



**Fayetteville State University**

**Phase II Campus Response to the**

**University of North Carolina Tomorrow**

**5.1 Mission Review**

January 15, 2009

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## Preface

This report constitutes Fayetteville's State University's response to the UNC Tomorrow Commission's finding, 5.1 Mission Review. This response was prepared by the Mission Review Subcommittee that included faculty, staff, students, administrators, and the Board of Trustees. The UNC Tomorrow Phase II Committee Structure is shown on the next page.

For more information, contact:

Dr. James A. Anderson  
Chancellor  
Fayetteville State University  
1200 Murchison Road  
Fayetteville, NC 28301  
(910) 672-1411

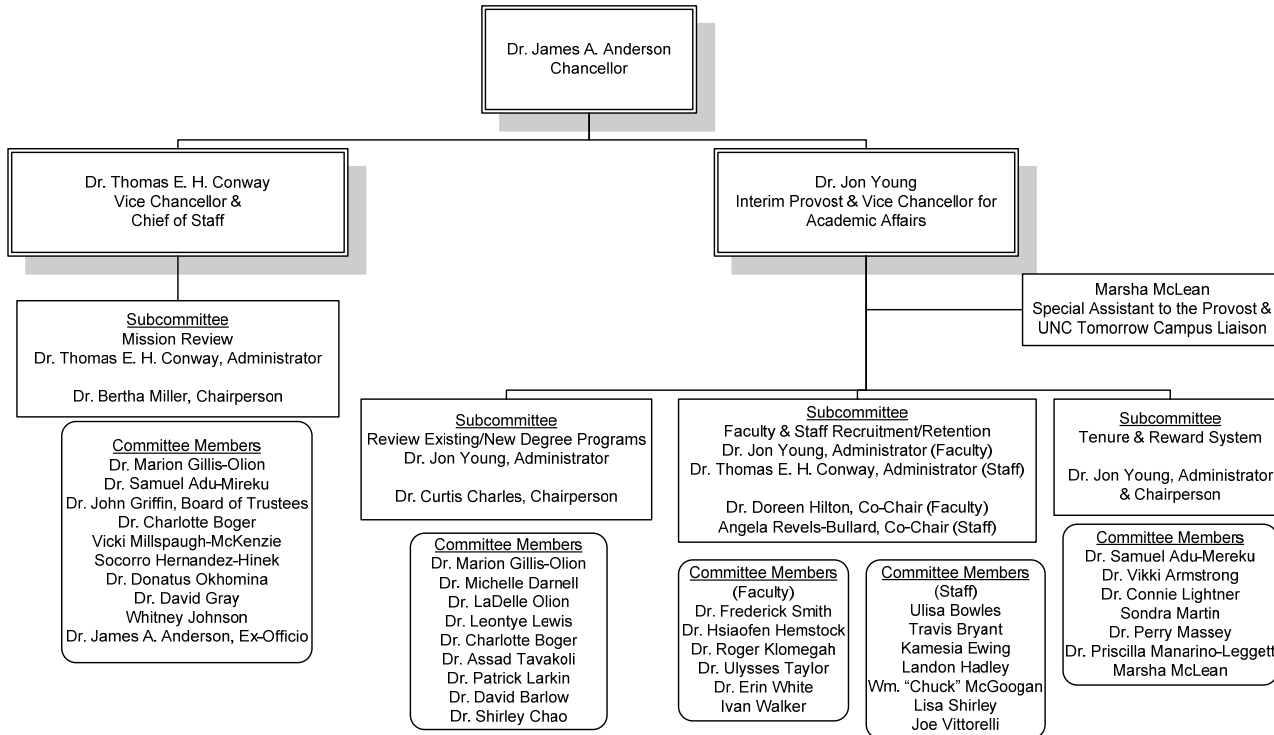
or

Ms. Marsha R. McLean  
UNC Tomorrow Campus Liaison  
[mmclean1@uncfsu.edu](mailto:mmclean1@uncfsu.edu)

(910) 672-2217

# UNC Tomorrow Phase II

Campus Response Committees  
Fayetteville State University  
Fall 2008



## 5.1 FAYETTEVILLE STATE UNIVERSITY MISSION REVIEW

### Introduction

The revised mission statement for Fayetteville State University captures the core focus of the institution and the distinctiveness of its approach to teaching, research and scholarship, and public service. Looking to its future, FSU's mission statement has been revised to reflect changes in degree programs and outreach activities which have already occurred as well as those which are being proposed. The mission statement was revised by the FSU Mission Statement Committee, comprised of faculty, staff, administrators and students, which approved the first draft on September 22, 2008. The draft was then sent to the entire campus for review. Comments received from faculty, staff, and the Student Government Association were reviewed and incorporated by the committee and sent to the FSU Faculty Senate on October 16, 2008. It was approved by the Faculty, Senate, then approved by the Chancellor's Cabinet, and then the Chancellor. On October 31, 2008 the revised mission statement was approved by the FSU Board of Trustees, and now awaits approval by the UNC Board of Governors with this Phase II report.

**5.1 The UNC Tomorrow Commission recommended that “UNC should examine the missions of its 17 constituent institutions in light of national, state and regional needs from a ‘system’ perspective so that the programs and resources of all institutions serve the state and its regions in a manner that complements each other, maximizes resources, and avoids unnecessary duplication.”**

The changing needs and demographics of the southeastern region of North Carolina, the priorities of UNC Tomorrow, and the strategic priorities of FSU have helped to shape our mission statement and our future as a premiere institution of choice in the nation. With the Base Realignment and Closure Act (BRAC), it is projected that the transfer of military personnel 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 with 40,000 new people by 2013. As a member of the BRAC Regional Task Force, which consists of members from the 11 contiguous county governments and 72 municipalities in this region, FSU is engaged in developing ways to help meet the needs in education, workforce and economic development, housing, and transportation.

### FSU Former Mission Statement with 2008 Revisions (In Bold)

Fayetteville State University is a ~~regional~~ public comprehensive **regional** university **that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond.** ~~, offering degrees at the baccalaureate and master's levels and a doctorate in Educational Leadership.~~ The primary mission of ~~FSU Fayetteville State University~~ is to provide **students with the highest high- quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education,** ~~education to its students at the undergraduate level through a basic liberal arts foundation and major programs in the arts and sciences, health professions, teacher education,~~

~~and business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. as well as specific graduate programs. Committed to excellence in teaching, research, scholarship, and service to the community, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become change agents for shaping the future of the nation, and the world.~~

~~As a part of its broader mission, the university extends its services as a regional institution by providing life-long learning experiences and opportunities to the University's immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.~~

### **FSU Revised Mission Statement 2008 (Final Version)**

**Fayetteville State University is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world. (Approved by FSU Board of Trustees, October 31, 2008)**

## **MISSION STATEMENT REVISIONS AND UNC TOMORROW**

### **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.**

***FSU Mission Change: The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state.... Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity.***

In addition to the impact of exposure to a highly diverse faculty, staff, and student body at FSU, as well as the diversity of the Fort Bragg and Pope Air Force Base community, various programs and activities have been implemented at FSU during the past three years to broaden global skills for our students. Proposed new degree programs will broaden the career opportunities for underrepresented populations in the job force.

## *A. Changes Realized*

**1. Study Abroad Programs** have enhanced the knowledge and understanding of other cultures for students and have been expanded to include study in Japan, China, Spain, India, and Ghana for the summer. Semester-long student-teaching internships have been done in China and Japan.

**2. Fulbright Scholars.** Over the past three years, FSU has hosted fourteen Fulbright scholars who, as graduate assistants, taught courses in their native language, i.e. Hindu, Swahili, Arabic, Chinese, etc. Four Fulbright Research Faculty members have also taught and studied at FSU.

**3. Language Immersion Programs** on Chinese Language and Culture (weekend courses) were conducted by exchange students from China for sixty local elementary teachers and 100 students at public and private schools. On campus a state-of-the-art laboratory that offers instruction in a number of foreign languages listed by the United States Department of State as critical to our national security are available for self-study.

**4. Core Student Learning Outcomes** in the University College Core courses have been established to better prepare students in the critical areas of oral and written communication, critical thinking, quantitative reasoning, and ethics, which are necessary to be competitive in today's global environment.

## *B. Proposed Initiatives Driving Mission Changes*

**1. Expand Study Abroad Programs** by strengthening existing Memorandums of Understanding on student and faculty exchanges, expanding agreements with institutions of higher education, and by exploring opportunities to establish new exchanges. Some student teachers will go to Italy for their internship in Fall 2009. New programs that are being established include Inner Mongolia Normal University, Zhejiang Gongshang University, Shanghai University, and the Indian Institution of Social Welfare and Business Management.

**2. Increase Fulbright Scholars** from five to ten for Fall 2009 and give greater opportunities for interaction on the campus through sponsored seminars, public school participation, expanded enrollment in language classes and increased activity with the Dale Earnhardt Education Foundation. The number of foreign exchange students from China will increase from ten to fifteen for Fall 2009.

**3. Base Realignment And Closure-Regional Task Force (BRAC-RTF) and New Degree Programs.** Projections are that with the transfer of over 5,000 active-duty soldiers, 6,000 other civilian jobs, and families of service men, the number of persons seeking degrees will be significant. Ft. Bragg Army Base and Pope Air Force Base and our southeastern region will experience significant economic growth. New Degree Programs which have been proposed are a B.S. Degree in Intelligence Studies, B.S. in General Engineering, B.S. in Physics, B.S. Degree in Social Work, M.A. Degree in International Studies and a M.A. Degree in Environmental Studies. These programs address some of UNC Tomorrow's key findings on global readiness and will broaden career opportunities for under-represented populations.

**4. Expand Core Learning Outcomes** to include a foreign language requirement for all students which would help to create a greater awareness of the culture of different people.

**5. Fayetteville International Folk Festival and FSU International Day** will have more widespread participation from the campus and will demonstrate the great diversity of our faculty and student body.

#### **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.

**FSU Mission Change:** Committed to excellence in teaching, research, scholarship, and service, *the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world. FSU is an institution of opportunity and diversity.*

FSU targets underserved populations in southeastern North Carolina and beyond (Cumberland, Bladen, Harnett, Hoke, Robeson, and Sampson County). Over 80% of our students are the underserved, underrepresented, and the non-traditional. Program initiatives include middle school programs like GEAR-UP and First STEP; pre-college outreach programs such as Talent Search, Upward Bound, and MSEN Pre-College program; and non-traditional students through Educational Opportunities Centers Programs and three educational centers on military bases.

##### ***A. Changes Realized***

**1. Cross Creek Early College High School (CCECHS)**, a joint project of FSU and Cumberland County Schools increased from 225 in 2007 to 300 in 2008. These high school students enroll in university-level classes and can earn up to 60 college credits by the time they graduate. The first graduating class will be Spring 2009.

**2. CHEER (Creating Higher Expectations for Educational Readiness), the Summer Bridge Program** for high school graduates, is a five week summer session for FSU-accepted freshmen. CHEER is design to help them adapt to the expectations of university-level study, and students can earn up to seven credits in English, mathematics, and physical education. The number increased from 9 students in 2002 to 208 students in July 2008, and students from CHEER have had higher GPAs when continuing their education at FSU.

**3. The Transfer and Advisement Center (TAC) was reinforced** by increasing the TAC staff from 4 to 10 during 2007-2008, which enabled the university to better serves a diverse population of underrepresented students especially Dual Enrollment students, new transfer students, and academically at-risk students.

**4. The Textbook Rental Program** greatly reduced the cost of books from \$400-\$500 per semester to \$140 per semester, thus ensuring the affordability of text books for all students, including graduate students who could elect to rent or to buy their books.

##### ***B. Proposed Initiatives Driving Mission Changes***

**1. The Senior CHEER Program** targets high school students during their senior year to help prepare them for acceptance into college. Students come on Saturdays for enrichment in reading writing math and science and participate in a free SAT. Assessment of the results of this

program will enable FSU to compare student learning outcome with national standards, and provide an opportunity to identify and implement new learning strategies.

**2. FIRST Scholarship Program** provides college-readiness information and FSU services to assist middle school students with planning for and enrolling in college. Upon graduation from high school they will be eligible for a scholarship to FSU. This will provide higher education opportunities for underrepresented populations including first-generation African-American and Hispanics in North Carolina.

**3. Online Expansion of Degree programs and out-reach programs** are proposed to provide higher education opportunities for underserved regions, and non-traditional students. Business Administration, Nursing, and Birth-to-Kindergarten are some of the programs identified for online instruction.

**4. Military Outreach through Distance Education Learning** will include the MBA, the MSW, a new Master of Education degree in Curriculum and Instruction, a Master of Arts in Security Studies, and several undergraduate programs at Fort Bragg, Seymour Johnson Air Force Base, and Fort Sam Houston in Texas.

**5. New Certificate Programs** in Security Studies, Intelligence Studies, and Homeland Security/Emergency Management are being proposed to reach diverse populations, the military and underserved regions.

**6. New Degree Programs** which have been proposed are a B.S. Degree in Intelligence Studies, B.S. in General Engineering, B.S. in Physics, B.S. Degree in Social Work, M.A. Degree in International Studies and a M.A. Degree in Environmental Studies. These programs will enable FSU to meet the academic needs of military personnel who are relocating to Fort Bragg under BRAC reorganization and broaden career opportunities for under-represented populations.

#### **4.3 Our Children and Their Future: Improving Public Education**

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

**FSU Mission Change: Awarding degrees at the baccalaureate, master's, and doctoral levels, *FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields...* Committed to excellence in teaching, research, scholarship, and service, *the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.***

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 knowledgeable facilitators of learning. The university recognizes the importance of 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. Through Upward Bound, Talent Search, FIRST, and GEAR-UP, students get tutoring and cultural enrichment to better prepare them for entrance into college.

### ***A. Changes Realized***

#### **1. Teacher Education Accelerated Summer Pilot Program (TEASPP)**

The Teacher Education Accelerated Summer Pilot Program (TEASPP) inaugurated in Summer 2008 was designed to enable teacher education candidates to complete the degree in a shorter period by enrolling in major courses during both summer sessions. Targeted students were those currently enrolled in high needs areas of mathematics, science, and middle grades. Of 142 candidates enrolled, 135 completed the program in TEASPP and twenty met program/licensure requirements ahead of schedule in December 2008 (2 biology/science, 3 mathematics majors, 1 middle grade mathematics, 12 elementary education majors, and 2 Licensure Only). Another 44 participants will be early program completers in May 2009, which includes 12 elementary education, 3 mathematics education, 6 biology/science education, 10 middle grades education, and 13 other majors from non-targeted areas. An additional 52 students are expected to complete the program in 2009-2010. These results showed in the December 2008 graduation with an increase of 20 students, 5 of which were in math and 2 in biology.

**2. The Mathematics Education and Diagnostics Initiative** included ClassScape training (a diagnostic math instrument/test/system) for six faculty members in Education and Mathematics. ClassScape testing in mathematics is being piloted in the Cross Creek Early College on Campus and in E.E. Smith High School in collaboration with the School of Education (SOE). Additionally, four faculty members from the SOE, representing elementary education, middle grades education, and high school, participated in workshops conducted by UNC General Administration on program revisions in mathematics.

**3. The Birth-to-Kindergarten** degree program enables the university to prepare teachers for early intervention in the education of children, thus providing them with the basic fundamentals needed for a successful life.

### ***B. Proposed Initiatives Driving Mission Changes***

**1. The Teacher Education Accelerated Summer Pilot Program (TEASPP)** is expected to increase from 135 to 170 prospective teachers for Summer 2009, with 44 students graduating early.

**2. With the Mathematics Education and Diagnostics Initiative** pre-service teacher education candidates in K-12 programs will use ClassScape for Spring 2009. ClassScape will be evaluated by the users at FSU and in the public schools in Spring 2009 to test its viability as the appropriate diagnostic tool in mathematics. These results will determine its use in the remainder of the Cumberland County School system.

**3. In the Memorandum of Understanding with E.E. Smith High School,** FSU proposes to provide tutoring in math and science for students and workshops for high school faculty.

**4. The Excellence in Teaching Institute** will be a collaborative process among the academic units based on FSU and PDS perspectives fashioned from established research on teacher quality and teacher preparation. Teacher quality research 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. 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.

**5. Lenses on Learning** will be a 36 hour seminar *Lenses on Learning: A New Focus on Mathematics and School Leadership* for MSA candidates. The seminar will be for professional development in mathematics for K-8 school leaders. This program leads the way to focusing on classroom observation, teacher supervision, teacher professional improvement, and learning more about how mathematics teaching can improve educators resulting in student success in math. *Lenses on Learning* provides training through a series of four modules. Each module contains a book of Readings, a Facilitator Book, and a video. *Lenses on Learning* was developed by the Education Development Center (EDC) sponsored by the National Science Foundation.

#### **4.4 Our Communities and Their Economic Transformation**

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

**FSU Mission Change:** *Fayetteville State University is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond.*

FSU programs, initiatives, and the associated intellectual capital of our faculty, can help advance the economic transformation of southeastern North Carolina and the state through collaborative efforts that focus on the need to create and retain jobs in the community, region, and state.

##### ***A. Changes Realized***

**1. A New Book Store** was constructed in the Bronco Square Retail Center and opened in August 2008. A wider range of merchandise and Bronco memorabilia is featured. The bookstore has had an economic impact on the Fayetteville community. This addition has also inspired the desire of Cape Fear Valley Hospital to place a medical clinic in the Bronco Square.

**2. The Youth Entrepreneurship & Investment Camp (YEIC)**, conducted by the Business Center, was five days of intensive training in business and entrepreneurship. It was a camp for 35 low-income youth to improve their business, academic and life skills. Camp attendees were treated to a full schedule of speakers, business simulations, and group discussions.

**3. The Historically Underutilized Business (HUB) Contractor Business Academy** conducted from January 10-April 3, 2008, taught 16 participants skills that are essential for managing a competitive construction business in today's market.

**4. The Business Center** now has full occupancy with 21 service-industry related businesses in operation.

**5. The Small Business and Technology Development Center (SBTDC)** did one-on-one confidential counseling services and training seminars that covered a variety of topics, including

business planning, loan package preparation, HR issues, regulatory issues, QuickBooks, management development, NxLevel Business Plan Development, and strategic planning. The Center has served 380 clients with over 4000 hours of general business and procurement counseling, 400 clients in training events, and helped clients obtain almost \$10,000,000 in loans or equity.

### ***B. Proposed Initiatives Driving Mission Changes***

**1. The Center for Defense Innovation** is being planned in connection with BRAC RTF, which will be a regional collaborative effort. Scientific, educational, economic, and military activities will be developed in the Center. For example use of the Electron Microprobe will be for research and economic development.

**2. The FSU Conference Center and Idea Factory** site is being sought to promote the development of economic activity in the region by providing a place for people to meet and to develop ideas for creating businesses and job opportunities. The Idea and Innovation Factory will have two components. First, it will have a comprehensive state-of-the-art research lab under the leadership of the College of Arts and Sciences that will allow research in the areas of nanotechnology, bio-technology, ultrafast laser technology, DNA, human genomics, robotics and other areas. Secondly, it will have a formal structure under the leadership of the School of Business and Economics that will facilitate the conversion of scientific discoveries from within the factory and other sources to patented technologies and help them commercialize. The factory will provide both individuals and businesses with the resources needed to help explore, develop and support new ventures, help existing ventures grow, facilitate patents of technologies, commercialize patented technologies, and nurture technology. It will also work in collaboration with UNCP, FTCC, Fort Bragg, and other local and national educational partners. The factory will also coordinate application for grants/contracts to facilitate further growth.

**3. Contracts and Grant collaboration between FSU and General Dynamics (GD)** is underway as GD seeks a major contract with the federal government for domestic military operations. As a subcontractor, FSU will handle technology applications, regional studies, planning and transitioning of families. Areas that require more technical applications will provide FSU with opportunities for collaborating with community colleges, universities, and businesses.

**4. Small Business and Technology Development Center (SBTDC)** will offer a new seminar entitled "Business Success in Tough Economic Times." FSU will partner with the FTCC Small Business Center for the region's first offering of this topic which will be held at FSU in the Shaw Auditorium in early January 2009. We expect to offer this new seminar at several locations across the region in partnership with other neighboring community colleges over the next six months. We will begin working with the Hope VI project to offer badly needed services in that community, beginning in mid to late 2009. Additionally, we assist UNC-Pembroke's Regional Center for Economic, Community and Professional Development on a grant to explore economic development opportunities for the Lumbee Tribe.

**5. Certificate Program Development** in collaboration with FTCC in Geographic Information Science, Land-Use Planning, Remote Sensing, and Disaster and Emergency Response Management should prepare students for careers which will promote the development of the region.

## 4.5 Our Health

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

**FSU Mission Change: Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, *health professions*, business and economics, and *unique and emerging fields*. ...the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.**

FSU is committed to improving the health and wellness of all people among its constituencies, including those who reside in the eleven surrounding counties, military bases, and the state as a whole. FSU collaborates with a significant number of organizations in the southeastern region of North Carolina to address the shortage of health care professionals and to research health disparities. The expansion of degrees in the health professions and extended collaboration with health care facilities, community colleges, the military, and other universities in the UNC system are part of our expanded mission to improve health and wellness in North Carolina.

### ***A. Changes Realized***

**1. Research Center for Health Disparities-Survey Research Center (RCHD-SRC)** has been expanded and is working with thirty (30) community-based organizations through the Office of Minority Health Disparities, North Carolina Department of Health and Human Services. In addition, the Center collaborates and supports the activities of a number of local agencies that focus on health-related issues. The agencies include Operation Sickle Cell, Community Health Interventions, and Community Outreach Assistance Services. As part of its community engagement, the Center partnered with Operation Sickle Cell and the Cumberland County Health Department to organize the 2005 and 2007 Minority Health Summits. The Center has contributed significantly to training and exposing undergraduate and graduate students to real world skills and experiences that they can show to prospective employers when they graduate. Research surveys have included the prevalence of prostate cancer among minorities and free testing for prostate cancer. The Center has been supported mainly by a grant from the Department of Health and Human Services and now institutional support is provided for one faculty member and the director of the Center.

**2. Expanded Student Health Services (SHS)** include a sexual health awareness clinic, medical insurance section, and pharmacy services.

**3. Expanded Services in the Center for Personal Development** now provide students with counseling in the areas of alcohol and substance abuse. A single parent support group has been functioning since Spring 2008. The position for a full-time campus psychiatrist has been approved and for another full-time counselor to meet the emotional/psychological health needs of our students.

**4. The Bronco Health and Wellness Center (BHWC)** has been established and is operated by certified nurse practitioners. The BHWC provides acute, urgent, and routine care. Services provided also include minor surgery, respiratory support, IV therapy and hydration, STD treatment, wart clinic, physicals, well-woman exams, hypertension clinic, diabetic care, and most importantly, it promotes prevention and wellness.

**5. The Online Alcohol/Substance Abuse-Education Sanction** course was instituted in Fall 2008.

### ***B. Proposed Initiatives Driving Mission Changes***

**1. A School of Allied Health has been proposed** which would include Nursing, and new programs such as Physician Assistant, Physical Therapy, Occupational Health, and an Applied Doctorate in Clinical Psychology: Rural Mental Health. Other proposed related programs include B.S. in Actuary Science, B.S. in Physical Science Education, and an M.A. in Environmental Studies.

**2. Strengthening of the Nursing Program** is continuous and included an evaluation of the total program operations. These include new admission requirements and a limit of 30 students for the cohort; an NCLEX specialists and consultant; a revision of the progression through the curriculum with checkpoints; a Tony Rand Endowed Professor of Nursing seat filled; and Dr. Virginia Adams as a special consultant. Other changes for 2008-2009 include a Mentor-Mentee Program, an Academic Specialist/Retention Specialist, an Information Resource Specialist, a Clinical Liaison, and a Reading Specialist in an effort to produce qualified nurses for the state.

**3. The Southeastern North Carolina Nursing Education and Research Center** groundbreaking was held in the June of 2008 and it is anticipated that this new facility will be under construction by fall 2009. With state of the art technology and labs, this facility will increase the university's ability to produce qualified health professionals, foster research in health, and increase collaboration with community colleges, universities, and health care agencies.

## **4.6 Our Environment**

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

**FSU Mission Change: Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and *unique and emerging fields*. ...the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.**

Fayetteville State University is building its capacity to address environmental issues and is committed to safeguarding the environment and concurrently educates its students to be actively involved in the protection and conservation of the increasingly limited resources worldwide. FSU seeks to incorporate environmental sustainability as a core value and expand upon its academic programs and research efforts to address environmental and energy issues.

## ***A. Changes Realized***

**1. Annual International Congress on Critical Perspectives on Energy, Environment, Technology and Water Development, and Protection Worldwide Globalization** has been held for the past two years. FSU hosted this conference on sustainability and the environment which included scholars and practitioners from North Carolina, the United States, Africa, and other countries.

**2. FSU's Nature (Biological) Reserve** is an outdoor teaching and learning laboratory which covers approximately 22 acres of land on the FSU campus. The Reserve has plants and animals that are native to the eastern part of the United States and some of the rare plants in Cumberland County. This reserve is in part of the wetlands on the campus and helps to protect the ecological balance to prevent flooding on certain parts of the campus.

**3. Enrollment Growth in the Degree program in Fire Science** has helped to provide leadership in the prevention of and the cessation of fires. This program also represents a growth in collaboration with community colleges and county governments.

## ***B. Proposed Initiatives Driving Mission Changes***

**1. Establishment of a Master's Degree in Environmental Studies**, as one of our emerging fields, will prepare 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.

**2. Establishment of a B.S. in General Engineering and a B.S. in Physics** will provide students with knowledge in dealing with certain environmental issues of flood damage control, reconstruction of natural boundaries, and environmental health issues. The engineering program will require articulation agreements between FSU and three other UNC campuses.

**3. Providing Signage for the Biological Reserve** will maintain its use for students and preserve its significance in the ecological systems (wetlands and natural fauna) of North Carolina.

**4. "FSU Broncos Going Green"** is a campus-wide recycling program now in its second month of operation. In conjunction with PACE and economic exigencies the entire campus is involved in energy conservation. The outcomes of these projects are expected to make a significant impact on the efficiency of campus operations and lay a foundation for life-long practices by our students.

**5. Greater use of natural water resources** on campus has been proposed to water plants and grass by piping the ground water from the many natural springs running under the campus.

## **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.

**FSU Mission Change:** *FSU is an institution of opportunity and diversity... Committed to excellence in teaching, research, scholarship, and service, the university extends its*

*services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation and 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. Through conferences, camps, professional organizations, customized training, online course offerings, summer school, the performing arts, WFSS Radio station, internships, grant partnerships, and articulation agreements, FSU serves the people of the southeastern region and the state of North Carolina.

#### ***A. Changes Realized***

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

Projections are that this transfer will result in a net gain of 8,709 active duty military personnel with 7,100 school age children, and a net gain of 40,000 people in the region by 2013. FSU is a member of the BRAC Regional Task Force, which consists of members from the 11 contiguous county governments and 72 municipalities in this region. 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. FSU will play a highly significant role in this relocation, especially when it comes to providing education for military personnel, providing teachers for our public schools, social and psychological services for troops and families, and in a myriad of other ways.

**2. Research and Outreach Institutes** developed as part of FSU strategic outreach plans, which also impacts BRAC, are as follows:

a. The Community Justice Institute is now operational and has an office in Bronco Square. It is strengthening the community by fostering partnerships among community residents, businesses, criminal justice agencies, social service organizations, public health organizations, and public schools.

b. The Entrepreneurship Institute fosters collaboration among each of FSU's schools and colleges to incorporate themes and issues relating to entrepreneurship throughout the core curriculum and partners with other institutions and community organizations to form programs that encourage entrepreneurial activity.

c. The Health Disparities Institute collaborates with the community on health disparities and promotes the well-being of the FSU community-at-large. Major projects have involved research, training, outreach, and dissemination of information on health and health disparities. The Institute works with Cumberland, Hoke, Robeson, and Harnett counties in organizing workshops to address the health needs of the region.

#### ***B. Proposed Initiatives Driving Mission Changes***

**1. Base Realignment And Closure Regional Task Force (BRAC RTF)** activities are in the preparation stage and many will come to fruition between 2009 and 2012. These activities will affect the people in the eleven counties and 72 municipalities involved with BRAC and should provide jobs, economic growth, and promote the educational and cultural development of the region.

**2. The Southeastern North Carolina Regional Microanalytical and Imaging Center (SENCRMIC)** will be 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 is an important component of collaboration with the BRAC RTF initiatives. The renovation of space for placing the Microprobe in the Lyon Science Annex on FSU's campus is near completion and installation is anticipated for Fall 2009.

**3. The Excellence in Teaching Institute** will be a collaborative process among the academic units based FSU and PDS perspectives fashioned from established research on teacher quality and teacher preparation. 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.

**4. Lenses on Learning** will be a 36 hour seminar *Lenses on Learning: A New Focus on Mathematics and School Leadership* for MSA candidates. This seminar will be for professional development in mathematics for K-8 school leaders. This program leads the way to focusing on classroom observation, teacher supervision, teacher professional improvement, and learning more about how mathematics teaching can improve educators resulting in student success in math. This program should improve the mathematical skills of diverse students throughout the region and state.

**5. Certificate Program Development** will provide widespread opportunities for people not only in this region, but in all of North Carolina. It will also foster broad collaboration among the UNC institutions and community colleges. These programs will be cost effective as they build upon existing or proposed degree programs. In collaboration with FTCC certificates in Geographic Information Science, Land-Use Planning, Remote Sensing, and Disaster and Emergency Response Management are being proposed. Other certificates include Cisco Certified Network Associate, Oracle PL/SOL, Human Resources Management, Project Management, Supply Chain Management, Professional Writing, Applied Statistics, and Criminal Justice.

**6. Cultural Events** will be given greater visibility through better marketing, better publications, and wider distribution of information throughout the state. In the last SACS review of 2001, FSU received commendations for the depth and breadth of cultural events offered at FSU. From opera to drama, to art, to the Chancellor's Speaker Series, the university has offered intellectual stimulation for the region. Collaboration with the Fayetteville Symphony, Fayetteville Art Museum, the Restoration Chorale, and other community groups has occurred. Greater emphasis will be on collaboration with other universities and colleges to utilized guest presenters while they are in the state, to share faculty and resources, and to get broader participation from the campus community as well as from the city and region. Some changes have been made to give events more focus, such as the Chancellor's Distinguished Speaker Series which is using a thematic approach for 2008-2009 in the selection of presenters.

## 5.1 Mission Review

**Major Finding:** UNC should examine the missions of its 17 constituent institutions in light of state and regional needs from a “system perspective so that the programs and resources of all institutions serve the state and its regions in a manner that complements each other, maximizes resources, and avoids unnecessary duplication.

**FSU Mission Change:** Mission statement revised November 2008. (See page 1.)

The mission statement was revised to reflect more clearly what the university does, its beliefs, and its values. The revised mission statement states more succinctly what FSU is already doing, reflecting upon its primary mission of teaching, research and service, while moving forward with current and future needs of the state.

### *A. Changes Realized*

Changes realized have been noted throughout this response, and the major changes in wording were given at the beginning of this report.

### *B. Proposed Initiatives Driving Mission Changes*

Initiatives driving the mission changes are noted throughout this response in line with the UNC Tomorrow recommendations.

## 5.2 Academic Planning Process

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

**FSU Mission Change:** *Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields.*

Reviews of low productivity programs and of newly established programs have been conducted. Recommendations for retention and discontinuation of programs have been made. New programs to be implemented in the next one to three years are aligned with the needs of the people of southeastern North Carolina, including needs associated with the impact of BRAC. Our review of programs revealed the need to update and improve FSU’s internal program review processes.

### *A. Changes Realized*

**1. Review of Program Productivity.** As a result of program productivity review in the departments, fifteen (15) degree programs were identified as low-producing, and nine (9) recently established degree programs were evaluated. Three of the low producing programs, Business Education, Health Education, and Marketing Education, were recommended for discontinuation. Twelve other programs were retained with plans for improvement. Evaluation strategies for continuous productivity of the nine recently established programs have been developed by the respective departments. This review process allowed for consideration of new and emerging programs which meet the current needs of the day.

## ***B. Proposed Initiatives Driving Mission Changes***

**1. A New Campus Program Approval Process** for new degree programs is being developed. Proposed changes will include a Dean's Council during the planning stages which should enhance the quality and relevancy of program offerings. The approval process has been streamlined so that programs are introduced in a timely manner, and a six month time limit has been set for signature approvals.

**2. New Program Request to be vetted by Dean's Council.** Several new programs have been proposed, but request for new programs must now be vetted by the three academic deans to ascertain their relevance to the mission of FSU and to UNC Tomorrow before being developed or sent to UNC General Administration.

**3. New Programs** being proposed which drive our mission statement are as follows:

a. Undergraduate Degrees—B.S. Applied Physics, B.S. Physical Science Education, B.S. General Engineering, B.S. Actuarial Science, B.A. Digital Arts, B. A. Interdisciplinary Studies. The B.S. in General Engineering will require articulation agreements with other UNC institutions.

b. Graduate Degrees—M.Ed. Curriculum and Instruction (Online), M.P.A. Public Administration, M.A. International Studies, M.A. Environmental Studies, M.A. Security Studies, and Ph.D. Psychology

c. Certificate Programs---Cisco Certified Network Associate, Oracle PL/SOL, Human Resources Management, Project Management, Supply Chain Management, Professional Writing, Applied Statistics, Security Studies, Intelligence Studies, Homeland Security/Emergency Management, and Criminal Justice. These certificate programs build upon existing or proposed degree programs and are cost effective. Some of these programs will be done in collaboration with community colleges and other UNC institutions.

### **5.3 Tenure, Promotion and Incentive System**

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

**FSU Mission Change: *Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.***

Fayetteville State University continually assesses its policies and practices that have an impact on excellence in teaching, the effectiveness and progression of its faculty, academic programs, and related activities. Strategies, plans, and activities for reviewing faculty evaluation, tenure, post-tenure, non-tenure, and incentives and reward activities are being reviewed to ensure that the appropriate UNC Tomorrow objectives are incorporated into each, particularly the

objectives that include faculty involvement, engagement in scholarly activities, applied research, outreach and public service.

### *A. Changes Realized*

**1. A New Faculty Evaluation Instrument** was piloted in Spring 2008 and modifications are being made in 2008-2009 with plans to incorporate UNC Tomorrow objectives. The instrument has been developed also as a guide for faculty working towards tenure and promotion, with components that provide faculty constructive feedback. The new instrument and proposed peer committee process will serve as a means to determine meritorious awards for teaching, scholarship, research, and service. Full implementation is planned for fall 2009.

**2. The Tenure and Promotion Policy and the Post-Tenure Review Policy** are being reviewed to ensure their compliance with UNC Tomorrow objectives and recent changes from the UNC Board of Governors.

**3. In Fall 2008, the Faculty Development Grants Program** was implemented giving priority to faculty requests that focus on UNC Tomorrow objectives with emphasis on global readiness, access, teacher education, health, the environment, economic transformation, outreach and engagement and specific FSU priorities of community justice, entrepreneurship, health disparities, teaching excellence, world service, and BRAC. Grants are available to support research and/or creative projects, instructional design projects, and participation in workshops and conferences. In addition, faculty members are encouraged to apply research on teaching and learning to specific courses at FSU.

### *B. Proposed Initiatives Driving Mission Changes*

**1. A Non-Tenure Track Faculty Policy (NTTF)** Committee is in place to review and assess NTTF faculty with the intent to formalize its recommendations and procedures into a university policy for persons not on fixed-term, multi-year, or adjunct contracts. These revised policies will be submitted by the March 1, 2009 deadline set by UNC GA and BOG. The revised policies will be reviewed by appropriate faculty committees, the Faculty Senate, chairpersons, deans, and the Provost prior to being submitted to FSU Legal Affairs, the Chancellor, the Board of Trustees, UNC GA, and the UNC Board of Governors for reviews and approvals as appropriate. The NTTF study is especially timely as a consequence of BRAC. With the influx of high-ranking military officers who may be willing to serve as adjunct faculty members, the university must consider multi-year contracts and titles such as “Distinguished Visiting Professor” to attract qualified non-tenure track faculty.

**2. A Departmental/Unit Performance Excellence and Service Awards Program** is proposed by 2010 to establish an incentive program for departments to compete on an annual basis for recognition and bonuses for outstanding achievement when they achieve or exceed stated goals and objectives.

**3. A Faculty-Student Research Award** program will be developed for faculty members who involve undergraduate students in meaningful research endeavors.

**4. A Post-Doctoral Fellowship** will be developed by the Division of Academic Affairs designed to assist individuals who have recently earned a doctoral or terminal degree to be effective teachers.

**5. The Tenure and Promotion Policy and the Post-Tenure Review Policy** are being updated and revised to ensure their compliance with UNC Tomorrow objectives and UNC Board of Governors changes recently received, as well as to ensure they comply with current best practices and standards. Specifically, the updates will focus on the areas of teaching, research, and service that achieve desired student learning outcomes, and public service and outreach that addresses regional and statewide economic transformation goals and needs.

#### **5.4 Faculty Recruitment and Retention**

**Major Finding: UNC should prepare for wide-scale faculty retirement and should increase efforts to recruit and retain high quality faculty.**

**FSU Mission Change: *The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state...Committed to excellence in teaching, research, scholarship, and service..***

Fayetteville State University seeks to be an institution of choice for employees and potential employees. Consequently, to attract and retain high potential and/or critically talented employees, FSU must ensure that its recruitment, retention, training and development, workplace environment, benefits, and salaries meet the needs of a diverse and multi-generational group of prospective and existing employees.

##### ***A. Changes Realized***

**1. Critical Talent Issues** have been identified by each college/school for faculty positions that are typically hard to fill. Hard to fill positions are in the Sciences, Nursing, and Mathematics areas, but also include certain business disciplines such as Accounting, Management Information Systems, and Finance.

**2.** Data on our **Aging Workforce and Diversity** shows that fifty percent (50%) of the faculty are age 52 and older and, therefore, will be eligible for retirement within ten years. The current racial makeup of EPA employees is 55% African American, 30% White, 12% Asian, 2% Hispanic, and 1% American Indian. Forty-six percent (46%) of EPA employees are female and 54% are male. This faculty serves a diverse student body which is 71% African American, 17% White, 4% Hispanic, 1% American Indian, and 1% Asian. With regard to gender, 69% of the students are female and 31% are male. It is also important to note that 42% of the student body is age 25 and older and that 76% live off campus. Therefore diversity is a crucial factor in recruiting new faculty.

##### ***B. Proposed Initiatives Driving Mission Changes***

**1. In Strengthening Recruitment Procedures** FSU will increase its efforts to recruit diverse high-quality faculty in all areas, including critical needs areas. This requires advertising in discipline specific publications and organizations as well as in general publications, and talking to institutions with graduates in the fields.

**2. Incentives to Retain Faculty** will include reducing teaching load, allowing release time for research and scholarly activities, providing teaching assistants for high-quality faculty to delay retirement, hiring academic advisement specialists, developing a peer mentorship program, and achieving equity in salaries. FSU will be providing faculty with increased opportunities to participate in research, scholarship activities, service to the community, and other educational institutions.

**3. Incentives for New Faculty** will include structured faculty development activities, faculty development support with grants for travel to professional meetings, peer mentoring, and limited committee and advisement responsibilities, FSU will be demonstrating its commitment to provide the highest quality learning experiences in all degree programs at all levels.

**4. Supervisory Training and Communication Techniques** will be provided for new department heads and deans. The results of the Campus Quality Survey (CQS) and The Collaborative on Academic Careers in Higher Education (COACHE) will be used to assess areas of improvement.

**5. Develop an Exit Questionnaire for Faculty** and use the data to make improvements where applicable.

## **5.5 Staff Recruitment and Retention**

**Major Finding: UNC should increase efforts to attract and retain high-quality staff at all levels.**

**FSU Mission Change: *The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state...Committed to excellence in teaching, research, scholarship, and service..***

FSU must ensure that its recruitment, retention, training and development, workplace environment, benefits, and salaries meet the needs of a diverse and multi-generational group of prospective and existing employees. Having sound leadership that is knowledgeable and sensitive to employee needs is also essential.

### ***A. Changes Realized***

**1. Career Banding**, introduced by North Carolina's Office of State Personnel, is underway at FSU. It greatly reduces the number of classification titles used, while increasing the size of salary ranges. The career banding system is used to identify competencies—which are the knowledge, skills, and abilities—needed by an organization to accomplish its goals and objectives and to promote the development of those competencies in the workforce. Career banding encourages employees to develop their skills and knowledge in order to grow within their position or to advance to other positions.

## ***B. Proposed Initiatives Driving Mission Changes***

- 1. Conduct a Workforce Analysis** to determine FSU's staffing needs to support the work of the university.
- 2. Strengthen Recruitment Procedures** in order to recruit diverse high-quality staff in all areas.
- 3. Develop Strategies to Enhance Recruitment and Retention of staff** which should include the development of a Succession Plan that will also focus on SPA and EPA critical talent positions, and supervisory and management training for managers.
- 4. Provide Incentives For Retention of Staff** such as competitive compensation, training and career development, and retention programs.
- 5. Recognize needs of a diverse staff** by developing programs and activities to meet the challenges of managing and working with employees of different generations, and addressing differences and commonalities in attitudes, behaviors, and expectations so that sensitivity and appreciation of each generation is upheld.

### **5.6 Efficient Use of Available Resources**

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

***FSU Mission Change: The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. ... Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.***

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. Building upon the PACE initiatives, inter-institutional collaborations, and current financial exigencies, FSU continues to seek efficient use of available resources while fulfilling its mission and demonstrating that we are good stewards of the state's resources.

#### ***A. Changes Realized***

**1. President's Advisory Committee on Efficiency and Effectiveness (PACE)** initiatives continue in 2008-2009 to focus on improving efficiency, effectiveness, and customer service and identifying cost savings or cost avoidances. This year's activities are in the areas of implementing cost-effective strategies for faculty workload, enhancing utility and energy conservation, and improving on business processes through the use of Banner (e.g., e-refunds, document scanning, electronic storage). Also, planning has begun to strengthen environmental sustainability through proposed initiatives in Academic Affairs and Student Affairs that, when implemented, will focus on sustainability across the curriculum and reducing the carbon imprint

on campus. In general, PACE activities will be carried out through day-to-day strategies, plans, and decisions given the economic downturn and related budget reductions.

**2. Maximum Utilization of Existing Facilities and Infrastructure** are monitored by Facilities Management and ITTS. Through annual space utilization reports, FSU can have an accurate assessment of its space management system. FSU maintains a detailed Master Plan which allows for planning and improving the infrastructure of the campus. 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 date, 60% of the classrooms are equipped with smart technologies and a plan for the remaining 40% by 2010. We have 100% wired coverage throughout the campus. Student e-mail is outsourced to Microsoft. All of the campus Network technology has been brought up to date.

**3. Facilitating Inter-Institutional Collaborations continues** with dual enrollment programs, distance education, mathematics/science education center, teacher education summer program, the electron microprobe lab, Library consortia, and the institutes. The North Carolina Partnership for Improving Mathematics and Science (NCPIMS) with UNC-Chapel Hill, the Small Business and Technology Development Center (SBTDC), the Quality Educators Academy with UNC Chapel Hill, and the Electron Microprobe Project with UNC Pembroke are some examples of inter-institutional collaboration in progress. BRAC forms another major collaborative with institutions and with communities, all of which help to maximize cost in delivering services. BRAC forms another major collaborative with institutions and with communities, all of which help to maximize cost in delivering services.

### ***B. Proposed Initiatives Driving Mission Changes***

**1. Expansion of Distance Learning** capabilities to Fort Bragg and Seymour Johnson Air Force Base will occur in 2009 with funds from a grant secured by the School of Business and Economics.

**2. "FSU Broncos Going Green"** is a campus-wide recycling program now in its second month of operation. Student organizations have been enjoined to participate in this effort. Greater use of natural water resources on campus has been proposed to water plants and grass with ground water piped from the many natural springs running under the campus.

**3.** In conjunction with **PACE and economic exigencies** the entire campus is involved in energy conservation, some of which include return to manual toilet flushing, turning off equipment daily, and regulating building temperatures. Other efforts include hiring of only essential personnel, monitoring travel, and wider use of email and conference calls. The outcomes of these projects are expected to make a significant impact on the efficiency of campus operations and lay a foundation for life-long practices by our students.

**4. Eight Certificate programs** have been proposed. These certificate programs build upon existing degree programs and are cost effective.

## 5.7 Collaboration

**Major Finding:** UNC should encourage and facilitate interdisciplinary and interinstitutional collaboration among its institutions. UNC should continue to seek efficient use of available resources in the fulfillment of its mission.

**Mission Statement Change:** FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, *the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.*

FSU encourages collaboration among campus units and with other educational institutions. Collaborative efforts include research, student projects, conference and workshop participation, and other joint endeavors. Essential to the success of interdisciplinary and interinstitutional collaboration is having business processes in place that have effective and adequate internal controls, procedures, and technologies.

### *A. Changes Realized*

**1. Streamlining Administrative functions** in the areas of accounting, contracts and grants, and human resources have strengthened procedures for implementing interdisciplinary and inter-institutional collaborations. Due to the reorganization of contracts and grants the collaboration between joint grants in the UNC system and FSU has been improved.

**2. Improved Effectiveness of Internal Controls, Procedures, and Technologies** has been achieved through the installation of the BANNER system as the base of our administrative systems portfolio. FSU has an ongoing effort to address process improvement activities related to refining the use of the BANNER.

**3. Interdisciplinary and Interinstitutional Collaborative Projects** are underway with NC A&T State University and six other institutions with the Louis Stokes Alliance for Minority Participation, with dual enrollment programs, distance education, mathematics/science education center, teacher education summer program, the electron microprobe lab, and Library consortia. The North Carolina Partnership for Improving Mathematics and Science (NCPIMS) with UNC-Chapel Hill, the Small Business and Technology Development Center (SBTDC), the Quality Educators Academy with UNC Chapel Hill, and the Electron Microprobe Project with UNC Pembroke are some other examples of inter-institutional collaboration in progress. BRAC forms another major collaborative with institutions and with communities, all of which help to maximize cost in delivering services.

### *B. Proposed Initiatives Driving Mission Changes*

**1. Incentives to Reward Collaboration** are being developed by a committee. Consideration for rewards are being linked to the existing tenure and promotion process, the annual employee evaluation processes, and other reward programs will be modified to ensure that more weight is given to collaborative efforts.

**2. Certificate Programs** proposed offer great opportunities for collaboration with community colleges and other UNC institutions. Proposed programs include Cisco Certified Network

Associate, Oracle PL/SOL, Human Resources Management, Project Management, Supply Chain Management, Professional Writing, Applied Statistics, and Criminal Justice. These certificate programs build upon existing or proposed degree programs and are cost effective.

**3. The Southeastern North Carolina Regional Microanalytical and Imaging Center (SENCRMIC)** will be 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.

**4. New Degree Programs** which have been proposed include a B.S. in General Engineering. This program will be a two plus two program and will require articulation agreements with NCA&T, NC State and UNC Chapel Hill for implementation.

## **5.8 Accountability**

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

**Mission Statement Change: The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state.**

FSU evaluated its programs and services in response to the directives from UNC Tomorrow in 2007-2008. FSU also became a participant in 2007 in the national Voluntary System of Accountability (VSA). This program assessed FSU and provided feedback to the institution and the public comparing FSU benchmarks with national norms. FSU employs various surveys and evaluation instruments to assess the performance and attitudes of faculty, staff, and students. The results are used to make improvements. Currently FSU is in the process of revising its Strategic Plan to respond to current needs and the future needs of the state.

### ***A. Changes Realized***

**1. The Campus Responses to Phase I of UNC Tomorrow and Phase II** documented the congruency of FSU programs, activities and initiatives with the major findings of UNC Tomorrow.

**2. The Center for Innovation in Teaching and Learning** offers a “core” set of services that includes workshops and seminars on teaching more effectively, creating blended learning environments, developing course portfolios, developing online courses, grant writing, and mentoring junior faculty. These services enable faculty to develop excellence in teaching, research, and writing.

**3. Our Voluntary System of Accountability (VSA)** results have been posted on FSU’s website. The institutional profile has been completed and through the VSA website the public

has access to consistent, comparable, and transparent information on undergraduate student experiences at FSU.

### ***B. Proposed Initiatives Driving Mission Changes***

**1. A new Strategic Plan** is being developed by a twenty-four member committee representing all areas of the University, including the Board of Trustees. Strategic priorities in carrying out the university's mission will be established, goals and objectives developed, timelines, methods of assessment, and uses of data to make improvements will be a part of this process.

**2. Career Banding** is in process. The career banding system for SPA employees is used to identify competencies, which are the knowledge, skills, and abilities needed by an organization to accomplish its goals and objectives and to promote the development of those competencies in the workforce. Career banding encourages employees to develop their skills and knowledge in order to grow within their position or to advance to other positions.

**3. Policy Revisions** for Tenure and Promotion, Post-Tenure Review, Academic Program Planning, and Faculty Evaluation Instruments are a few of the guidelines being revised to produce accountability, quality teaching, and provide our students with the highest quality learning experiences.

**4. Establishment of the Southern Association of Colleges and Schools (SACS) Office** has occurred with Dr. Marion Gillis-Olion as the Coordinator for the University assessment in 2011. This reaccreditation will continue the acknowledgement of the high standards and accountability of FSU as an institution of choice for the people of North Carolina, the nation, and the world.

## **Conclusion**

The revised Mission Statement 2008 for Fayetteville State University reflects more clearly what the university does, its beliefs, and its values. The revised mission statement states more succinctly what FSU is already doing, reflecting upon its primary mission of teaching, scholarship, research, and service. While moving forward with current trends and future needs of the state of North Carolina and its southeastern region, Fayetteville State University seeks to be a premiere institution of choice in the nation. "The Future is Calling..."