I. Introduction

The University of North Carolina Board of Governors has been involved in continuous and flexible planning and responsible and accountable evaluation ever since the board was created in 1972. The board adopted its first long-range plan in 1976, under the administration of President William Friday. Early in 1990, President C.D. Spangler, Jr. and the Board of Governors called for a comprehensive review and reassessment of the currently assigned missions of each of the institutions within the University of North Carolina. Each institution reviewed its current academic program offerings, its research and service functions, its administrative structure, and its enrollment patterns and trends to identify areas where changes were needed.

Before making his recommendations to the Board of Governors, President Spangler asked four consultants to review the materials and give him their recommendations. The board’s Committee on Educational Planning, Policies, and Programs considered the consultants’ report and the President’s recommendations and, in turn, submitted its report to the full board in February 1992. The board approved the report at its March meeting and instructed the President to prepare a revised long-range plan for the University of North Carolina for the period 1992-93 through 1996-97. *Long-Range Planning, 1992-97* was adopted by the Board of Governors in November 1992.

*Long-Range Planning, 1994-99*, a revision of the 1992 document, was adopted in 1994. The schedule for future planning called for a revised plan to be adopted in 1995 in order to return to the normal cycle of revising the University’s plan in odd-numbered years, a cycle that was interrupted owing to the length of time required to prepare the 1992-97 plan. However, the large number of special studies mandated by the 1995 session of the General Assembly preempted preparation of a 1995 revision. Instead, a “supplement” to the 1994-99 plan, *Supplement to Long-Range Planning, 1994-99*, was adopted to address changes that could not be postponed until the preparation of the next scheduled plan, the 1998-2003 long-range plan. *Long-Range Planning 2000-2005* revised and updated the 1998-2003 plan and was adopted in January 2000.

President Molly C. Broad sent guidelines for the participation of the constituent institutions in the preparation of this plan to the chancellors in February 2001. The Committee on Educational Planning, Policies, and Programs began its consideration of the various components of the plan in May 2001, when it received a report on the accomplishment of the strategic directions adopted in *Long-Range Planning, 2000-2005*. In the months that followed, the committee considered and acted upon the other sections of this plan, which was formally adopted by the Board of Governors in January 2002.

Planning is not done in isolation. Guiding the long-range plan of the University of North Carolina are the strategic directions, but even those must be viewed within the context of the UNC mission and the missions of the sixteen constituent institutions. Furthermore, any worthwhile plan must be participatory. For that reason, this past year the campuses have been asked to provide information about the achievement of goals set by the last plan (reported in Appendix B), to report on progress made in achieving diversity goals (reported in Appendix C), and to respond to the plans to refine and expand the strategic directions. Several groups have reviewed the strategic directions; chancellors, vice chancellors of academic affairs, chief finance and research officers, the University Council on International Programs, Faculty Assembly, and others have provided important feedback throughout the process. Similarly, the Committee on Educational Planning, Policies, and Programs has reviewed components of this plan at nearly every meeting over the past several months.

The contents and organization of this new five-year plan have changed somewhat from previous plans. The long-range plan includes a detailed account of academic program planning that
results from a streamlined process that allows campuses to propose, plan, and establish new programs in a timely manner and that is responsive to changing needs in the state and to new disciplinary perspectives.

This document includes new and updated charts based on the 2000 census when that information has been available. Much of the census data on education and income are not yet available, so not all areas can be updated. In addition, economic trends in the state and the nation have changed dramatically from the time the census was taken on April 1, 2000.

The six strategic directions of the University of North Carolina are a direct response to the realities of the state. North Carolina continues to have a fast-growing population, largely due to domestic in-migration, and this population is increasingly diverse in its racial and ethnic composition. North Carolina had the highest rate of growth in the Hispanic population of any state in the nation during the last decade. During the coming decade, the traditional college-age group will be the fastest growing segment of North Carolina’s population, increasing pressure on higher education to have available space for these students on campuses or the technology to teach them at a distance. The economy of North Carolina has shifted dramatically from textiles, manufacturing, and agriculture to a knowledge-based economy that requires a well-educated and technologically literate workforce.

Research has become increasingly important to the state and to the region, and UNC institutions are prepared to contribute both basic and applied research to support the economy, to respond to health care needs, and to propel North Carolina to leadership positions in such areas as bioinformatics, photonics, genomics, marine science, and optoelectronics.

Among its many responsibilities, the University of North Carolina must be prepared to assist the public schools in raising the academic performance of students, and it must assume a major leadership role in preparing teachers through strong traditional teacher education programs, lateral entry programs, and creative partnerships with the community colleges.

This document provides a summary of the past two years of success within the University of North Carolina, years marked by a successful bond campaign that will result in $2.5 billion of construction on UNC campuses. The amount of federal research support coming to UNC institutions has grown by 143% during the decade, and in 2000-2001 UNC brought $673 million to the state, creating jobs and opportunity as well as intellectual capital. The enrollment of ethnic minority students has increased at UNC institutions by 42.3% in the last decade, continuing to close the achievement gap that has persisted for so long in this state. The creation of Pathways and its merger with the College Foundation of North Carolina brings the possibility of college to all North Carolina students, and the $7.38 million GEAR UP grant received by the Office of the President in addition to GEAR UP grants received by several campuses is increasing the likelihood of full participation of the state's youth in higher education.

Work remains to be done, and the strategic directions will keep UNC focused on the goals to continue UNC’s prominence in higher education. To accomplish such goals, UNC will continue to seek competitive compensation for faculty and staff, will aggressively compete for research grants and partnerships to enhance research and to build a technology infrastructure to support higher education, and will work with the legislature to serve the state and its citizens responsibly.

In response to dramatic changes in the United States and its global relationships and to the newest strategic direction—internationalization—UNC will respond to the world’s political, social, scientific, and economic problems. Technology is linked to economics and globalization: it is the linchpin for our future, ensuring that through its expansion and development, the rest of UNC's goals become easier to attain. The UNC Board of Governors has set out an ambitious
set of expectations for the University of North Carolina, and the members of the university community are committed to these mandates.

The strategic directions and the programmatic thrusts contained in this plan constitute an ambitious agenda. Nevertheless, they reflect a deep commitment to respond to genuine needs and to contribute to the development and well being of the state and its citizens. If the University is to fulfill its mission and commitment to the citizens of North Carolina, the Board of Governors, the chancellors, and the President must plan for the future with the confidence and hope that the citizens of North Carolina will continue the strong support for higher education demonstrated by the overwhelming support of the bond issue in November 2000.