC Tomorrow Sub-Committees, those included in this campus response are the most salient.

The Table of Contents also can be used as an outline to the document. Within the document, cross-references are made between sections when a topic may be covered in more than one place. Each section has a consistent flow of information that begins with an Introduction followed by a list of existing FSU Strategic Goals and Priorities. The section then includes Existing Programs items followed by New Programs items, each with Strengths of the Program and Implementation Strategies and Plans.

Given the extraordinary work effort that went into this campus response, FSU acknowledges and sincerely thanks the FSU/UNC Tomorrow Steering Committee and Sub-Committee Chairpersons who led this effort and to the many sub-committee members and other faculty and staff who assisted. Knowing that change is an inevitable component of progress, FSU submits this response to the UNC Tomorrow Commission findings understanding that it will periodically require updates.

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.

Introduction

Fayetteville State University (FSU) is positioned to place emphasis on educating its students so that they can be competitive in the global marketplace. By building the capacity of students through a well-rounded education that enhances personal and professional development and focuses on crucial global competencies, students can succeed in their academic pursuits. These competencies are central to FSU's educational mission to provide quality education to its students through a basic liberal arts foundation.

Fayetteville State University has many strong and innovative programs to prepare its students for life and work in the 21st century. Our core and major programs continue to be reviewed to identify the best learning outcomes and to ensure that our students achieve these outcomes. FSU has several programs dedicated to improving student proficiency in the Science, Technology, Engineering, and Mathematics (STEM) disciplines, learning communities that provide opportunities for students to engage in collaborative and experiential learning, and an International Education Center that provides opportunities for students and faculty to participate in international collaborations and study abroad.

In this section, FSU highlights programs, services, and plans for preparing its students to be successful in the globally-competitive environment of the 21st century.

FSU Strategic Goals and Priorities for Global Readiness

- Promote student success by focusing on learning outcomes, retention, and graduation
- Meet workforce needs in a global society
- Broaden internationalization through study abroad, exchange, and immersion programs

A. Existing Programs

1. Core Student Learning Outcomes

(Addresses 4.1.1)

Description: FSU has adopted Core Student Learning Outcomes that address the UNC Tomorrow findings. Those outcomes include oral and written communication, critical thinking, inquiry skills, global literacy, and ethics and civic engagement. In addition, FSU is engaged in a review of its core curriculum to ensure that students achieve these core outcomes. Assessment measures are also being developed for the student learning outcomes.

Strengths of the Program: The core outcomes have widespread faculty support, having been approved by the Faculty Senate, the Provost, and the Chancellor. General education (core curriculum) is a significant component of regional accreditation, which requires assessment of learning outcomes.

Implementation Strategies and Plans:

- **Unit Responsible:** University College
- **Timeline:** 2007-2011
- **Resources and/or Source of Funding:**
 - New fund request: \$ 75,000/year for a new Core Assessment Coordinator
- **Assessment Measures:**
 - Retention and graduation rates
 - Collegiate Learning Assessment
 - Rising Junior Exam
 - Embedded course assessments

2. Assessment Initiative: Benchmarking and Developing Student Learning Outcomes (Addresses 4.1.1, 4.1.2)

Description: FSU is engaged in benchmarking and developing student learning outcomes for all academic courses and programs. Assessment has begun with student learning outcomes being defined for each program with the assistance of the Assessment Coordinators in each college or school. A framework will be established to assess student performance against those outcomes. For each major, a Student Learning Improvement Plan will be developed to ensure that students meet the defined learning outcomes. This campus-based initiative for benchmarking and developing learning outcomes is designed to improve student success, as well as, foster a culture of evidence that a learning outcome assessment plan is in place to sustain continuous data-driven improvements, encourage faculty to enhance the quality of instruction, and address the requirements of the SACS Commission on Colleges Quality Enhancement Plan.

Strengths of the Program:

- The Assessment Initiative has strong administrative leadership and a significant commitment of resources.
- Assessment coordinators have release time to focus on the assessment effort.

Implementation Strategies and Plans:

- **Unit Responsible:** Academic Deans/Academic Affairs
- **Timeline:** 2007-2011
- **Resources and/or Source of Funding:**
 - Recurring state funds
 - New fund request:
 - \$65,000/year (plus benefits) for an assessment office position
- **Assessment Measures:**
 - Creation and implementation of a Student Learning Improvement Plan
 - Rubrics to assess student products of learning
 - Systematically sample student work to assess major program effectiveness

3. Science, Technology, Engineering, and Mathematics (STEM) Initiatives *(Addresses 4.1.2)*

Description: FSU has several initiatives to improve student proficiency in STEM disciplines. FSU-RISE (Research Initiative for Scientific Enhancement) prepares students for careers in biomedical/behavioral science. FSU OpTIMUM (Opportunities for Talent Expansion in Interdisciplinary Education for Minorities and women in Undergraduate Mathematics and science), NC-LSAMP (North Carolina Louis Stokes Alliance for Minority Participation), and the NC-MSEN (North Carolina-Mathematics and Science Education Network) all work to increase the number of minority students in science and technology disciplines.

Strengths of the Program:

- These programs provide incentives and academic support for students pursuing degrees in STEM disciplines.
- These programs also have strong administrative support.

Implementation Strategies and Plans:

- **Unit Responsible:** College of Arts and Sciences
- **Timeline:** 2007-2010
- **Resources and/or Source of Funding:**
 - Recurring grant funds as appropriate
- **Assessment Measures:**
 - Number of students declaring STEM majors
 - Number of students graduating with STEM majors
 - Number of students pursuing graduate study in STEM disciplines

4. The Learning Community Initiative for Collaborative Learning *(Addresses 4.1.1)*

Description: FSU has implemented the learning communities as an initiative to foster collaborative and experiential learning opportunities. Learning communities also encourage teamwork among students and faculty, often incorporate service learning, and promote civic engagement. *(See section 4.2, Item 3 for more information)*

Strengths of the Program:

- Learning communities have been proven to increase student retention and success.

Implementation Strategies and Plans:

- **Unit Responsible:** University College
- **Timeline:** 2007-2011
- **Resources and/or Source of Funding:**
 - Recurring state funds from Academic Affairs for Faculty Coordinator and Co-Curricular Fund

- Recurring funds from Student Affairs for Living-Learning Program Coordinator
- **Assessment Measures:**
 - First-year retention rates and GPA
 - Student Satisfaction Surveys

5. Globalization: Study Abroad and Cultural/Language Immersion (Addresses 4.1.3)

Description: FSU has seven formal Memorandums of Understanding (MOUs) with international partners which have led to the establishment of several student and faculty exchange programs. In addition, the FSU International Education Center and other units are in the process of improving and expanding foreign language training opportunities, including immersion and virtual learning programs, through available and new technology. These efforts support the development and continuation of new international outreach programs for FSU students and students in K-12 schools.

Study Abroad: FSU Memorandums of Understanding are with the following international universities for student and faculty exchange programs:

- Inner Mongolia Normal University (IMNU) in China*
- East China University of Science and Technology (ECUST) in China**
- Hubei Normal University (HNU) in China**
- Shanghai University in China
- Zhejiang Gongshang University in China
- Indian Institute of Social Welfare and Business Management in India, and
- Hiroshima College of Foreign Languages (HCFL) in Japan

* *FSU and IMNU have agreed to offer scholarships to exchange students attending their respective institutions.*

** *FSU is in partnership with ECUST and HNU for a dual-degree program in Mathematics and Computer Science.*

Cultural/Language Immersion: In 2007, the International Education Center (IEC) began collaborative efforts with different units at FSU to offer the following foreign cultural/ language immersion programs:

- Four-Week Experience China Program (weekend courses): Instructors from China provide a general overview of Chinese history and culture. This program is open to the public.
- Pilot Cultural and Language Immersion Program on Chinese Language and Culture (weekend courses): Exchange students from China serve as instructors. Sixty local elementary teachers and 100 students at public and private schools participated.
- See the World from FSU: A new weekend culture program underway.

Strengths of the Programs:

- The program provides opportunities for FSU faculty and students to work, study, and experience different cultures, and to promote foreign students and scholars visiting FSU
- FSU students and faculty have participated in study-abroad programs at institutions including Inner Mongolia Normal University in China and the Ghana Institute of Management and Public Administration in Ghana.
- IEC programming has enhanced international education enrichment to public and private school teachers in the region coupled with the opportunity to showcase FSU's international exchange students.

Implementation Strategies and Plans:

- **Unit Responsible:** International Education
- **Timeline:**
 - August 2008 – until end of agreement (Study-abroad partnerships)
 - Ongoing (cultural/language immersion)
- **Resources and/or Source of Funding:**
 - New fund request:
 - \$35,000/year (plus benefits) for study abroad coordinator (Title III or state funds)
 - \$35,000/year (plus benefits) for cultural/language immersion and international study abroad (Title III or state funds)
- **Assessment Measures:**
 - Number of MOUs and other agreements/partnerships
 - Number of students participating in study abroad
 - Number of faculty engaged in collaborative research and teaching
 - Number of international student and visitor inquiries and enrollment
 - Surveys of faculty and students

B. New Programs

6. Proposed Global Readiness Degree Programs: Intelligence Studies and International Studies

(Addresses 4.1.1, 4.1.2, 4.1.3)

Description: Two degree programs are being planned at FSU focus on global readiness in the 21st century. They are a Bachelor of Arts in Intelligence Studies and a Master's Degree in International Studies. The plans and proposed learning outcomes for these two degree programs are explained as follows:

Proposed Intelligence Study Degree Program (B.A.)

The Intelligence Study Degree Program will be a pragmatic, critical, and multidisciplinary unit within the Department of Government and History. The program is designed to provide students with conceptual and analytic skills for entry-level positions as intelligence analysts in public and private organizations. The primary goals of the proposed program are:

1. To meet a critical national need suggested by the 9/11 Commission and others

2. To provide intelligence education for entry-level positions in the public and profit sectors for students who otherwise may not be offered the opportunity or have the means
3. To be on the forefront of meeting the workforce needs and encouraging minorities, women, and in-service individuals to enter this field, particularly since only four degree-producing Intelligence Studies programs currently exist nationally and demand for graduates far exceeds supply
4. To establish relationships with the intelligence community and professional groups, such as the International Association for Intelligence Education (IAFIE)
5. To have an “inside track” for identifying requirements and developing responses to meet anticipated threats and to capitalize on emerging opportunities.

Implementation Strategies and Plans:

- **Unit Responsible:** Government and History Department / College of Arts and Sciences
- **Timeline:**
 - 2008-09 (initiate)
- **Resources and/or Source of Funding:**
 - New fund request:
 - \$ 65,000/year (plus benefits) for two faculty members, totaling \$130,000/year (plus benefits)
- **Assessment Measures:**
 - Enrollment, retention, and graduation rates
 - Student learning outcomes
 - Student satisfaction
 - Student placement in intelligence agencies

Proposed Master’s Degree Program in International Studies (M.A.)

The Master’s Degree in International Studies (M.A.) is a multidisciplinary program. The program will enable students to acquire knowledge of international relations, sustainable development, international business, political economy, understanding of inter-cultural values, and techniques in conflict management. Students will also gain competency in the analysis and study of selected world areas, namely Africa, Asia, Europe, Latin America, and the Middle East. The primary goals of the program are for students:

- To obtain specialized professional training with emphasis on specific graduate programs in Political Science, Sociology, History, Economics, and other Social Sciences
- To acquire training and knowledge of global institutions and their environments through interdisciplinary study and research
- To exhibit skills in diplomacy and in conflict prevention and resolution through simulated negotiations, case studies, and mock United Nations sessions
- To demonstrate language skills necessary to communicate with, understand, and appreciate the lifestyles and institutions of diverse peoples
- To utilize technologies to advance learning (i.e., distance learning, E-learning, and other multimedia modalities)

- To analyze and study selected world areas, including Africa, Asia, Europe, Latin America, and the Middle East
- To qualify for careers in governmental organizations, private industry, and foreign service as well as for doctoral education.

Implementation Strategies and Plans:

- **Unit Responsible:** Government and History Department / College of Arts and Sciences
- **Timeline:** 2008 and beyond
- **Resources and/or Source of Funding:**
 - New fund request:
 - \$ 65,000/year (plus benefits) for two faculty members, totaling \$130,000/year (plus benefits)
- **Assessment Measures:**
 - Enrollment, retention, and graduation rates
 - Student learning outcomes
 - Student satisfaction

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, and lifelong learners.

Introduction

The Fayetteville State University (FSU) mission and the region it serves are important and relevant factors with regard to the UNC Tomorrow recommendations on access. FSU is uniquely positioned to provide higher education to underserved regions and underrepresented populations. The immediate service area of FSU includes Cumberland County and five adjacent counties—Bladen, Harnett, Hoke, Robeson, and Sampson. Compared to NC as a whole, these six counties have:

- lower median family incomes
- higher rates of children living in poverty
- lower percentages of adults, ages 25 and older, who have baccalaureate degrees.

These attributes, taken collectively, present future challenges for this region at a time when, according to one estimate, 80% of new jobs will require some level of postsecondary education and skills. The future of the southeastern region of North Carolina will also be affected by the fact that five of the six counties are projected to have higher-than-average ethnic diversity by 2015 than the state as a whole. Ethnic minorities, especially African-American and Hispanic students, have traditionally had lower graduation rates than white students. FSU intends to improve the quality, quantity, and diversity of high school graduates so that they are competent and prepared to succeed in college and the workplace. FSU's commitment to access centers around seamless transfer processes from community colleges to FSU, outreach efforts to adult learners, additional recruitment and retention efforts that target males and Hispanic students, online degree and course offerings, alternative scheduling options, and longstanding programs that address the college readiness of students entering the university.

FSU Strategic Goals and Priorities for Access

- Strengthen and expand community college partnerships
- Increase online degree completion programs
- Improve quality, quantity, and diversity of high school graduates
- Expand collaboration with P-12 schools and ensure smooth transition for students from pre-college education to higher education
- Improve student access and success for undergraduate and graduate students
- Enhance outreach/recruitment programs for the Hispanic/Latino community
- Increase male enrollment

A. Existing Programs

1. Dual Enrollment Programs

(Addresses 4.2.1, 4.2.2, 4.2.4)

Description: In an effort to promote more seamless relationships with community colleges, FSU has established dual-enrollment degree programs that specify all courses that students can complete at the community college and those that must be completed at FSU. (*See Appendix B.*) Students who follow dual degree plans are assured that all courses will serve their degree programs. Current dual enrollment programs provide a model for expansion of programs to facilitate transition. Community College Coordinators assist prospective students in understanding the dual enrollment programs.

Strengths of the Program:

- Dual-enrollment degree plans enable students to know the courses they can complete at the community college and at FSU.
- These programs benefit students by 1) reducing the overall cost of education because of lower tuition rates at the community colleges and 2) taking the right courses and avoiding unnecessary out-of-curriculum courses.

Implementation Strategies and Plans:

- **Unit Responsible:** Extended Learning
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state funds as appropriate
 - New fund request:
 - \$20,000/year for administrative costs
 - Other costs covered by tuition and fees
- **Assessment Measures:**
 - Enrollment, retention, and graduation rates
 - Student learning outcomes
 - Student satisfaction

2. University College

(Addresses 4.2.5, 4.2.6)

Description: The University College promotes the success of first-year students, many of whom are from underrepresented populations. The unit offers highly structured programs designed to provide advisement, academic support, and enrichment.

- **Advisement** for first-year students is provided initially in First Steps with the university, a one-day academic orientation, and continued through Freshman Seminar, a two-semester university orientation course in which the instructor serves as the first-year advisor. Advisement of first-year students is enhanced through an early alert system in which faculty assign warning grades to students in jeopardy of failure.

- ***Academic support*** is provided through the University College Learning Center, which offers online and face-to-face tutoring in reading, writing, and mathematics; and through Supplemental Instruction (SI) which targets classes with traditionally high rates of failure.
- ***Academic enrichment*** is provided through learning communities. (*See Item #3 in this section.*)

Strengths of the Program:

- First-year programs improve student retention and learning as evidenced by the assessment of one-year retention rates, final grades of participants, and survey data from the Student Satisfaction Inventory (SSI), the National Survey of Student Engagement (NSSE), the Advisement Survey, and other surveys.
- The Foundations of Excellence (FOE), an evaluation process and model, was initiated in 2007-2008 to address retention and graduation rates beyond the first year.
- Representatives from various schools and programs will be assigned to serve as mentors/advisors for first-year students.
- An organizational structure will be proposed to ensure greater interaction between the academic units and the University College.

Implementation Strategies and Plans:

- **Unit Responsible:** University College / Foundation of Excellence Steering Committee
- **Timeline:**
 - Ongoing (University College)
 - 2008-2009 (Foundation of Excellence Action Plan)
- **Resources and/or Source of Funding:**
 - Recurring state and Title III grant funds
- **Assessment Measures:**
 - First-year students enrollment, retention, and grade point averages
 - Number of warning grade early alert messages
 - Retention rates sophomore, junior, and senior years
 - Graduation rates at the 4 and 6 year stages

3. Learning Communities for Educational Attainment and Access
(Addresses 4.2.5, 4.2.6)

Description: A learning community is a cluster of classes (usually two or three) that are linked thematically and enroll a common group of students. These learning groups promote a sense of community among students, facilitate out-of-class interaction, and help students recognize connections among different disciplines. Co-curricular programs, including social events and service opportunities, and academic support, such as Supplemental Instruction, are provided for all learning communities. In addition, the Bronco Men learning communities remain connected as upper classmen by becoming members of the Bronco Men Organization, a group that provides service to the university and in the public schools. Currently, FSU has 16 learning communities that serve approximately 25 students each per semester with plans to add three more in fall 2008 as indicated below:

Established FSU Learning Communities

1. African-Americans in U.S. History and Literature
2. Bronco Men I and II
3. Bronco Women I and II
4. Chemicals in the Environment
5. Community Ethics and Literature
6. Ethics and Humor
7. Critical Approaches to Criminal Justice
8. Current Health-Related Issues
9. Diversity Amid Globalization
10. Drugs and Law Enforcement
11. Power of Social Work and Psychology
12. Values in Action
13. Operations and Strategic Management
14. Teacher Education
15. Pre-Nursing
16. Business

New Learning Communities Scheduled for Fall 2008

1. African American Identity and Mental Health
2. Science
3. The Seekers (undeclared majors)

Strengths of the Program:

- Learning communities have shown to have a positive impact on retention and grades of participants when compared to non-participants.
- The Bronco Men learning community has also had a positive impact on retention and grades of the African-American male participants when compared to non-participants.
- Learning communities create opportunities for interdisciplinary and inter-institutional collaboration.
- Learning communities increase opportunities for social interaction among students.

Implementation Strategies and Plans:

- **Unit Responsible:** University College / Other academic departments according to discipline
- **Timeline:**
 - Ongoing for existing programs
 - 2008-2009 new programs will begin
- **Resources and/or Source of Funding:**
 - Recurring state funds
 - New fund request:
 - \$ 24,000/year to cover 50% release time for fall and spring, and one month in the summer
 - \$ 16,000/year for co-curricular activities @ \$1,000/learning community
 - \$ 5,000/year for faculty development, speakers, and workshops

- **Assessment Measures:**
 - Retention and graduation rates
 - Grade point averages

4. Educational Attainment and Better Preparation of Underserved Populations through Pre-College Programs

(Addresses 4.2.1, 4.2.5, 4.2.6)

Description: FSU has several outreach programs that target K-12 students in the region, heavily weighted to underserved populations. These programs, designed to engage and prepare students for postsecondary education, range from community-service programs to formal pre-college and educational collaborations with the public schools. A brief description of FSU’s major pre-college outreach programs are as follows:

- **Cross Creek Early College High School (CCECHS)**, a joint project of FSU and Cumberland County Schools, is in its third year and currently enrolls approximately 225 students (75 freshmen, 75 sophomores, and 75 juniors). Cross Creek students enroll in university-level classes and can earn up to 60 college credits by the time they graduate. CCECHS students experience a college environment while benefiting from the high school structure.
- **CHEER (Creating Higher Expectations for Educational Readiness)** is a summer session for FSU-accepted freshmen that immediately precedes their starting fall semester to help them adapt to the expectations of university-level study, adjust to the campus environment, learn about university resources, and meet faculty, staff, and other students. Students can earn up to seven credits in English, mathematics, and physical education.
- **Educational Talent Search Program** provides tutoring and other educational support services to 700 middle and high school students, who are low-income potential first-generation college students. The targeted counties served in North Carolina are Cumberland, Hoke, and Robeson.
- **Upward Bound**, a college-preparation program, provides academic support services (instruction and tutoring) to 56 high school students (low-income/potential first generation college students) on Saturdays and during the summer at FSU. The goal is to increase the rates at which participants enroll in and graduate from four-year colleges. The program serves students residing in Cumberland, Hoke, and Robeson counties.
- **Educational Opportunity Centers (EOC)** provide information on college enrollment, assists with completion of financial aid and college admissions applications, and refers high school dropouts to GED and other adult high school programs. The EOC serves 1,800 adults and high school seniors in Cumberland, Hoke, Sampson, Robeson, and Harnett counties.
- **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)**, a program for low-income students, provides early college preparation and awareness services through comprehensive mentoring, tutoring, instruction, and counseling, and other support services for teachers and parents. The GEAR UP community partners include FSU, Cumberland County Schools (CCS), Achievement via Individual Determination (AVID), Phi Beta Sigma Fraternity, Cape Fear Valley Medical Center, Fayetteville Technical Community College, and Southern Regional AHEC. Students

served are from the CCS schools of Anne Chesnutt Middle, Luther “Nick” Jeralds Middle, Westover Middle, and E.E. Smith High. GEAR UP enrolls students in cohorts each year by accepting incoming 6th grade students at the three target middle schools, while continuing to serve all of its existing students as they progress through high school.

- **Broncos Building Bridges**—a volunteer, community-service program—utilizes FSU students and staff from the Office of Student Activities to work with 3rd and 4th grade students within a disenfranchised and underprivileged learning community (Pauline Jones Elementary School). Eighty percent or more of FSU students are financially dependent on federal aid. These FSU student volunteers, who come from similar socioeconomic backgrounds, can connect with these elementary school students on an emotional and perhaps spiritual level and encourage them to take the appropriate courses that will make it possible for them to enter and succeed in postsecondary education.
- **FSU North Carolina Mathematics-Science Education Network (MSEN) Pre-College Program** provides tutoring in mathematics and science for middle school students. University faculty members help students see real-world applications of mathematics and sciences. Workshops are also provided for parents on preparation for college and scholarship opportunities.

Strengths of the Programs:

- Opportunities to earn college credits; students have low rates of failure and disciplinary problems (Cross Creek Early College High School)
- Higher college retention rates; higher first-year GPAs than non-participants even though participants frequently had SAT scores and high school GPAs that are no higher than and at times lower than non participants; participants earn more credits (CHEER)
- High rates of enrollment and graduation from four-year colleges (Educational Talent Search)
- High rates of participants applying and attending college (Upward Bound and EOC)
- Improvement of participants’ end-of-grade test scores, high school graduation rates, and subsequent enrollment of students into college (GEAR UP)
- Program mission to capture the attention of youth at an early age and facilitate learning and inside and outside the classroom (Broncos Building Bridges)
- Mathematics and science enrichment and educational activities for middle and high schools addressing two UNC Tomorrow and public school high-need areas (FSU MSEN)

Implementation Strategies and Plans:

- **Unit Responsible:**
 - School of Education (Cross Creek Early College H.S.)
 - University College (CHEER)
 - Special Programs (Education Talent Search, Upward Bound, EOC, GEAR UP)
 - Student Affairs (Broncos Building Bridges)
 - Mathematics Department (MSEN)
- **Timeline:**
 - Ongoing
- **Resources and/or Source of Funding:**

- Recurring federal, state, grant, and external partner funds
- **Assessment Measures:**
 - Number of K-12 student participants
 - Student progression in high school and college classes (CCECHS)
 - End-of-grade tests in K-12 schools (for participating students)
 - Number of students who enroll in postsecondary education

5. Recruitment Efforts for Underserved Populations
(Addresses 4.2.1, 4.2.5)

Description: As components of FSU’s comprehensive efforts to increase enrollment and retention of all students, the university is engaged in two initiatives that target the underrepresented populations of Hispanic students and male students.

Hispanic Recruitment Plan

As part of the Admissions Office’s comprehensive recruitment plan, a Hispanic Recruitment Plan has been developed to increase enrollment and strengthen the social and cultural environment for Hispanic/Latino students that enroll. FSU employs a full-time Hispanic recruiter who is actively engaged with the high schools and selected organizations, such as the NC Hispanic Chamber of Commerce, the NC Society of Hispanic Professionals, and the Latino Chamber of Commerce. Other activities include participation in college fairs and engaging the families of these prospective students. In addition, the admissions website is available in Spanish. During First Steps, the one-day academic orientation to the university, the Spanish-speaking recruitment counselor serves as a personal guide and translator for the families of Hispanic students. Plans are underway to strengthen the academic and social culture and climate for Hispanic/Latino students and to translate all current print publications into Spanish.

Increasing Male Enrollment Initiative

In 2007, FSU established a strategic goal to increase male enrollment and reverse a downward trend being observed not only at FSU, but throughout the state and nation. Since fall 2002, the percentage of male students at FSU had decreased from 33.2% in the fall of 2002 to 29.7% in the fall of 2006. As part of its Education Master Plan, FSU has set a goal to increase male enrollment from 29.7% to 35% of the total student body by the year 2012. An “Increasing Male Enrollment and Retention Committee” is in place to formulate plans for addressing this issue. Recognizing that a strategic plan is needed, the committee has begun to collect quantitative data from FSU Institutional Research and qualitative data through focus groups with existing FSU male students. Four focus groups were conducted in spring 2008 with the Bronco Men, SGA officers and leaders, student-athletes, and fraternities. Plans are also underway to identify funding sources to support this initiative and future programs.

Strengths of the Program:

- A full-time Hispanic/Latino student recruiter in the Admission’s office
- A completed Hispanic/Latino Recruitment Plan
- Four-years of actively recruiting Hispanic/Latino students
- Focused efforts to assess specifics with regard to the decline in male enrollment

Implementation Strategies and Plans:

- **Unit Responsible:** Office of Admissions / Enrollment Management / Academic Affairs
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - New funds request:
 - \$ 10,000/year (organizational memberships/college fairs for Hispanic/Latino Recruitment)
 - \$ 15,000 (translation of admissions materials for Hispanic/Latino students)
 - \$ 85,000/year (coordinator salary, programmatic and operations expenses for Increasing Male Enrollment Initiative)
- **Assessment Measures:**
 - Number of male applications and subsequent enrollment
 - Number of Hispanic/Latino applications and subsequent enrollment
 - Retention rates of male and Hispanic/Latino students

B. New Programs

6. *The Senior CHEER Program* (Addresses 4.2.1, 4.2.6)

Description: The Senior CHEER program will be offered in summer 2008 for the first time and will serve rising high school seniors. It is a two-week program of intensive academic and personal development activities in the summer prior to the students' senior year and includes follow-up activities throughout the senior year.

Strengths of the Program:

- Increased collaboration between FSU and K-12 schools to ensure college readiness
- FSU faculty can ensure appropriate articulation between high school and first-year college curricula.

Implementation Strategies and Plans:

- **Unit Responsible:**
 - Senior Associate Vice Chancellor for Academic Affairs/University College
- **Timeline:**
 - Summer 2008 (program begins; annually thereafter)
 - Ongoing (planning and preparation)
- **Resources and/or Source of Funding:**
 - Recurring Title III funds
- **Assessment Measures:**
 - Number of participants who complete the program
 - Number of completers that enroll in college
 - Number of participants who do not require developmental courses

7. *Online Degrees and Distance Education*

(Addresses 4.2.1, 4.2.2)

Description: FSU is steadily increasing its number of online course offerings, degree-completion programs, and distance education programs each year.

- **Online degree-completion programs are offered in:**
 - Criminal Justice (undergraduate and graduate)
 - Fire Science
 - Psychology
 - Sociology
- **Online degree-completion programs being developed are in:**
 - Business Administration
 - Nursing
 - Birth-to-Kindergarten
- **Distance education programs are offered at:**
 - Ft. Bragg Army Base, Fayetteville, NC (interdisciplinary course offerings)
 - Seymour Johnson Air Force Base, NC (interdisciplinary course offerings)
 - Ft. Sam Houston, Texas (FSU Master's in Social Work)

Strengths of the Program:

- Instructional technologists (2) will be available to assist faculty with online course development.

Implementation Strategies and Plans:

- **Unit Responsible:**
 - Extended Learning (lead office) / College of Arts and Sciences / School of Business and Economics / School of Education
- **Timeline:**
 - Ongoing
- **Resources and/or Source of Funding:**
 - New fund request:
 - To be determined for new online degree-completion programs
- **Assessment Measures:**
 - Number enrolled
 - Retention and grade point averages
 - Student satisfaction

8. *FIRST Scholarship Program*

(Addresses 4.2.4, 4.2.5, 4.2.6)

Description: The FIRST Scholarship Program will target low-income families of underrepresented populations and help pre-college students and their families prepare for college. The reactivated program leverages the numerous pre-college programs FSU offers, including GEAR UP, Educational Talent Search, the Mathematics and Science Education

Network (MSEN) Pre-College Program, Cross Creek Early College High School (CCECHS), SR CHEER, “Lunch Buddies,” outreach to Pauline Jones Elementary School, and others. (See Item #4 and #6 in this section.) Eligibility criteria for the FIRST Scholarship will include successful progression through middle school and high school, and applying and being admitted to FSU unconditionally or on the condition of attending the CHEER Program. The intent of the program is to fund costs for students beyond all other grants and total actual costs (tuition, fees, room, and board for NC residents), thereby, helping to eliminate the need for loans so that more students can graduate debt-free. An annual University Day event will be re-established to increase awareness of college opportunities for the pre-college students and their families. A FIRST Scholarship Coordinating Council will be established to provide oversight of the program.

Strengths of the Program:

- The program provides college-readiness information and FSU services to assist students with planning for and enrolling in college.
- The program provides funds for costs not covered by traditional financial aid options.

Implementation Strategies and Plans:

- **Unit Responsible:** Academic Affairs
- **Timeline:**
 - August 2008: Establish FIRST Scholarship Program Council
 - November 2008: Re-establish University Day
 - December 2008: Establish criteria for First Scholarships
 - January – June 2009: Provide information about First Scholarships to potential recipients
- **Resources and/or Source of Funding:**
 - New fund request:
 - \$ 300,000/year beginning 2012 to fund the scholarship (Funding must be cumulative for each year after 2012. For example, by 2016, funding in the amount of \$1 million will be needed.)
- **Assessment Measures:**
 - Number of students and families served
 - Grades and end-of-grade tests for participants
 - Evaluations by student and families of tutoring and workshops
 - Number of participants who successfully enroll in higher education
 - Number of participants who enroll at FSU and require no developmental education programs

9. Textbook Rental Program

Description: Fayetteville State University has approved plans to return to a textbook rental program for students in order to make these books more affordable for the students. This program will apply to undergraduate and graduate students. Faculty will have the option to change books or upgrade to newer editions every two years. The text book rental program

applies to fall and spring semesters and both summer terms with rates adjusted for full and part-time students as well as a per course rate in the summer.

Strengths of the Program:

- The rental program helps to ensure that students have all of the required books for a given semester or term, potentially improving learning outcomes.
- The program allows for students and families to reduce the cost outlay for books, offsetting other cost and fee increases.

Implementation Strategies and Plans:

- **Unit Responsible:** Business and Finance / Auxiliary Services
- **Timeline:** 2007-2008 (planning)
Fall 2008 (implementation)
- **Resources and/or Source of Funding:**
 - Recurring state and auxiliary funds as appropriate.
- **Assessment Measures:**
 - Number of students obtaining textbooks for courses
 - GPAs, retention and graduation rates
 - Student satisfaction survey

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.

Introduction

Fayetteville State University continues its commitment to training teachers and other school personnel who are effective in their approach to teaching and learning as reflective and knowledgeable facilitators of learning. The university recognizes the importance of the UNC efforts to train “more and better teachers” and has adopted this task as one of its priorities with commitment to “expand collaboration with P-12 schools to increase the supply of competent teachers and school leaders and to ensure smooth transition for students from pre-college education to higher education.” There are many efforts being implemented in collaboration with units across the campus. This section will present two major programs and initiatives that are being implemented by FSU to address this finding. We also present five new and/or proposed initiatives that are designed to move the campus further in its efforts to become more actively involved in public education.

FSU Strategic Goals and Priorities for Public Education

- Build upon FSU’s historic mission to prepare teachers to meet workforce needs of the region and state
- Prepare teachers to meet the high-need areas of science, mathematics, and special education
- Increase the supply of well-qualified and diverse teachers
- Expand collaboration with P-12 schools

A. Existing Programs

1. Community College Collaborative

(Addresses 4.3.1, 4.3.3, 4.3.5)

Description: Joint activities with community colleges contribute to the quality, quantity, and ultimately geographic distribution of public school teachers. The 2+2 initiative is designed to place complete degree programs online—two years at the community college and two years at FSU. Dual degree programs, where candidates may enroll simultaneously at both institutions, are also offered in this collaboration with community colleges. Lateral Entry courses are also coordinated and offered through this community college collaborative. *(See APPENDIX B)*

Strengths of the Program:

- The signed Memorandums of Understanding demonstrate the commitment of the institutions.
- A Teacher Education Recruiter/Advisor is on staff whose primary assignment is to collaborate with community colleges.

- Students enrolled at the community colleges have an onsite advisor to guide their curriculum plans and foster a smooth transition to FSU.
- The Community College Collaborative has additional support through the Teacher Education Recruitment Plan, which is monitored by the Teacher Education Recruitment Team under the leadership of the Dean of the School of Education and the Teacher Education Recruiter/Advisor.

Implementation Strategies and Plans:

- **Unit Responsible:** School of Education / Extended Learning
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state funds (i.e., Teacher Education Recruitment Plan)
- **Assessment Measures:**
 - Number of inquiries resulting from FSU marketing strategies
 - Number of students enrolled and ultimately admitted to teacher education
 - Student persistence data
 - Retention and graduation rates
 - Student satisfaction

2. Mathematics/Science Education Center (MSEC)

(Addresses 4.3.1, 4.3.2)

Description: FSU currently has a Mathematics/Science Education Center (MSEC), which is affiliated with the North Carolina-MSEN program. The FSU MSEC provides leadership in administering professional development opportunities in mathematics and science education for area in-service and FSU pre-service teachers. The FSU MSEN pre-college program provides mathematics and science enrichment opportunities and experiences for students in grades 6-12. *(See Item #4 in section 4.2)*

Strengths of the Program:

- Mathematics and science professional development is available at the FSU MSEC, which is geographically accessible to teachers in Cumberland County and surrounding counties.
- Public school teachers have direct access to university faculty and resources, which permits richer teacher professional development opportunities.
- A needs assessment is given to math and science curriculum specialists in the counties to assess their specific math and science professional development needs.

Implementation Strategies and Plans:

- **Unit Responsible:** Director of MSEC / Mathematics and Computer Science, Natural Science, and Teacher Education Departments
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state funds as appropriate.

- 2008-2009 NC-QUEST Grant from UNC-GA
- 2008 NC Biotechnology Workshop Grant
- 2007-2008 MAA Tensor-SUMMA Grant
- **Assessment Measures:**
 - Number of teacher participants
 - Teacher Attitude Instruments
 - Content Knowledge Test
 - Workshop/course evaluations
 - Final grades

B. New Programs

3. Teacher Education Summer Pilot Program

(Addresses 4.3.1, 4.3.2)

Description: The Teacher Education Summer Pilot Project that will begin summer 2008 is designed to increase the productivity of teacher education programs at FSU, especially teachers in high needs areas—middle grades, secondary education mathematics and science, special education, and elementary education with concentrations in content areas and special education. Student participants are expected to attend both summer sessions, enrolling in 6 credit hours per session. The students enrolled in the following majors are targeted for this program:

- Elementary Education K-6 (with second concentrations in mathematics, science, or special education)
- Middle Grades Education - (Language Arts, Mathematics, or Science and/or with a concentration in Special Education)
- Secondary Education (Biology or Mathematics)
- M.A.T. Degree Programs - Special Education and Middle Grades or Secondary Mathematics and Science

Strengths of the Program:

- In addition, to the courses offered in this summer program, students also receive academic support in the forms of peer tutors, PRAXIS I & II Tutorials, and academic advisement.
- Eligible students receive the teacher education Licensing Educators at an Accelerated Pace (LEAP) Scholarship to assist with summer school tuition and textbook fees.
- The expected outcome of this project is for the total number of bachelor's degrees granted to minority students to increase and to expedite graduation of these students by at least one semester.

Implementation Strategies and Plans:

- **Unit Responsible:** School of Education
- **Timeline:** Summers, annually (Two sessions)
- **Resources and/or Source of Funding:**

- New fund request: \$ 350,000/year for salaries, supplies, operations, and scholarships
- **Assessment Measures:**
 - Number of students enrolled, specifically students in high-need areas
 - Number of students securing program completion earlier than originally expected
 - Number of credits completed and grades
 - Retention and graduation rate
 - PRAXIS I & II scores of student participants
 - Student satisfaction

4. Excellence in Teaching Institute

(Addresses 4.3.1, 4.3.2, 4.3.5)

Description: The Excellence in Teaching Institute, a collaborative effort among the academic units, will be established on the basis of FSU and the Professional Development School-adopted perspectives fashioned from established research on teacher quality and teacher preparation. *(See Item #6 in this section)* Teacher quality research (Brownell & Bishop, 2005) demonstrates that teachers can make a difference in student achievement, growth, and motivation. The working conditions under which teachers practice their profession and the supports they are provided to do their work effectively and grow professionally are absolutely essential. These conditions must be systematically addressed nationwide to develop a critical mass of teachers who are well prepared to teach challenging academic subjects and stay in the hardest-to-staff schools long enough to make a real difference for diverse learners. Central objectives of the institute are to produce culminating products of learning for direct, immediate use by teachers and to impact positively on teacher quality research, practice, and policy.

Strengths of the Program:

- The institute will collaborate with FSU's P-12 partners to remain abreast of public school initiatives and challenges.
- The institute will develop programs and activities for FSU education faculty members to collaborate and assist K-12 teachers in teaching mathematics and science better.
- The institute will provide opportunities for FSU teacher educators to implement accountability reforms and benchmarks for the teacher education program in its role to prepare high-quality teachers for the realities of the classroom.
- The institute increased clinical experiences that link theory to practice and strengthened links between FSU faculty and K-12 teachers to prepare these teachers so that they are equipped to work effectively with diverse students by employing effective teaching strategies that are designed to raise student achievement.

Implementation Strategies and Plans:

- **Unit Responsible:** School of Education / College of Arts and Sciences / School of Business and Economics
- **Timeline:** 2008-2012
- **Resources and/or Source of Funding:**

- New fund request:
 - \$ 100,000/year
- **Assessment Measures:**
 - Plan of programs, activities and strategies
 - Number of programs and activities implemented
 - Quality assessment of programs and activities
 - Satisfaction surveys
 - Number and type of strategies learned in the Institute that are applied by faculty and teachers

5. Mathematics Education and Diagnostics Initiative

(Addresses 4.3.1, 4.32)

Description: The School of Education is collaborating with the College of Arts and Sciences, specifically the Department of Mathematics and Computer Science, to incorporate a diagnostic mathematics component to the early mathematics and teacher education mathematics curriculum. The revised curriculum will serve to prepare teacher education students to deploy a diagnostic math instrument/test/system in the classroom, which can also be used as a means to strengthen their own content knowledge and their ability to respond appropriately to students. One such possible diagnostic/assessment instrument is ClassScope. The diagnostic math instrument is for classroom teachers

- To assess students' mathematics strengths and weaknesses
- To remedy students' areas of needs
- To provide teachers with instructional guidance and targeted strategies for intervention.

Strengths of the Program:

- The initiative will foster collaboration between pedagogy and content to prepare P-12 teachers to teach mathematics more effectively in the classroom.
- The revised syllabi will include strategies for students to become familiar with multiple diagnostic tools, to create teacher-made tests as diagnostic tools, and to design interventions.
- Teacher education majors will be better prepared to facilitate differentiated instruction in an attempt to guide student success and close the achievement gap.
- The marriage between content and pedagogy will be reflected in faculty members collaborating with students to create diagnostic instruments for use during field experience and student teaching requirements.

Implementation Strategies and Plans:

Unit Responsible: School of Education & College of Arts and Sciences

Timeline: Summer 2008-2010

Resources and/or Source of Funding:

- New fund request: To be determined

Assessment Measures:

- Revised syllabi

- Newly designed diagnostic tools
- Teacher candidates' increased success in mathematics content (may be reflected on success on the PRAXIS I mathematics test)

6. Professional Development School (PDS) Network and University-School Teacher Education Partnership (U-STEP)
(Addresses 4.3.1, 4.3.3, 4.3.5)

Description: FSU plans to implement a Professional Development School (PDS) Network that will build upon the existing University-School Teacher Education Partnership (U-STEP). Specifically, the PDS Network provides professional development strategies to elementary, middle, and high schools in Cumberland through in-service and pre-service activities and to improve teaching and learning by:

- Better preparation of teachers, administrators, licensed personnel, and non-licensed staff
- Creating more effective models of pre-service preparation
- Strengthening the teaching profession, from initial preparation through career-long professional development and renewal
- Redesigning the written and taught teacher education curricula in order to reduce the gap between theory and practice;
- Redefining and clarifying the professional roles of teachers and university professors to be consistent with the demands of the 21st century;
- Improving P-16 learning experiences through university-school collaborative efforts; to increase the number of elementary schools in the partnership; and
- Providing educational technology services to schools in the partnership district.

Strengths of the Program:

- Activities and professional development are initiated by the teachers at the partnership sites.
- The Professional Development School Network Council meets regularly to identify, plan, and deliver professional development activities to teachers to improve academic achievement in their classrooms.
- Coordinators from the College of Arts and Sciences serve on the Council to extend resources across the content areas, especially mathematics and science.
- The signed Memorandum of Understanding, a cooperative agreement between FSU and its public school partners will encourage the School of Education and College of Arts and Sciences faculty to assist K-12 teachers and contribute to expertise in elementary, middle, and secondary school curricula.

Implementation Strategies and Plans:

- **Unit Responsible:** School of Education / College of Arts and Sciences
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state and grant funds (i.e., PACE Reallocation, U-STEP funds)

- New fund request:
 - \$ 75,000
- **Assessment Measures:**
 - Professional development strategies, plans, and models
 - Number and type of professional development activities
 - Number of professional development participants (i.e., parents, students, in-service teacher, pre-service teachers, LEA administrators, IHE faculty)
 - Assessment of program quality
 - Interns placed at PDS sites
 - Number of principals and teachers serving as consultants and/or professional development participants

7. Proposed Physical Science Education Degree Program
(Addresses 4.3.2)

The Physical Science Education Degree Program will be a program within the Department of Natural Sciences. The intent of the program is to provide students with the skills necessary to become competent Physical Science Teachers in the surrounding school districts. Teachers of Physics, Chemistry and Earth/Space Science are in high demand and graduates should find employment easily. The program will include a semester of research to ensure the future science teachers understand the business of science and three tracks to allow students to become certified as Physics, Chemistry, or Earth/Space Science teachers. Students on any of the three tracks will take enough courses in each track so that they will be able to teach in any area.

The primary goal of the proposed program is to provide address the critical need for physical science teachers, particularly in the southeast region of North Carolina.

Implementation Strategies and Plans:

- **Unit Responsible:** Department of Natural Sciences
- **Timeline:** 2009-2010 (implementation)
- **Resources and/or Source of Funding:**
 - New fund request: (To be determined)
- **Assessment Measures:**
 - Enrollment, retention, and graduation rates
 - Student learning outcomes
 - Student satisfaction

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

Introduction

Economic transformation is a pivotal strategic priority of FSU and fulfills the promise to share faculty scholarship and research. FSU administrators and faculty are available to provide leadership and guidance in response to the economic, social, educational, and cultural issues facing individuals, communities, and organizations in the community, Cape Fear region, and state. As a result, FSU programs and initiatives and the associated intellectual capital can help advance the economic well-being of the surrounding North Carolina communities through collaborative efforts that can focus on the need to create and retain jobs in the community, region, and state through workforce development initiatives. Economic transformation activities are most visible through FSU’s partnerships and collaborative efforts with the Fayetteville Business Center (FBC), the Bronco Square retail center adjacent to the campus, and the on-campus Small Business and Technology Development Center (SBTDC). FSU has always recognized that it must be strongly connected and engaged with the region’s and the state’s economic development infrastructure.

Fayetteville State University continues to develop academic programs and collaborative initiatives with entities such as the Base Realignment And Closure Regional Task Force (BRAC RTF) and its 11 counties to the needs of rural and underserved areas of the state. (*See section 4.7*) The Office of Public Relations maintains a comprehensive list of faculty, their credentials, and their area(s) of expertise on a FSU “Speakers Bureau” webpage. Prominent on this list are researchers, scientists, and technologists in addition to the performing and fine arts scholars who tirelessly promote the arts and cultural enrichment to the region and selectively throughout the state.

FSU Strategic Goals and Priorities for Community and Economic Transformation

- Lead in economic, social, and cultural transformation of the region
- Engage in assessment of economic trends and respond to economic needs

A. Existing Programs

1. Fayetteville Business Center

(Addresses 4.4.1, 4.4.2, 4.4.3, 4.4.5)

Description: The Fayetteville Business Center is an off-campus business incubator, located nearby on Murchison Road. It was formed to assist start-up businesses with office space and shared office resources. The FBC also offers a series of courses throughout the year aimed at helping small businesses and an annual business symposium. It also has summer programs for K-12 students on topics such as entrepreneurship and provides internships for FSU School of Business and Economics students. The FSU Development Corporation was formed

to oversee community development initiatives and serves as the owner of the Fayetteville Business Center.

Strengths of the Program:

- The FBC provides a unique collaboration of FSU, the School of Business and Economics, and the small business community.

Implementation Strategies and Plans:

- **Unit Responsible:** Entrepreneur Institute / School of Business and Economics
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state and grant funds
- **Assessment Measures:**
 - Incubator occupancy rates
 - Number of small business programs offered throughout the year
 - Amount of external funding

2. *Bronco Square Retail Plaza*
(Addresses 4.4.1, 4.4.3)

Description: The Bronco Square Retail Plaza is jointly owned by a private developer and the FSU Development Corporation. Many of its occupants are first-time entrepreneurs and are under the age of 35 years. The FSU Development Corporation was formed to oversee community development initiatives and serves as the owner of Bronco Square.

Strengths of the Program:

- Bronco Square is conveniently located adjacent to the university providing retail shops, restaurants, and other services to students and the community.

Implementation Strategies and Plans:

- **Unit Responsible:** FSU Development Corporation
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Rental income from retailers and businesses
- **Assessment Measures:**
 - Occupancy rates
 - Retailer sustainability

3. *SBTDC Connectivity to the Local, Regional and State Economic Development Infrastructure*
(Addresses 4.4.1, 4.4.2, 4.4.3, 4.4.5)

Description: The SBTDC, an extension service for small businesses in the region, is recognized by the NC Department of Commerce (DOC) as a primary service-delivery resource partner. The SBTDC has effective working relationships with the seven regional economic development partnerships and with local economic development commissions and chambers of commerce. It also has strong connectivity to other state and state-supported economic development resources, including the Board of Science and Technology, NC Biotech Center, NCIDEA, NC Rural Center, BRAC Regional Taskforce and the Community College Small Business Center Network.

Strengths of the Program:

- A well-known and respected organization among universities and businesses in the state
- Well-established relationships with the other economic development organizations
- A “bridge” between the business and economics development communities with FSU’s faculty, staff, administrators, and other assets and resources
- Expertise to provide significant levels of business start-up and development services to organizations in rural and underserved areas
- Core services including in-depth management counseling, technical assistance, research and educational services across the state
- Counseling and training activities for rural counties
- Two new equity capital initiatives—Inception Micro-Angel Funds (IMAF) and the Rural Center’s Rural Venture Fund

Implementation Strategies and Plans:

- **Unit Responsible:** SBTDC at FSU and central office at NC State University
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state and federal DOC funds
- **Assessment Measures:**
 - Outcomes reported quarterly by the FSU SBTDC on engagement with economic development organizations at local, regional, and state levels
 - Number of requests for SBTDC services and expertise by external organizations

4. Arts and Cultural Enrichment

(Addresses 4.4.4)

Description: FSU scholars of the Performing and Fine Arts department promote arts and cultural enrichment throughout the Cumberland County region and state through the following programs:

- Fine Arts Concert Series
- FSU Concert Choir
- FSU Gospel Choir
- FSU Theatre Company
- Public Radio WFSS-FM 91.9
- Rosenthal Art Gallery

- Lyceum Programs
- FSU Marching Band
- FSU Symphonic Band
- PFA Instrumental Ensembles
- University Theatre Touring Company
- Chancellor's Speakers Series
- Blam! Speaker Pilot Series, using comic books to teach writing skills to 4th graders
- Art Education and Music Education faculty collaborations with public school art and music educators

Strengths of the Program:

- Cultural enrichment for the FSU students and citizens in the local community and region

Implementation Strategies and Plans:

- **Unit Responsible:** Chancellor's Office / College of Arts and Sciences / Institutional Advancement
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state, grant, and private funds
- **Assessment Measures:**
 - Number of attendance
 - Number of external partners
 - Number of requests for participation

5. *Entrepreneurship Institute*

(Addresses 4.4.1, 4.4.2, 4.4.3, 4.4.5)

Description: Entrepreneurship programs across the county are in high demand. The FSU Endowed Professor of Entrepreneurship and the FSU Entrepreneurship Institute, established in the fall of 2007, offer programs and services intended to infuse entrepreneurial thinking throughout the campus and community and provide management expertise to entrepreneurs in the region. Through the Institute, MBA students provide consulting services to small area businesses, the Fayetteville Business Center, tenants at the Bronco Square Retail Plaza, and the Fayetteville Women's Center.

Strengths of the Program:

- The institute enables and empowers local businesses to succeed and entrepreneurs to build their capacity by interacting with FSU business and economics faculty and students.
- It has the capability and expertise to provide operational plans and strategic support to existing businesses and develop business plans for start-up businesses

Implementation Strategies and Plans:

- **Unit Responsible:** School of Business and Economics

- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state and private funds
- **Assessment Measures:**
 - Number of students enrolled in entrepreneurship courses
 - Number of students and faculty engaged in business consulting projects
 - Number of entrepreneurial workshops/activities hosted by the Entrepreneurial Institute
 - Number of type of related curricula developed

B. New Programs

6. Millennial Campus

(Addresses 4.4.1, 4.4.2, 4.4.3, 4.4.5)

Description: In 2008, discussions began to develop an off-site Millennial Campus. Plans are for this entity to be a collaboration among FSU, regional community colleges, the City of Fayetteville, Cumberland County, the BRAC Regional Task Force, and the Chamber of Commerce. Programs housed in the Millennial Campus will focus on the application of scholarly work to real world issues related to the defense industry, new technology development, and social issues. One of the first buildings being proposed for the campus is the “Idea and Innovation Factory.” The factory will facilitate entrepreneurship education, a new ventures laboratory, copyright and patents services, funding source and information, technology commercialization, technical information services, a technology development program to assist start-up businesses, an incubation facility, and support for new ventures and their future growth.

Strengths of the Program:

- The Millennial Campus will be a collaborative effort with city and county government, military, and the local business community.
- It will afford FSU the opportunity to strengthen the School of Business and Economics by allowing faculty and students to be involved with cutting-edge projects and to interact with the government, business, and military communities.

Implementation Strategies and Plans:

- **Unit Responsible:** Chancellor’s Office / Provost and Vice Chancellor for Academic Affairs / School of Business and Economics
- **Timeline:** 2008-2010 (Planning)
- **Resources and/or Source of Funding:**
 - New funds request:
 - Planning Phase: To be determined
 - Capital Costs: To be determined
- **Assessment Measures:**
 - Number and type of partnership agreements

- Completed strategic plan
- Financial commitments from external partners
- Completed capital plan

4.5 OUR HEALTH

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

Introduction

The complex health care system of North Carolina currently consumes 18% of the gross domestic product and continues to expand, thus the need to improve quality, assure access, and contain costs. FSU is committed to improving health and wellness of all people among its constituencies, including those who reside in the eleven (11) surrounding counties, military bases, and the state as a whole. The institution collaborates with a significant number of organizations in the southeastern region of North Carolina to address the shortage of health care professionals and research health disparities. FSU is involved with health disparities research and outreach programs that focus on African-Americans and Hispanics. On campus, FSU provides services and an infrastructure for the health and wellness of its students, faculty, and staff that are extended to the external community through its physical education and recreational facilities. FSU has been approved for a \$10 million Southeastern North Carolina Nursing Education and Research Center. In addition, as an active partner in the BRAC Regional Task Force (*see section 4.7*), FSU has initiated several health-related academic programs, specifically designed for military personnel and their dependents in the region. Outside of the state, FSU has established a distance education site-based master's degree program in social work (MSW) at Ft. Sam Houston, Texas. FSU will continue to focus on a variety of health initiatives that address the most important needs of the university, the region, and the state.

FSU Strategic Goals and Priorities for Health

- Engage in research on the causes of health disparities in the region
- Identify strategies effective in reducing health disparities
- Prepare students for growing workforce needs in healthcare professions
- Continue to develop academic programs and collaborative strategies for critical areas of allied health, nursing, medicine, dentistry, pharmacy, and related fields

A. Existing Programs

1. Expansion of Research Center for Health Disparities

(Addresses 4.5.1, 4.5.2, 4.5.3)

Description: Currently, the Research Center for Health Disparities aims at reducing health disparities and improving health and wellness of minority populations by conducting community-level research on major health issues and disseminating its findings to policy makers and health-oriented community organizations in the region. Plans are underway to establish a Health Disparities Institute that would be an expansion of the current Research Center. The objective of the proposed Health Disparities Institute is to improve health research, student health research training, and community health outreach activities. Specifically, the institute will broaden its research activities to include all academic programs

at the university, including business, education, the arts, social and behavioral sciences, and the physical sciences.

Strengths of the Program:

- The center contributes to the training of health professionals by providing hands-on research training for students from the social and behavioral sciences.
- An average of 15-20 students participate in a variety of research conducted at the center.
- Students learn about health research topics and how to study them at the local and national level, preparing them for graduate or professional schools or careers in research or with health or health-related organizations.

Implementation Strategies and Plans:

- **Unit Responsible:** Research Center for Health Disparities
- **Timeline:** 2008-2009 (planning year)
- **Resources and/or Source of Funding:**
 - Recurring grant funds from the U.S. Department of Human and Health Services
 - New fund request:
 - \$104,260 (state-sponsored budget request for salaries for an administrative assistant and FSU-Survey Center coordinator; course payment for 50% release time of the Director; modest budget for Annual Health Survey of Cumberland County)
- **Assessment Measures:**
 - Number of faculty participating in health related research
 - Number and type of research published relative to health disparities in the region
 - Number of students participating in health-related research
 - Number and type of health information disseminated and locations/organizations that receive it

2. Nursing Program Collaborations
(Addresses 4.5.2)

Description: To address the critical shortage of nurses in the region, state, and nation, FSU offers a Nursing degree program with two tracks: 1) the RN-to-BSN and 2) the Generic BSN programs with a specially-designed curriculum for the ROTC Nurse Cadets and Commission to Army Nurse Corps. Currently, FSU has dual enrollment RN-to-BSN agreements with Bladen Community College, Sampson Community College and Southeastern Community College. Clinical sites have been arranged at Cape Fear Valley Medical Center, the Veterans Administration Medical Center-Fayetteville, Womack, Betsy Johnson Hospital, Bladen County Hospital, and area health departments. Plans are underway to strengthen the program with the addition of an endowed professor and a special assistant to the chancellor for nursing education, and to expand the program using technology (i.e., simulation lab, virtual hospital) in partnership with Cape Fear Valley Medical Center, AHEC, Fort Bragg and others in this region.

Strengths of the Program: These programs award an average of about 30 degrees annually, providing a diverse cadre of health professionals that serve primarily in the southeast region of the state.

Implementation Strategies and Plans:

- **Unit Responsible:** Nursing Department / College of Arts and Sciences
- **Timeline:** Ongoing
- **Resources:**
 - Recurring state funds
- **Assessment Measures:**
 - Retention and graduation rates
 - FSU nursing graduates' passage rate on the National Council Licensure Examination (NCLEX)
 - Program approval by the State Board of Nursing

3. Pre-Professional Programs: Pre-Medical, Pre-Dental, and Pre-Pharmacy
(Addresses 4.5.2)

Description: The Department of Natural Sciences offers Pre-Professional (Pre-Medical, Pre-Dental, and Pre-Pharmacy) tracks for science and other majors in the university. The pre-professional tracks are designed to allow students planning to pursue studies in Schools of Medicine, Dentistry, or Pharmacy upon graduation from FSU to meet the admissions requirements of these schools or pursue studies in other allied health occupations. An advisor who is knowledgeable of Health and Allied Health Science programs is available to students interested in these areas and ensures that they meet the requirements for the programs of interest.

Strengths of the Program:

- The Pre-Professional tracks are flexible, allowing electives totaling over 90 semester hours so that students can satisfy the varied entrance requirements of the schools of medicine, dentistry, and pharmacy.
- Professional school representatives visit FSU to share information and recruit students to their programs

Implementation Strategies and Plans:

- **Unit Responsible:** Natural Sciences Department / College of Arts and Sciences
- **Timeline:** Ongoing
- **Resources:**
 - Recurring state and grant funds
- **Assessment Measures:**
 - Number of students on pre-professional tracks
 - Retention and graduation rates
 - Number of students admitted into professional schools

- Number of students who graduate from professional schools

4. Expansion of Student Health Services (SHS)

(Addresses 4.5.1, 4.5.3)

Description: Student Health Services (SHS) currently operates Medical Clinic days and participates in campus programs through the Residence Halls, Greek organizations, and other programs (e.g., First Steps, Freshman Orientation). Plans are to improve and expand SHS with the programs and services that include a sexual health awareness clinic, medical insurance section, study abroad/international insurance section, and pharmacy services.

Strengths of the Program: A large number of students receive valuable information on health and wellness topics and available services.

Implementation Strategies and Plans:

- **Unit Responsible:** Director, Student Health Services / Student Affairs
- **Timeline:** 2008-2010
- **Resources and/or Source of Funding:**
 - Recurring Student Affairs funds
 - New fund request:
 - \$ 25,000 (for literature, brochures, training, and in-services for staff)
- **Assessment Measures:**
 - Number of clients served
 - Types of healthcare services needed
 - Number and types of new programs

5. Expansion of Center for Personal Development

(Addresses 4.5.1, 4.5.3)

Description: The Center for Personal Development is designed to reduce the impact of mental, social, psychological, and emotional factors that could hinder a student's successful university experience. Plans are to improve the Center with the following proposed programs and services in the areas of alcohol and substance abuse, counseling, and psychiatric services:

- Online course on Alcohol/Substance Abuse – Education Sanction to address the needs of students with mandatory referrals;
- Initiation of TIPS Peer Education Training Program for substance abuse;
- Counselors / support systems specifically for students experiencing difficulties that hinder their successful university experience
- Hiring a part-time psychiatrist to address the psychotropic medication needs of the students. Currently these students are referred off-campus and may not receive necessary medication and follow-up due to financial, transportation or other concerns.

Strengths of the Program:

- The Center offers a variety of services and programs designed to meet the emotional, social, psychological and mental health needs of our students.
- Partnerships afford FSU with an opportunity to expand our available resources and to provide students access to community services as well.
- On average, 50% or more of the staff's time is spent providing direct counseling, assessment and/or referral services to students translating into approximately 600 contact hours per semester.
- Through programs and presentations, the Center serves approximately 900 students per semester.
- The Center collaborates with the Student Affairs Judicial Board to provide mandated skills training and other counseling services as needed.

Implementation Strategies and Plans:

- **Unit Responsible:** Director, Center for Personal Development / Student Affairs
- **Timeline:** 2008-2010
- **Resources and/or Source of Funding:**
 - Recurring Student Affairs funds
 - New fund request:
 - \$ 25,000 (part-time psychiatrist, counselor training, and workshop supplies and materials)
- **Assessment Measures:**
 - Number of clients served
 - Types of healthcare services needed
 - Number and types of new programs

B. New Programs**6. Proposed School of Allied Health**

(Addresses 4.5.2)

Description: The College of Arts and Sciences has long-term plans to develop additional academic programs in allied health disciplines, including but not limited to physician assistant, physical therapy, occupational health, and rehabilitation services. Specific details and plans, including the development of a School of Allied Health, which would include the Department of Nursing, are currently in progress.

Strengths of the Program: To address the shortage of health professionals in the region and state

Implementation Strategies and Plans:

- **Unit Responsible:** College of Arts and Sciences
- **Timeline:**

- 2008-2010 (Planning)
- 2010-2020 (Implement degree programs)
- **Resources:**
 - New fund request: \$1 million total (2009-2020)
- **Assessment Measures:**
 - Completed strategic and education plan
 - FSU and UNC GA approvals of plans
 - Discipline-specific boards approvals of plans
 - Funding approved

7. Proposed Bronco Health and Wellness Center

(Addresses 4.5.1, 4.5.3)

Description: The College of Arts and Science envisions a Bronco Health and Wellness Center (BHWC) that will provide quality health care for students, faculty, and staff, and, perhaps, surrounding communities. The primary goal of BHWC is to provide high-quality humanitarian services for FSU and the community. Plans for this center include the following:

- The Bronco Health and Wellness Center will be operated by certified nurse practitioners.
- The BHWC will provide acute, urgent, and routine care on an “appointment” basis. Services provided will include minor surgery, respiratory support, IV therapy and hydration, STD treatment, wart clinic, physicals, well-woman exams, hypertension clinic, diabetic care, DEPO injections, and most importantly, promote prevention and maintain wellness.

Strengths of the Program: To improve health and wellness in the FSU community and citizens in the Fayetteville community, particularly those who reside near the campus.

Implementation Strategies and Plans:

- **Unit Responsible:** College of Arts and Sciences
- **Timeline:**
 - 2008-2010 (Planning)
 - 2010-2011 (Implement)
- **Resources:**
 - New fund request: \$ 300,000/year
- **Assessment Measures:**
 - Completed strategic and implementation plan
 - FSU approvals of plans
 - Funding approved
 - Facilities, equipment, and staffing secured

4.6 OUR ENVIRONMENT

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

Introduction

The demands being made on the natural resources along with the subsequent decline in the quantity and quality of biological diversity is affecting not only the United States, but also most of the world. As a result, a major need exists for good stewardship of the environment by individuals and organizations. Fayetteville State University is building its capacity to address environmental issues and is committed to safeguard the environment and concurrently educate its students to be actively involved in the protection and conservation of the increasingly limited resources worldwide. The faculty and administration are involved in local, regional, national, and international environmental initiatives. For example, FSU faculty members have served on the Mayor of Fayetteville's Task Force for Recycling and the university has hosted an environmental conference for two consecutive years, attracting scholars and activists from around the world. In this section, FSU highlights its efforts toward incorporating environmental sustainability as a core value and expanding upon its academic programs and research efforts to address environmental and energy issues.

FSU Strategic Goals and Priorities for Environment

- Engage in research and academic programs that focus on environmental sustainability issues
- Address economic transformation and workforce needs

A. Existing Program

1. Annual International Congress on Critical Perspectives on Energy, Environment, Technology and Water Development, and Protection Worldwide
(Addresses 4.6.1, 4.6.2)

Description: This annual conference brings together scholars, practitioners, activists, and policy makers from around the world to address energy and environmental problems confronting local, regional, national and international groups. The participants shed light on problems and provide practical and policy solutions. The papers presented at the conference are published in refereed journals such as the *Global Development Studies* so as to inform the general public. FSU currently publishes the *Journal of Sustainable Development in Africa (JSDA)*, which deals with a number of sustainability and sustainable development matters in Africa and in other developing parts of the world. Now in its ninth year of publication, it expands the debate on sustainability research.

Strengths of the Program:

- The multidisciplinary nature of the congress allows for collaboration on an international perspective. The publication of the papers encourages dissemination of research findings.

Implementation Strategies and Plans:

- **Unit Responsible:** Graduate Studies
- **Timeline:** Ongoing, annually
- **Resources and/or Source of Funding:**
 - Recurring state and grant funds as appropriate.
- **Assessment Measures:**
 - Number of participants
 - Published conference paper(s)
 - Conference satisfaction evaluations

B. New Programs

2. Proposed Master's Degree Program in Environmental Studies

(Addresses 4.6.1, 4.6.2)

Description: The proposed interdisciplinary Master's Degree Program in Environmental Studies at FSU will be a broadly based multidisciplinary program that focuses on the study of human interaction with the environment and the policy implications of such interaction. The program will seek to integrate knowledge and approaches from a range of related disciplines in the natural sciences, social sciences, humanities, and education. The primary purpose of the program is to train students for work in the areas of environmental policy, natural resource management, and sustainable development, with particular focus on southeastern North Carolina, the Southern Eco-region of the United States and the world at-large. The proposed program is designed to provide students with:

- An advanced operating knowledge of environmental systems and processes and what happens to environmental systems under attack
- An enhanced understanding of the broad theoretical perspectives for the study of environment
- Scientific principles and skills to address a range of environmental problems and policies
- Enhanced knowledge of the major environmental issues currently being investigated, monitored, and controlled at global, national and local levels
- In-depth knowledge in order to be conversant on the broad social, economic and regulatory frameworks in which environmental problems are solved
- A range of "professionally-transferable" analytical skills in such areas as communication and presentation, use of computer technologies and spatial data extraction
- Realistic and practical experience through internships, focused projects, and papers that provide direct interaction with the economic, political, and social milieu within which environmental decisions are made.

Strengths of the Program:

- Addresses critical 21st century workforce needs
- Provides opportunities for applied research on environmental issues

- Fosters opportunities for regional, statewide, national, and international partnerships and collaborations

Implementation Strategies and Plans:

- **Unit Responsible:** Graduate Studies
- **Timeline:** August 2008 and beyond
- **Resources and/or Source of Funding:**
 - New fund request:
 - \$ 65,000/year X two faculty members = \$130,000/year
- **Assessment Measures:**
 - Surveys of students
 - Number of students enrolled
 - Retention and graduation rates

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.

Introduction

Outreach is an important strategic priority of Fayetteville State University that fulfills the university's promise to engage faculty scholarship with constituencies across the state and around the world. FSU's outreach initiatives extend campus programs and services and the leadership behind them to respond to a variety of economic, social, educational, and cultural needs and challenges. By responding to these needs and challenges in innovative ways, Fayetteville State University engages with and connects to the people of North Carolina, its regions, and our state as a whole. Through conferences, camps, customized training, and credit and noncredit courses offered by Continuing Education, Extended Learning, Management Development, Criminal Justice, the military centers or during summer school, Fayetteville State offers several high-quality programs that make a positive difference in people's lives.

FSU Strategic Goals and Priorities for Outreach and Engagement

- Support the FSU mission to promote the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond
- Prepare students for exceptional lives of community and professional leadership

A. Existing Programs

1. Base Realignment And Closure Regional Task Force (BRAC RTF)

(Addresses 4.7.1, 4.7.4)

Description: The Federal Base Realignment And Closure (BRAC) legislation became law in November 2005. These BRAC actions transfer the U.S. Army Forces Command (FORSCOM) and U.S. Army Reserve Command (USARC) headquarters from Atlanta, Georgia to Ft. Bragg, North Carolina. Projections are that this transfer will result in a net gain of 4,647 active-duty soldiers, 1,893 civilian jobs with the Army, 616 embedded contractors, 1,000 to 3,000 jobs with private defense contractors, and \$1.5 billion for additional construction expenditures. As these changes occur, communities surrounding the Ft. Bragg Army Base and Pope Air Force Base will experience significant economic growth. The BRAC Regional Task Force, which consists of members from the 11 contiguous county governments and 72 municipalities in the "BRAC RTF" region, is planning for this growth. The group is charged with preparing for the BRAC transfer and its impact on the region related to education, workforce and economic development, housing, and transportation. Fayetteville State University is involved with the BRAC RTF leadership by volunteering the expertise and talents of administrators and faculty members who actively serve on the following workgroups:

- Economic and Social Impacts
- Workforce Impact/Employment Opportunities
- Regional Housing Assessment
- Infrastructure and Public Works
- Public Safety and Emergency Services
- Schools and Education Requirements
- Transportation (Roads/Rail/Air)
- Medical, Health, and Social Services
- Hospitality Industry/Quality of Life (Arts/Culture/Parks/Tourism)
- Compatible Land Use and Sustainable Development
- Regional Engagement (Communication and Coordination)

Strengths of the Program:

- Fayetteville State's legacy outreach initiatives have effectively served both Ft. Bragg Army Base and Seymour-Johnson Air Force Base through a diversity of academic offerings. As such, FSU is well positioned to meet the military and civilian needs that will impact the region's education, workforce and economic development.
- FSU has begun plans to partner with BRAC RTF to provide education resources to all military personnel and dependents.
- FSU has several new academic programs underway conducive to military and military-related interests:
 - Proposed Intelligence Studies Degree (B.A.) (*See section 4.1*)
 - Proposed International Studies Degree (Master's) (*See section 4.1*)
 - Proposed Environmental Studies Degree (Master's) (*See section 4.6*)
 - Proposed Public Administration Degree (Master's)
 - Disaster Management Track in Public Administration
 - Foreign Languages (Asian/Middle East)

Implementation Strategies and Plans:

- **Unit Responsible:** Academic Affairs
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state funds
 - New fund request:
 - Faculty Release Time
 - \$ 32,000 (plus benefits) for Office Assistant/BRAC RTF
- **Assessment Measures:**
 - Student market share at Ft. Bragg and Seymour Johnson
 - Number of high-need degree programs approved and implemented to serve the current and expanded military needs of Ft. Bragg, Seymour Johnson Air Force Base, Pope Air Force Base, and Camp Lejeune Marine Base
 - Faculty and staff participation on BRAC RTF workgroups
 - FSU individuals and departments in leadership roles for the BRAC RTF efforts

2. Southeastern North Carolina Regional Microanalytical and Imaging Center (SENCR-MIC)

(Addresses 4.7.3)

Description: SENCR-MIC is a collaborative effort between FSU and UNC-Pembroke to build a critically needed research infrastructure in southeastern North Carolina in an effort to increase opportunities for students to participate in cutting-edge scientific research. The cooperative nature of SENCR-MIC between FSU and UNC-P, in conjunction with the technological capability of the JXA 8500F Electron Microprobe, will make this facility the only one of its kind in the United States. The JXA 8500F Electron Microprobe will constitute the cornerstone of the center's research capabilities. The center will be open to faculty, staff and students of FSU, UNC-P, and other institutions of higher education. It will also be available for use by outside researchers, government labs, and industry.

Strengths of the Program:

- The SENCR-MIC will enable students to be highly competitive in the job market and for graduate school assistantships/fellowships.
- The SENCR-MIC will make FSU one of only three institutions to have the JXA-8500F, which at present, is the state-of-the-art in terms of imaging resolution and quantitative analysis.

Implementation Strategies and Plans:

- **Unit Responsible:** Academic Affairs (SENCR-MIC reports directly to the provosts of FSU and UNC-P)
- **Timeline:** 2008-2009 and beyond
- **Resources and/or Source of Funding:**
 - Recurring state funds:
 - \$35,000/year from FSU and UNC-P for three years to cover operating expenses
- **Assessment Measures:**
 - Number of students trained to use the probe
 - Number of papers published with SENCR-MIC data
 - Number of grants submitted using SENCR-MIC data
 - Number of outside users recruited

B. New Programs

3. Development of Research and Outreach Institutes

(Addresses 4.7.1, 4.7.2, 4.7.3, 4.7.4)

Description: As part of FSU strategic outreach plans, the following institutes have been established or are being planned as indicated:

- **Community Justice Institute (established in 2007):** This institute seeks to strengthen community capacity by fostering partnerships among community residents, businesses,

criminal justice agencies, social service organizations, public health organizations, and public schools. To address the effects of crime and society's response to it, which is often inequitable, the institute plans to provide information, knowledge, and skills possessed by faculty, staff, and students as a resource to members of the community as they formulate new and innovative approaches to making high-crime locations better places to live and work. The institute involves collaborative research and community-service projects focused on addressing a broad range of concerns surrounding crime, justice, and public safety.

- **Entrepreneurship Institute (established in 2007):** This institute fosters collaboration among each of FSU's schools and colleges to incorporate themes and issues relating to entrepreneurship throughout the core curriculum. It also partners with other institutions and community organizations to form programs that encourage entrepreneurship within non-profit as well as for-profit organizations and to encourage individuals to engage in entrepreneurial activity. *(See Item #5, section 4.4)*
- **Excellence in Teaching Institute (proposed):** This institute will be established to improve teacher quality and preparation, utilizing FSU and Professional Development School-adopted perspectives. The working conditions under which teachers practice their profession must be systematically addressed to develop a critical mass of teachers who are well prepared to teach challenging academic subjects and to have longevity in high-need schools with diverse learners. Objectives central to the institute are to produce culminating products of learning for direct, immediate use by teachers and to impact teacher-quality research, practice, and policy in positive ways. *(See Item #4, section 4.3)*
- **Health Disparities Institute (proposed):** This institute will contribute to the elimination of health disparities and promote the well-being of the FSU community-at-large. Research, training, outreach, and dissemination of information on health and health disparities will be its primary purpose. In addition to Cumberland County, the institute will also serve the surrounding rural counties of Hoke, Robeson, and Harnett. The institute will also organize workshops, collaborate with community organizations and address health needs of the region through existing and planned academic programs in holistic health and classes. It will also engage in extensive research on the causes of health disparities and partner with organizations from across the nation to identify strategies that are effective in reducing health disparities. *(See Item #3, section 4.5)*

Strengths of the Programs:

- Foster academic excellence
- Provide undergraduate and graduate research opportunities for students
- Encourage FSU's faculty and academic officers to collaborate across departmental lines
- Enhance university partnerships
- Augment FSU's ability to meet the workforce needs
- Address health challenges
- Support economic transformation of the region and the state

Implementation Strategies and Plans:

- **Unit Responsible:** College of Arts and Sciences / School of Business and Economics / School of Education
- **Timeline:** 2007-2009 (to establish)
- **Resources and/or Source of Funding:**
 - Recurring state and grant funds as appropriate
 - New fund request:
 - \$ 104,260/year (for Health Disparities Institute) (*See section 4.5*)
 - \$ 100,000/year (for Excellence in Teaching Institute) (*See section 4.3*)
- **Assessment Measures:**
 - Number of faculty participating in research
 - Number of articles and scholarly work published
 - Number of students participating in research
 - Increase in the dissemination of health information to the community
 - Number of collaborative efforts and partnerships
 - Outcome goals and objectives attained

5.6 EFFICIENT USE OF AVAILABLE RESOURCES

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

Introduction

Fayetteville State University continues to seek efficient use of its available resources clearly understanding its responsibility for good stewardship. In addition, because state, federal, and external funding sources are limited and to obtain them is competitive, FSU makes every effort to plan strategically in order to utilize, prioritize, allocate and account for all resources in the most efficient and effective manner possible. In this section, FSU highlights how it monitors and builds upon its PACE initiatives for efficiency and effective, its efforts to maximize use of the facilities and technology infrastructure, some key inter-institutional collaborations not mentioned previously, and how policies are developed related to program planning and efficient use of available resources.

FSU Strategic Goals and Priorities for Efficient Use of Available Resources

- Comply with federal, state, UNC General Administration, and FSU guidelines for use of available resources

A. Existing Programs

1. Building on President's Advisory Committee on Efficiency and Effectiveness (PACE) Initiatives to Improve Efficiency and Effectiveness

Description: Now in its second year, the FSU PACE initiatives developed in 2006-2007 are regularly tracked and monitored. The FSU PACE Implementation Committee, that serves as the oversight body, meets monthly to assess the 26 initiatives to ensure the timeline-to-implementation plans for each are on schedule and, if not, that necessary modifications are being made. With efficiency and effectiveness being the primary focus, FSU will continue to identify programs and processes that need improvement or are unnecessarily duplicative. The FSU Implementation Committee membership is cross-divisional and includes several senior administrators. The committee is responsible for making recommendations to the Chancellor as appropriate. Plans are to formalize procedures for identifying new initiatives and ensuring that PACE activities interrelate with the strategic and budget planning processes and UNC Tomorrow.

Strengths of the Program:

- The FSU PACE initiatives established in spring 2007 and submitted to UNC GA in June 2007 were reviewed and modified in fall 2007 to allow the new chancellor an opportunity to assess the original input. This second review and resulting revisions were re-submitted to UNC GA in December 2007. Given these additional reviews, the FSU PACE initiatives have been vetted well and revised where appropriate.

- The PACE Implementation Committee includes decision makers which ensures that assessment, plans, and actions are being brought to the attention of those in leadership who can effect solutions and necessary change if needed.

Implementation Strategies and Plans:

- **Unit Responsible:** Provost and Academic Affairs
- **Timeline:** Began 2006-2007, ongoing
- **Resources and/or Source of Funding:**
 - Recurring state funds as appropriate
 - New state funds to support initiative investment
- **Assessment Measures:**
 - Track and monitor Timeline-to-Implementation plans of each PACE initiative
 - Track and monitor Reallocation of Funds to Core Academic Programs

2. Maximizing Utilization of Existing Facilities and Infrastructure (Facilities/ITTS)

Description: Facilities Management accurately accounts for: 1) all spaces on campus and their usage, 2) electronically mapping the campus infrastructure, 3) maintaining the fully wired and wireless infrastructure, and 4) adhering to the facilities and information technology master plans. The FSU Space Committee meets monthly to make proper recommendations regarding space usage. Facilities Management plans to upgrade to an integrated space planning/CMMS system in the near future.

ITTS has five approved policies that ensure appropriate standards are followed with regard to use and maintenance of the university's technology (computers, servers, printers, network). To ensure cost effectiveness, ITTS monitors all university purchases of electronic and technology items and continues to identify cost-savings approaches such as server and printer consolidation implemented in 2007-08. In recent years, FSU has focused on upgrading its classrooms with state-of-the-art technologies. To date, 60% of the classrooms are equipped with smart technologies and a plan is in place to deploy smart technologies for the remaining 40% by 2010. To protect the major investment in technology, ITTS will continue to build and configure redundant virtual servers as backup for critical utilities such as e-mail, DNS, and other critical systems. In addition, they will continue to collaborate with the UNC General Administration Institutional Research Division in establishing a disaster recovery mechanism outside of the campus.

Strengths of the Program:

- *Facilities Management*
 - All spaces have been field measured by consultants for accuracy.
 - Electronic drawings of all spaces have been created.
 - A solid baseline inventory is assembled.
 - All campus infrastructure has been located and identified and mapped electronically.
 - A detailed Master Plan is in place so the infrastructure can be planned as the campus grows.

- ITTS
 - The campus is wired throughout and wireless is being deployed with the goal of having 100% coverage in all facilities.
 - All hardware and software systems needed for technology to function as a utility is in place and functioning well.
 - A robust ERP system is implemented.
 - ITTS staff are current with technologies and training and development are ongoing.

Implementation Strategies and Plans:

- **Unit Responsible:** Business and Finance/Facilities Management / Information Technology (ITTS)
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state funds as appropriate
 - Recurring information technology fees as appropriate
- **Assessment Measures:**
 - Space utilization data as reported in annual reports (Facilities Management)
 - Core data survey (ITTS)
 - Proposed UNC GA IT metrics (ITTS)

3. *Facilitating Inter-Institutional Collaborations*

Description: In addition to the inter-institutional collaborations discussed in other sections of this UNC Tomorrow Campus Response (e.g., dual enrollment programs, distance education, mathematics/science education center, teacher education summer program, microprobe lab, and the institutes), FSU is involved in several other collaborative efforts through educational partnerships, data sharing, and sponsored research. A list of these collaborative programs and activities follows:

- **FSU Chesnut Library:** The FSU library participates in the UNC Coastal Carolina Consortium and Interlibrary Loan Program, the OCLC Interlibrary Loan Network, NC LIVE, the Carolina Consortium Joint Purchasing program, and is in the planning stages of the UNC Union Catalog collaborative project.
- **Information Technology and Telecommunication Services:** FSU participates in several technology-related inter-institutional collaborations facilitated by the UNC CIO Council, UNC Shared Services Alliance, UNC TLT Collaborative, and MCNC for BANNER hosting.

- **Sponsored Research:**

Research Title	Collaborating Institution/Agency
NC Partnership for Improving Mathematics and Science (NC-PIMS)	UNC – Chapel Hill
Small Business and Technology Development Center (SBTDC)	NC State University
Quality Educators Academy: Effective Literacy and content Instruction for K-12 Teachers Working with LEP Students	UNC – Chapel Hill
Acquisition of an Electron Microprobe and Carbon Coater for FSU and UNC-P	National Science Foundation UNC – Pembroke
Technology Integration Program for Nursing Education and Practice (TIP-NEP)	Duke University

Strengths of the Program: These collaborative efforts tend to be cost-effective and efficient because of the convergence of resources and expertise between the individuals and organizations involved.

Implementation Strategies and Plans:

- **Unit Responsible:** Various departments/units
- **Timeline:** Varies according to program
- **Resources and/or Source of Funding:**
 - Funding allocations and sources depend on the program/project
 - Possible federal, state, grant, private, or external partner funding sources
- **Assessment Measures:**
 - Up-to-date signed agreements
 - Periodic (annual, quarterly, etc.) assessment reports
 - Customer satisfaction
 - Internal or external audit reports

B. New Programs

4. Policy Development and Review Process

Description: Fayetteville State University has approved the *Policy on Policy and Rules*, which addresses the sources of authority for policies and rules (PRs) at the university and the procedures for their adoption and publication. All proposed new policies or revisions to existing policies must be drafted and approved in accordance with the Policy on Policy and Rules. As such, the university has implemented a major review of existing policies along with a review to determine what new policies may need to be developed. This review is being conducted by areas such as academic affairs, student affairs, legal affairs and business and finance.

Strengths of the Program: FSU can assess and determine if a need exists to develop a new policy to address the enhancement and reprioritization of excising programs or whether the policies currently in existence will suffice.

Implementation Strategies and Plans:

- **Unit Responsible:** Various departments/units
- **Timeline:** Varies according to program
- **Resources and/or Source of Funding:**
 - Funding allocations and sources depend on the program/project
- **Assessment Measures:**
 - Number of policies added, deleted, or modified

5.7 INTERDISCIPLINARY AND INTER-INSTITUTIONAL COLLABORATION

Major Finding: UNC should encourage and facilitate interdisciplinary and inter-institutional collaboration among its institutions.

Introduction

Fundamental to the complexities of implementing interdisciplinary and inter-institutional collaborations is having business processes in place that have effective and adequate internal controls, procedures, and technologies. Consequently, FSU's efforts to implement and improve upon BANNER—the enterprise system that manages financial, programmatic, enrollment management, and human resources—are critical to managing interdisciplinary and inter-institutional programs and activities. FSU will also streamline various administration functions in the areas of accounting, contracts and grants, and human resources. FSU also plans to develop an incentive and reward process specifically for encouraging faculty and staff to collaborate within the institution or with external partners, strengthening collaborative efforts where feasible. In this section, these activities are described in more detail.

FSU Strategic Goals and Priorities for Interdisciplinary and Inter-Institutional Collaboration

- Foster inter-institutional collaboration across colleges, schools, and academic and non-academic department lines
- Seek appropriate collaboration with external partners, including UNC constituent institutions, P-12 schools, government, business and industry, civic and non-profit organizations
- Ensure that systems and internal processes excel and follow best practices

A. Existing Programs

1. Improve Effectiveness of Internal Controls, Procedures, and Technologies

Description: FSU, like other UNC Alliance institutions, installed SunGard Higher Education's BANNER system as the base of its administrative systems portfolio. The integration of the data in this enterprise system's separate functional modules and the various BANNER rules set up to administer each component is reviewed and adjusted on an ongoing basis to ensure the desired results are being achieved. Fayetteville State University has an ongoing effort to address process improvement activities related to refining the use of the BANNER system and to achieve better internal control and presentation of data to functional decision makers across campus administrative offices. Following is a list of the components or functions within BANNER being focused on:

- System Testing Process Improvements
- System Access Rights Process Improvements
- Student Accounts Processing Improvements
- Financial Aid Processing Improvements

- Finance Reconciliation Process Improvements
- Human Resource Process Improvements
- Alumni and Advancement Process Improvements
- Technologies to Improve Administrative Processes

Strengths of the Program:

- FSU involves all stakeholders in the improvement process which also includes the SunGard consultants.
- The testing process includes setting up a pre-production database that mirrors the actual production database, allowing the data in the test environment to be refreshed weekly with current information.

Implementation Strategies and Plans:

- **Unit Responsible:** Business and Finance
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state funds for BANNER and procedural implementations
- **Assessment Measures:**
 - Number of outcomes attained for each program
 - Number and type of project grants renewed

B. New Programs

2. Streamlining Administrative Functions

Description: FSU has begun streamlining various administration functions in the areas of accounting, contracts and grants, and human resources that will strengthen procedures for implementing interdisciplinary and inter-institutional collaborations. (Note: These identified administrative functions will likely become part of FSU’s PACE initiatives.)

- Accounting/Human Resources: Begin migration to an “all electronic” filing and work flow system using Banner Xtender Solutions (BXS), allowing for “virtual” forms, online approvals, and accessibility to document
- Contracts and Grants: Improve efficiencies and effectiveness of 1) the pre-award budgeting process and 2) the post-award grant information process between Sponsored Programs and Business and Finance (Contracts and Grants staff). In addition, assess the organizational structure of the Contracts and Grants department and consider reorganizing based on best practices and ideal standards for a post-award department.
- Human Resources: Establish one uniform process for temporary and student employees as follows:
 - Application and hiring processes: Clarify and streamline the current processes and sequence of events so that the approval processes occur in a more timely manner, and
 - Electronic timesheets: Begin plans to implement an electronic timesheet process that will improve accuracy and timeliness through the automated features for

checking accuracy prior to submission and better efficiency with regard to concurrent review of the timesheets by Budgeting, Contracts and Grants, and Human Resources.

Strengths of the Program: The intent of streamlining improves business and human resource processes and procedures resulting in efficiencies, increased productivity, and potential cost-savings and/or cost-avoidance opportunities.

Implementation Strategies and Plans:

- **Unit Responsible:** Business and Finance: Budgeting / Contracts and Grants / Human Resources
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - Recurring state and grant funds as appropriate
- **Assessment Measures:**
 - Documentation of process or procedure changes
 - New PACE initiatives
 - Internal or external audit exceptions or findings

3. *Developing Incentives to Reward Collaborations*

Description: FSU plans to establish a committee or task force that will involve the provost, deans, chairpersons, faculty and staff senate representatives, human resources, and representatives from each division to assess current merit and reward programs and determine how to enhance these programs or develop new ones that will create incentives for collaborative efforts. For instance, the existing tenure and promotion process, the annual employee evaluation processes, and other reward programs could be modified to ensure that more weight is given to collaborative efforts (e.g., being involved in learning communities, inter-departmental or inter-college taught course, faculty collaboration, collaboration with external partners, scholarly work with other institutions, and the attainment of collaborative grants). In addition, the reward system should be enhanced in the areas of compensation for extra work required to implement collaborative programs, such as release-time for faculty and staff to work on these projects. Finally, the committee will establish guidelines and an organizational structure so that the collaborative activities are reviewed and approved by the appropriate supervisors and administrators possibly using a clearing-house approach to ensure strategies are adhered to, duplication and redundancy are avoided, and outcomes are monitored to ensure they meet well-defined needs and achieve measurable results.

Strengths of the Program:

- Encourages individual effort to identify ways in which to collaborate
- Fosters a more cohesive working environment
- Provides an approved process for rewarding collaborative efforts
- Enhances opportunities to broaden programs and services to students and other constituencies

Implementation Strategies and Plans:

- **Unit Responsible:** Academic Affairs
- **Timeline:** 2008-2009 (planning)
- **Resources and/or Source of Funding:**
 - New funds request:
 - \$ 25,000/year (for monetary rewards and recognition items)
- **Assessment Measures:**
 - Compliance with state, UNC GA, FSU human resources guidelines
 - Completed and approved plan
 - Approved funding sources for incentive and reward system
 - Number and type of incentive rewards presented

5.8 ACCOUNTABILITY AND PERFORMANCE MEASURES

Major Finding: UNC should continue efforts to establish accountability and performance measures that ensure and demonstrate transparently its success in carrying out its mission.

Introduction

Historically, FSU has used a strategic planning process that feeds into the UNC GA Long-Range Plan as its means to identify the programs and measures upon which it would collect data and assess performance. In this section, the Five-Year Strategic Plan finalized in 2007 is described. Going forward, FSU plans to report accountability and performance measures in compliance with the UNC Board of Governors' recently approved process. In addition, FSU has registered in the national Voluntary System of Accountability (VSA) process, becoming an early participant in this newly established program. The FSU Information Technology department, through its membership in EDUCAUSE, is voluntarily participating in a VSA program that will assess the FSU IT program and provide feedback to the institution and the public comparing FSU benchmarks with national norms. In this section, these activities are described in more detail.

FSU Strategic Goals and Priorities for Establishing Accountability and Performance Measures

- Ensure fiscal accountability in all areas of the university
- Ensure programmatic accountability and quality assurance in all areas of the university
- Encourage and expect accountability of administrators, faculty, and staff

A. Existing Programs

1. Five-Year Strategic Planning Process

Description: The university community (faculty, staff, administrators, and students) revised the Long-Range Strategic Plan in 2006-2007, re-examining FSU's mission, goals, and objectives.

Strengths of the Program:

- A comprehensive planning process involves and obtains input from all major divisions.
- Critical thinking was enhanced by utilizing the Appreciative Inquiry (AI) process for change management.
- To enable greater institutional understanding of the contributions and costs of each area and planned programs and activities, a Resource-Allocation Budgeting (RAB) process was initiated.
- Outcomes of this planning process resulted in three strategic directions, five academic foci, and institutional outcomes. The three strategic directions were 1) high academic quality, 2) student access and success, and 3) meeting workforce needs.

Implementation Strategies and Plans:

- **Unit Responsible:** Academic Affairs
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - One-time state funds during planning year: \$ To be determined
- **Assessment Measures:**
 - Completion of annual strategic planning process and related reports
 - Performance evaluations
 - Program/project/activity evaluations

B. New Programs

2. Accountability Plan and Performance Measures Approved by the UNC Board of Governors

Description: FSU gathers assessment and accountability data through the offices of Institutional Research and University Testing and provides reports upon request that come from within or outside of university. Now that the Accountability Plan and Performance Measures provide the framework, FSU has established a steering committee and review process to comply with these measures. A matrix of data and action plans is being developed to mapping the strategic plan to these accountability measures.

Strengths of the Program:

- Provides a structured and unified approach to measure institutional accountability and performance

Implementation Strategies and Plans:

- **Unit Responsible:** Chancellor's Office / Academic Affairs
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**
 - New fund request: To be determined
- **Assessment Measures:**
 - Accountability data assessment and reports
 - Data accuracy
 - Compliance with UNC Board of Governors Accountability Plan and Performance Measures

3. Voluntary System of Accountability (VSA) Participation by FSU

Description: FSU has registered to participate in the national accountability dialogue occurring through the VSA. By becoming an early participant, FSU is in the forefront of institutions willing to be accountable to its external constituents and to self-monitor its progress. Through the VSA website, FSU and the public have access to consistent, comparable, and transparent information on undergraduate student experiences. FSU

Institutional Research and Information Resources have shared their automated method for submitting data to the VSA national template. The design will be vetted with the other UNC campuses and UNC GA is negotiating with NASULGC a process for uploading the data to the template for all 16 higher education campuses. To provide oversight of the VSA project, FSU has established a steering committee.

Strengths of the Program:

- Provides a structure, benchmarks, and standards for collecting and submitting institutional data

Implementation Strategies and Plans:

- **Unit Responsible:** Institutional Research
- **Timeline:** 2007 and beyond
- **Resources and/or Source of Funding:**
 - New fund request: To be determined
- **Assessment Measures:**
 - Timely input of data to VSA website
 - Accuracy of data and related reports

4. Voluntary System of Accountability (VSA) Participation by FSU Information Technology

Description: As a member of EDUCAUSE, a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology, FSU has voluntarily chosen to participate in a national benchmarking process for IT organizations. By doing so, the IT function at FSU will be assessed to determine how its funding model, hardware and software acquisitions, networking infrastructure, organizational structure, and support services are congruent with best practices for allocating and expending resources, and to promote more effective IT management practices. The FSU Information Technology department will provide information annually in March on its organization, staffing, planning, budget, services provided, and demographics. This centralized approach provides the FSU IT department a means to assess its organization and compare it to national standards and benchmarks. This affords FSU the opportunity to be accountable and to publicly position how its IT department compares with other similar institutions and overall in higher education.

Strengths of the Program:

- Provides a structure, benchmarks, and standards for collecting and submitting institutional IT data

Implementation Strategies and Plans:

- **Unit Responsible:** Information Technology
- **Timeline:** Ongoing
- **Resources and/or Source of Funding:**

- Recurring state and/or IT funds
- **Assessment Measures:**
 - Timely input of data to EDUCAUSE
 - Accuracy of data and related reports

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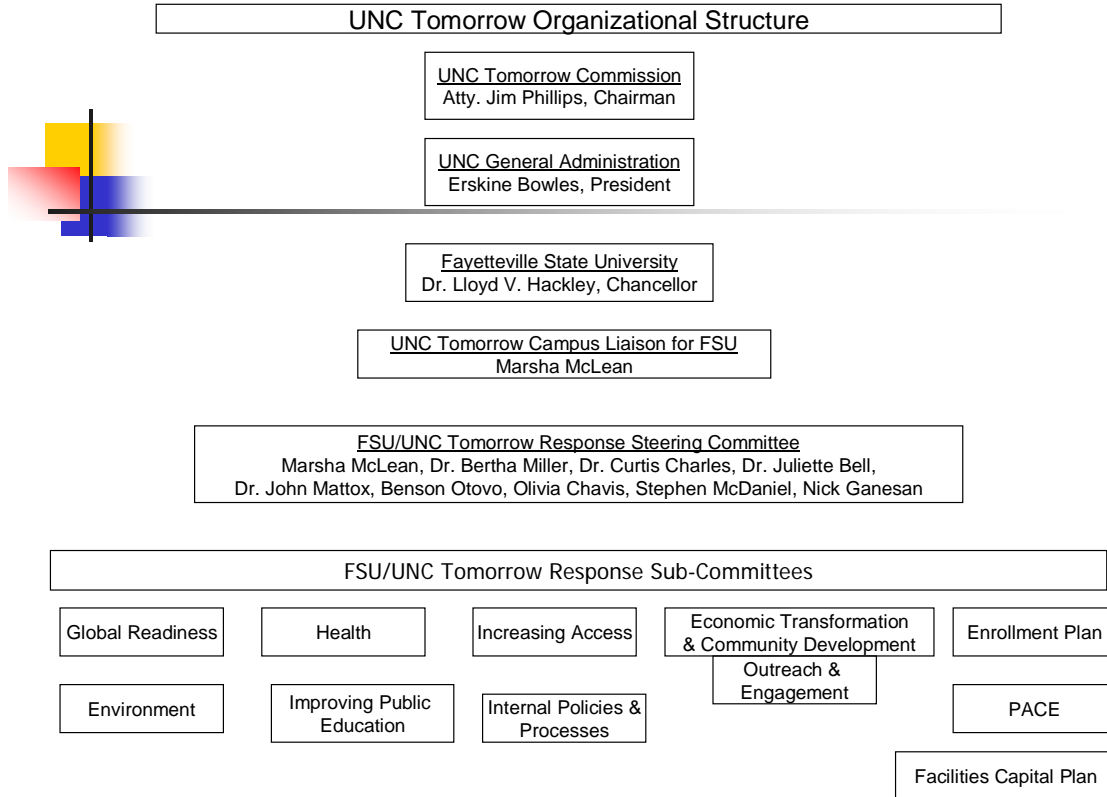
CONTACT INFORMATION

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APPENDIX A

FSU/UNC Tomorrow Committee Structure



FSU/UNC Tomorrow Sub-Committee Chairpersons (Phase I)

Committee/Report Title	Committee Chairperson(s)
Global Readiness (4.1)	Dr. Valentine James
Increasing Access to Higher Education (4.2)	Dr. Jon Young
Improving Public Education (4.3)	Dr. Leontye Lewis
Communities and Economic Transformation (4.4)	Dr. Curtis Charles
Health (4.5)	Dr. David Barlow, Co-Chair Dr. Daniel Okunbor, Co-Chair
Environment (4.6)	Dr. Valentine James
Outreach and Engagement (4.7)	Dr. Curtis Charles
Internal Policies and Processes (5.6, 5.7, 5.8)	Dr. Juliette Bell, Co-Chair Atty. Wanda Jenkins, Co-Chair
Ten-Year Enrollment Plan	Ms. Roxie Shabazz
Facilities Planning Report – Capital Plan	Mr. Benson Otovo
PACE Implementation	Ms. Marsha McLean

APPENDIX B: FSU/Community College Partnerships

Community College	Relationship	Degree Program
Bladen Community College	Dual Enrollment	<ul style="list-style-type: none"> • Birth through Kindergarten • Criminal Justice • Nursing
	Degree Completion	<ul style="list-style-type: none"> • Birth through Kindergarten • Elementary Education • Criminal Justice
FTCC	Dual Enrollment	<ul style="list-style-type: none"> • Birth through Kindergarten • Criminal Justice • Fire Science
	2+2	Elementary Education
James Sprunt Community College	Dual Enrollment	Criminal Justice
Johnston Community College	Dual Enrollment	Criminal Justice
Lenoir Community College	Dual Enrollment	Criminal Justice
Richmond Community College	Dual Enrollment	Criminal Justice
Robeson Community College	Dual Enrollment	Criminal Justice
Sandhills Community College	Degree Completion	<ul style="list-style-type: none"> • Criminal Justice • Birth through Kindergarten (FA 07)
Sampson Community College	Dual Enrollment	<ul style="list-style-type: none"> • Criminal Justice • Birth through Kindergarten • Nursing
	2+2	Elementary Education
Southeastern Community College	Dual Enrollment	<ul style="list-style-type: none"> • Criminal Justice • Elementary Education • Nursing
Stanly Community College	Dual Enrollment	Criminal Justice
Pitt Community College	Dual Enrollment	Criminal Justice

APPENDIX C: FSU Proposed New Academic Programs

Proposed Academic Program	Type of Program	College or School/Department
Intelligence Studies	Bachelor's	College of Arts and Sciences/Government and History
Physical Science Education	Bachelor's	College of Arts and Sciences/Natural Sciences
Social Work	Bachelor's	College of Arts and Sciences/Social Work
International Studies	Master's	Graduate Studies
Environmental Studies	Master's	Graduate Studies
Public Administration	Master's	Graduate Studies
Disaster Management Track in Public Administration	Option/Track	College of Arts and Sciences
Foreign Languages (Arabic, Chinese, Hindi, Persian, Russian)	Option/Track	College of Arts and Sciences