UNC Tomorrow Response

Phase I Report

May 1, 2008
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Abstract

Appalachian State University’s Phase I Report contains templates for 51 programs, initiatives, or activities (PIAs) synthesized from a total of 182 submitted by the campus community and responses to a prompted open-ended survey. The 51 PIAs were selected on the basis of their saliency to and correspondence with both the recommendations of the UNC Tomorrow report and the Appalachian’s new Strategic Plan. Additionally, 16 interdisciplinary and inter-institutional collaborations are identified and summarized, and noteworthy integrative, data-based management policies that continuously adjust resource allocations and promote efficient operations are described.

The Introduction encapsulates these discrete activities in a contextual narrative designed to convey the extensive recent planning and subsequent implementation activities related to the UNC Tomorrow recommendations. Among these, the following new initiatives and expansions of existing programs are Appalachian’s most significant UNC Tomorrow objectives for the next five years:

1) Complete construction of new Reich College of Education building;
2) Implementation of new General Education Curriculum;
3) Establish a College of Health Sciences;
4) Establish Research Institute for Energy, the Environment, and Economics;
5) Expand the Appalachian Learning Alliance to include a branch campus in the greater Hickory metropolitan area;
6) Establish a Ph.D. Program in Rural Clinical Psychology; and,
7) Enhance applied research and community outreach in health and sustainability programs.
Introduction

Appalachian State’s Phase I response contains 51 programs, initiatives, or activities (PIAs) synthesized from a total of 182 submitted by the campus community and responses to a prompted open-ended survey. The 51 PIAs were selected on the basis of their saliency to and correspondence with both the recommendations of the UNC Tomorrow report and Appalachian’s new Strategic Plan. Additionally, 16 interdisciplinary and inter-institutional collaborations are identified and summarized, and noteworthy integrative, data-based management policies that continuously adjust resource allocations and promote efficient operations are described.

Although the descriptions in the enclosed templates provide adequate summaries of the campus PIAs, they fail to capture the systemic and cultural changes that have occurred at Appalachian over the past four years. This introduction is designed to convey the processes and significant developments engendered by the campus’ focus on quality, accountability, efficiency, regional and state needs, and strategic prioritization of resource allocations. At the outset, this focus generated a comprehensive campus evaluation and planning effort involving six major planning committees (Honors Task Force, Graduate Education Task Force, General Education Task Force, Faculty Evaluation and Development Task Force, Diversity Task Force, Strategic Planning Council and Commission) comprising over 300 faculty members, staff, and students culminating in a new strategic plan for the university (see attached draft plan and power point). Expeditiously, the campus moved to implement proposals from the planning committees, many of which anticipated recommendations in the UNC Tomorrow Final Report.

Global Readiness:

Influenced by calls to action from several sources (e.g., Bok’s Our Underachieving Colleges; Adelman’s The Toolbox Revisited; the Spellings Commission’s A Test of Leadership: Charting the Course of Higher Education; the National Center on Education and the Economy’s Tough Choices or Tough Times, the AAC&U’s Greater Expectations: A New Vision for Learning as a Nation Goes to College), Appalachian began a fundamental overhaul of the General Education curriculum, moving from the traditional content-based approach, with core courses selected from a menu of primarily disciplinary survey courses, to an evolving, periodically assessed curriculum based on learning outcomes that stress transferable skills, interdisciplinary knowledge, and lifelong learning in an interconnected world. This significant curricular transformation, coupled with an organizational change to create the University College, which combines and enhances academic support programs and university wide curricular-and co-curricular programs for undergraduate students, provides the structure that will enable Appalachian to graduate students with functional 21st century skills.

In the fall of 2006, Appalachian hired a new Associate Vice Chancellor for International Education and Development who was charged with enhancing our international partnerships, with particular emphasis on expanding our presence in China, India, and Africa. Accordingly, Appalachian has or is in the process of signing agreements with five universities in India, four in China, and three in South Africa, as well as enhancing our existing partnerships with universities in Europe, China, South America, and the Caribbean.

Access:

For over thirty years, the University has actively addressed issues of access including partnering with community colleges to address the needs of place-bound students. Ten years ago
these efforts led to the development of the Appalachian Learning Alliance, a collaboration with ten community colleges to deliver degree programs to underserved counties of the northwest North Carolina region. Over the past 10 years, that program has served 3,500 students seeking degrees in high-need disciplines in education, business, nursing, social work, and public administration.

Recently, in cooperation with the General Administration, Western Carolina University, University of North Carolina at Charlotte, Western Piedmont Community College, Caldwell Community College and Technical Institute, and Catawba Valley Community College, Appalachian has focused on program development in the Greater Hickory area. The University assumed fiscal and administrative responsibility for the North Carolina Center for Engineering Technology, partnered with Caldwell Community College and Technical Institute to establish a dedicated physical presence at the Faye Broyhill Center, and beginning this fall, five full-time, day-time programs will be offered at the Faye Broyhill Center and the Hickory Metro Higher Education Center. Appalachian is steadfastly working to navigate the historic territorial and political issues among institutions in the area to create a partnership that will meet the criteria being developed by the General Administration for branch campus designation.

Additionally, the University has a long history of providing specialized services for special needs populations, including underrepresented minority groups, the disabled, and first-generation college students. Over the last five years the entering freshman cohort of students of color has increased from 10% to 14%; for low-income students, the increase has been from 18% to 23%. Of particular importance is the recent creation of the University College, which represents a major institutional reorganization for undergraduate education and consolidation of key academic support services. The focus of these efforts has been to give additional services to help improve educational success rates for all students but with particular attention to these students.

Of particular note is the institution of the Appalachian Commitment to a College Education for Student Success (ACCESS) program, which allows low-income students to obtain a college education debt free. Specifically, the ACCESS program supplements federal financial aid grants, state financial aid grants and scholarships, and other forms of financial assistance with sufficient funds to cover the cost of institutional charges (tuition, fees, room, board) and an on-campus job for personal expenses for up to four years (eight semesters).

Appalachian continues to be a leader in K-12 initiatives in the northwest North Carolina region with our College Awareness Programs comprising Upward Bound, GEAR UP, and Western North Carolina Network for Access and Success. Stronger coordination among and collaboration between K-16 campus outreach and college access programs remains a firm Appalachian commitment.

**Improving Public Education:**

Recognizing that it would be difficult if not impossible to meet our responsibility to graduate more teachers with the size and condition of Duncan Hall, the current home of the Reich College of Education, Appalachian adopted a new college of education building as our first capital priority. Despite difficult and time consuming negotiations with the town over zoning issues tied to the property acquired to site the new building, a compromise was achieved enabling construction to begin on the designated location, thus preventing the razing of an existing building on the current campus footprint.

In 2007, Appalachian received funding from the Z. Smith Reynolds Foundation to establish The Beginning Teacher Support Network. This program is designed to support to ASU graduates in teacher education during their first three years of teaching. The ASU-BTSN provides a variety of
interventions for 80 new teachers in the ASU-Public School Partnership Region designed to increase retention rates and reduce turnover among ASU teacher education graduates.

The ASU-Public School Partnership program is a collaboration with schools on professional development activities, ranging from workshops to seminars to professional learning communities. Collaboration between the schools and the Partnership has resulted in collaborative grants such as in arts education, in technology education, and now English Language Learners (ELL). Professional development activities are delivered to a region that encompasses eight school districts, 105 schools and covers 2,000 square miles.

Beginning May 1, 2008, Appalachian State University will use the approximately $200,000 grant received from the National Science Foundation to support a two year research project, North Carolina National Assessment of Education Progress (NAEP): Improving Mathematics Content and Methods Courses. The project is developing and adapting curricular materials that use student achievement data in mathematics from the National Assessment of Education Progress (NAEP) to improve instruction for pre-service elementary and middle school teachers enrolled in mathematics content and methods courses.

Other successful initiatives include a drop-out prevention program that is supported by four grants, a local tutoring program pairing elementary school children with college students, and a longitudinal reading assessment study in partnership with Watauga County Schools.

**Economic Transformation/Community Development:**

Research suggests that entrepreneurial activity is a critical component in the successful economic transformation and development in rural areas. Accordingly, The Center for Entrepreneurship in the Walker College of Business was created in 2006 to provide opportunities for students and citizens throughout the region to learn about entrepreneurship through a growing array of educational offerings and programs. Academic programs include a concentration in entrepreneurship for business management majors and a new minor in entrepreneurship.

The Appalachian Regional Development Institute (ARDI) is an applied research and public service program of the University that addresses economic, business, government, and social assets and barriers related to regional development. ARDI sponsors economic development outreach programs, the annual ARDI Leadership Summit, the eight county High Country Business Network, the High Country Business Resource Alliance, and the Watauga Entrepreneur Development Partnership.

The University is a co-sponsor of the Appalachian Enterprise Center, a one stop economic development initiative, in cooperation with the Watauga Economic Development Commission, the Committee of 100, and the Boone Area Chamber of Commerce. The University has moved such related programs as ARDI, Small Business and Technology Development Center (SBTDC), Energy Center, and offices for Advantage West together to better coordinate programmatic assistance to beginning entrepreneurs.

In addition to the established Appalachian Enology and Viticulture Service Center, which serves the basic and advanced analytical and research needs of winegrowers in North Carolina, the University is developing the Mountain Steep Slope Viticulture Research Center. The Center includes mountain research vineyards (above 3,000 feet) to measure effective slope design, cooperative vineyard development, wine production, and management and agro-tourism marketing.

Appalachian and the Community Together (ACT) is Appalachian State University’s clearinghouse for community service, service learning, and community-based research opportunities within the North Carolina High Country area, as well as across the state, nation, and world. ACT
offers diverse opportunities for individuals and student groups to get involved in human services and environmental advocacy, and assists faculty members and 130 community partners with integrating community service projects into their academic courses and local agencies. Appalachian was recognized “with distinction” on the President’s Higher Education Honor Roll, with a focus on outreach to disadvantaged youth. Highlights of community development include, 274,612 student hours spent serving the local community, $4,954,000 of volunteer value provided to the local economy, and $116,000 in direct funds raised for local community agencies.

For several decades, Appalachian has promoted the arts and cultural programs in the region and state. Academic programs in the Hayes School of Music and the Departments of Art and Theatre and Dance, as well as events sponsored by The Office of Arts and Cultural Programs and the Turchin Center for the Visual Arts, greatly enrich the lives and welfare of the people in our community. Arts and cultural events attract individuals to the area, which encourages economic growth. A study conducted in 2002 indicated that the arts have over a $26 million annual economic impact to Watauga County.

Health:
During his first administrative year, Chancellor Peacock adopted integration and enhancement of our health care programs as his signature initiative. That year Appalachian launched two significant projects: the creation of our first academic program in nursing (an Associate Degree in Nursing to Bachelors of Science in Nursing Degree, with plans to establish a pre licensure degree program and a Masters in Nursing Education) and the creation of the Institute for Health and Humans Services. The latter leverages faculty expertise in health-related research, clinical service delivery, and community outreach programs through interdisciplinary collaborations. The establishment of the Institute was made possible by the difficult decision of prioritizing space needs for the institute over those of the Appalachian Cultural Museum resulting in the dislocation of the Museum until an alternative location can be found (university officials continue to work in partnership with town and county leaders to search for another building).

The Department of Psychology is currently seeking internal permission to plan a Ph.D. program in Rural Clinical Psychology to prepare scientist-practitioner psychologists to practice, consult, and conduct research in rural community settings. A Rural Clinical Psychology Ph.D. program at ASU would address the dearth of behavioral and mental health professionals in rural N.C.

Perhaps the most significant initiative of the past four years is the plan to create a College of Health Sciences. The new College will initially comprise six existing units on campus (Nursing, Social Work, Health Care Management, Communication Disorders, Food and Nutrition, and Health, Leisure, and Exercise Science). Subsequently, based upon workforce needs assessments, additional health profession programs will be added. The College is a cooperative effort between the university and the Appalachian Regional Health Care System with the latter providing the land to site the College.

Finally, our new strategic plan has identified health-related research programs as one of two priority areas to receive enhanced support over the next five years.

Environment:
In 2006, an analysis of the research and scholarly enterprise at Appalachian by the new Dean of Research and Graduate Studies revealed a critical mass of faculty involved in research at the nexus of energy, environment, and economics. A committee was created to determine mechanisms for leveraging and focusing this diverse group of faculty members to better address campus, regional,
and state sustainability issues. The committee’s work culminated in a proposal to create a Research Institute for Environment, Energy, and Economics designed to facilitate basic and applied research in fields relating to energy, environmental issues, and economic analysis. The Institute will achieve this objective by providing research opportunities, research space, and a support structure for the Centers that operate under its organizational structure. In addition, the Institute will facilitate research and educational outreach activities with public schools, community colleges, and the general public.

Beginning in Fall, 2009, a Sustainability Officer will be appointed at an administrative level to facilitate the coordination and direction of campus improvements that reduce the University’s environmental footprint. The responsibilities of this position would include administrative responsibility for the Physical Plant, Motor Pool, and new construction. S/he would serve as staff to a Sustainability Committee. In that role s/he would participate in decisions regarding purchasing, academic programming in the environmental arena, student environmental programming, and would liaison with environmental sustainability programs.

One of the six priorities in the Strategic Plan is to move Appalachian to a leadership role in academic programs (i.e., Sustainable Development; a newly created Environmental Science program), in research facilitated by the Research Institute for Environment, Energy, and Economics, and in the operation of the university through energy efficient and environmentally sound building and business practices managed by the Sustainability Officer. Our vision is to brand Appalachian as a premier environmental sustainable university.

**Outreach and Engagement:**

During his first year, the Chancellor changed the leadership of the Appalachian Regional Development Institute (ARDI) and moved this unit and the Small Business and Technology Development Institute (SBTDC) to the Chancellor’s division. These changes have resulted in enhanced partnerships with Advantage West and other local and regional economic development organizations.

In 2007, Appalachian created the Chancellor’s Council on Institutional Competitiveness to systematically bring together Advancement, Research and Sponsored Programs, Economic Development and the offices of State and Federal Relations in order to develop proposals in a collaborative, rather than duplicative manner.

Appalachian translates and communicates its ongoing research and scholarship to the community through three avenues: 1) the University Research web page, a top-tier page of Appalachian’s web site, with information about faculty research and links to Appalachian’s research centers and major initiatives; 2) Appalachian Explorations, a twice yearly publication with a circulation of 60,000 readers that features stories about important faculty research and scholarship, and provides contact information on the featured faculty members; and 3) the Directory of Service, Outreach and Engagement, which lists more than fifty university programs or resources available to the public related to community service outreach, educational outreach and support economic development support and health and human services programs.

The University has commissioned a study to evaluate the “Economic and Tax Impacts of Appalachian State University for FY 2006.” Written by Drs. Todd Cherry, Michael McKee, and Stephen Millsaps from the Walker College of Business at ASU, the study concludes the University, in 2006, was responsible for creating 5121 jobs, $125 million in direct earnings and a total dollar impact of $506 million to the region. In addition, the increased economic activity arising from the presence of ASU led to $39 million in additional indirect business taxes to local governments.
Efficiency:

The University has developed several innovative management strategies that promote efficient and effective use of personnel, space, and monetary resources. Each of the procedures employs external benchmarks (e.g., system or peer institutions), and quantitative analyses to allocate resources based on changes in productivity across units. Thus, these systems have inherent reprioritization mechanisms that direct annual adjustments in the allocation of resources. The Position Metric used to allocate new faculty positions and the space management system that utilizes the Series 25 system are particularly innovative and valuable.

Collaborations:

Appalachian’s report summarizes 16 collaborations with a wide variety of institutions both in and out of state, and across the continuum of Carnegie classifications. A notable example is The Appalachian Learning Alliance which represents a 10-year partnership with 10 community colleges in the region that was established to deliver programs in selected disciplines on community college campuses. Numerous other collaborations provide needed courses, programs, services, and experiences in cost-effective ways.
A. Global Readiness

Over two decades ago, Appalachian embraced globalization by forging partnerships in Asia and Western Europe. Those alliances have multiplied, providing generations of students with international experiences and opening the campus to a rich diversity of ideas and cultures. More recently, Appalachian has taken bold steps to ensure the global readiness of every one of its students. A complete overhaul of the general education program is focused on providing all ASU students with the life-long learning skills that are critical to success in a rapidly changing global society and economy. Those changes are made concrete by stressing critical thinking, writing across the curriculum, responsibilities of community membership, and making local to global connections. Appalachian’s curriculum focuses on global readiness for every student by emphasizing foundational internationalization in the classroom and the community at every academic level and by providing substantial opportunities for study abroad as a culminating experience tied to the academic major.

1. 21st Century Skills [Recommendation 4.1.1.—UNC should prepare its students for successful professional and personal lives in the 21st century, equipping them with the tools they will need to adapt to the ever-changing world.]

   a. Existing programs, initiatives, or activities that respond to this recommendation.

   **Global Connections on Campus**

   Through a variety of offerings—from degree programs to international students on campus to arts events to seminar/workshop series—Appalachian offers students the opportunity to expand their world views and their experiences through exposure to other cultures from around the world. Through General Education, every student at ASU is engaged in learning about other peoples and cultures. Degree programs include foreign languages, international relations, and international business. International faculty and international visiting scholars teach at the University. Cultural programming includes such events as Diversity Week, Chinese Lunar Festival, and the Passover Seder. Other examples include the summer workshops and academic-year lectures offered through The Center for Judaic, Holocaust and Peace Studies, and the various significant political and cultural figures brought to campus as speakers.

   i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).
Students are exposed to global experiences on campus. Strong community involvement occurs with immigrants, international students, faculty, and visitors. Global issues are integrated in the instruction and research as well as in the daily life of the campus. Assessment of globalization in the curriculum is done through regular end-of-course evaluation. Because the majority of students are unable to travel outside the United States, on-campus and in-country opportunities should be expanded to provide global perspectives and experiences for as many students as possible. The new General Education program represents a significant opportunity to prepare undergraduate students to live and work in a global polycultural world; the new global graduate minors provide graduate students with similar opportunities.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

No central point exists to connect students and the interested public with available information. Because the new General Education program is a radically different approach to postsecondary education, it will require focused faculty development at every level. The Office of General Education has begun this process by organizing a series of faculty development workshops, seminars, colloquia, and visiting speaker series. Web based resources for developing new content and sharing expertise are being developed. The newly created position of Vice Provost for Faculty Affairs will play a critical role in leading the faculty to a fuller understanding of integrative undergraduate education.

Global Awareness Through Travel and International Experiences.

One of Appalachian’s signature strengths is its flourishing education abroad program with opportunities for both short-term and long-term experiences. These experiences offer credit not only for course work but also for research activity at both the undergraduate and graduate levels. In addition, there are international opportunities for internships, student teaching, service learning, and community service. Also, Appalachian has a robust program to support faculty/staff international travel for teaching, research, and participation in conferences. According to the Institute of International Education’s 2007 Open Doors Report, Appalachian ranks 7th nationally among the master’s level institutions for the total number of students who study abroad.
i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Cultural immersions are readily available to students in a variety of disciplines and settings (e.g., partnerships with the Peace Corps and with universities in Africa, Europe, Asia, Oceana, and Latin America). Financial support exists for faculty/staff international travel as well as for international research done by students. Each program is assessed through traditional course evaluation methods. Furthermore, ASU is a participant in the ACE Internationalization Lab project that will result in a comprehensive survey of current offerings, identification of gaps, and development of strategies to address any shortcomings.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

The major obstacles are insufficient financial support for students to study and do research abroad, lack of pre-travel cultural training, and lack of adequate infrastructure to help students negotiate the necessary paperwork to participate in international partnerships and travel. Elimination of some of the barriers would involve the following: Establishment of an endowment for scholarships to defray partially the cost of study abroad; creation of a single web portal to the available global experiences; and development of focused pre-departure seminars on cultural differences, safety, research and study abroad.

**Globally Focused Student Engagement**

Appalachian offers and promotes strong student engagement programs that provide opportunities for individuals and groups to get involved in community service, service learning, community-based research activities and experiences domestically and internationally. Additionally, there are international opportunities for internships, student teaching, service learning, and community service. These experiences offer credit for course work and also for research activity at both the undergraduate and graduate levels. ASU also promotes extra-curricular activities that enhance students’ global awareness: Model United Nations, Appalachian International, AIESEC (international business club), and several culture and language clubs.
i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

“Making local to global connections” is a signature component of ASU’s new general education program. By recognizing that the institution is located in a uniquely diverse physical and cultural environment and by focusing on how that environment relates to the global context, the new curriculum requires that every student confront the complex dynamics of global environmental change while valuing the rich cultural heritage of the southern highlands. Cultural immersions for students are possible within a viable international student research scholarship program. A strong partnership exists between ASU and the Peace Corps as well as with universities, non-governmental organizations, and community-based organizations in Africa, Europe, Asia, Oceana, and Latin America.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

Insufficient financial support for students to study abroad, and lack of pre-travel cultural training serve as barriers to the success of these programs. For steps to reduce barriers, see Global Awareness through Travel above.

b. **New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

**General Education**

ASU initiated major general education reform in early 2004. That effort has culminated in the Fall 2009 implementation of a signature model of *essential education*. Key elements of the program include interdisciplinary integrated themes, active learning pedagogies, writing across the curriculum, vertical integration with the major, and investment in student research and the co-curriculum. The new curriculum focuses on thinking critically and creatively; communicating effectively; making local to global connections; and understanding responsibilities of community membership. Transferable lifelong learning skills (“soft skills”) are heavily emphasized. Ongoing course-embedded and programmatic assessment is a key element of the new program.

**Other Initiatives**
Numerous strategic and focused initiatives are being developed, including service learning opportunities in China, India, Mexico, and South Africa, a Global MBA program, a cluster of global graduate minors, Watauga Global Connections (a restructured Watauga College), Global Studies, Culture and Language Across the Curriculum (CLAC), and an Arabic Language Program.

c. Programs related to this section that should be combined or eliminated.

The traditional menu-driven, content-based general education program will be discontinued. This represents a major change in the way the university operates general education. Also, Watauga College will be restructured under this plan, and new collaborations can be expected for some existing programs.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

University College will be responsible for developing most of the programs described above, with the exception of the foreign language efforts (Department of Foreign Languages and Literatures) and enhanced recruitment of students and faculty (Enrollment Services, various academic departments).

Most of the administrative costs of implementing the new General Education program will be covered through cost savings achieved through combining existing programs and eliminating redundancy. Some additional faculty lines needed to deliver the curriculum will come from state funds.

Other initiatives will require a combination of staff and faculty lines. Sources of funding include state funds, grants, and donations.

Timelines are in place to plan and implement other programs and initiatives. For example, with the Global MBA, a reasonable target would be to begin the program in the 2009-2010 academic year. Funds to implement this program could be covered through the current Walker College of Business operating budget. The proposed graduate global minors will be developed around existing graduate offerings, and will not require any additional costs. The first of these minors will go through the academic approval processes in Fall 2008. Other timelines and implementation plans exist for other programs and initiatives.
2. **Global Competitiveness—Research, Partnerships** [Recommendation 4.1.2.—UNC programs, especially research programs, should be globally competitive to ensure that they are globally relevant and significant; Recommendation 4.1.3.—UNC should promote increased partnerships between its own campuses and international universities and enhance the global awareness of its faculty and students.]

   a. **Existing programs, initiatives, or activities that respond to this recommendation.**

   **Global Partnerships in Research**

   Appalachian has over a dozen focused disciplinary global partnerships that allow faculty and students to conduct research with colleagues at institutions in a variety of countries. Among these research partnerships are ongoing projects with such institutions as the Catholic University (Brazil), Glamorgan University (Wales), Universidad Autonoma Metropolitana and Universidad Autonoma de Pueblo (Mexico), Oxford University (UK), as well as three universities in Macedonia. A significant and unique collaboration is Appalachian faculty participation in the ANDRILL-MIS Project (ANtarctic geologic DRILLing) in Antarctica.

   **Global Partnerships in Teaching**

   In addition to research activities that involve Appalachian faculty and students with scholars at foreign institutions, the University promotes and supports collaborations that provide faculty and advanced students with opportunities to teach at these institutions and others. Through teaching exchanges, Appalachian faculty have the opportunity to work with students at institutions such as the Universidad de las Americas (Puebla, Mexico) and the European Graduate School (Saas Fee, Switzerland).

   **Graduate Mathematical Sciences Teaching Internships in Mexico**

   Graduate students in the community college mathematics program have the option of an internship at a Mexican university where they teach introductory mathematical sciences under the supervision of a Mexican faculty member. Students live and work in complete immersion in Mexican culture, improving their facility in Spanish and understanding of Mexican culture.
i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).** Relates to the three programs above.

Existing partnerships are faculty initiated through long-standing relationships and contacts between Appalachian faculty and colleagues in universities and research facilities outside the United States. The partnerships have produced significant research products, and have enabled student involvement in globally based research and teaching activities. Faculty and students experience cultural and linguistic immersion at a deeper level than would be available in the standard short-term study abroad experience. Several of the projects are externally funded; nearly all are scalable and replicable at a variety of types of institutions. All externally funded projects are assessed by the funding agencies; internally funded projects are assessed by the Office of Research and Sponsored Programs.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).** Relates to the three programs above.

International research and instruction activities are expensive, and language and culture can be barrier to more robust partnerships. Effectiveness can be improved by establishing an endowment that provides partial funding support for international research; providing faculty with more education and support in grant-writing to support global projects; offering additional language classes in additional languages not currently offered; and bridging cultural divides by engaging international students and faculty on campus in activities that promote cultural understanding and education. Additional funding for international research can be provided from two major sources: an endowment for international research funding for faculty; and a competitive internal grant process (funded from indirect returns) for international research projects.

b. **New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

See Section A.1.b. above.

c. **Programs related to this section that should be combined or eliminated.**
See Section A.1.c. above.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

See Section A.1.d. above.
B. Access

For over thirty years, the University has actively addressed issues of access including partnering with community colleges to address the needs of place-bound students. These efforts have progressed to include a fully functioning long term relationship with 10 community colleges to offer selected graduate and undergraduate degree completion programs. Future efforts include more formalized coordinated offerings, including full-time daytime programming within the community college alliance and the addition of on-line programs for corporate partners.

Additionally, the University has a long history of providing specialized services for special needs populations, including underrepresented minority groups, the disabled, and first-generation college students. The focus of these efforts has been to give additional services to help improve educational success rates in these groups. As demographics have changed, the university has identified new focus areas and new approaches summarized below. Of particular note is the institution of the Appalachian ACCESS program, which allows low-income students to obtain a college education debt free.

1. Underserved Regions [Recommendation 4.2.1.—UNC should increase access to its educational programs – including academic courses, degree programs at all levels, and certificate programs – for traditional students, non-traditional students, and lifelong learners.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

Appalachian Learning Alliance

The University currently is providing instruction to 500 undergraduates and 900 graduate students in high need disciplines within education, business, nursing, social work, and public administration at 10 community college sites as part of the Appalachian Learning Alliance. The sites are located in surrounding counties in the northwest section of the state. The population served is primarily non-traditional students who are place-bound due to personal circumstances and cannot attend university campuses. The principal mode of delivery is face-to-face instruction during once-per-week classes designed to accommodate the part-time status of the students.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).
The strength of the program is that it has simultaneously addressed the university’s need to meet increasing enrollment targets while limiting growth on campus and meeting the community colleges’ desire to offer higher education degrees on their campuses to address the needs of citizens in their communities that could not be addressed in the conventional manner of offerings from 4-year institutions. The program is assessed through the number of students enrolled in the respective programs and satisfaction and placement surveys of graduates. The program is expanded as new program demands are identified.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

The most significant obstacle is the coordination of face-to-face degree offerings among the sites seeking the offerings and the institutions who are providers. The primary step needed to reduce the barriers is effective communication among the parties that have common interests. Processes are in place to insure that this communication occurs.

b. New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

**Hickory Regional Center Partnership**

The University is currently working in cooperation with higher education centers in the greater Hickory Unifour region and western NC four-year institutions to offer a variety of graduate and undergraduate degree completion programs, including full-time daytime programming, managed through a coordinated regional planning structure. The higher education centers involved include those associated with Catawba Valley, Caldwell, and Western Piedmont Community Colleges and the NC Center for Engineering Technologies operated by Appalachian State University. The plan being implemented includes the use of a regional advisory committee of community leaders and an educational programming committee comprised of representatives from the community colleges and 4-year institutions to coordinate needed program offerings in the area.

c. Programs related to this section that should be combined or eliminated.
There are no programs to be combined or eliminated, but there is need to coordinate the offering of programs across sites and with other sister institutions.

d. **Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).**

Relative to the Hickory Regional partnership, the University currently is in the process of expanding the introduction full-time daytime programming at the regional centers. The first full-time daytime offering was Elementary Education at Caldwell in Spring 2007 and will be followed by Criminal Justice, Business Management, Psychology, and Advertising in Fall 2008 at the Catawba Valley facility. Future plans include the introduction of health and human service programming at the Western Piedmont site beginning in 2009-10.

The units responsible include the departments housing the degree programs in cooperation with the Office of Extension and Distance Education and the appropriate regional partnership administrative structures. The necessary funding is provided through enrollment growth provided for the degree program expansion. Separate from the degree offerings, approximately $300,000 of continuing funding is necessary to underwrite the administrative functions of the Hickory partnership effort. That figure includes support personnel and operating funds, including sufficient funds to advertise the collective offerings of those participating in the partnership.

2. **Nontraditional [Recommendation 4.2.1.—UNC should increase access to its educational programs – including academic courses, degree programs at all levels, and certificate programs – for traditional students, non-traditional students, and lifelong learners.]**

    a. **Existing programs, initiatives, or activities that respond to this recommendation.**

    See Section B.1.a. above, Appalachian Learning Alliance, a model program providing educational opportunities to non-traditional and place-bound students.

    b. **New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**
BlueCross BlueShield Partnership

In partnership with other four-year institutions across the state, the University is currently working on the development of a corporate partnership with BlueCross BlueShield to provide undergraduate degree completion programs to employees of the firm. Appalachian’s role in the partnership is to provide programming in business management and health promotion. The programs are planned to be targeted toward non-traditional students who will complete the first two years of the degree at a community college with the remaining two years provided in an on-line environment. With this mode of delivery, the program can be expanded to an audience beyond the Blue Cross Blue Shield base.

c. Programs related to this section that should be combined or eliminated.

No programs will be combined or eliminated to implement this program.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

The current timeline for the Blue Cross Blue Shield Partnership is based on beginning the program Spring 2009. Course development will begin in the summer of 2008 and continue until all necessary degree courses are ready for delivery. The units responsible include the departments housing the degree programs (College of Business and Health Leisure and Exercise Science) in cooperation with the Office of Extension and Distance Education and Learning Technology Services office. The necessary funding is provided through enrollment growth provided for the degree program expansion.

3. Collaboration with Community Colleges [Recommendation 4.2.2.—UNC should continue ongoing efforts with the North Carolina Community College System to strengthen and streamline articulation between the two systems to develop a more seamless relationship.]

See Section B.1.a. above, Appalachian Learning Alliance, as a model program linking Appalachian and community colleges.

4. Disability Accommodations [Recommendation 4.2.3.—UNC should be a model for accommodating the needs of persons with disabilities, including students, faculty, staff, and the general public.]
The Office of Disability Services

The Office of Disability Services is a model for accommodating the needs of students with disabilities. The Office also serves the needs of employees and the public on an as-needed basis. The Office of Disability Services has provided reasonable accommodations for students since the formalization of the department in 1979. Eligibility for accommodations is determined on an individual basis after a thorough review of the requesting individual’s current educational, psychological, and/or medical documentation. Reasonable accommodations address equal access to educational, psychological, and physical accessibility about the University environment. Annual allocation of R & R funds includes an amount for the purpose of improving campus accessibility.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

The Office of Disability Services is being realigned under the Office of Equity, Diversity and Compliance. The transition will be completed during the summer of 2008. The office’s areas of responsibility will be expanded to provide comprehensive services to employees and the public as well as continued service to students.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

The number of individuals registering with the Office of Disability Services continues to increase annually. An improvement would be the addition of specialized employees within the department (e.g., a priority need at this time is for an Assistive Technology Specialist, and there also is a need for a Learning Disability Specialist/Academic Coach.)

b. New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

Assistive Technology Initiative
An assistive technology initiative involving an intra-institutional collaboration between the Office of Disability Services, Information Technology Services, and the University Library has resulted in an initial provision of $50,000, which will enable the University to outfit ten learning spaces throughout the campus. The office will be expanded next year to provide comprehensive services for employees and the public, as well as continuing to provide services to students.

c. Programs related to this section that should be combined or eliminated.

Programs in this area will be strengthened by the new organizational structure referenced in mentioned in B.4.a.i. above.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

ASU will evaluate the 2008 Assistive Technology Initiative implementation and develop new plans and requests on an annual basis. The Office of Equity, Diversity, and Compliance is responsible for implementation and identification of resources.

5. Affordability [Recommendation 4.2.4.—UNC should maintain affordability and increase financial aid options.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

ACCESS Program

Appalachian State University’s Appalachian Commitment to a College Education for Student Success (ACCESS) program offers low-income students from North Carolina a four-year university education at Appalachian debt-free. Specifically, the ACCESS program supplements federal financial aid grants, state financial aid grants and scholarships, and other forms of financial assistance with sufficient funds to cover the cost of institutional charges (tuition, fees, room, board) and an on-campus job for personal expenses for up to four years (eight semesters).

The ACCESS program reaffirms Appalachian’s commitment to access and affordability for North Carolina students from low-income families. This financial aid program was implemented for the 2007-2008 academic year.
i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

The effectiveness of the Appalachian ACCESS program is assessed by the students’ attendance and academic performance in the classroom and in the above-referenced support programs. Additionally, retention rates will be used to measure effectiveness.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

Limited funding only allows ACCESS to be offered to students meeting 100% federal poverty level, with an aspiration to expand the offering to 150%. Funds will be targeted within a campaign to be launched in the near future.

b. New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

No new programs are planned at this time.

c. Programs related to this section that should be combined or eliminated.

Not applicable since no new programs are planned at this time.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

Not applicable since no new programs are planned at this time.

6. Educational Attainment of Underrepresented, Diversity [Recommendation 4.2.5.—UNC should increase the educational attainment of all underrepresented populations, especially African-American male and Hispanic students.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

**Successful Existing Programs**
Successful existing programs for attracting and retaining underrepresented student populations at ASU include the Diversity Scholars, Peer Mentor, Hispanic Access Days, Multicultural Prospective Student Weekend, and Multicultural Student Awareness Weekend programs. Each is administered through the Office of Student Development. The ongoing Program for Attracting and Retaining Scholars to Computer Science and Mathematics and the Forensic Science Camp are successful programs that leverage outside funding with campus resources to increase the number of graduates in Computer Science, Math, and the sciences coming from economically disadvantaged backgrounds. Outstanding faculty members have been recruited to campus through the Faculty Fellows program since 1993.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

The greatest strengths are indicated by the long-term commitment to recruitment, retention, and graduation of under-represented populations as evidenced by programmatic offerings and evidence of successes. Assessment of current programs (e.g., cost effectiveness) is ongoing and serves to guide further development and delivery of programs.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

Surveys of potential minority students have shown that the largest obstacle to recruitment and retention is the absence of a minority culture in the Boone area. Recent successes in recruiting under-represented populations of faculty and staff are beginning to change that situation.

b. New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

New Programs

New programs focus on African American, Hispanic, students with financial needs, and other populations that are underrepresented on our campus. Promising proposed programs include: scholarships and endowments targeting underrepresented populations; community- and school-based outreach to
underrepresented populations; learning communities for underrepresented ethnic and racial populations; creation of a Center for Hispanic Student Excellence; leadership programs focusing on minority populations; and hiring admissions officers to focus on underrepresented populations.

c. Programs related to this section that should be combined or eliminated.

No programs will be combined or eliminated to implement these programs.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

The Office of Multicultural Student Development will be responsible for developing most of the programs described above, although some will be housed in academic units. Those programs to be housed in the Office of Multicultural Student Development can be implemented by Fall 2009 with sufficient funding. Admissions officers will be hired and directed within the Office of Enrollment Services and could be in place by Fall 2009. Costs for each of these initiatives will depend mostly on staffing costs and will be met through state funds, grants, and donations.

7. Preparation and Success [Recommendation 4.2.6.—UNC should help ensure that all students are better prepared to enter and succeed academically in college.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

**Successful Existing Programs**

For over 30 years, Appalachian has provided holistic support to help students succeed academically. Our university provides intrusive advising, assessment, extended orientation, academic monitoring, learning skills tutoring and classes, technology skill support, transfer student support, career development, cultural enrichment, financial aid assistance, supplemental instruction, AppAchievers, Upward Bound, GEAR-UP, and weekly outreach from orientation to graduation. A structured first-year experience includes mentoring, academic support, and advocacy for our students. Two distinctive recent initiatives include:
“High School to College,” a Teacher/Faculty Development Initiative addresses barriers to student success in the first year of college and serves as an outreach to the high school community, college access, and academic readiness effort. Western NC Network for Access and Success is a partnership funded by the Appalachian Regional Commission, ASU, UNC-A, and WCU to increase high school completion and postsecondary enrollment in western North Carolina.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Access programs at Appalachian exemplify best practice, have assessment plans in place, and are widely embraced by regional educational entities. UNC retention and graduation reports provide additional assessment data. Creation of the University College represents a major institutional reorganization for undergraduate education and consolidation of key academic support services. Key efficiencies will be gained through this reorganization.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

Stronger coordination among, and collaboration between, K-16 campus outreach and college access programs needs to occur. Also, there is heavy reliance on grant support. More state funding is needed to expand this work.

**Martha Guy Summer Institute (MGSI)**

The Martha Guy Summer Institute (MGSI) is a three-week summer business exploration program for North Carolina high school juniors. It introduces them to entrepreneurship, basic business principles and career opportunities. Leadership development, professional and soft skills topics are incorporated. Capstone experiences include presenting an abbreviated business plan and traveling to New York and Washington, DC.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Approximately 80% of participants have enrolled on campuses within the UNC system, and they will be followed over time to confirm how they
benefited from the Institute, including an assessment of their career choices.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

Private funds have almost been exhausted. State funds for salaries, travel expenses to promote the opportunity, and programmatic expenses are needed and would be utilized effectively.

b. New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

**Summer Bridge Possibilities**

Summer Bridge possibilities are among the most important being considered at Appalachian. Two (of many) proposals are:
- **Summer Bridge Program for Students of Color** is designed to help increase the retention of students of color by introducing them to resources, working on identity development, and helping them create a positive self-image of their ethnic group.
- **Appalachian Summer Bridge Program** would provide academic preparation for low-income, first-generation college students from underrepresented regions in the State and assist in recruitment and retention of African American, Hispanic and math/science students.

**Office of Transfer Articulation**

An Office of Transfer Articulation is still in the proposal stage. Its intent is to streamline the process for students who transfer to ASU.

c. Programs related to this section that should be combined or eliminated.

Creation of the University College represents a major institutional reorganization for undergraduate education and consolidation of key academic support services. Key efficiencies will be gained through this reorganization.
d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

Implementation of new programs—specifically the Summer Bridge programs—is scheduled for completion August 2009. Significant strategic planning is in progress to view initiatives, timelines, responsible units for implementation, and resources. Summer Bridge possibilities are among the most important being considered at Appalachian. University College will evaluate the timing of the Office of Transfer Articulation creation when two key positions which are currently vacant are filled.
C. Improving Public Education

All teacher education programs must meet the standards set by the State Board of Education (SBE) along with meeting National Council for Accreditation of Teacher Education (NCATE) standards, a mandate of the Board of Governors. Current review of NCATE standards will occur in 2013, but revisions to meet state standards must be completed by Fall 09 and be implemented by Fall 2010. Specific enrollment and graduation targets have been established for all programs. Expansion of offerings through the Appalachian Learning Alliance continues, with scheduled growth at both the undergraduate and graduate levels. The University provides a wealth of professional development opportunities for teachers in its region, ranging from graduate degrees, assistance with National Board certification, to curriculum workshops and collaborative grants.

Appalachian has designed a recruitment plan that focuses on high school populations, community college/non-traditional populations, and undeclared majors on the ASU campus with targeted enrollments for each population. A Director of Teacher Education Recruitment oversees recruitment activities.

The ASU campus provides a multitude of professional development activities for teachers and administrators; the Math/Science Center sponsors a large number of workshops, the Physics department offers assistance in teaching astronomy, the Music School has numerous opportunities for music teachers in the summer, the Art Department has developed an extensive digitized art collection that is made available to teachers, the math department runs a number of special programs for teachers in the summer and the Reich College of Education offers a number of graduate programs for teachers at off-campus locations. Grants are written collaboratively with schools to provide professional development opportunities.

1. Improve Quality [Recommendation 4.3.1.—UNC should improve the quantity, quality, and geographic distribution of public school teachers.]

   a. Existing programs, initiatives, or activities that respond to this recommendation.

   Existing Teacher Education Programs

   The university has 22 undergraduate teacher education programs and another 22 at the graduate level that prepare hundreds of new teachers each year. Mandates of the SBE emphasize that candidates must have the necessary 21st Century Skills and knowledge to work effectively in the public schools of North Carolina.
Appalachian is committed to developing those skills and that knowledge in every student.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Although all programs have been approved by the SBE under the old standards, recent changes in the state standards and in assessments will necessitate all teacher education programs to meet new quality standards to insure that candidates have the necessary 21st Century work skills and appropriate academic knowledge.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

The lack of standards, at the moment, is a hindrance; however, these are being written and should be available Spring 2008. Programs will need to work together to determine requirements that will meet or exceed the state’s expectations. Also, an analysis of the new General Education program is needed to determine how it aligns with content standards; there will need to be new assessments designed and field tested, and there will need to be a transition plan for students currently under the old set of requirements. The re-visioning must result in a submission to the SBE in Fall 2009 with implementation of the revisioned programs by Fall 2010 and assessment of the quality of candidates’ work by 2012.

b. **New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

No new programs are planned at this time.

c. **Programs related to this section that should be combined or eliminated.**

Not applicable since no new programs are planned.

d. **Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).**

Not applicable since no new programs are planned.
2. Increasing Quantity [Recommendation 4.3.2.—UNC should help address the shortage of science and math teachers, especially in rural areas.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

**The Beginning Teacher Support Network**

This program is designed to provide support to ASU graduates in teacher education during their first three years of teaching. The ASU-BTSN is a pilot project funded by Z. Smith Reynolds that works with 80 new teachers in the ASU-Public School Partnership Region. The goal of the program is to increase retention rates among ASU teacher education graduates thus reducing the number of teachers that need to be replaced each year.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

   Strengths of the program include personal communication with beginning teachers between university personnel and teacher, workshops on teaching strategies, social networking, classroom conferences and other activities all designed to provide a support network for new teachers. The program’s success will be measured by retention of new teachers.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

   Because of the geographic distribution of our graduates, we are working only within the 8 districts of our Partnership region at this time; expansion of the program will require more teacher support field mentors, expanded networking activities and an electronic network that will cover the entire state.

**Director of Teacher Education Recruitment**

A Director of Teacher Education Recruitment oversees recruitment activity with emphasis on high need areas (i.e., math, science, special education and foreign language). Data management has become integral to the recruitment process. Recruitment materials are being altered for electronic formats; chats are being
used with prospective students; departments are able to contact prospective students directly; three recruiters have been added off-campus, one of whom will work with lateral entry and licensure only students. A special initiative is underway to work with undeclared majors and also to invite existing majors (i.e., math, science) to consider teaching as a career.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

A strength is that an admissions staff member is dedicated to recruiting new students into teaching fields, especially in high need areas. The success of the Director will be assessed by increasing numbers of students majoring in teacher education.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

Time to put communications into place on campus and timely collection and analysis of data are two barriers; since this is the first year of the plan, subsequent years should be much easier.

b. **New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

*Expanded Beginning Teacher Support*

An expanded ASU Beginning Teacher Support network for beginning teachers that covers the entire state is needed and could be adapted to serve more than ASU graduates if the UNC system would help initiate such state-wide coverage.

*On-campus Recruitment*

A systematic approach to on-campus non-education majors needs to be developed; this is an untapped resource on our campus. Much more effort needs to go into planning and implementing events focused on this population, especially at the secondary and K-12 areas and heavy emphasis needs to be placed on recruiting math, science, foreign language, and special education students; to accomplish growth in this area, closer working relationship with the General
College advisors, a greater presence at career fairs on campus, and personal contact from departments will make a substantial difference.

c. Programs related to this section that should be combined or eliminated.

A review of low enrollment teacher education programs needs to occur with corresponding decisions made about finding ways to increase enrollment or to discontinue the program(s).

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

The ASU-BTSN is already implemented for 8 school districts and funded for two years by the Z. Smith Reynolds Foundation as a pilot program. Expansion of the network and its activities to cover every ASU beginning teacher in the state would require approximately $200,000; this funding would help to employ “zoned” mentors who could serve multiple districts and reach a larger population than is possible now. Resources for an enlarged network would have to come from private corporations or a legislative initiative with UNC support for a systemwide network for all UNC teacher education graduates.

The development of a sophisticated data management system to support enrollment planning, decision making and monitoring of progress toward goals is underway. Expansion of recruitment materials, many in electronic formats, and updates of departmental web pages should be a high priority.

3. Increase Geographic Distribution [Recommendation 4.3.2.—UNC should help address the shortage of science and math teachers, especially in rural areas.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

Appalachian Learning Alliance [See Section B. 1.a. for additional information on the ALA]

Through the Appalachian Learning Alliance (ALA), a consortium of 10 community colleges and ASU, both undergraduate and graduate programs have been made available to teachers in districts served by the Alliance; at present, the Reich College of Education has the most programs offered, providing access to
students from as far as Shelby to Surry, from Allegheny to Gastonia; classes are held on community college campuses and students receive instruction from full-time ASU faculty. Library support is available to all students, and the teaching facilities are well equipped with technology similar to that found in ASU campus classrooms.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

A particularly successful program in this effort has been the full-time, daytime elementary education program at Caldwell Community College. The program has grown to three cohorts of 25 students and a waiting list exists for the next cohort to come on line in the spring of 2009. Success of this venture is measured through retention as well as demand for the programs and the academic performance of the students in the program.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

The major obstacles to expansion are the lack of faculty to meet the demand, particularly in elementary education; this major carries with it a number of courses offered outside the Reich College of Education (RCOE) so demands are placed on departments such as math, English, history, art, and music who must provide the academic content for at least half of the program. More faculty in those programs would lessen the obstacles and make growth easier. Secondary programs do not seem to draw a sufficient number of students to make either part-time or full-time programs in those areas viable.

b. **New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

No new programs are planned at this time (other than adding academic programs to off-campus sites as markets indicate needs).

c. **Programs related to this section that should be combined or eliminated.**

Not applicable since no new programs are planned.
d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

Not applicable since no new programs are planned.

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

a. Existing programs, initiatives, or activities that respond to this recommendation.

The ASU-Public School Partnership

This Partnership serves as a model for how to deliver professional development activities to a region that encompasses 8 school districts, 105 schools and covers 2,000 square miles; the Partnership is governed by a board consisting of all 8 superintendents, the director of the Partnership and the dean of education and the dean of arts and sciences. The primary purpose of the Partnership is to collaborate with the schools on professional development activities; these activities range from workshops to seminars to professional learning communities. Collaboration between the schools and the Partnership has resulted in collaborative grants such as in arts education, in technology education, and now English Language Learners (ELL).

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

One of the primary strengths of the Partnership is the ownership in its activities taken by the schools; a coordinating council of teachers and faculty determine the professional development agenda for the year and present it to the Governing Board for funding and approval. Activities are assessed through the number of participants from each school, surveys of participants, and informal feedback. Although several school districts have approached the Partnership about joining, resources would need to be increased before additional partners are absorbed.
ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

Geography, funding, and numbers of participants and schools that wish to join the Partnership are the major obstacles. At one time the UNC system made funding available to campuses to develop school partnerships and this infusion of funding was very helpful at the start-up stage; to move these mature partnerships to the next level, another infusion of funding would be necessary.

b. New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

**North Carolina National Assessment of Education Progress (NAEP): Improving Mathematics Content and Methods Courses**

Appalachian State University has received $199,964 from the National Science Foundation to support the two year research project, North Carolina NAEP: Improving Mathematics Content and Methods Courses. The project begins May 1, 2008. The project is developing and adapting curricular materials that use student achievement data in mathematics from the National Assessment of Education Progress (NAEP) to improve instruction for preservice elementary and middle school teachers enrolled in mathematics content and methods courses, as well as improving courses for in-service teachers enrolled in Masters’ degree programs. NAEP is often described as the “Nation’s Report Card” and is considered the only nationally representative and on-going assessment of what America’s students know and can do in the main subject areas.

c. Programs related to this section that should be combined or eliminated.

No programs will be combined or eliminated to implement this program.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

The project is collecting baseline data concerning pre-service teachers’ knowledge of student achievement data and will compare this to data post-project.
The kick-off meeting for the project is May 29-30, 2008. The project will utilize web-based meeting tools to support communication and materials development during the grant period.

5. Mechanism for Applying Faculty Expertise to Public School Problems

[Recommendation 4.3.4.—UNC should leverage its expertise, and increase collaborations with the State Board of Education and Department of Public Instruction, to lower our state’s dropout rate and improve academic achievement in all public schools in North Carolina, especially those that high-priority and low-performing.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

**Drop-Out Prevention**

Four federal grants currently focus on drop-out prevention. The grants demonstrate that viable strategies exist that will make a difference in retention of students, especially those with special needs. The first grant, for instance, led to an overall reduction of school dropouts by over 50% along with a corresponding increase in the number of students being graduated. The second grant focused on attendance and showed that in certain schools, strategies could be implemented to improve attendance or at least stabilize it. In the third grant, the focus was on student achievement and led to improvement in grades for select populations. The fourth grant focused on working with special populations and required subjects of algebra and biology, two areas where special populations have notable academic difficulties; using the Universal Design model as a basis for teacher training, the project showed that these students could achieve at higher rates in these subjects.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Evidence collected from these four programs indicates drop-out rates can be reduced through effective interventions while grades are improved.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

The principal barriers in expanding the lessons learned from these grant projects are time for teacher development, patience in developing
longitudinal data on student achievement, and overcoming skepticism of teachers and administrators.

**Tuesdays’ Tutors**

The Tuesdays’ Tutors program brings elementary school children (grades K-7, primarily Hispanic) from Hardin Park Elementary School in Watauga County, NC, to the Reich College of Education at Appalachian State University on Tuesday afternoons from 2:30-5:30PM. While at ASU, each child is paired with a college-aged tutor who is enrolled in the Curriculum & Instruction course, CI 2800-Teachers, Schools, and Learners.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

The program received a Successful Application of Learning Technologies (SALT) grant through the Reich College of Education during 2007-08 to provide resources and supplies for the laboratory and an increase in staff. The SALT grant also provided for the development of an online mini-course to support CI 2800 students in learning how to mentor elementary students. During the next academic year, the project staff seeks to quantify student progress, but by doing so in a non-formal testing manner, as this is an after-school program dedicated to improving student motivation as well as student achievement. Students in CI 2800 students will receive instruction on how to document student baseline knowledge and change over time through the use of informal interviews and field notes.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers)**

The main barrier to expanding the service is gaining sufficient access to faculty members’ time which requires financial support for a reduction in load. With sufficient load reduction, the project could expand the number of students served and/or the number of days that the services are offered.

**Watauga County Schools Reading Assessment and “Early Steps” Reading Program**

The Graduate Reading Education Program at Appalachian State University in partnership with Watauga County Schools just completed a four-year longitudinal
study to (a) measure the development of children’s reading fluency across grades two to five, (b) validate grade-level oral reading rate norms and establish silent reading rate norms for elementary school-aged children, and (c) ascertain the relationships among the components of fluency—accuracy, automaticity, and prosody.

Related to these efforts, Watauga County Schools in collaboration with Appalachian State University professors in the Graduate Reading Education Program have implemented and maintained an early reading intervention initiative, Early Steps. All reading teachers in Watauga County Schools are trained in this program and use it to provide supplemental reading instruction to students who are at-risk of falling behind in reading development in grades kindergarten, first, and second grade.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Regarding the reading assessment program, data are being analyzed and interpreted and will inform reading teachers in Watauga County Schools, professors at Appalachian State University, and the larger education community across the country. For the first time teachers will have benchmark scores for reading rate, both silent and oral, for grades two through six.

Teachers will be trained to give these assessments, interpret the results, and target instruction to better meet the needs of individual students, especially students performing below grade level. Data can provide a baseline for measuring future reading performance of children in Watauga County Schools and elsewhere.

Regarding the “Early Steps” program, data are collected by the school system and show steady gains by students who receive the support this program offers. Appalachian State University continues to train reading teachers to use the methods of assessment and instruction that embody this program and that are based on the latest scientific evidence for effective instruction in reading.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers)**

No significant barriers are perceived.
b. New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

See Section C.4.b. above.

c. Programs related to this section that should be combined or eliminated.

See Section C.4.c. above.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

See Section C.4.d. above.

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

a. Existing programs, initiatives, or activities that respond to this recommendation.

See earlier items in Section C.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

See earlier items in Section C.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

See earlier items in Section C.
b. New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

See earlier items in Section C.

c. Programs related to this section that should be combined or eliminated.

See earlier items in Section C.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

See earlier items in Section C.
D. Economic Transformation/Community Development

As an engaged rural university, Appalachian has forged strong ties with both the state and the region in which the University is located. In addition to a long tradition of preparing excellent teachers and local government professionals, Appalachian has built an enviable reputation as an artistic and cultural center for western North Carolina, and a provider of a wide array of essential services—from health programs to economic development to science education—for the immediate community and the region. A number of these programs and activities have grown out of Appalachian’s mission to meet the distinctive needs of the rural communities within its geographical spheres of influence and service. In the last decade, Appalachian has added a robust portfolio of entrepreneurship activities and initiatives and developed signature programs in sustainable development and renewable energy.

Appalachian State has seven centers and 25 academic programs that target specific industries, preparing students for careers in those industries and providing outreach support to companies and their employees. For example, a recent new initiative, the Appalachian Center for Mountain and Steep Slope Viticulture, will provide Appalachian State University with an opportunity to take a leadership role in developing and mentoring a small but viable segment in the wine industry, one of the fastest growing industries in the U.S.

Sustainable Development and Appropriate Technology initiatives at ASU support multiple programs that help communities and industries in areas including biofuels, wind power, solar energy, and sustainable agricultural practices. Some of these multidisciplinary programs have been operating for 15 years and involve students and faculty across 11 departments and 3 colleges.

1. Increased Capacity and Commitment to Lead Economic Transformation and Community Development [Recommendation 4.4.1.—UNC should increase its capacity and commitment to respond to and lead economic transformation and community development.]

   a. Existing programs, initiatives, or activities that respond to this recommendation.

   The Center for Entrepreneurship

   The Center provides opportunities for students and citizens throughout the region to learn about entrepreneurship through a growing array of educational offerings and programs that promote interaction with entrepreneurial organizations in the region and around the world. Academic programs include a concentration in
entrepreneurship for business management majors and a new minor in entrepreneurship for non-business students starting Fall, 2008. Eight new undergraduate and graduate level courses in entrepreneurship have been developed recently including innovative courses in International Entrepreneurship jointly taught with partner universities abroad, an Entrepreneurship Practicum courses where student teams work with regional entrepreneurs, and a new course for first semester freshmen. Co-curricular programs and activities include the Carole Moore McLeod Entrepreneur Summit, the Pitch Your Idea in 90 Seconds Contest, the Young Entrepreneurs Symposium, the Association of Student Entrepreneurs Club, the Dale Tweedy Mentoring Program for Entrepreneur Scholars, the Extreme Entrepreneur Tour, Start Your Own Business Workshops, and a new Freshman Appalachian Entrepreneurs Community.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

Programs developed and/or supported by the Center for Entrepreneurship are successful in large part due to the strong support received from ASU faculty, staff, and administration across the entire campus. All of the co-curricular programs are funded from private sources. The effectiveness of entrepreneurship initiatives at Appalachian State is assessed by student enrollment in courses, participation in entrepreneurship events, and student surveys.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

No significant obstacles exist. Effectiveness can be improved, though, by adding human resources to be able to increase the breadth and depth of programs offered, working with more faculty and staff across campus to encourage broader student participation in entrepreneurship programs, increasing engagement with businesses in the region, developing collaborative relationships with similar programs at other UNC campuses, and obtaining increased financial support from both public and private sources.

Sustainable Development and Appropriate Technology

Appalachian’s Sustainable Development and Appropriate Technology initiatives move academic theory to useful, workable practice for the citizens of North Carolina by assisting communities and businesses solve problems through active
and supportive inter-relationships. The programs, some operating for 15 years, involve more than 25 faculty and their students from 11 departments and three colleges working with municipalities, small business owners, and industries to plan and carry out the following initiatives: watershed and farmland protection, sustainable micro-enterprise development, small wind and hydropower systems, waste and water management, community and shelter design, technology assessment, small scale production systems, and technology transfer. Examples of these outwardly-focused projects are: the Collaborative Biofuels Project, powering area mass transit; the North Carolina Small Wind Power Initiative and the Beech Mountain Turbine Research & Demonstration Site; the Bio-Shelters Project targeting growers greenhouses and solar lumber-drying kilns; planning for the Elk Knob State Park; and the Valle Crucis teaching and research farm, assisting local farmers and entrepreneurs build with sustainable agricultural practice.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

The programs’ strengths and effectiveness are demonstrated by the competitive funding obtained from agents such as, the Z. Smith Reynolds and the Golden LEAF Foundations, state and federal grants, collaborative partnering, an endowment, and the continuing funding provided by local communities. Expansion and enhancement needs for Sustainable Development and Appropriate Technology research and outreach will continue to grow through the next decades.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

It is difficult to support multi-year, longitudinal research projects (e.g., North Carolina Small Wind Initiative and Sustainable Community Economic Development and Outreach program) with short-term grant funding. Some obstacles can be reduced with additional grant-writing training to pursue longer term funding opportunities.

**Appalachian and the Community Together (ACT)**

Appalachian and the Community Together (ACT) is Appalachian State University’s clearinghouse for community service, service learning, and community-based research opportunities within the North Carolina High Country area, as well as across the state, nation, and world. ACT offers diverse
opportunities for individuals and student groups to get involved in human services and environmental advocacy, as well as assists faculty members and 130 community partners with integrating community service projects into their academic courses and local agencies. Appalachian was recognized “with distinction” on the President’s Higher Education Honor Roll, with a focus on outreach to disadvantaged youth.

Highlights of community development include, 274,612 student hours spent serving the local community, $4,954,000 of volunteer value provided to the local economy, $116,000 in direct funds raised for local community agencies, $105,000 in educational awards provided to ASU students for their participation in our NC-ACTS/AmeriCorps Programs, 42 community-based research projects, and 550 service projects in database.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

The ACT program is considered a model that has been emulated on many campuses. It is well-established and very successful. Its effectiveness has been refined from continual feedback over the years from many agencies and participants.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

No significant barriers exist. The program is very successful.

b. **New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

No new programs are planned at this time.

c. **Programs related to this section that should be combined or eliminated.**

Not applicable since no new programs are planned.

d. **Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).**
Not applicable since no new programs are planned.

2. Service/Engagement with Rural/Underserved [Recommendation 4.4.2.—UNC should focus specific effort in meeting the needs of rural and underserved areas of the state.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

**Successful Existing Programs**

Appalachian State University is meeting the needs of rural and underserved communities throughout the area with ongoing programs specifically designed to address issues affecting women, children and seniors in rural North Carolina. These programs include a three-county childhood obesity intervention program, the Blue Ridge Science Education Outreach Center, the NC Methamphetamine Initiative and ASU Partnership for Methamphetamine Treatment Program, Start Your Own Business Workshops, Appalachian Family Innovations, the Senior Companion Program, and the Appalachian (Retired and Senior Volunteer) Program.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Programs focusing on rural and underserved communities at Appalachian are successful because of the diverse needs they address as well as because of the breadth of faculty expertise harnessed to meet those needs. A majority of the programs are focused on becoming demonstration models for other communities throughout the state. Effectiveness of these programs is determined primarily through feedback by participants and service providers.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

No significant obstacles are perceived.

b. New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).
A Ph.D. program in Rural Clinical Psychology is under development. See Section E.1.b. for a description of this initiative.

c. **Programs related to this section that should be combined or eliminated.**

See Section E.1.b.

d. **Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).**

See Section E.1.b.

3. **Mechanisms to Link Faculty and Campus Expertise with Regional Economic Transformation/Development** [Recommendation 4.4.3.—UNC should seek to align appropriate campus programs with the strategic economic plans (including sector and cluster plans) of their regions and the state, recognizing the unique differences and challenges of our state’s economic and geographic regions.]

a. **Existing programs, initiatives, or activities that respond to this recommendation.**

**Successful Existing Programs**

Appalachian State has a number of centers and academic programs that target specific industries, preparing students to become valuable contributors in those industries, and providing outreach support and educational opportunities to companies and their employees. Centers focused on specific industries include the Richard S. Brantley Center for Risk and Insurance, the Center for Financial Planning, the Energy Center, the Institute for Health and Human Services, the Center for Applied Research on Emerging Technologies, and two proposed new centers: the Appalachian Center for Mountain and Steep Slope Viticulture, and the Center for Economic Research and Policy Analysis. Industry-focused academic programs include: Accounting, Actuarial Sciences, Apparel and Textiles, Appropriate Technology, Art Management, Building Sciences, Computer Information Systems, Computer Science, Criminal Justice, Electronic Media/Broadcasting, Finance and Banking, Graphic Design, Graphics Arts and Imaging Technology, Healthcare Management, Hospitality and Tourism Management, Industrial Design, Interior Design, International Business, Music Industry Studies, Recreation Management, Risk Management and Insurance, Technical Photography, Theatre Design and Technology. Appalachian’s first
Professional Science Master’s (PSM) degree—in Instrumentation and Automation—enrolled its first students in Fall 2007. Other PSMs are in development.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

ASU has a long history of providing programs that support new and emerging industries and is often ahead of the curve in some areas, e.g. renewable energy (via the Energy Center and the Appropriate Technology programs) and a popular international business major that has more than 170 students enrolled. These programs are multi-disciplinary and involve significant cross-campus and inter-institutional collaborations. Effectiveness of these programs includes participation rates and direct feedback from participants.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

No obstacles are perceived.

b. **New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

**Wine Production and Management Degree**

A Bachelor of Science degree in Wine Production and Management is in the final approval process. The interdisciplinary curriculum includes course work in applied science (biology, botany, chemistry, viticulture, enology), business (entrepreneurship, sustainable business practice and small business management) and professional skills (GIS, technical writing). In addition, the program has a global component through established collaborations with the University of Udine (Italy), University of Bordeaux (France), and Technical University of Lisbon (Portugal). The new program will be a major partner in North Carolina's growing wine industry through faculty research, student internships, and the strategic placement of graduates in key positions that will have a significant impact on the development of the industry.

**Certificate in Economic Development**
A graduate certificate in economic development is being created to serve the needs of local communities in western North Carolina. The 18-credit certificate will insure that recipients have a good understanding of economic development issues. Participants will take courses in economic development, local government administration, planning theory, grant writing, environmental policy, group facilitation techniques, and public management.

c. Programs related to this section that should be combined or eliminated.

Existing stand-alone course work in enology and viticulture will be combined into the new Bachelor of Science in Wine Production and Management.

The graduate certificate will combine selected existing course work from the Master of Public Administration and the Master of Arts in Geography.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

The Bachelor of Science in Wine Production and Management is slated for implementation in Fall 2009.

Implementation of the Certificate in Economic Development is scheduled for Fall 2009 under the aegis of the Department of Political Science and Criminal Justice. Given the projected demand for the certificate, one additional faculty line will be needed.

4. Promoting Arts [Recommendation 4.4.4.—UNC should promote the arts and cultural enrichment in all regions of the state.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

*Arts, Cultural Enrichment Opportunities, and Co-Curricular Activities*

The arts and cultural enrichment opportunities are numerous and varied and respond directly to “enhancing the economic transformation and community development” of our region and state. Academic programs in the Hayes School of
Music and the Departments of Art and Theatre and Dance, as well as the Industrial and Interior Design programs housed in the Department of Technology, and offerings sponsored by The Office of Arts and Cultural Programs, greatly enrich the lives and welfare of the people in our community. In addition, the Turchin Center for the Visual Arts, the largest facility of its kind in western North Carolina, eastern Tennessee, and southwestern Virginia, provides a home for world-class visual arts programming and offers arts outreach programming through the Community Art School.

Performances, exhibitions, films, and Forum Series events presented on campus in multiple venues provide for significant outreach opportunities that number well over several hundred each year. The Appalachian Journal, the Cold Mountain Review, and the Undergraduate Journal of Historical Research are scholarly works that are unique and support the region. Arts and cultural events attract individuals to the area, which encourages economic growth.

Co-curricular activities address community needs and concerns, and promote entrepreneurship initiatives in the region. These initiatives include, but are not limited to: Cannon Music Camp, the Center for Appalachian Studies, the Pilates Teacher Training Program, and Community Art School. Many programs are multi-disciplinary, involve significant cross-campus and inter-institutional collaborations, and provide visible and public examples of faculty expertise being shared with the community.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

ASU’s Arts and Cultural programs are successful in large part due to the strong support from ASU faculty, staff, and administration as well as the support received from the residents of the region. Appalachian is also building an international reputation in combining the arts with mental health interventions through programs like Expressive Arts Therapy and Music Therapy. The effectiveness of these programs is assessed through participation rates and feedback from participants and program providers.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

Effectiveness can be improved by reconfiguring all arts-related fields into one more conspicuous and comprehensive unit such as a College of Visual and Performing Arts. Effectiveness can further be improved by hiring a
Director of Arts Publicity who would promote all of the visual and performing arts areas. The arts areas can enrich the culture only to the extent that the public is made aware of the events/publications offered. The breadth and depth of programs offered can be increased by obtaining financial support from public and private sources (including federal grants), encourage broader participation in arts and cultural programs, increase engagement and further develop collaborative inter-institutional collaborations that would support regional arts. The lack of adequate studio, classroom, laboratory and office spaces hinders the growth and enhancement of the arts on campus and in the region.

b. **New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

No new programs are planned at this time.

c. **Programs related to this section that should be combined or eliminated.**

Not applicable since no new programs are planned.

d. **Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).**

Not applicable since no new programs are planned.

5. **Communicating Faculty Expertise on Important Community Issues [4.4.5.—UNC should facilitate inclusive discussions on important community issues.]**

a. **Existing programs, initiatives, or activities that respond to this recommendation.**

**Successful Existing Programs**

Appalachian State University has a wide-variety of programs that use the faculty’s expertise to address issues deemed important by the community. In this region, those issues of concern to the community tend to relate to economic development, the environment and health-related issues. Some of Appalachian’s programs that focus on these issues are the Appalachian Regional Development Institute (ARDI), the Communications Disorders Clinic, Research related to
Stream Erosion/Restoration, and the Yadkin Valley Watershed, the NC Poultry Energy, Environmental, and Economic Promotion and Sustainability Program (NCPEEEPS), the Center for Public Policy, the Appalachian Center for Steep Slope Viticulture and the Small Business and Technology Development Center (SBTDC).

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Appalachian State is able to facilitate a multitude of inclusive discussions with the community based on the “community-centered” culture that has represented the University since it began. Faculty at Appalachian are as much a part of the community as they are part of Appalachian, often serving in elected positions and on community boards, allowing them to identify those issues that need the most immediate attention. Effectiveness of programs is assessed through feedback from participants and service providers.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

The main obstacle to continuing discussions with the community is faculty resources to enable them to have the time and funds to effectively query the community as to what issues next need to be addressed. Reductions in faculty teaching loads will permit more faculty involvement.

b. **New Programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

No new programs are planned at this time.

c. **Programs related to this section that should be combined or eliminated.**

Not applicable since no new programs are planned.

d. **Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).**

Not applicable since no new programs are planned.
E. Health

A number of Appalachian’s current academic programs train health professionals and actively address the health and wellness needs of North Carolina’s citizens. The University has a long history of utilizing data from state health needs, health professional shortages, and university strategic planning to coordinate health-related programs, to promote interdisciplinary activity, and to facilitate community engagement and outreach. In 2005, Appalachian began an RN to BSN program to address an identified nursing shortage, and established The Institute for Health and Human Services to coordinate Appalachian’s programmatic offerings in health and human service disciplines. The purpose of the Institute for Health and Human Services is to broaden the student base interested in health and human service disciplines; to increase clinical internships and other applied training opportunities; and to promote research, training, and service collaborations with other disciplines, institutions and community partners. In addition, the future College of Health Sciences will further coordinate existing health-related campus disciplines, and will formalize a cooperative effort with the Appalachian Regional Health Care System to better address North Carolina health care needs. Workforce, and state and regional health needs assessments will direct development of any future programs such as a proposed Ph.D. program in Rural Clinical Psychology.

1. Improving Health [Recommendation 4.5.1.—UNC should lead in improving health and wellness in North Carolina; Recommendation 4.5.2.—UNC should educate more health professionals; Recommendation 4.5.3.—UNC should lead in utilizing health information to improve health and wellness in North Carolina.]

(a) Existing programs, initiatives, or activities that respond to this recommendation.

The Institute for Health and Human Services (IHHS)

This Institute includes Divisions of Research, Clinical Services, and Community Outreach; ASU Health Promotions and Counseling for Faculty and Staff; and the NC Be Active-Appalachian Partnership. IHHS leverages campus expertise to address the health-related needs of ASU, the local community, and NC by providing health services, and utilizing and contributing to health information. Examples include: delivery of mental health services in the high school, needs assessment to understand and address drinking and driving in the county, program evaluation of regional methamphetamine abuse treatment, promotion of physical activity in western NC, maintenance of NC child welfare databases, and provision of professional development opportunities and student training opportunities.
i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Interdisciplinary research and clinical collaborations will be facilitated, as demonstrated by The NC Methamphetamine Treatment Program and Evaluation, the Watauga High School Assessment Center, and the interdisciplinary treatment model that will be used by the clinical services occupying University Hall. Inter-institutional collaborations, as demonstrated by the NC Child Welfare Collaborative, and outreach and engagement as demonstrated by the NC Be Active-Appalachian Partnership, occur now and will increase in number and scope. All IHHS Divisions and Programs have advisory committees; external funding sources, and work plans to assess efficient and effective execution.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

The current reward and incentive system does not often support community and state outreach efforts. Fiscal policies that allow for IHHS to retain a greater percentage of funds generated by grants and contract could be invested in UNCT recommendations related to health allowing for expansion and enhancement of efforts.

**Human Performance Lab, Department of Health, Leisure, and Exercise Science**

The ASU Human Performance lab provides equipment and personnel to prepare exercise science and health promotion students to enter the workforce as health-fitness professionals. The multidisciplinary lab (Health Leisure and Exercise Science, Leadership and Educational Studies, Family and Consumer Sciences, Psychology, Biology, and Chemistry) focuses on innovative research that improves health and wellness in North Carolina, the U.S., and beyond. The lab also provides immunonutrition support for the community and for athletes to counter immune suppression and infection induced by mental and physiological stress. Researchers are currently working with several companies to study unique food components such as quercetin, omega-3 fatty acids, beta-glucan, and tea extract that may support new product and beverage formulations to improve health.
i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

Because the primary function of the laboratory is research, effectiveness is assessed by the level of sponsored program support ($4 million during past 15 years), and research publications (average of 10 peer-reviewed papers per year since 1990). Additionally, the applied component is assessed with the number of community members served (e.g., research participants receive individualized health feedback).

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

The major barrier to enhanced success is the size limitation of the current laboratory restricting the addition of equipment and personnel. This problem will be addressed when the lab moves into a larger area in the new College of Health Sciences Building.

North Carolina Comprehensive School Health Training Center (NCSHTC)

The School Health Training Center is funded by the NC Department of Public Instruction and the Centers for Disease Control and Prevention (CDC). The primary mission is to plan, market, implement, and evaluate professional development for teachers, nurses, counselors, administrators, and public health educators in NC. To enhance dissemination of effective curricula and instruction, the Center maintains a cadre of trainers. Additional activities include publication of instructional materials, advocacy for quality programs, and dissemination of research and reports.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

The NCSHTC has been cited by the CDC as a model program for professional development in Health Education. To assess effectiveness, the Center utilizes process evaluation of the Center’s objectives. The program does not need to be expanded.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).
There are no significant barriers to enhance the success of the programs.

(b) New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

**College of Health Sciences**

A College of Health Sciences will be established initially comprising six existing units on campus (Nursing, Social Work, Health Care Management, Communication Disorders, Food and Nutrition, and Health, Leisure, and Exercise Science). Subsequently, based upon workforce needs assessments, additional health profession programs will be added. The new College is a cooperative effort between Appalachian and the Appalachian Regional Health Care System with the latter providing the land to site the College.

**Ph.D. in Rural Clinical Psychology**

The Psychology Department is currently seeking internal permission to plan a Ph.D. program in Rural Clinical Psychology to prepare scientist-practitioner psychologists to practice, consult and conduct research in rural community settings. A Rural Clinical Psychology Ph.D. program at ASU would address the dearth of behavioral and mental health professionals in rural NC. Efforts would be made to encourage applications from individuals native to rural NC given such recruitment often relates to retention. Faculty and students would leverage their expertise to serve the citizens of NC and to disseminate scientific scholarship to inform government officials, the public, scientists and practitioners.

**Childhood Obesity Intervention and Education Program**

An interdisciplinary team of faculty, led by the Department of Health, Leisure and Exercise Science, is currently pursuing a federal grant application to support a Childhood Obesity Intervention and Education Program in rural Ashe, Avery, and Watauga Counties, NC. The grant program will target children age 8-11, and will include a comprehensive pre/post physiological assessment, family-based nutrition education and preparation (shopping/cooking/meal preparation), and an activity component that will have both cardiovascular (aerobic) and resistance training (anaerobic) elements integrated with life-long leisure activity skill development in a family context.
(c) Programs related to this section that should be combined or eliminated.

Regarding the College of Health Sciences, no programs will be eliminated; the six existing programs will be combined to form the new college.

Costs of the new Ph.D. program will be minimized by eliminating the existing terminal masters program in Clinical Health Psychology. Interdisciplinary collaboration with Social Work, Anthropology, and Community Counseling will enhance efficiency as well as the interdisciplinary quality of Ph.D. candidate training.

The Childhood Obesity program will initially be funded by an external federal grant for the three year grant period. Numerous partner agencies have agreed to allocate budgetary resources over the three year period which will enable them to sustain their respective programs after the grant program cycle is completed. In addition, the current initiative builds upon a pilot program currently supported by some internal funding. The external funds and community partner commitments will suspend the need for continued ASU financial support.

(d) Implementation strategies, plans and timelines where appropriate
(include department/position responsible for implementation, and identification of resources/costs).

The new College of Health Sciences should be constructed by fall, 2011. Academic Affairs and Business Affairs will be responsible for planning and construction of the building. The primary source of funds will be state appropriations.

Pending ASU internal approval of the Ph.D. program and external NC General Administration’s approval of the Authorization to Plan document, the Department of Psychology will apply for authorization to establish the program in the fall of 2009. The first incoming class of Ph.D. students would arrive in the fall of 2011, and would graduate in 2016. The Chair of Department of Psychology, the Graduate Programs Coordinator for the Department of Psychology, the Dean of the College of Arts & Sciences, the Dean of Research and Graduate Studies, and the Provost will be responsible for program implementation and monitoring accountability and effectiveness. Internal resources from the eliminated MA program will be transferred to the Rural Clinical Psychology Ph.D. program. Department of Psychology faculty will maintain and improve existing contracts with community agencies, will seek training grants from community agencies,
and will pursue external research grants and contracts. In addition, ASU administrators have agreed to allocate necessary funds to develop and maintain this program.

If funded, the Childhood Obesity program will begin by January 2009 and end in December 2011. A grant board will monitor the progress of the grant program. Appalachian State University will control the fiscal aspects of the grant program and establish a Special Funds Account for that purpose. Semi-annual grant reports and an annual presentation will be made to the granting agency.
F. Environment

From its founding in 1899, Appalachian has been integrally and intimately part of its beautiful and ecologically diverse natural surroundings – both shaping and being shaped by its unique environmental heritage. The Appalachian Spirit is manifest in ways beyond football weekends and alumni gatherings, it is intrinsic to the types of faculty, staff, and students attracted to the university, the design of its built environment, and outstanding academic programs that have evolved over its history. The faculty, staff, students, and administration are in concert in making Appalachian the environmental standard setter within the UNC System and for being recognized nationally as a premier environmental university. With signature programs in Sustainable Development, Appropriate Technology, Green Building Construction Management, Environmental Economics, Environmental Science, and Environmental Policy, Appalachian has built a uniquely outstanding foundation of academic programming. With scores of faculty engaged in cutting edge, basic and applied research focused at the nexus of renewable energy, environmental sustainability, and economic analysis, new knowledge is emanating from its labs and being applied across the state in addressing pressing environmental problems. With the student body voting by over a 90% margin to increase its fees an additional $5 per semester to fund renewable energy projects on campus, the students have shown a real commitment to environmental sustainability.

1. Improving Campus Sustainability [Recommendation 4.6.1.—UNC should embrace environmental sustainability as a core value among its institutions.]

   a. Existing programs, initiatives, or activities that respond to this recommendation.

   Sustainability Committee

   A campus wide Sustainability Committee representing academic affairs, business affairs, and student affairs has been appointed to recommend to the Chancellor actions to improve the energy and environmental profile of the University.

   i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

   ASU already has made significant strides toward improved sustainability. This new committee will facilitate communication across the campus, provide new energy and ideas into the campus planning processes, and highlight the commitment of the administration to environmental excellence in all things associated with ASU.
Committee’s effectiveness will be measured initially by the plan developed to reduce the campus’ carbon footprint and ultimately by the actual reduction of that footprint. Additional measures could include the percentage of University purchases from within a 100 mile radius of the campus, the number of LEED certified new and renovated buildings built, and the increase in number of graduates of environmentally focused academic programs.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

None perceived. The campus community is eager to engage this issue.

b. New programs, initiatives, and activities needed to respond to this recommendation.

*Sustainability Officer*

This Officer will be appointed at an administrative level to allow for coordination and direction of campus improvements that reduce the University’s environmental footprint. The responsibilities of this position would include administrative responsibility for the Physical Plant, Motor Pool, and new construction. S/he would serve as staff to the Sustainability Committee thereby participating in decisions regarding purchasing, academic programming in the environmental arena, student environmental programming, liaison with environmental sustainability programs and initiatives, work with ASU Foundation to encourage investment in environmentally sustainable assets, and assist Public Affairs mount a campaign about these initiatives that legitimately make Appalachian a premier environmental university.

c. Programs related to this section that should be combined or eliminated.

It is possible that some of the existing positions in the Physical Plant would be reconfigured to create this position or moved into this new office.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

This position could be advertised as early as July 2008 and filled by August 2008. Funding for the position would come from state appropriations. It is estimated
that the position along with administrative support would cost approximately $150,000 to $175,000. The Chancellor’s Office would be responsible for initiating the search.

2. Leveraging and Focusing Faculty and Campus Expertise in Addressing Energy, Environmental Challenges [Recommendation 4.6.2.—UNC should leverage its existing research expertise to address critical environmental and energy issues.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

Basic Research

Provide additional support for basic research capability in nanotechnology materials research, ion trap lab research, and GIS imaging. These are basic research niches at ASU that are most promising in generating significant external research funds. Current faculty members have active research already underway in these areas with tremendous potential for break-through solutions to energy and environmental problems.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

These basic research areas offer very promising returns on small investments in time and research support. They are also areas that address current dilemmas in advancing knowledge in renewable energy and sustainability. Assessment of the research will be done by the number of peer reviewed publications, external grants acquired, and patents obtained.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

None perceived. Building upon existing strengths is a win-win.

Ongoing Technical Assistance

Better coordinate and publicize the ongoing technical assistance currently underway that addresses pressing energy and environmental issues. These include (but are not limited to) the ASU Energy Center, wood resource research and
analysis, the Poultry Economic Energy Environmental Promotion and Sustainability (PEEEPS) program, the Elk Knob Community Project, the Flood Visualization project, the Wetlands Restoration project, climatological research for the ski industry, building efficiency research, biofuels research, economic analysis of environmental options, and water resources research.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

ASU has established itself as a center for cutting edge applied research focused on major energy and environmental issues. With the development of the RIEEE, this will only expand. The applied research will be assessed by the increase in grants and contracts acquired by these programs.

ii. **Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).**

None apparent.

b. **New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).**

**Research Institute for Energy, the Environment, and Economics (RIEEE).**

The Research Institute for Environment, Energy, and Economics will facilitate basic and applied research in fields relating to energy, environmental issues, and economic analysis. The Institute will achieve this objective by providing research opportunities, research space, and a support structure for the Centers that operate under its organizational structure. In addition, the Institute will facilitate research and educational outreach activities with public schools, community colleges, and the general public. The Institute’s framework was created by a group of interested and committed faculty who discussed possibilities for over a year. The focus on environment, energy, and economics resulted from an environmental scan of the research and scholarly enterprise at Appalachian which revealed a critical mass of faculty already working in those areas.

c. **Programs related to this section that should be combined or eliminated.**
The RIEEE will be the vehicle that coordinates the activities mentioned in the previous response. As such it will provide administrative support services to these disparate activities across campus.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

The UNC General Administration has provided $120,000 to the RIEEE initiative and the University has matched this with $60,000. It is anticipated that the total cost will be in the neighborhood of $200,000. The Dean of Research and Graduate Studies has responsibility for implementation.

3. Increasing Public Education Programs about Environment, Sustainability
[Recommendation 4.6.3.—UNC should increase community awareness of environmental and sustainability issues.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

Basic Research

Expand upon existing academic programs in sustainable development, appropriate technology, building science, and environmental policy.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

ASU has a unique niche with the UNC System in environmental education established over the past twenty years. An increase in majors, graduates, and faculty in these programs will be the effectiveness measure.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

Since the administration has already committed itself to this direction, no obstacles are anticipated.
Appalachian Community Together (ACT) [See D.1.a. for additional information on ACT]

The Appalachian Community Together (ACT) programs in environmental awareness and engagement serve as a model for universities. Examples include the Blue Ridge Parkway Corps, the Plemmons Student Union Greening Committee, the “Don’t Throw it Away” initiative to encourage reuse of residence hall furnishings, and other regular environmental awareness events throughout the year.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

The student body is committed to environmental sustainability. This is evidenced by the Renewable Energy Initiative wherein the students tax themselves an additional $5.00 per semester to promote renewable energy projects across campus such as a biodiesel pump for the local mass transit system and solar thermal panels on the student union. The increased number of students engaged in these efforts and the increased number of sustainability programs offered will be the effectiveness measures.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

None perceived.

b. New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

General Education Program [See Section A.1.b. for additional information on the General Education Program]

This program has a “Global to Local” theme embedded within it. Two of the three learning objectives within this theme relate specifically to environmental literacy, thereby assuring that students have essential preparation in

c. Programs related to this section that should be combined or eliminated.
The new General Education Program will replace the current General Education Program.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

See Section A.1.b., General Education.
G. Outreach and Engagement

Appalachian’s significant engagement with the northwestern counties of North Carolina has expanded in the last decade to encompass not only the State but also the Appalachian region in contiguous states. By deploying faculty and student expertise, time, and enthusiasm in the service of solving the region’s problems and enhancing the quality of life in the surrounding community, the University fulfills its role as both a major rural university and a UNC campus that serves the needs of North Carolina.

1. Mechanisms (Faculty Rewards Systems) for Applying, Translating, and Communicating Faculty Expertise [Recommendation 4.7.1.—UNC should apply, translate, and communicate research and scholarship to broader audiences; Recommendation 4.7.3.—UNC should create a mechanism for applying research and scholarship to addressing significant regional and statewide issues.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

**Chancellor’s Council on Institutional Competitiveness and Appalachian Regional Development Institute**

Two initiatives at Appalachian State University are aimed at identifying research with clear and defined applications that can be communicated effectively to the community. The Chancellor’s Council on Institutional Competitiveness systematically brings together Advancement, Research and Sponsored Programs, Economic Development and the offices of State and Federal Relations in order to develop proposals in a collaborative, rather than duplicative manner. In addition, the Appalachian Regional Development Institute (ARDI) is charged with meeting with the Deans, Chairs and other faculty across campus in order to inventory ongoing applied research efforts in order to create a single portal for information dissemination.

i. **Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).**

Both the Council on Competitiveness and ARDI are essential first steps toward bringing the research enterprise to bear on the needs and issues facing the immediate region and the state. The collaboration of these two groups is a major strength. Effectiveness of this collaboration will be assessed by the success of federal agenda requests, the level of funded
research involving faculty and community partners, the number of peer-reviewed publications resulting from the research, and an increase in university-community collaborations.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

The major barrier to enhanced success is inadequate communication between and among academic researchers and economic development groups. The Council on Institutional Competitiveness is in its first year of existence; as it matures, some of the communication barriers will naturally fall. ARDI has taken a significant step toward better communication with academic departments by meeting with faculty and department chairpersons.

**NC Center for Applied Public Policy**

In conjunction with nine other UNC-system schools, Appalachian State is participating in the creation of the North Carolina Center for Applied Public Policy. This Center will conduct independent analysis of state-wide policy issues by harnessing faculty expertise throughout the participating Universities. In addition, the Center will focus on translating faculty research from the campuses to the State in ways that are accessible and useful without losing its complexity.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

The Center will provide previously unavailable independent oversight. Effectiveness will be assessed through participant evaluations and feedback.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

North Carolina has been slow in its development of the Center for Applied Public Policy. In addition, there is the need for funding to be committed by the legislature. A number of other states already have accountability measures of this kind.
Inventories and Publicity

Appalachian State has been translating and communicating its ongoing research and scholarship to the community through three avenues: The University Research web page, a top-tier page of Appalachian’s web site, with information about faculty research and links to Appalachian’s research centers and major initiatives; Appalachian Explorations, a twice yearly publication with a circulation of 60,000 readers. The publication includes feature stories about important faculty research and scholarship, and provides contact information on the featured faculty members; and the Directory of Service, Outreach and Engagement, which lists more than fifty university programs or resources available to the public related to community service outreach, educational outreach and support economic development support and health and human services programs. It is provided to businesses, non-profit organizations and others in the region served by the university.

i. Strengths of the program (including how its effectiveness is assessed and whether it should be expanded or enhanced).

A research inventory not only promotes activities and programs to citizens in the service region, it opens dialogue among university units regarding greater collaboration on programs and activities. Another major strength is the incorporation of Appalachian Explorations into the University’s alumni magazine, effectively guaranteeing that information about Appalachian’s research initiatives is disseminated to nearly 60,000 readers. Effectiveness will be assessed by the level of sponsored program support for collaborative projects and number of peer-reviewed publications as well as through the number of community-based projects undertaken and completed.

ii. Obstacles and barriers to enhancing the success of the program, if any (include steps that will reduce these barriers).

A major barrier is the fact that the breadth and scope of university research, services, and outreach have not been adequately mapped and communicated both within the institution and to the larger constituency. The planned research directory is the first and most significant step toward reducing this barrier.
b. New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

The Directory of Applied Research and Economic Transformation lists ongoing faculty research and scholarship with clear implications for solving community, regional, and state problems. The publication provides contact information, giving the community and the wider public a reference for identifying faculty expertise at Appalachian.

c. Programs related to this section that should be combined or eliminated.

No programs will be combined or eliminated.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

The Directory of Applied Research and Economic Transformation is in the production stages and will be ready for distribution by late Summer 2008. Units responsible for implementation are the Chancellor’s Office and the Graduate School. The cost of producing and distributing 2500 copies is approximately $5000. The Directory will be provided to elected officials, community groups, foundations, and school districts in Western North Carolina.

2. Plans for Scholarly Public Service [Recommendation 4.7.2.—UNC should develop a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

This initiative will be covered in the Phase II Response in the review of the tenure and reward system.

b. New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

No new programs are planned at this time.
c. Programs related to this section that should be combined or eliminated.

Not applicable since no new programs are planned.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

Not applicable since no new programs are planned.

3. Communication Mechanisms and Systems [Recommendation 4.7.4.—UNC should communicate its resources and expertise to wider audiences.]

a. Existing programs, initiatives, or activities that respond to this recommendation.

See Section G.1.a. above for information about current Inventories and Publicity.

b. New programs, initiatives, and activities needed to respond to this recommendation (including those in planning but not yet implemented, if any).

See Section G.1.a. above.

c. Programs related to this section that should be combined or eliminated.

No programs will be combined or eliminated.

d. Implementation strategies, plans and timelines where appropriate (include department/position responsible for implementation, and identification of resources/costs).

See Section G.1.d. above.
H. Changes to Internal Policies and Processes

Included here are responses for the subsections on Efficiency (5.6) and Interdisciplinary and Inter-Institutional Collaborations (5.7).

Efficiency

Position metric

The University utilizes an in-house position metric as a tool to measure the faculty resource needs of academic units to ensure faculty positions are allocated in a manner corresponding to student demand for courses originated by the academic unit. Inputs to the metric include hiring salary estimates, faculty workload, average class size, and course coverage by faculty appointment (i.e., tenure track or non-tenure track). The corresponding faculty productivity data generated by the inputs are benchmarked against appropriate peer measures from the Delaware Cost Study reports, UNC System enrollment growth funding formula, and actual productivity of the department in determining relative needs of academic units.

Operating budgets

In a manner consistent with the position metric, base operating budgets are assigned to academic units using objective quantifiable inputs that are intended to be primary determinants of the relative need of the unit. Primary inputs are student credit hours generated and the number of faculty positions assigned to a unit. The approach allows budgets to fluctuate based on the relative needs of the units as demand for programming and resulting faculty level assignment changes.

Space management

In 2005, the university purchased a space management system, Series 25 from CollegeNet, which has revolutionized how campus instructional space is managed and planned. Classroom and laboratory space utilization data have informed decisions about class scheduling, building renovation, and building design. An example is the simulation of instructional space utilization within the College of Education building currently in design, with the resulting guidance of how to design the building for optimal utilization.

Off campus programs
The University’s willingness to offer programs through distance education has allowed it to grow in enrollment to meet targets that have been set. Growth at off-campus locations has allowed more modest steady growth on its geographically constrained main campus. The slow growth allows the University to focus on more efficient use of its own existing space and simultaneously allows more efficient use of existing space within the Community College System.

**Energy saving initiatives**

A leading program is the Renewable Energy Initiative (REI), initiated by students in 2004, when they voted overwhelmingly to charge themselves a $10 per year student fee that provides funding for several energy-related projects. Projects include the purchase of a biodiesel fuel tank for use by the local transit system, AppalCART, and a majority of University vehicles that can use B20 biodiesel fuel, thereby substantially reducing pollution and CO₂ emissions. Another REI initiative involves the installation of a wind turbine, or windmill, on the Appalachian campus that produces 150,000 kilowatt hours.

Several energy saving initiatives have occurred as part of PACE-related activities. Appalachian State University’s PACE initiatives include several efforts directed at finding long-term savings and cost avoidance via more efficient use of energy. One the first actions involved hiring an Energy Manager who reports to the Director of the Physical Plant and is responsible for recommending practices that save energy and protect the environment. A second initiative involves replacing older T-12 magnetic-ballast florescent lighting with new and more efficient T-8 electronic-ballast florescent lighting, providing significant savings both in the short term and particularly by 2011-12. A third initiative involves the release of Appalachian’s first Energy Performance Contract Request for Proposal on May 1, 2008 that may yield over $3 million in infrastructure improvements and energy savings over 12 years particularly by replacing older chillers with more energy efficient models. The PACE report also recommended an increase in force construction limits to $200,000 from $125,000. Utilizing the new limits, Appalachian was able to complete emergency condensate line repairs and replace a failing steam man hole for a significantly reduced price than previous lowest quotes.

**Interdisciplinary and Inter-Institutional Collaborations**

**Campus Compact**

Appalachian is a charter member of Campus Compact, a 38 member organization that works closely with staff, faculty and students to build service-learning, community service, and volunteerism on that campus, connecting members with people and program resources across the network. Chancellor Peacock serves on their Executive Board.
Energy Center

The Energy Center was formed in 2002 as an applied research group to provide research support for faculty, staff, and the State Energy Office of North Carolina. The Center maintains working relationships with the NC Fuel Cell Alliance, The Renewable Energy for Economic Development Alliance, the NC A&T University Center for Energy research Technology, and the NCSU Solar Center.

The Human Performance Laboratory

The Human Performance Laboratory conducts innovative research designed to improve the health and wellness, and maintains partnerships with Vanderbilt University, University of South Carolina, Quercegen Pharma, Coca-Cola, the Gatorade Sports Science Institute, the Cooper Institute, and Cosmed.

Snowfall Prediction Project

Dr. Baker Perry's "Improving Snowfall Forecasts" project has implications for more efficient and effective snow removal operations, increased skier visits to North Carolina ski resorts, and improved protection of life and property. Appalachian State is the lead institution, with a list of major partners that includes NCSU, UNCA, the NC State Climate Office, National Weather Service, two ski resorts, and Grandfather Mountain.

Effects of Climate Change on Costal Resources Project

The project measured the impacts of climate change on property values, recreation, and quality of life in North Carolina. Dr. John Whitehead, Professor of Economics at Appalachian State, collaborated with researchers at East Carolina University, UNC Wilmington, and the Potsdam Institute for Climate Research in Germany

University of Kentucky Center for Clinical and Translational Science Partnership

This new partnership with the University of Kentucky Medical School is designed to provide collaborative research opportunities between the faculties at Appalachian and the University of Kentucky, and to assist the new College of Health Science faculty to become proficient practitioners of translational science.

Holland Fellows Program

The William R. Holland Fellows Program for Business Study in Asia is a partnership
between Appalachian State University and Fudan University for the purpose of creating teams of Chinese and American students working jointly on business topics and then presenting their results to Chinese and American business leaders.

**Appalachian Learning Alliance**

The Appalachian Learning Alliance is a partnership between Appalachian State University and ten regional community colleges in western North Carolina. The Alliance is specifically designed to meet identified baccalaureate and graduate degree needs by providing degree-completion programs on the community college campuses. The Appalachian Learning Alliance is intended to meet local and regional education needs and work force development requirements.

**Hickory Initiative**

The University is currently working in cooperation with higher education centers in the greater Hickory Unifour region and western NC four-year institutions to offer a variety of graduate and undergraduate degree completion programs, including full-time daytime programming, managed through a coordinated regional planning structure.

**Western North Carolina Library Network (WNCLN)**

WNCLN is a twenty-two year old collaborative project among Appalachian, Western Carolina University and UNC-Asheville. The Network maximizes the library resources available to the faculty, students, and staff of three schools by sharing a common online catalog, utilizing library faculty and staff expertise, and operating a three-times per week interlibrary delivery service. The sharing of resources via the delivery service provides in excess of $1,000,000 in cost avoidance among the schools.

**NC Gerontology Consortium**

The North Carolina Gerontology Consortium (NCGC) consists of 11 UNC system campuses that have agreed formally to share resources through distance education formats to enhance gerontological and geriatric education and training of the workforce that serves North Carolina's aging population. Although the NCGC does not offer degrees, it works to simplify registration for courses and to facilitate credit transfer between member institutions. Members of the NCGC are ASU, ECU, UNC-CH, NCSU, UNCA, UNCC, UNCG, UNCP, UNCW, WCU, and WSSU.

**Electron and Ion Beam Nanoscience**
The Russell Electron and Ion Microscopy lab (in the Dept. of Physics and Astronomy) has ongoing collaborations with NCSU, Duke, University of Tennessee, Army Research Office, Oak Ridge National Labs (Center for Nanometer Science), Applied Materials Corporation, Oxford Instruments, Hitachi High Technologies, and Eastman Chemical. All collaborations are based on the development and application of electron and ion beam nanoscience and nanotechnology.

**Optimization of NC Biodiesel Production**

The Optimization of NC Biodiesel Production project focuses on studying alternative feedstocks and testing efficient and economical production processes. The project has the potential to position North Carolina as a leader in biofuels production. Dr. Jeff Ramsdell of Appalachian State University leads the research team in partnership with the Catawba EcoComplex, Foothills Bio-Energies, North Carolina Solar Center, and scientists at NCSU.

**UNC German Studies Consortium**

The UNC German Studies Consortium is a formal agreement among participating UNC institutions (ASU, ECU, NCSU, UNCA, UNCG, UNCW, WCU) to facilitate the sharing of resources to enhance German Studies, principally in offering upper level German classes each semester. The Consortium explores and encourages the development of emerging technological media for further cooperative course sharing and teacher training, and sponsors inter-institutional events that expand the educational and cultural opportunities of students.

**NC Child Welfare Education Collaborative (NCCWEC) and Appalachian State University's Social Work Program**

The Social Work Program at ASU is 1 of 6 public universities in North Carolina helping to change the standard for North Carolina Child Welfare by increasing the number and diversity of well-trained and highly committed Bachelor of Social Work (BSW) graduates and Masters of Social Work graduates employed in child welfare in local county departments of social services (DSS). Participating institutions are ASU, ECU, NCSU, NCA&T/UNCG joint program, UNCCH, UNCW.

**North Carolina NAEP: Improving Mathematics Content and Methods Courses (NC-NAEP)**

The NC-NAEP Project is a collaboration among four-year universities and community colleges to improve mathematics content and methods courses at all institutions involved
with teacher education programs. Personnel include faculty from ASU, UNCC, UNCW, Wilkes CC, Mayland CC, and teachers from Parkway Elementary School in Watauga County. The purpose is to help pre-service and in-service teachers: 1) improve their mathematical content knowledge; 2) improve their understanding of how to use effective methods to teach mathematics to children; 3) become aware of the purposes for, and uses of, NAEP; and 4) learn how to use NAEP data to improve their mathematics teaching.
Appendix A

Draft of Strategic Plan
University of North Carolina Statement of Mission (NC General Statutes, Chapter 116-1)

The University of North Carolina is a public, multi-campus university dedicated to the service of North Carolina and its people. It encompasses the 16 diverse constituent institutions and other educational, research, and public service organizations. Each shares in the overall mission of the University. That mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the educational process; and through public service, which contributes to the solution of societal problems and enriches the quality of life in the State. In the fulfillment of this mission, the University shall seek an efficient use of available resources to ensure the highest quality in its service to the citizens of the State. Teaching and learning constitute the primary service that the University renders to society. Teaching, or instruction, is the primary responsibility of each of the constituent institutions. The relative importance of research and public service, which enhance teaching and learning, varies among the constituent institutions, depending on their overall missions.

Appalachian State University Draft Statement of Vision (November, 2007)

Appalachian aspires to be a model 21st century nationally-recognized university combining the best characteristics of liberal arts and research institutions by resourcefully blending teaching and scholarship. To achieve that objective, Appalachian is committed to attracting, educating, and graduating the best students and to producing the highest levels of scholarship. Additionally, the university will provide excellent value; will be an influential world citizen; and will develop a distinctive identity built on the university’s strengths, location, and tradition.
Appalachian State University Draft Statement of Mission (November, 2007)

Established in 1899 as Watauga Academy, Appalachian State University has evolved into a preeminent university located in a unique, rural mountain environment. As a member of the University of North Carolina, Appalachian’s fundamental mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is achieved by providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers; offering graduate students distinctively relevant programs; maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students and who produce high levels of scholarship and creative activities. Appalachian recognizes that the success of the university depends upon the achievement and cooperation of a diverse community of students, faculty, and staff and strives to implement policies and allocate resources accordingly. We accept our responsibility to be actively involved in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world. As a publicly funded institution, Appalachian is committed to accomplishing its initiatives through efficient and effective resource utilization.

Appalachian State University Draft Statement of Essential Character (Strategic Planning Commission Presentation, January, 2007)

We are a unique institution with a combination of large enrollment, rural location, and high quality.
In many ways we combine the best of a small liberal arts college (e.g., close relationships among staff, faculty, and students) and a large research university (e.g., breadth of programming and scholarship).
Our public identity emphasizes our strong undergraduate curriculum in both liberal arts and professional programs.

Appalachian State University Draft Statement of Core Values (Strategic Planning Commission Presentation, January, 2007)

We believe the success of the university depends upon personal achievement, and we maintain as our top priority appropriate policies and resource allocation strategies to promote student, faculty, and staff development.
We support a culture that promotes diversity, shared responsibility, and mutual respect.
We embrace shared governance.
We emphasize open communication and transparent decision processes.
We have genuine respect for the natural environment and a commitment to principles of sustainability.
**Appalachian State University Draft Statement of Core Assets** (Strategic Planning Commission Presentation, January, 2007)

We have dedicated, active, and innovative faculty, staff, students, and administrators. We have a location in an aesthetically pleasing, culturally and recreationally rich mountain environment and a campus that attracts faculty, staff, and students seeking a high quality of life. We have expertise and programs capable of providing economic, educational, healthcare, and cultural leadership through partnerships with regional and state organizations. We have loyal and supportive alumni and retired faculty and staff. We have a state legislature that historically has valued and supported higher education. We have a history of providing a student-centered university experience, preparing students to be effective, responsible citizens, and providing high-quality instruction at relatively low cost.

**Appalachian State University Strategic Priorities**

**Priority 1:** Create and maintain superior curricula, programs, financial incentives, and intellectual environments to attract, educate, and graduate an exceptional and diverse community of students.

Attracting, educating, and graduating students who are prepared to make positive contributions to the region, state, nation, and world form the primary mission of the University. To achieve this goal, we must have programs that develop real-world capabilities by challenging and extending the intellectual development of our students.

**Initiative 1: Appalachian will attract, retain, and graduate a diverse student body with increasingly distinguished admission profiles.**

Attracting outstanding and diverse students requires the implementation of progressive recruiting strategies, competitive merit-based scholarships and appropriate need-based support, and sophisticated marketing strategies to inform prospective applicants about our innovative learning environments.

**Principal Accountability Indicators**
1) Increase the percentage of entering freshmen with Predicted Grade Point Average (PGPA) above 3.00 to 50 percent.
2) Exceed the mean general GRE/GMAT/MAT score of the relevant discipline for all graduate programs.
3) Increase the six-year graduation rate to 75 percent.
4) Increase the scholarship endowment to $50,000,000.
5) Increase the percentage of underrepresented and international student enrollment to 15 percent.

Initiative 2: Appalachian will intellectually engage students with active, interdisciplinary learning environments and scholarly mentoring.

Research demonstrates that student learning and student success are facilitated by rigorous academic expectations, active curricular and extracurricular learning environments, and close collaboration between faculty members and students on scholarly activities. To enable our students to succeed in and contribute to the 21st century global society, the university will provide multiple opportunities for students to interact with their own communities as well as with other cultures.

Principal Accountability Indicators
1) Implement and assess the General Education program.
2) Attain NSSE senior scores in the top 10 percent of institutions on each of NSSE’s five benchmarks.
3) Achieve participation by all students in at least one experiential learning program (international experience, internship, research, service-learning, creative activities, field experiences).
4) Increase student participation in study abroad programs by 25 percent.
5) Develop workload and merit policies consistent with an enlightened Teacher-Scholar model.

Initiative 3: Appalachian will continually assess and conduct research to improve academic programs and administrative services and identify new program initiatives.

Optimization of our educational programs requires that we specify measurable learning outcomes, rigorously assess student progress toward these outcomes, and modify our curricula, programs, and teaching methods on the basis of results of assessment and institutional research results. Quality assurance in academic programs is accompanied by equal attention to effective and efficient administrative services.

Principal Accountability Indicators
1) Develop and implement learning outcomes assessment by all academic units.
2) Develop and implement program and performance assessment by administrative units.
3) Obtain accreditation or reaccreditation of selected academic programs.
4) Develop and obtain approval to offer new programs to meet the demands of a rapidly changing world.
5) Conduct research and prepare policy analyses to inform university decision makers.
Priority 2: Provide resources to enable all faculty members to perform quality research and creative activities, and enhanced resources in successive, focus areas of strength to enable Appalachian to make sustained and major contributions in those fields.

A fundamental responsibility of a university is the advancement of knowledge through research and creative activities, and great universities are recognized for the scholarly accomplishments of their faculty. To become a nationally recognized university and engage the best students, Appalachian must significantly advance its overall research profile and achieve prominence in selected areas.

Initiative 1: Appalachian will foster success in scholarship across the university.

Broadly promoting scholarship requires that all faculty members have appropriate time, equipment, space, information access, and staff support to enable them to perform at high levels. We will continually monitor research productivity and resource allocation to maintain adequate levels of support in all areas.

**Principal Accountability Indicators**

1) Increase our sponsored program support to $18,000,000.
2) Increase discipline-appropriate scholarly or creative performance (e.g., peer-reviewed publications/products, presentations, performances, student theses, honors).
3) Increase academic support per student FTE to the 80th percentile for Doctoral/Research Universities.
4) Increase funding for graduate research assistantship stipends by 15 percent.

Initiative 2: Appalachian will build nationally competitive research programs in focused areas.

We will systematically identify focus areas that will be targeted to receive enhanced resources in order to facilitate leading edge inquiry in those fields. Program strength and potential to advance the state’s and nation’s welfare will be the selection criteria for these areas. The two areas targeted for enhanced resources during the next five years are health-related fields and research at the nexus of energy, environment, and economics.

**Principal Accountability Indicators**

1) Establish the Research Institute for Environment, Energy, and Economics.
2) Hire 15 high-profile faculty members in the focus areas.
3) Increase sponsored program awards in each focus area to $5,000,000.
4) Establish research partnerships with other institutions.
**Priority 3:** Allocate resources, develop support services, and promote a collegial culture to attract, develop, and retain an exceptional and diverse faculty and staff.

An outstanding and diverse faculty is the foundation of a great university. We strive to have preeminent teaching scholars exemplified by notable scholarship, excellent teaching, and meaningful service. A high-quality staff, dedicated to the academic success of the institution, is necessary to enable the university to excel in these core functions.

**Initiative 1:** Appalachian will offer competitive salaries and benefits for faculty and staff.

Competitive salaries and benefits are necessary components to attract and retain exceptional faculty and staff.

*Principal Accountability Indicators*

1) Increase faculty salaries to the 80th percentile of those at our peer institutions and maintain salaries at that level.
2) Increase staff salaries to appropriate labor market benchmarks.

**Initiative 2:** Appalachian will implement institutional policies that promote exemplary faculty and staff performance.

To promote faculty and staff career satisfaction and development, we will create a welcoming culture, transparent policies, and fair reward systems that encourage high performance, diversity, and equity. Equally important is a commitment to provide robust professional development and support programs that recognize and promote flexible career paths.

*Principal Accountability Indicators*

1) Increase the percentage of underrepresented and international faculty and staff to appropriate availability and utilization benchmarks.
2) Employ best practices with promotion and tenure, post-tenure review, and merit policies.
3) Employ best practices with staff performance reviews.

**Initiative 3:** Appalachian will provide resources to support and enhance faculty and staff career development and satisfaction.

The success of the university depends on a productive and satisfied faculty and staff. Financial support is necessary both for faculty and staff development and for services that enhance their well-being.

*Principal Accountability Indicators*

1) Increase financial support for faculty and staff development.
2) Employ best practices in providing support services (e.g., faculty housing, trailing spouse/domestic partner support, childcare) for faculty and staff.

Priority 4: Apply our intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and quality of life throughout this region and state.

As a public university, we are committed to using our resources to improve citizens’ lives in this region, state, and nation. We will leverage our academic, intellectual, cultural, and research assets to proactively assess needs and develop interventions.

Initiative 1: Appalachian will address the state’s workforce needs by recruiting and graduating students in projected areas of need.

It is well established that this region, state, and nation are facing a growing shortage of teachers and health professionals. We will address those needs by creating new programs and improving existing ones in high-need areas.

Principal Accountability Indicators
1) Complete the construction of the College of Education building.
2) Exceed our General Administration teacher education goals.
3) Establish a College of Health Sciences.
4) Complete the construction of the College of Health Sciences Complex.
5) Develop selected Professional Science Master’s (PSM) and Professional Master’s (PMA) degrees.

Initiative 2: Appalachian will provide constructive public service to this region, state, and nation.

We recognize not only our obligation to provide public service but also the educational value of doing so. Accordingly, we are committed to connecting what is learned in the classroom and laboratory to activities that promote the public good.

Principal Accountability Indicators
1) Achieve a Carnegie Engaged University designation.
2) Increase the number of Appalachian & the Community Together (ACT) service hour targets by 15%.
3) Strengthen community program offerings (e.g., community arts, personal enrichment, health and human services).
4) Expand K-12 outreach activities.
5) Increase the number of economic development programs (e.g., Center for Entrepreneurship, Appalachian Business Center, Appalachian Regional Development Institute, Kellar Radio Farm System Institute).

Initiative 3: Appalachian will expand our capability to serve students.
Enrollment projection models indicate significant increases in the student demand for the University of North Carolina institutions. Appalachian’s capability to absorb additional students in Boone is limited by the constraints on the size of our physical footprint. Our contribution to this need requires expansion of our distance learning programs and partnerships with community colleges.

Principal Accountability Indicator
1) Increase student headcount in programs offered through the Appalachian Learning Alliance, other site-based locations, and online by 50 percent.
2) Increase the number of online programs to six.
3) Increase the number of programs in the Hickory metropolitan area.

Priority 5: Develop and implement a comprehensive plan to protect and enhance our distinctive historical, geographical, and cultural identity associated with our location in the Appalachian mountains.

Two hallmarks of Appalachian are our location in an aesthetically pleasing as well as culturally and recreationally rich, mountain environment and a campus that attracts faculty, staff, and students seeking a high quality of life. We are committed to conscientious stewardship of these important resources and to assertive leadership by promoting sustainable policies and practices.

Initiative 1: Appalachian will enhance our sustainability efforts.
Faculty, staff, and student interest and expertise in sustainable development, along with our location compel us to provide leadership in sustainable development.

Principal Accountability Indicators
1) Create an Office of Sustainability.
2) Develop and implement a campuswide sustainability plan.
3) Attain Leadership in Energy and Environmental Design (LEED) certification in major construction or modernization capital projects as appropriate.

Initiative 2: Appalachian will develop a living master plan that promotes our intimate residential campus character.
Appalachian’s proximity to local businesses and residential neighborhoods necessitates careful planning to maximize the aesthetic and functional balance between the town and the university. It is important that Appalachian’s community culture and residential character are maintained.

**Principal Accountability Indicator**
1) Create and maintain a living campus master plan.
2) Maintain a communication plan with the Town of Boone and Watauga County.
3) Increase on-campus residential housing to 40 percent of undergraduates and maintain that level.

**Initiative 3: Appalachian will ensure that interior and exterior campus spaces are adequately maintained to create functional, attractive, accessible learning and working environments.**

Research indicates that aesthetically functional learning and research environments not only attract high-quality students, faculty, and staff but also facilitate performance and promote career satisfaction.

**Principal Accountability Indicators**

1) Address deficiencies identified in Office of State Construction Facilities Condition Assessment Program (FCAP) reports.
2) Develop plans for capital expenditures and repair and renovation projects.
3) Meet or exceed peer benchmarks for physical plant expenditures per student FTE.

**Priority 6: Practice sound management of institutional resources to continue to be a best value for students.**

Appalachian is committed both to efficient and effective operations to remain affordable for students and to a concentration of our resources to better support the university’s core mission. We will continue to develop and refine processes that employ valid benchmarks to maximize efficient allocation of faculty and staff positions, use of space and equipment, and the operation of programs.

**Initiative 1: Appalachian will maintain appropriate faculty and staffing levels.**

Because the overwhelming costs of operating the university are expenditures for personnel, we must develop policies that optimize the management of this critical resource.

**Principal Accountability Indicators**
1) Develop methods for determining EPA nonfaculty and SPA staffing needs.
2) Use Delaware Workload benchmarks in the position metric and in the allocating of faculty positions.

Initiative 2: Appalachian will ensure the efficient utilization of all space on campus.
The university’s teaching, research, and service mission requires sufficient space that is effectively and efficiently used and maintained at the department, college, and university levels. New capital requests and changes in the assignment of space will be based on careful assessments of current and future space utilization needs.

Principal Accountability Indicators.
1) Meet or exceed the UNC System minimum square foot standards for all offices and address substandard office space.
2) Improve academic space utilization to appropriate UNC benchmarks.
3) Apply space utilization data in planning new buildings and in modernizing existing buildings.

Initiative 3: Appalachian will develop and implement policies that promote effective use of current technologies.
The provision of modern technologies is increasingly essential for the effective operation of the university and for the success of students, faculty, and staff.

Principal Accountability Indicators
1) Develop and maintain a plan for providing current technologies to students, faculty, and staff.
2) Provide appropriate training programs for using technologies.
Appendix B

Presentation to Board of Trustees
March 17, 2008
Board of Trustees Presentation

(Adapted from the Strategic Planning Open Forum held on February 22, 2008)

March 17, 2008
Strategic Planning Timeline
## Strategic Planning Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2006</td>
<td>Chancellor announces the development of a new strategic plan and appoints a Planning Advisory Council: Chair: Stu Ausklisham, Provost and Executive Vice Chancellor. Members: Cindy Wallace, Vice Chancellor for Student Development; Greg Lovins, Interim Vice Chancellor for Business Affairs; Bob Lyman, Dean, College of Arts and Sciences; Tony Cahnisi, Chair, Council of Chairs; Martha Martin, Chair, Faculty Senate; Charlie Wallin, President; Staff Council: Forrest Gillam, President; Student Government Association; Bobby Stapf (ex officio), Director, Institutional Research, Assessment, and Planning. The Planning Advisory Council is charged to oversee the planning process, organize the macro and micro strategic planning activities, study the important issues facing the university, assign tasks to short-term work groups and to campus staff, set timelines, collect information, and generate planning materials and products.</td>
</tr>
<tr>
<td>October 2006</td>
<td>First Open Forum conducted by Provost Aeschiab to provide: 1) Profile of the University, 2) Summary of the External Input for the Planning Process, and 3) Description of the Planning Process. The Open Forum PowerPoint presentation can be found at: [<a href="http://www.isp.appstate.edu/">http://www.isp.appstate.edu/</a>][1] (then click on the “Planning” link) Planning Advisory Council holds a day-long retreat to begin to identify core values, core assets, and essential character of Appalachian, and to propose Strategic Directions for consideration by the Strategic Planning Commission.</td>
</tr>
</tbody>
</table>
### Strategic Planning Timeline continued

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2006</td>
<td>Open invitation extended to campus community seeking volunteers and nominations to serve on the Strategic Planning Commission. Planning Advisory Council holds a half-day retreat to propose membership of the Strategic Planning Commission, which Chancellor Peacock approved.</td>
</tr>
<tr>
<td>December 2006</td>
<td>Chancellor Peacock sends letters of invitation to proposed commission members assigning membership to subcommittees and announcing a half-day Strategic Planning Commission retreat on January 5, 2007.</td>
</tr>
<tr>
<td>January 2007</td>
<td>Strategic Planning Commission holds a half-day retreat to discuss the Planning Advisory Council’s proposed Strategic Directions, and subcommittees begin to develop strategic objectives for discussion and possible inclusion in the Strategic Plan. (A PowerPoint presentation can be found at <a href="http://www.urap.appstate.edu">http://www.urap.appstate.edu</a>; then click on the “Planning” link).</td>
</tr>
<tr>
<td>April 25, 2007 (Reading Day)</td>
<td>Deadline for submission of final reports from subcommittees; these reports form the basis for the development of the Strategic Plan. (Subcommittee reports can be found at <a href="http://www.urap.appstate.edu">http://www.urap.appstate.edu</a>; then click on the “Planning” link).</td>
</tr>
</tbody>
</table>
### Strategic Planning Timeline continued

<table>
<thead>
<tr>
<th>Summer 2007 – Fall 2007</th>
<th>Planning Advisory Council reviews the reports and develops the draft Appalachian Strategic Plan.</th>
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</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>Strategic Planning Commission meets to discuss the draft Strategic Plan.</td>
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<tr>
<td></td>
<td>Draft Strategic Plan is made available on the Strategic Planning website and distributed to groups within and outside of Appalachian for feedback. (A draft of the plan and a crosswalk to subcommittee reports can be found at: [<a href="http://www.app">http://www.app</a> STATE.edu](<a href="http://www.app">http://www.app</a> STATE.edu), then click on the “Planning” link)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>Public forum is held to discuss the draft of the Appalachian Strategic Plan.</td>
</tr>
<tr>
<td></td>
<td>Revised draft of the Strategic Plan is prepared to incorporate feedback.</td>
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<tr>
<td></td>
<td>Planning Advisory Council affirms final draft of the Appalachian Strategic Plan.</td>
</tr>
<tr>
<td></td>
<td>Final draft of the Appalachian Strategic Plan is presented to the Chancellor for comment and approval.</td>
</tr>
<tr>
<td></td>
<td>Final draft of the Appalachian Strategic Plan is presented to the Board of Trustees for comment and approval.</td>
</tr>
<tr>
<td></td>
<td>Final changes to the plan are made to reflect input from the Chancellor and the Board of Trustees.</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Unit plans are developed within the context of the Strategic Plan.</td>
</tr>
</tbody>
</table>
Planning Advisory Council Goals for the Plan

- Bold Vision
- Coherent Direction
- Thoroughly Represent Work of Commission
- Broad Accountability Indicators
Structure of the Plan
Draft Statement of Vision – Distinctive Blending of Teaching and Scholarship

Appalachian aspires to be a model 21st century nationally-recognized university combining the best characteristics of liberal arts and research institutions by resourcefully blending teaching and scholarship. To achieve that objective, Appalachian is committed to attracting, educating, and graduating the best students and to producing the highest levels of scholarship. Additionally, the university will provide excellent value, will be an influential world citizen, and will develop a distinctive identity built on the university’s strengths, location, and tradition.
Draft Statement of Mission – Narrative Summary of the Priorities

Established in 1899 as Watauga Academy, Appalachian State University has evolved into a preeminent university located in a unique, rural mountain environment. As a member of the University of North Carolina, Appalachian’s fundamental mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is achieved by providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers; offering graduate students distinctively relevant programs; maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students and who produce high levels of scholarship and creative activities. Appalachian recognizes that the success of the university depends upon the achievement of students, faculty, and staff and strives to implement policies and allocate resources accordingly. We accept our responsibility to be actively involved in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world. As a publicly funded institution, Appalachian is committed to accomplishing its initiatives through efficient and effective resource utilization.
Draft Statement of Essential Character – Succinct Descriptors of our Basic Identity

We are a unique institution with a combination of large enrollment, rural location, and high quality.
In many ways we combine the best of a small liberal arts college (e.g., close relationships among staff, faculty, and students) and a large research university (e.g., breadth of programming and scholarship).
Our public identity emphasizes our strong undergraduate curriculum in both liberal arts and professional programs.
Draft Statement of Core Values – Fundamental Principles that Govern all of our Policies and Policy Decisions

We believe the success of the university depends upon personal achievement, and we maintain as our top priority appropriate policies and resource allocation strategies to promote student, faculty, and staff development.

We support a culture that promotes diversity, shared responsibility, and mutual respect.

We embrace shared governance.

We emphasize open communication and transparent decision processes.

We have genuine respect for the natural environment and a commitment to principles of sustainability.
Draft Statement of Core Assets – Key Elements that will Enable us to Achieve our Vision

We have dedicated, active, and innovative faculty, staff, students, and administrators. We have a location in an aesthetically pleasing, culturally and recreationally rich mountain environment and a campus that attracts faculty, staff, and students seeking a high quality of life.

We have expertise and programs capable of providing economic, educational, healthcare, and cultural leadership through partnerships with regional and state organizations.

We have loyal and supportive alumni and retired faculty and staff.

We have a state legislature that historically has valued and supported higher education.

We have a history of providing a student-centered university experience, preparing students to be effective, responsible citizens, and providing high-quality instruction at relatively low cost.
Priorities, Initiatives, and Principal Accountability Indicators

**Priorities** (Six means-to-ends statements that organize initiatives)

**Initiatives** (Fourteen broad, university-wide activities stating necessary but not sufficient actions to achieve Priorities)

**Principal Accountability Indicators** (Fifty-nine broad university-wide “dashboard indicators” stating necessary but not sufficient measures to achieve initiatives)
Priorities

**Priority 1**: Create and maintain superior curricula, programs, financial incentives, and intellectual environments to attract, educate, and graduate exceptional students.

**Priority 2**: Provide resources to enable all faculty members to perform quality research and creative activities, and enhanced resources in successive, focus areas of strength to enable Appalachian to make sustained and major contributions in those fields.

**Priority 3**: Allocate resources, develop support services, and promote a collegial culture to attract, develop, and retain an exceptional and diverse faculty and staff.
Priorities continued

Priority 4: Apply our intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and quality of life throughout this region and state.

Priority 5: Develop and implement a comprehensive plan to protect and enhance our distinctive historical, geographical, and cultural identity associated with our location in the Appalachian mountains.

Priority 6: Practice sound management of institutional resources to continue to be a best value for students.
Sample Principal Accountability Indicators
Sample Principal Accountability Indicator 1

Percent of New Freshmen with PGPA Over 3.00

- 2003: 28.6%
- 2004: 29.5%
- 2005: 30.0%
- 2006: 33.7%
- 2007: 40.6%
- Target: 50.0%
Sample Principal Accountability Indicator 2

Six Year Graduation Rate

- 1995: 62.3%
- 1997: 61.3%
- 1998: 62.3%
- 1999: 63.3%
- 2000: 51.6%
- Target: 70.0%

Entering Class
Sample Principal Accountability Indicator 3
Sample Principal Accountability Indicator 4

![Graph showing NSSE Senior Results for ASU and Top 10% of Institutions]
Sample Principal Accountability Indicator 5
Sample Principal Accountability Indicator 6

[Graph showing ASU Average Salaries, Professorial Ranks over the years from 2003 to 2007.]
Unit Planning
University Strategic Plan and Unit Plans
University Mission Statement and Unit Mission Statements
University Vision Statement and Unit Vision Statements
University Priorities and Initiatives, and Unit Activities
Example 1 of a University Priority and an Initiative, and a Unit Activity

Priority 6: Practice sound management of institutional resources to continue to be a best value for students.

Initiative 3: Appalachian will develop and implement policies that promote effective use of current technologies.

Activity: Establish a centralized classroom technology support service to enhance integration of technology into the learning process. A new department (Class Tech) will be established within Technology Support Services to provide a staff to support the design, implementation, installation, and support of classroom technology.
Example 1 of a University Priority and an Initiative, and a Unit Activity expanded

**Activity:** Establish a centralized classroom technology support service to enhance integration of technology into the learning process. A new department (Class Tech) will be established within Technology Support Services to provide a staff to support the design, implementation, installation, and support of classroom technology.

- **Cost:**
  - Item: Student empl.
    - Quantity: 1
    - Cost: $20,000
    - Total: $20,000
    - Production: No
    - Source: Acad Affairs
  - Equipment: Tier 2
    - Quantity: 20
    - Cost: $10,000
    - Total: $200,000
    - Production: Yes
    - Source: Dean's E&T
  - Equipment: Tier 3
    - Quantity: 20
    - Cost: $10,000
    - Total: $200,000
  - Equipment: Replacement
    - Quantity: 1
    - Cost: $40,000
    - Total: $40,000
  - Staffing:
    - Quantity: 20
    - Cost: $400,000
    - Total: $400,000

- **Assigned Responsibility:** Tom Van Gorder
- **Timeline:** 5 years
- **Indicators:** 50% (Tier 1), 50% (Tier 2), 50% (Tier 3 classroom)
Example 2 of a University Priority and an Initiative, and a Unit Activity

**Priority 1:** Create and maintain superior curricula, programs, financial incentives, and intellectual environments to attract, educate, and graduate exceptional students.

**Initiative 2:** Appalachian will intellectually engage students with active, interdisciplinary learning environments and scholarly mentoring.

**Activity:** Establish a Minority Research Scholars Program to increase the recruitment, retention, and graduation rates of talented minority students from North Carolina high schools into science based careers and related fields. The program provides a full scholarship for four years (including summer). Freshman scholars are matched with a faculty mentor who acts as the students’ academic advisor and guides the selection and development of research projects.
Example 2 of a University Priority and an Initiative, and a Unit Activity expanded

**Priority 2**: Create and maintain regular advising, programs, financial incentives, and immersive environments to attract, retain, and graduate exceptional students.

**Initiative 2**: Appalachian will intentionally engage students with chaotic, transdisciplinary learning environments and scholarly mentoring.

**Activity**: Establish a Minority Research Scholars Program to increase the recruitment, retention, and graduation rates of selected minority students from North Carolina high schools into science-based careers and related fields. The program provides a full scholarship for four-year (including summer).

- **Cost:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Cost Type</th>
<th>Total Cost</th>
<th>Indicator</th>
<th>Source</th>
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<tbody>
<tr>
<td>Other operational</td>
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<td>$0.00</td>
<td>$3000.00</td>
<td>Amt. Actual</td>
<td></td>
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<tr>
<td>Scholarships for Minority students</td>
<td>5</td>
<td>$15,260.00</td>
<td>$60,000.00</td>
<td>Amt. Actual, I/A Internship</td>
<td></td>
</tr>
<tr>
<td>Total Funding</td>
<td>6</td>
<td>$15,260.00</td>
<td>$105,000.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Assign Responsibility**: Dean of Eng., AdS, and F&AA; Paul Hirst; Susan Perryman
- **Timeframe**: 5 years
- **Indicator**: 10% increase in minority enrollment in STEM disciplines
Example 3 of a University Priority and an Initiative, and a Unit Activity

**Priority 1:** Create and maintain superior curricula, programs, financial incentives, and intellectual environments to attract, educate, and graduate exceptional students.

**Initiative 1:** Appalachian will attract, retain, and graduate a diverse student body with increasingly high admission profiles.

**Activity:** Hire an International Student Recruitment and Admission staff person with responsibility for overseeing the international recruitment and admission efforts. In addition to contributing to the diversity efforts of the university, international students are a rich resource to Appalachian because they enrich the educational and cultural experiences on our campus. For many U.S. students at Appalachian, international students on campus provide the first direct and substantive contacts with people from other cultures. These contacts are very important for the U.S. students as they begin the process of preparing themselves to be effective global citizens and leaders. International students also enrich the educational experience of the K-12 students in local schools through various outreach programs at Appalachian.
Example 3 of a University Priority and an Initiative, and a Unit Activity expanded

In Initiative 3: Appalachian will attract, retain, and graduate a diverse student body with increased High-School graduation.

Activity: Hire an International Student Recruitment and Admissions staff person with responsibility for overseeing the international recruitment and admissions efforts.

- Costs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Hours</th>
<th>Rate</th>
<th>Charge</th>
<th>Budget Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic &amp; U.S.</td>
<td>1</td>
<td>50,000</td>
<td>50,000</td>
<td>JesseMan</td>
</tr>
<tr>
<td>Other operating costs</td>
<td>1</td>
<td>40,000</td>
<td>40,000</td>
<td>JesseMan</td>
</tr>
<tr>
<td>International student</td>
<td>10</td>
<td>5,000</td>
<td>50,000</td>
<td>JesseMan &amp; Achievement</td>
</tr>
<tr>
<td>Total Payroll</td>
<td></td>
<td>275,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Assigned Responsibility: Jesse Long, Paul Hiest, and Susan Petryjohn
- Timeline: 5 years
- Indicators: 5% increase in the number of degree-seeking international undergraduate and graduate students.
Example 4 of a University Priority and an Initiative, and a Unit Activity

Priority 4: Apply our intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and quality of life throughout the region and the state.

Initiative 2: Appalachian will provide constructive public service to the region, state and nation.

Activity: Create an economic development track in Master of Public Administration Program that can also be delivered by distance education and as a stand-alone certificate program. The economic development track and certificate will be delivered to public administrators in small communities to support their economic development initiatives. Coordinate with other departments and programs that can contribute to this track.

Pursue external funding to develop a service corps to provide expertise to small governments in North Carolina.
Example 4 of a University Priority and an Initiative, and a Unit Activity expanded

Activity: Create an economic development track in Master of Public Administration Program that can also be delivered by distance education and as a stand-alone certificate program

- Cost:

<table>
<thead>
<tr>
<th>Item</th>
<th>Initial</th>
<th>Tuition</th>
<th>Fee</th>
<th>Room</th>
<th>Board</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$8,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$20,000</td>
<td></td>
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</tr>
</tbody>
</table>

- Assigned Responsibility: Brian Ellick and Mary Hoffman
- Timeline: Operational by Fall 2009
- Indicators:
  - Number of person taking economic development course: off campus.
  - Number of person that earn economic development certificate.
  - Employment of ASU MPA trained graduates by rural government.

University of North Carolina Tomorrow
Leading, Connecting, Transforming
Appalachian State University
UNC Tomorrow Phase I Response Report
University of North Carolina Tomorrow:
Leading, Connecting, Transforming
UNC Tomorrow Mission

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

N.C.G.S. 116-1(b)
UNC Tomorrow Timeline

1) Preparation - February – July 2007
Work with campuses to analyze what they are currently doing to meet present and future challenges facing our state and their region and how they identify those challenges; conduct internal review of existing resources; and synthesize and update existing reports and studies.

Meet with business, nonprofit, community, policy, and governmental leaders in each of the state’s regions and in statewide sectors to hear from them what they need from UNC over the next twenty years; Commission issues report and recommendations to UNC BOG.

Develop a response to identified needs by UNC and each campus consistent with UNC’s mission as well as systemic changes to internal processes to ensure continued focus in future years. The UNC BOG will approve response plans.

4) Implementation - June 2008 – January 2012
Implement responses at the UNC and campus level by integrating responses into missions, programs, and curriculum, and assessing progress toward goals.
### UNC Tomorrow Phase I Timeline for Campuses – May 1, 2008

| Report on Plans to Respond to Global Readiness Recommendations |
| Report on Plans to Respond to Increasing Access to Higher Education Recommendations |
| Report on Plans to Respond to Improving Public Education Recommendations |
| Report on Plans to Respond to Economic Transformation and Community Development Recommendations |
| Report on Plans to Respond to Health Recommendations |
| Report on Plans to Respond to Environment Recommendations |
| Report on Plans to Respond to Outreach and Engagement Recommendations |
| Report on Proposed Changes to Internal Policies and Processes - Efficiency, Collaborations, and Accountability |
UNC Tomorrow Phase II Timeline for Campuses – December 1, 2008

<table>
<thead>
<tr>
<th>Review of Missions of UNC’s 17 Constituent Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic Planning Process</td>
</tr>
<tr>
<td>1) Review of Existing Programs</td>
</tr>
<tr>
<td>2) Review of Proposed High-Need Programs</td>
</tr>
<tr>
<td>Report on Review of Faculty Tenure and Reward System</td>
</tr>
<tr>
<td>Report on Faculty Recruitment and Retention</td>
</tr>
<tr>
<td>Report on Staff Recruitment and Retention</td>
</tr>
<tr>
<td>Review of Intra-Institutional Institutes and Centers for Alignment with UNC Tomorrow</td>
</tr>
</tbody>
</table>
UNC Tomorrow Phase I Steering Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stan Aeschleman</td>
<td>Chair of Academic Affairs</td>
</tr>
<tr>
<td>Lorin Baumbower</td>
<td>Chancellor's Office</td>
</tr>
<tr>
<td>Tim Burwell</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Jesse Lutabingwa</td>
<td>International Educational and Development</td>
</tr>
<tr>
<td>Edelma Huntley</td>
<td>Research and Graduate Studies</td>
</tr>
<tr>
<td>Cindy Wallace</td>
<td>Student Development</td>
</tr>
<tr>
<td>Martha Morking</td>
<td>Faculty Senate; Dept. of Theater and Dance</td>
</tr>
<tr>
<td>Bobby Sharp</td>
<td>Institutional Research, Assessment, and Planning</td>
</tr>
<tr>
<td>Mike Mayfield</td>
<td>University College</td>
</tr>
<tr>
<td>Erynn Toney</td>
<td>Center for Entrepreneurship</td>
</tr>
<tr>
<td>Charles Duke</td>
<td>Reich College of Education</td>
</tr>
<tr>
<td>Dennis Grady</td>
<td>Energy Center</td>
</tr>
<tr>
<td>Lisa Curtin</td>
<td>Institute for Health and Human Services; Dept. of Psychology</td>
</tr>
<tr>
<td>John Abbott</td>
<td>Belk Library</td>
</tr>
</tbody>
</table>
UNC Tomorrow Phase II Faculty Rewards Committee

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Martha Marking</td>
</tr>
<tr>
<td>Eight Faculty Members</td>
<td></td>
</tr>
<tr>
<td>Dean, Research and Graduate Studies</td>
<td>Edelma Huntley</td>
</tr>
<tr>
<td>Two Department Chairs</td>
<td></td>
</tr>
<tr>
<td>Interim Director, Hubbard Center for Faculty Development</td>
<td>Kate Stinko</td>
</tr>
</tbody>
</table>
### UNC Tomorrow Specific Components

<table>
<thead>
<tr>
<th>Category</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Global Readiness</td>
<td>21st Century skills</td>
</tr>
<tr>
<td></td>
<td>Global competitiveness (research, partnerships)</td>
</tr>
<tr>
<td>B. Access</td>
<td>Underserved regions</td>
</tr>
<tr>
<td></td>
<td>Non-traditional</td>
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<tr>
<td></td>
<td>Collaboration with CC</td>
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<tr>
<td></td>
<td>Disability accommodations</td>
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<tr>
<td></td>
<td>Educational attainment of underrepresented/diversity</td>
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<tr>
<td></td>
<td>Preparation and success</td>
</tr>
<tr>
<td></td>
<td>Distance education</td>
</tr>
<tr>
<td>C. Improving Public Ed</td>
<td>Improve quality</td>
</tr>
<tr>
<td></td>
<td>Increasing quantity</td>
</tr>
<tr>
<td></td>
<td>Increasing geographic distribution</td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
</tr>
<tr>
<td></td>
<td>Mechanisms (faculty rewards systems) for applying faculty expertise to problems</td>
</tr>
<tr>
<td>D. Economic Transformation/Community Development</td>
<td>Increased capacity and commitment to lead economic trans/develop</td>
</tr>
<tr>
<td></td>
<td>Service engagement with rural underserved</td>
</tr>
<tr>
<td></td>
<td>Mechanisms to link faculty and campus expertise with regional economic trans/develop</td>
</tr>
<tr>
<td></td>
<td>Promoting arts</td>
</tr>
<tr>
<td></td>
<td>Communicating faculty expertise on important community issues</td>
</tr>
</tbody>
</table>
UNC Tomorrow Specific Components continued

<table>
<thead>
<tr>
<th><strong>F. Health</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving health</td>
</tr>
<tr>
<td>Mechanisms to utilize health information to address health-related issues</td>
</tr>
<tr>
<td>Leveraging and focusing faculty and campus expertise in addressing health needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>F. Environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving campus sustainability</td>
</tr>
<tr>
<td>Leveraging and focusing faculty and campus expertise in addressing energy/environmental challenges</td>
</tr>
<tr>
<td>Increasing public education programs about environment/sustainability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>G. Outreach and Engagement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanisms (faculty rewards systems for applying, translating, and communicating faculty expertise)</td>
</tr>
<tr>
<td>Plans for scholarly/public service</td>
</tr>
<tr>
<td>Communication mechanisms and systems</td>
</tr>
</tbody>
</table>
## UNC Tomorrow Phase I ASU Process and Timeline – May 1, 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Chancellors Received UNC Tomorrow Phase I Planning Process Guidelines</td>
</tr>
<tr>
<td>January 28</td>
<td>ASU UNC Tomorrow Steering Committee Formed</td>
</tr>
<tr>
<td>January 31</td>
<td>First Meeting of the Steering Committee</td>
</tr>
<tr>
<td>February 7</td>
<td>Assignments Delegated to Steering Committee Members as Point Persons</td>
</tr>
<tr>
<td>March 7</td>
<td>Unit/Individual Reports Due to Steering Committee Point Persons</td>
</tr>
<tr>
<td>March 29</td>
<td>Point Persons' Reports Due to the Steering Committee</td>
</tr>
<tr>
<td>April 18</td>
<td>Draft of Final Report Prepared</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Collect Input From Campus Community and Some Alumni Using a Web Survey</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Refine the Relationship of the UNC Tomorrow Response and the Strategic Plan</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Form the Faculty Tenure and Rewards System Committee Which Begins its Work</td>
</tr>
</tbody>
</table>