

## MEMORANDUM

**To:** Carolina North Uses Advisory Group  
**From:** Steve Allred, Chair  
**Re:** Revised Summary of "Homework"  
**Date:** March 26, 2003

The Carolina North Uses Advisory Group is charged with recommending the characteristics and criteria that would make University activities suitable for location in Carolina North. At the end of the first meeting of the Group, members were asked to respond to the following two issues from the Charge:

1. Advise the Executive Committee on recommended criteria for University programs that will advance the goals and objectives for Carolina North.
2. Develop a potential list of University activities for consideration by the Executive Committee for a first phase of University programs to be located in Carolina North.

Advisory Group members were asked to provide at least three criteria for selection of programs and at least three University units that could be located at Carolina North in the first phase. Thirteen of the twenty members provided responses, which were collected through March 26, 2003. A summary of the responses follows.

### **Suggested Criteria for programs to advance the goals and objectives for Carolina North included the following:**

- Move programs whose educational mandate and research capabilities would be substantially enhanced by moving to Carolina North. If a program's current lack of space seriously hampers quality of offerings or places continued vitality of program in question, or if moving the program solves problems of health and safety, then it should be moved.
- Move programs to Carolina North that offer amenities to the community (e.g., exercise science providing exercise facilities, the Ackland Art Museum providing a branch exhibition space, health sciences providing a walk in clinic, etc.)
- Construct facilities that encourage and enable a multidisciplinary approach to education and research. Interdisciplinary functions should be promoted by building design.
- Plan structures and land use so that future choices are preserved that might not be invoked immediately. For example, an office building for an institute or incubator might become a faculty office building in the future. Thus, in its vicinity, plan a piece of land that might contain a classroom building in the future.

- Don't plan relocation of current activities to Carolina North merely to free space on the traditional campus.
- The overriding criterion should be the expansion of the University's research, service, and teaching activities in a way that is efficient, modern, and comfortable.
- Programs should be co-located so as to minimize the amount of travel between Carolina North and the main campus. In particular, the need for undergraduates to travel back and forth should be minimized. Initially, priority should be given to activities that require a minimum amount of interaction with main campus, so as to lessen transportation and integration concerns.
- Non-University entities (retail operations, other services) should be chosen primarily to meet the needs of the people who inhabit and regularly use Carolina North.
- Initially target existing activities that are in expensive off-campus rental space
- Consider impact of program on the larger community (transportation, traffic, schools, police and fire protection, recreation, open space, and public works).
- Environmental standards specified in OI-4 for the central campus Master Plan should be applied to all Carolina North development.
- Place programs with the financial capacity to be independent of main campus facilities and infrastructure; with the fiscal and/or physical capacity to contribute beyond the program's own walls to Carolina North's development, and; with educationally "non-traditional" orientation (e.g. public/private, "for profit," incubator space, tech transfer, or applied research).
- Select programs with a connection between the proposed activity and the Carolina North Vision/Mission statements. (The fact that the program "needs space" should not be enough - every "candidate" for Carolina North space must be able to articulate how the presence of that particular program/center/ school/ institute/etc. advances the Carolina North Mission and enhances educational, research, and engagement opportunities.)
- Select current or new programs with a heavy or increasing emphasis on engagement, economic development, knowledge transfer, etc., with communities, businesses and other institutions in North Carolina.
- Select units that provide opportunities for partnerships with individuals, foundations and other private sector entities where the proposed activity can be leveraged for institutional private gift support.

- Chose programs that further the teaching, research or service missions of the University; programs that are consistent with responsible citizenship including environmental concerns; and programs that have the potential of creating partnerships between the University and communities, governmental entities or the private sector.
- Locate programs at Carolina North that serve a critical future need for which there is unlikely to be sufficient space on the Main Campus. Potential Carolina North programs should be judged according to (a) future university needs; (b) integration with university mission and programs over long term; and (c) reasonable number of people and resources to stand-alone over short term. Proposed uses must be fully vetted in appropriate university and faculty governing bodies. Land development must be conservative, leaving space for future priorities.
- Program meets an unmet need of UNC-CH in the area of research or teaching/training -e.g. nanotechnology center, Center for globalization of UNC programs
- Program has a strong potential for development of Intellectual Property, commercializable technologies - thus likely to have a strong positive impact on the economy of North Carolina
- Program has a strong component of (or potential for) industry academic collaboration focused on specific long-term objectives
- The relevance for and contribution for the campus as a whole
- The quality of the work/study/teaching/learning to be accomplished
- The relevance for and contribution to the citizens of NC
- Departments with the greatest needs get first chance at using the property whether they have funds or not.
- All space should be designed to be as user-friendly as possible and to provide easy access to all space and grounds.
- All buildings should be designed so that they can be easily and economically maintained, so that money can be saved on operating cost so all money saved can be used for education and research.

**Suggested units to be located at Carolina North in the first phase:**

- A Center for Artistic Development and Research.

- Housing (mentioned frequently). Housing for whom? Suggestions include (1) visiting faculty, scholars, artists, scientists, and dignitaries; (2) graduate students; (3) postdocs; (4) faculty and staff who work at Carolina North; (5) university employees generally.
- As new buildings are constructed, space should be set aside for a small art galleries.
- The Art lab, (which is already in the area, houses a number of graduate students doing independent research, and could provide valuable real estate for facilities planning, construction and service if it were torn down) will have outlived its intended life.
- Institutes and centers that complement our research/teaching mission.
- Incubator space that facilitates commercialization of University-produced knowledge.
- Outreach activities that project the University's intellectual capital (e.g., management development programs offered by the School of Public Health for administrators of health care organizations).
- The Institute for Applied Materials and Technology (mentioned frequently).
- Office of Research Services.
- Support offices that don't require frequent visits by regular inhabitants of the Main Campus.
- Institute for Research in the Social Sciences.
- Non-laboratory research space currently in rental space.
- Technology development incubator space
- Recreational facilities (including soccer, softball and/or open grass playing fields)
- Modest retail services
- Office of Technology Development and associated investment funds, business incubator facilities, etc.

- School of Education research and executive/continuing education activities - especially graduate and training programs / institutes geared toward active teachers and principals. (suggested twice).
- Existing centers and institutes currently in leased space and newly proposed/created centers and institutes which are being formed to respond to specific environmental/market opportunities or due to emergence as new university priority (assuming their mission is aligned with that of Carolina North).
- Priorities designated in the Academic Plan. (including Biomedical Engineering, Nanotechnology, and Center for Study of American South).
- Initiatives associated with statewide economic development.
- New statewide educational initiatives.
- Programs that will undergo major future growth (including Asian studies, environmental studies, cognitive sciences and artificial intelligence, health policy and biomedical ethics, Latin-American studies, global economic development).
- Proposals from Chairs, Center and Program Directors and from the faculty at large through these leaders.
- A conference facility (modeled after NCBC/Friday center) with videoconferencing capability
- Incubator space that includes BOTH office space and highly flexible laboratory space (modeled after BD facility in the park)
- Multidisciplinary research centers with specific focus areas - e.g. Natural products therapeutics, Infectious diseases, Genomics/proteomics
- Multi-institutional programs involving other area universities or institutions.