



OPEN SESSION

FOR ACTION

1. [Centers and Institutes Update](#) (Attachment A)
Jim Dean, Executive Vice Chancellor and Provost (Attachment B)
Carol Tresolini, Vice Provost for Academic Initiatives (Attachment C)

FOR INFORMATION ONLY

(No formal action is requested at this time)

1. [University Ombuds Office](#)
Wayne Blair, Director
2. [Task Force on UNC-Chapel Hill History](#)
Winston Crisp, Vice Chancellor for Student Affairs
Amy Locklear Hertel, Director of the American Indian Center
Jim Leloudis, Professor of History, Associate Dean for Honors Carolina & Director of the Johnston Center for Undergraduate Excellence
3. [Working Groups on Ethics and Integrity and Policy and Procedures](#)
Todd Nicolet, Interim Chief Integrity and Policy Officer; Senior Associate Dean for Administration, Gillings School of Global Public Health; and Chair, Policy and Procedures Working Group
Jean Elia, Associate Provost for Strategy and Special Projects; Co-chair, Ethics and Integrity Working Group

OTHER INFORMATION TO BE RECEIVED

1. [Management Flexibility Survey](#) (Attachment D)
Jim Dean, Executive Vice Chancellor and Provost

Some of the business to be conducted is authorized by the N.C. Open Meetings Law to be conducted in closed session.

COMMITTEE MEMBERS


Charles (Chuck) G. Duckett, Chair
William (Bill) Keyes IV, Vice Chair
Donald Williams Curtis
Julia Sprunt Grumbles
Allie Ray McCullen
Houston L. Summers
Administrative Liaison:

Jim Dean, Executive Vice Chancellor and Provost
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MEMORANDUM

TO: Dwight Stone, Chair, Board of Trustees of the University of North Carolina at Chapel Hill
Chuck Duckett, Chair, University Affairs Committee, Board of Trustees of the University of North Carolina at Chapel Hill

FROM: James W. Dean, Jr., Executive Vice Chancellor and Provost 

RE: Reviews of Centers and Institutes Selected by the UNC Board of Governors

DATE: March 14, 2016

Following completion of their system-wide review of centers and institutes in February 2015, the UNC Board of Governors (BOG) instructed UNC Chapel Hill to conduct reviews of the following centers and institutes and share information about these reviews with the Board of Trustees:

- Carolina Center for Public Service
- Carolina Women's Center, to include an assessment of the level of sexual assault counseling required at UNC-Chapel Hill
- Center for Civil Rights
- Center for Faculty Excellence
- James B. Hunt, Jr., Institute for Educational Policy and Leadership.

All of these reviews have now been completed. Each review addressed the criteria specified in UNC Policy 400.5[R] and in the UNC-Chapel Hill policies governing centers and institutes. The Centers and Institutes Review Committee has carefully considered these reviews and has forwarded recommendations regarding the status of each unit to the Chancellor and me. The review reports and recommendations are attached.

I endorse the Committee's recommendations and commend all of these centers and institutes for their many contributions in service to the University. I sanction continuation for all, with one exception. We ask that you approve the discontinuation of the James B. Hunt, Jr., Institute for Educational Policy and Leadership effective July 1, 2016, for the reasons described in the attached memo and report regarding the Hunt Institute.

Thank you.

Copy: Dwayne Pinkney, Vice Provost, Finance & Academic Planning and Secretary of the University
Carol Tresolini, Vice Provost for Academic Initiatives and Chair, Center and Institutes Review Committee

Attached: Review Reports and Memos: Carolina Center for Public Service, Carolina Women's Center, Center for Civil Rights, Center for Faculty Excellence, James B. Hunt, Jr. Institute for Educational Policy and Leadership



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

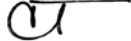
OFFICE OF THE EXECUTIVE
VICE CHANCELLOR AND PROVOST

MEMORANDUM

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TO: James Dean, Jr.
Executive Vice Chancellor and Provost

CAROL P. TRESOLINI
Vice Provost for Academic Initiatives
carol_tresolini@unc.edu

FROM: Carol Tresolini 
Vice Provost for Academic Initiatives and Chair, Centers & Institutes Review Committee

DATE: February 8, 2016

RE: Review of the Carolina Center for Public Service

The Centers and Institutes Review Committee met recently to discuss the report of the review of the Carolina Center for Public Service (CCPS). Last February, the UNC Board of Governors instructed UNC Chapel Hill to complete a comprehensive review of CCPS by February 2016, following their system-wide review of centers and institutes.

The Committee commended review team chair Damon Waitt and other members of the team for conducting a comprehensive and thoughtful review of CCPS and constructing a clear and compelling report (attached). The team found that in the last 15 years, this center has established itself as a valuable resource to the University and surrounding community. Through varied efforts, such as APPLES Service-Learning, Buckley Public Service and Faculty Engaged Scholars programs, CCPS strengthens the University's service mission, while also promoting scholarship, leadership, and connecting faculty, students, and staff with valuable community partners. Consequently, this center stands as the nexus of scholarly productivity and its translation into real world application.

In summary, the Committee supports the findings of the review team and recommends your continued endorsement of CCPS as a UNC-CH center. We also ask that you forward the report and recommendations to the Chancellor for her endorsement, and then to the Board of Trustees for their information, as directed by the Board of Governors.

The Committee commends CCPS on the quality of work being done by its extraordinarily capable leadership and staff and wishes the Center continued success in achieving its mission.

Copy: the Centers and Institutes Review Committee

Attachment: CCPS Review Report

Review Committee Report
Carolina Center for Public Service (CCPS)

Submitted to Carol Tresolini – Vice Provost for Academic Initiatives
On December 7, 2015

REVIEW TEAM

- Damon Waitt (Team Chair) Director, North Carolina Botanical Garden
- Cathy Burack, Senior Fellow, Higher Education, Brandeis University
- Karen Erickson, Yoder Distinguished Professor of Literacy & Disability Studies and Director, Center for Literacy & Disability Studies, School of Medicine
- Cricket Lane, Assistant Athletics Director for Student-Athlete Development
- Hudson Vaughan, Deputy Director, Marian Cheek Jackson Center
- Rachel Willis, Professor, American Studies and Adjunct Professor, Economics

BACKGROUND

In accordance with the University of North Carolina at Chapel Hill policy on centers and institutes and at the additional direction of the UNC Board of Governors, a formal review of the Carolina Center for Public Service (CCPS) was conducted in November 2015. The review team consisted of five individuals from UNC-Chapel Hill and one external member from Brandeis University.

Prior to the scheduled review, review team members had access to a number of background documents through a Sakai site created specifically for the group. These documents included 2010-14 annual reports, 2015 Action Plan, FY14-15 and FY15-16 budgets, 2014 report to the Board of Governors, several CCPS publications and the CCPS organizational chart. In addition, CCPS director Lynn Blanchard provided a detailed report that gave an overview of the CCPS including its mission and history, accomplishments, staffing, finance, programming and planning efforts.

On Monday, November 2, 2015 the review team had dinner with Carol Tresolini, Vice Provost for Academic Initiatives and CCPS director Lynn Blanchard. The review team received its charge, went over the next day's schedule and had an opportunity to have any questions about the background materials or review process answered. On Tuesday, November 3, 2015 the review team interviewed CCPS staff and stakeholders. The review team met with approximately 45 individuals during the course of the day, and the interview schedule along with participant names can be found in Appendix A. Seven individuals who were unable to participate in the interview process provided letters of support under separate cover. A list of those individuals along with their institutional affiliations is provided in Appendix B.

FINDINGS

The following are the review team's findings organized around areas specified by University policies and regulations:

1. Mission, goals, and objectives and their relationship to those of the University.

The Carolina Center for Public Service (CCPS) was established in 1999 as a pan-university entity to strengthen and expand the University's mission of public service. The Center's relationship to the public service component of the University's tripartite research, teaching and public service mission is clearly stated in the CCPS mission: *The Carolina Center for Public Service engages and supports the faculty, students and staff of the University of North Carolina at Chapel Hill in meeting the needs of North Carolina and beyond. The Center strengthens the University's public service commitment by promoting scholarship and service that are responsive to the concerns of the state and contribute to the common good.* CCPS's conception of "scholarship" aligns with the teaching and research components of the University's mission through its support of service-learning and community-engaged research.

The Center connects Carolina with the community, state and broader world and has become a hub for students, faculty and staff to deepen their academic work and research through this connection. All constituents we interviewed (community, campus partners, students, staff), had a similar understanding of the Center and its mission and described its purpose in the same basic ways, while each also had powerfully different narratives of its internal and external impact on the Carolina community.

2. Extent to which the mission, goals, and activities are unique or duplicated elsewhere on campus or within the UNC system, including consideration of whether the unit's work could be effectively accomplished by another department, administrative office, or program.

While many courses at Carolina include a public service component, the Center's approach to engaged scholarship is unique within the University. No other University department or center connects the academic experience with real world application like CCPS. No other University department or center is as focused on engaged scholarship and applied learning for undergraduates, graduate, professional students and faculty as CCPS. For example, the Campus Y assists students with community service opportunities but does this apart from students' academic experiences. The Center's model for building and strengthening service-learning courses in dozens of different departments and its alternative breaks program are unique and transformative experiences for undergraduates that require the center's expert staff and student leadership to make possible.

Similarly, the Center's approach to faculty engaged scholarship, through its Thorp Faculty Engaged Scholars program, its support for faculty developing service-learning courses and its forums for faculty to share engaged research across departments are all unique. Each requires the Center's interdisciplinary connections, faculty-respected leadership and funding opportunities to strengthen such programs, all of which the Center uniquely offers.

Reflective of its own mission, the Center is the public service brace that connects research, teaching and service by connecting and strengthening departments and programs, supporting and connecting faculty, students and staff and linking the University to the community locally, statewide and beyond. As such, it has a unique and critical role in supporting the greater mission and infrastructure of UNC and is not duplicated and could not be replicated in the UNC system.

3. Degree of success in achieving the mission and meeting specific goals and objectives.

The Center is clearly achieving its mission, and to date is meeting or exceeding outcomes as identified in its 2014-2017 Action Plan. Each goal in the action plan is accompanied by implementation strategies (what is to be accomplished, staff responsible and resources needed) along with evaluation metrics and overall results. The Action Plan is revisited periodically and is used as a decision making and management tool to track progress and determine appropriate responses to campus and community needs.

When asked about how well the CCPS is achieving its mission, one faculty member reported, *"They serve multiple constituencies and raised engagement to a high level of conversation across campus. It has been institutionalized in a way. The Center has legitimized engaged scholarship at UNC. Ten years ago it wasn't applauded or even encouraged. Now it is part of the promotion and tenure process and viewed as a reputable way to do scholarship."* Another faculty member reported, *"It seems that many universities have an outreach effort, but I think the Center has helped us move beyond that in terms of focusing on our scholarship and making sure the work we do can be impactful."* Yet another indicator of success is found in the impact the CCPS has had on recruiting and retaining highly qualified faculty who practice engaged scholarship. One junior faculty member spoke to this issue saying, *"There is not to my knowledge any other institute in the world that offers the support that the CCPS provides to those of us in the humanities. [That was] a tremendous and inspiring part of my desire to stay here knowing that the Center is a resource that we have access to. It is such a part of the campus culture. It is extraordinary that they are at a forefront as they are in supporting engaged research as part of a tenure [process]."*

Students were equally impressed and were unanimous in their reports that the CCPS is providing transformational experiences at Carolina and used words like "life changing," "impactful," "empowering," "life saving," "passionate" and "life altering." They went on to describe how the Center provided experiences that connected them to professional opportunities, grounded academic experience in its application, and made job opportunities and connections possible.

While progress and success can be measured with counts or outputs (e.g., number of hours of

service, numbers of people engaged in an activity), the real measure of the Center's success (and its biggest challenge) is measuring the impact the Center's strategies and activities have on various stakeholders and the institution itself. Creating an evaluation plan that includes measuring impact on campus and of their work with the community is a Center priority, and will account for 25% of the responsibilities of the Center's new hire.

4. How and to what extent the Center promotes interdisciplinary work.

The CCPS promotes interdisciplinary work at every level in every program. For students, the emphasis on interdisciplinary courses, trainings offered by Buckley Public Service Scholars program and experiences like alternative spring breaks impacts the career and educational choices they make upon graduation. We heard many students tell stories of the career decisions and changes they are making as a result of their interdisciplinary experiences.

For faculty, especially those involved in the Thorp Faculty Engaged Scholars program, the interdisciplinary emphasis is a huge draw. One recent graduate of the program said, *"For me, it has been tremendous to have the center connect me with faculty from across campus (Nursing, public health, and colleagues across the campus)."* Multiple program participants referenced the "community" that they formed with colleagues from across campus, and there are numerous examples of scholars from different schools now collaborating on projects as a result of the Thorp Faculty Engaged Scholars program.

That said, the students and Engaged Scholars we interviewed expressed a desire to have more APPLES service-learning courses in the STEM disciplines (the ones it has are highly regarded in community) and additional and varied opportunities to participate in programs like the Thorp Faculty Engaged Scholars program. Support for the creation of new service-learning classes is essential to growth in this area and support for additional mechanisms to support faculty as engaged scholars will further increase interdisciplinary scholarship on campus.

5. Quality and quantity of scholarly, instructional, and/or public service and engagement activity.

Center staff and key stakeholders are keenly aware of the tug of war between the quantity (breadth) and quality (depth) of program offerings. For example, CCPS's work with faculty (Thorp Faculty Engaged Scholars Program and course design grants) has deepened faculty scholarship, allowed for dozens of new innovative courses to be created, and supported research and courses that are all engaged with surrounding communities in some form. Some faculty expressed a desire for programs that allow for a smaller time commitment in order to increase faculty participation or broaden out into underserved areas such as the STEM disciplines. Similarly, CCPS student activities (service-learning courses, alternative breaks, awards, leadership trainings) have all strengthened academic learning of students in relationship to how that learning can be applied and realized in community-based work. Some students are able to take full advantage of these opportunities by participating in more than one program while some

students are limited in their participation due to a limitation of program capacity. The Center's current efforts relative to planning, goal setting, and evaluation will enable staff to continue to be more strategic in their decision-making regarding program growth and the balance between breadth and depth of program offerings.

6. Effectiveness of leadership, organizational structure, and staffing.

The Center is organized along program lines with a program officer in charge of each initiative. The Center is supported on the administrative side by staff in communications, administrative services and development (currently vacant). There are three programs in particular that are worth noting due to their scale and history of success, and because they are institutionalized within the Center. The APPLES Service-learning Program and the Buckley Public Service Scholars program both focus on students, and the Thorp Faculty Engaged Scholars supports faculty engagement.

The APPLES program is a high visibility student-run service-learning program that joined CCPS in 2009. APPLES came into the Center with its own identity, distinct mission, and leadership. While integrating APPLES into CCPS made sense strategically, operationally the new structure required ongoing planning, negotiation and refinement. The work appears to have paid off. Leslie Parkins, CCPS Senior Program Officer, serves as the APPLES advisor and supports the students in an endeavor that is framed within CCPS as "student led and staff supported." CCPS staff can articulate the benefits of APPLES reach, serving roughly 2,000 students through six programs. APPLES leadership sees their affiliation with CCPS as positive as well, and, for example, has held meetings for students that highlight CCPS's opportunities and programs. While there are still issues that arise (e.g., scope and visibility of APPLES relative to CCPS), structures are in place that allow for collaboration, problem solving and promotion of distinct yet related missions.

Launched in 2003 and endowed in 2011, the Buckley Public Service Scholars (BPSS) has had approximately 6,000 students participate to date, and currently has enrolled about 10% of Carolina's undergraduates. Ryan Nilsen, Senior Program Officer, coordinates the program. BPSS students engage in an intensive public service experience that includes taking a service-learning course, engaging in 300 hours of service, critical reflection, trainings and use of an electronic portfolio to document learning and outcomes.

Lastly, the Thorp Faculty Engaged Scholars (FES) program selects faculty from across campus to engage in a two-year experiential, competency-based curriculum to advance their engaged scholarship. Since 2008, 43 individuals from 21 different departments have participated in the program. Faculty affiliates who have participated in FES report outcomes including new interdisciplinary collaborations, life changing experiences for students leading to careers, successful grant applications and peer-reviewed publications and recognition of their achievements in the tenure and review process.

Dr. Lynn Blanchard, Center Director, received high marks from all CCPS's constituent groups for her leadership of the Center. Internally, one staff member said, *"Lynn's leadership helps us see the big picture. Lets us know where we can expand and then tying everything we do together. She lets us do our work*

well. We have a small staff and we work well with each other. Leadership is what helps us do our work so well in casting that vision and maintaining the framework.” That leadership style trickles down through the Center’s programs and activities and into the staff that manage them. Students praised Ryan Nilsen for his mentorship that led them into leadership in APPLES and other service groups. Other students pointed to Leslie Parkins and Rhonda Beatty as important mentors who helped them develop skills and become leaders in several different organizations across campus. Similarly, community partners talked about the responsiveness and accessibility of CCPS staff and often mentioned working with a particular staff member. And faculty noted the capacity of Center staff to consult with and support them in the development of service-learning courses, community engaged scholarship and partnerships.

There is an identified need for increased technology support (e.g. supported databases, video) and increased staff capacity to deal with the growing demand for programs the Center offers. The small size of the staff and their “all hands on deck” approach makes for an effective organizational structure even though they are physically separated into two locations.

7. Adequacy of financial resources—including amount and sources of funding (state, non-state, in-kind)—and fiscal oversight.

The Center’s annual budget is a little over one million dollars and is funded by a variety of sources, including state allocation, interest income from endowments, student fees, grants and gifts. There has been a substantial increase in endowment revenue in recent years, providing additional financial stability for the Center. At the same time, state support has dropped significantly as a percentage of the overall income and should not be further reduced. Given the significant role that CCPS is playing in academic scholarship and applied learning to fulfill the university’s mission, the Center warrants additional state funding to support the growth of service-learning courses and faculty engaged scholarship programs. Both of these core aspects of the Center would benefit from increased resources to support their growth and demand.

8. Adequacy of facilities, operational support, and administrative resources.

During the interview with CCPS staff, the review team expressed concern about the fact that the Center is split between two locations that are a little more than ½ mile away from one another. To the contrary, CCPS staff, students, faculty, and community partners all suggested that the two locations are important in supporting the mission of the Center. Staff indicated that their presence in the student union is the best way to connect with students, while the house on the edge of campus is ideal for community partners due to its accessibility by car. One person commented, *“Symbolically being at the Union is important. Equally symbolic is being at Wilson, which is at the edge of campus where the campus meets the community.”*

9. Barriers to achievement of mission or goals.

Breadth and Depth – As discussed previously, the constant need to balance breadth and depth is a challenge that the Center faces daily and arises due to the Center's overall success.

Spread Thinly – Dr. Blanchard reported that, “*Our constituency is spread out, which is challenging.*” The fact that CCPS is a pan-university center is both a challenge and a benefit. On the one hand, it is challenging to address the needs of and support undergraduate students, graduate students, faculty and staff from across the campus. On the other hand, being a pan-university center eliminates real or perceived allegiances, which makes it easier to stay mission focused and accomplish goals.

False Perception of the Center as a Student-focused Community Service Center - APPLES has greater visibility than CCPS largely due to the number of students who participate in APPLES sponsored programs, and that APPLES has its own leadership structure (supported by CCPS, but invisible to most students). Thus an on-going challenge the Center faces is the perception that their core mission is to be a student-focused community service center. This perception is problematic when it gets in the way of garnering support and engagement in other Center activities that are part of an entire portfolio that serves the university's teaching, service and research missions. Substantial progress has been made in this area through the addition of a dedicated communications staff person, re-branding efforts that seek to unify the look and feel of Center programs, and the involvement of APPLES leadership in communication efforts about CCPS.

Communication of Success – The Center's work has a transformative impact on the populations it serves and will need support in documenting it as they develop and implement an evaluation plan. Through interviews with those most directly involved with CCPS, the review team heard students talk about changes in career aspirations, increases in citizen leadership and 21st Century Skills, a deeper connection to their major and a more nuanced understanding of partnering with the community for the benefit of all. Faculty discussed CCPS's support for their scholarship and teaching, mutually beneficial cross-disciplinary partnerships with colleagues, support for documenting their scholarship, increased capacity to secure grants and increased interest in remaining at Carolina in spite of compelling offers from other institutions. Other center and program directors spoke about collaborating with CCPS to the mutual benefit of each in better serving campus and off-campus communities. Community partners said their connection to CCPS has enabled them to better serve their target populations and leverage their connection to Carolina to gain partners in other sectors.

In an era of increased accountability and requirements by funders, policy makers and various publics for evidence of impact, it is important that the Center engage in evaluation planning that can demonstrate impact in selected areas, and that they be provided with the resources and support that will enable them to do so.

Touching an elephant – In this parable a group of blind men touch an elephant to learn what it is like. Each one feels a different part, but only one part. They then compare notes and learn that they are in complete disagreement about what an elephant is. In the same way, faculty, staff, student and community participants in Center programs are each touching a different part of the CCPS and don't necessarily understand connections between programs or the scale at which CCPS operates. Providing opportunities to introduce and connect participants in different programs to one another will help reveal the "elephant" and foster increased interdisciplinary collaboration and opportunities for deepening community partnerships.

10. Vision for the future of the center or institute, including program improvement plans.

The Center has effective leadership and a strong action plan guiding future development and program improvement. Some of the future-facing steps that the CCPS is already taking include:

- Developing an evaluation plan to embed competencies on self-efficacy on student programs and working to gather better data regarding impact on the community.
- More ways to connect participants in various programs, especially connecting student participants to Thorp Faculty Engaged Scholars.
- Continued focus on making offerings culturally relevant, especially to under-represented populations.
- Increased funding support for graduate/professional/faculty level course creation and engaged scholarship.
- Sharing the stories of life and professional transformation and how to better document this impact and identify what programs can be supported more fully as a result.
- Continuing to strengthen key programs that most obviously connect research and community engagement (service-learning, alternative breaks, faculty engaged scholarship program, internships)

11. The viability of reducing state funding by 25% over a three-year period.

The Center uses state funds to fulfill several academic purposes including the general education requirement to take service-learning courses. According to the Office of Undergraduate Curricula, 36.18% of students awarded degrees in Spring 2013 fulfilled their Experiential Education General Education requirement through the service-learning option. Any reduction in state funding is likely to have a severe impact on the Center's ability to provide these services and would mean scaling back on personnel and programs.

12. Implementation of plans to solicit outside funding, including soliciting funding from interested and supportive alumni and pursuing grant funding aligned with the center's mission and purpose.

The Center has enjoyed increased support from endowments in recent years and is hiring its first permanent development officer to more fully realize its fundraising potential. Fundraising priorities include an endowment for APPLES as well as increased funding for internships, alternative breaks and other programming. The Center also pursues grant opportunities that match their goals and priorities, including research opportunities that focus on student and faculty development. Once the new development officer is on board, these efforts will be formalized into a fundraising plan as part of the University's capital campaign.

RECOMMENDATIONS

CCPS is a mature program, with deep roots within the institution and surrounding community, and it is positioned to build on its strong history, performance and reputation to support the university's mission. We have discussed CCPS's strengths, contributions and challenges in the report along with our recommendations. We close with referencing them again below in order to stress their importance:

1. State funding should not be cut. The CCPS supports students and faculty across Carolina and has a significant role in ensuring that the university's public service mission is realized. Any reduction in funding threatens the Center's ability to offer the programs and services that have garnered high praise and support from faculty, staff, students and community partners.
2. The Center must engage in evaluation efforts that can demonstrate the impact of their programs and enable them to understand how and why their programs are working (or not). While CCPS has made significant strides in this area and will have a staff member with a percentage of their time designated for evaluation, CCPS will need additional resources and support in order to implement the types of evaluations that can show impact.
3. CCPS should be provided with increased technology support - especially in adopting university supported databases and in the use of video to communicate stories of impact to multiple targeted audiences (e.g., potential students, new community partners, legislators).
4. CCPS should continue its good management practices with regard to decision-making regarding program growth. Because CCPS is successful there is pressure from stakeholders to increase program offerings. CCPS cannot meet the demands for more programs or program expansion unless there is increased staff capacity and funding. Should more resources become available, interviewees wanted support for more faculty who could increase the number of service-learning courses (including those in targeted disciplines), more opportunities for students to engage in CCPS existing programs, increased programs directed at Carolina staff and shorter duration programs for faculty interested in community engaged scholarship.

SUMMARY

The Carolina Center for Public Service has established itself as a valued and respected campus resource and link to the broader community. Over the last 15 years, the Carolina Center for Public

Service has grown and expanded in line with its original purpose and in response to the evolving concept of engagement in higher education institutions. The addition of the APPLES program in 2009 strengthened their connection to the academic mission of the University and brought more formalized student leadership to the organization. The Center connects Carolina with the community, state and broader world and has become a hub for students, faculty and staff to connect their academic work with real world applications.

At the conclusion of each interview, we held a lightning round in which participants were asked to describe the Center in one word. The words we heard are a resounding endorsement of the Carolina Center for Public Service...*Dynamic, Synergistic, Strengthening, Experiential, Connecting, Engaged, Elevation, Helpful, Widespread, Impactful, Empowering, Passionate, Life-Altering, Energized, Helpful, Lifesaver, Resource, Necessary, Invigorating, Engagement, Empower, Diverse, Deep, Connections, Organized, and Thought-Provoking.*



Schedule of Events for Periodic Review of the Carolina Center for Public Service

CAROL P. TRESOLINI

Vice Provost for Academic Initiatives

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Monday, November 2, 2015

Time	Event
6:00 p.m.	Review Team Charge, Crossroads Restaurant at the Carolina Inn <ul style="list-style-type: none"> • Carol Tresolini, Vice Provost for Acad. Initiatives, Office of Exec. Vice Chancellor & Provost • Lynn White Blanchard, Dir., Carolina Center for Pub. Service and Clinical. Assoc. Prof., Health Behavior & Health Education, Gillings School of Glob. Pub. Health CFE Review Team: <ul style="list-style-type: none"> • Damon Waitt (CCPS Review Team Chair), Dir., NC Botanical Garden • Cathy Burack, Sr. Fellow, Higher Education, Brandeis University • Karen Erickson, Yoder Distinguished Prof. of Literacy & Disability Studies and Dir., Center for Literacy & Disability Studies, School of Medicine • Cricket Lane, Life Skills Dir., Acad. Support Program for Student-Athletes • Hudson Vaughn, Deputy Dir., The Jackson Center • Rachel Willis, Prof., American Studies and Adjunct Assoc. Prof., Economics

Tuesday, November 3, 2015

Time	Event
8:30 – 9:00	Breakfast Session with Lynn White Blanchard and Emily Williamson Gangi , Assoc. Dir.
9:00 – 10:00	CCPS Senior Staff <ul style="list-style-type: none"> • Rhonda Hubbard Beatty, Program Officer, Communications & Marketing • Emily Williamson Gangi, Assoc. Dir. • Tremayne Manson, Admin. Services Specialist • Ryan Nilsen, Program Officer, Student Programs • Leslie Parkins, Sr. Program Officer, Service-Learning
10:00 – 10:15	CCPS Review Team Break
10:15 - 10:45	CCPS Campus Partners – Session I <ul style="list-style-type: none"> • Jaclyn Gilstrap, Program Officer, Center for Glob. Initiatives • Shelley Gist, Program Coord., Carolina Women's Center • Richard Harrill, Dir., Campus Y • Christi Hurt, Asst. Vice Chancellor/Chief of Staff, Student Affairs; Dir. Carolina Women's Center • Nick Siedentop, Curriculum Dir., Office of Undergrad. Curriculum • Mathilde Verdier, UNC Social Innovation Initiative Program Coord., Campus Y
10:45 – 11:15	CCPS Student Affiliates – Session I <ul style="list-style-type: none"> • Caylin Bullock, Undergrad. Student, Mathematical Decision Sciences, Social & Econ. Justice; APPLES • Kevin Giff, Student Union Office Manager, CCPS • Danny Hogenkamp, Pres., APPLES • Nia Rush, Undergrad. Student, Glob. Studies, Spanish, Chemistry; BPSS • Janell Smith, Pub. Relations Intern, CCPS
11:15 – 11:45	CCPS Faculty Affiliates – Session I <ul style="list-style-type: none"> • Harriet Able, Assoc. Prof., School of Education; Thorp Faculty Engaged Scholar • Rich Goldberg, Research Assoc. Prof. and Dir. of Undergrad. Studies, Biomedical Engineering; Thorp Faculty Engaged Scholar; APPLES Course Instructor • Adam Jacks, Assoc. Prof., Div. of Speech and Hearing Sciences, Department of Allied Health Sciences; Thorp Faculty Engaged Scholar • Bob Pleasants, Asst. Dir., Learning Center and Clinical. Asst. Prof., School of Education; APPLES Course Instructor • Aimee Wall, T. W. Lambeth Distinguished Chair in Pub. Policy; Thorp Faculty Engaged Scholar

Tuesday, November 3, 2015 (Continued)

Time	Event
11:45 – 12:00	CCPS Review Team Break
12:00 - 1:00	Lunch Session with CCPS Advisory Board Members, Room 3203 FPG Student Union <ul style="list-style-type: none"> • Anginelle Alabanza, Grad. Student, Chemistry • Kevin Chovanec, Doctoral Student, English; McNair Program Grad. Asst., Carolina Higher Education Opportunity Programs • Tim Marr, Distinguished Term Assoc. Prof., American Studies • Chérie Ndaliko, Assist. Prof., Music; Thorp Faculty Engaged Scholar • Bettina Shuford, Assoc. Vice Chancellor for Student Affairs • Charles Streeter, Analyst, Student Affairs Information Technology • Laura Villa-Torres, Doctoral Student, Gillings School of Glob. Pub. Health • Susan Worley, Exec. Dir. & Volunteer Mentor Program Coord., Volunteers for Youth
1:00 – 1:45	CCPS Community Partners <ul style="list-style-type: none"> • George Barrett, Assoc. Dir. of Organizing & Advocacy, Jackson Center • Tabitha Blackwell, Dir., Chapel Hill-Carrboro Youth Forward • Atryaus Goode, Pres. & CEO, Movement of Youth • Stuart Phillips, Coord., Chapel Hill-Carrboro City Schools Volunteer Programs • Maggie West, Program Coord., Community Empowerment Fund
1:45 – 2:00	CCPS Review Team Break
2:00 – 2:30	CCPS Campus Partners – Session II <ul style="list-style-type: none"> • Chris Faison, Coord., Minority Male Engagement, Student Success & Acad. Counseling • Aaron Shackelford, Post-doctoral Trainee, Exec. Dir. for the Arts • Niklaus Steiner, Dir., Center for Glob. Initiatives • Ron Strauss, Exec. Vice Provost & Chief International Officer, Office of Exec. Vice Chancellor & Provost • Lynn Williford, Asst. Provost, Institutional Research & Assessment
2:30 – 3:00	CCPS Student Affiliates – Session II <ul style="list-style-type: none"> • Mike Caragher, Fellowships Co-chair, APPLES • Katie Cordova, Student Programs Asst., CCPS • Abbie Heffelfinger, Grad. Student, Gillings School of Glob. Pub. Health; Community Engagement Fellow • Daniel Irvin, Vice Pres., APPLES • Amber Majors, Lead Buckley Pub. Service Scholar Grad. Asst., CCPS • Ami Patel, Undergrad. Student, Nursing; BPSS • Radha Patel, Communication Coord., APPLES • Juliana Ritter, Undergrad. Student, Glob. Studies, Geography; CCPS Advisory Board Member • Eyerusalem Tessema, Grad. Asst., APPLES Service-Learning Alternative Breaks, CCPS
3:00 – 3:30	CCPS Faculty Affiliates – Session II <ul style="list-style-type: none"> • Mimi Chapman, Assoc. Prof., School of Social Work Thorp Faculty Engaged Scholar • Suzanne Gullede, Prof. and Chair, Professional Leadership & Practice Div., School of Education; Thorp Faculty Engaged Scholar; APPLES Course Instructor • Steve May, Assoc. Prof., Communication; Thorp Faculty Engaged Scholar; APPLES Course Instructor
3:30 – 3:45	CCPS Review Team Break
3:45 – 4:30	CCPS Review Team Discussion
4:30 – 5:00	CCPS Review Team Wrap-up Session with Lynn White Blanchard and Carol Tresolini

All sessions will be held in 3515 Student Union (across the hall from APPLES office), unless otherwise indicated. Questions/Concerns/Schedule Changes: Contact Carolyn Ingram in the Office of the Executive Vice Chancellor & Provost at (919) 843-5628 or carolyn.ingram@unc.edu.

APPENDIX B.

Rebecca A. Egbert
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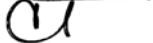
MEMORANDUM

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TO: James Dean, Jr.
Executive Vice Chancellor and Provost

CAROL P. TRESOLINI
Vice Provost for Academic Initiatives
carol_tresolini@unc.edu

FROM: Carol Tresolini 
Vice Provost for Academic Initiatives and Chair, Centers & Institutes Review Committee

DATE: July 27, 2015

RE: Review of the Carolina Women's Center

The Centers and Institutes Review Committee met on Monday, July 20, 2015 to discuss the report of the formal review of the Carolina Women's Center (CWC). Last February, the UNC Board of Governors instructed UNC Chapel Hill to complete a comprehensive review of the CWC by August 2015, including an assessment of the level of sexual assault counseling required at UNC-CH.

The Committee commended review team chair Lynn Blanchard and other members of the review team for conducting a comprehensive and thoughtful review of the CWC and constructing a clear and cogent report (attached). The review team made a number of recommendations, all of which were endorsed by the Committee. One of those recommendations addressed, as instructed by the Board of Governors, the level of sexual assault counseling required at UNC-CH. The review team determined that two additional gender violence services staff should be added as soon as possible, with an eventual goal of two more. The Committee, however, felt that it would be better to begin by adding just one more staff person while beginning the search for the next director, and then allow the new director to complete the task of building the interpersonal violence team. A request for funding in the amount of \$50,000 to hire the initial additional staff person is included as a top priority in my budget request for 2015-16.

In summary, the Committee endorses the findings of the review team and supports the continuation of the CWC as a UNC-CH center. We recommend that you confirm the continued viability of the CWC, provide additional funding to hire an additional interpersonal violence services staff person, and consider future requests by the next CWC director for additional staffing in this area. We also ask that you forward the report and recommendations to the Chancellor for her endorsement, and then to the Board of Trustees for their information, as directed by the Board of Governors.

Following acceptance of the report and recommendations by you and the Chancellor, we will proceed with the search for a new director, allowing Christi Hurt to finally fully undertake her new responsibilities in Student Affairs. The Committee presumes that the new director will strive to identify additional resources to fully carry out the recommendations of the review team and the directives of the Board of Governors. The Committee commends the CWC on the quality of work being done by its extraordinarily capable leadership and staff and wishes the Center continued success in achieving its mission.

Copy: the Centers and Institutes Review Committee

Attachment: CWC Review Report

Carolina Women's Center Review Committee Report

Submitted to Carol Tresolini, Vice Provost for Academic Initiatives
July 17, 2015

Background

In accordance with University of North Carolina at Chapel Hill policy on centers and institutes and at the additional direction of the UNC Board of Governors, a formal review of the Carolina Women's Center (CWC) was conducted in June 2015. The review committee consisted of six individuals from UNC-Chapel Hill and one external member from the University of Virginia. Names and positions of the members are included in Appendix A.

Prior to the scheduled review, committee members had access to a number of background documents through a campus Sakai site created specifically for the group. These documents included the founding history, report of a 2012 advisory task force, annual reports, budget overview and the presentation given to the UNC Board of Governors task force reviewing centers and institutes. In addition, director Christi Hurt provided a detailed report written specifically for the review that gave an overview of the CWC and also posed a set of questions facing the CWC as it develops plans and moves forward.

On Sunday, June 7, 2015 the committee had a dinner meeting with Carol Tresolini, Vice Provost for Academic Initiatives and CWC director Christi Hurt. The committee received its charge, went over the next day's schedule and had an opportunity to have any questions about the background materials or review process answered. In addition to the parameters of the charge delineated in the university's policy document, the committee was asked to consider the needed and optimal levels of staffing to provide support around interpersonal violence.

The committee interviewed CWC staff and stakeholders on Monday, June 8, 2015. One staff member was out of town, and she was interviewed by the chair of the review committee the following week. The committee heard from a total of 17 individuals, including one person who was unable to attend the meetings for health reasons and submitted written comments. The interview schedule with names can be found in Appendix B.

Following are the committee's findings, organized around the areas we were charged to address:

1. Degree to which the mission of the program is realistic, feasible, and capable of meeting the needs of the university and wider community

The CWC mission is comprehensive and specific in its focus “to create an inclusive education and work environment where gender is not a barrier to success, difference and diversity are celebrated, and everyone is safe to live, learn, teach, and work without threat of harm or unequal treatment.” The degree to which it is realistic and feasible depends in large part on at least two important factors, 1) sufficient resources to accomplish its goals and 2) the necessity of strong and substantive collaborations with other units on campus and in the community.

2. Extent to which the center’s mission, goals, and activities are unique or duplicated elsewhere on campus or within the UNC system

The CWC addresses numerous and critical issues in which other departments and units on campus have a shared interest. The CWC is unique in that its mission allows it to focus on gender equality issues in ways that others cannot. The CWC is unduplicated in its role as a pan-university entity that can convene and support partners from across campus in making progress on shared goals. As a result, its role is critical to the campus in dealing with such issues as gender-based violence and making progress on gender equity issues for students, faculty and staff.

Activities at the CWC include specific programs, and also include building public awareness and addressing policy issues, specifically the recent attention to lactation spaces. Importantly, the CWC has built a strong body of programs and strategies that are primarily focused inward, supporting the campus community in ways that were recommended both at its inception and by a 2012 advisory task force.

There are potential areas of overlap with other entities on campus, specifically the department of women’s and gender studies, and the LGBTQ Center. Nonetheless, our review indicated that there is ongoing attention and effort on the part of all these partners to define their work and relationships in ways that strengthen and enhance such efforts rather than duplicate them.

3. Degree of success in achieving mission and reaching desired outcomes; adequacy of programs and initiatives in fulfilling research, instruction, and/or public service missions and meeting the needs of constituents and stakeholders

The review included speaking with CWC and center constituencies, and the interviews and

review of materials indicate substantive accomplishments in areas concerning research and scholarship, teaching and public service. As with many other campus efforts, the CWC's efforts do not cleanly fit into one of these. Rather the work of the CWC incorporates and connects the three.

The work of the CWC falls into four general categories in addressing gender equity: 1) student programs and leadership development, 2) faculty programs, 3) campus policy and 4) gender-based violence, including sexual assault response and prevention. In interviews with CWC staff and constituent representatives from each of these areas, it was clear that the efforts of the center are effective and well-received, but limited by resources, particularly in regard to staffing.

Although there was consensus on the value and success of current efforts of the CWC, there was also recognition of several areas that need strengthening. Most often mentioned was the need for additional staff to address interpersonal violence. Also noted was the importance of increased programming and outreach supporting graduate students and staff as well as increasing the diversity of CWC staff and clientele.

4. Quality of the student experience and success in career placement (if applicable)

The Moxie Project and the Alternative Break Experiences are two noteworthy initiatives of the CWC, and both combine experiential education and public service. The Moxie Program focuses on building skills through internships at agencies and production of a final product paired with staff and peer support and mentoring. By the end of the program, students have increased leadership and teamwork skills and many report having more insight into the careers they wish to pursue.

The Alternative Break experiences also build team and leadership skills. The break trips are organized and led by experienced students who partner with CWC partner organizations. In this and other activities, students are encouraged and supported in taking on organizational roles.

Students are also encouraged to take on projects related to their own interests. Several of those interviewed referred to the CWC as “an incubator” for students seeking to build new ways to foster gender equity—as well as to foster greater university-wide understanding of key contemporary issues, such as human trafficking. The mentoring of such students from the CWC is invaluable.

Students also come into the CWC seeking advice and guidance of all kinds. They learn about broader gender equity issues, some of which are already faced by graduate students — pay equity, parental leave, sexual harassment, lactation spaces, and others—and become the educated citizens while at Carolina and for the future.

Several students spoke to the importance of the CWC in regard to their overall campus experience. As one said of trying to find needed resources, “They advocated for me when I couldn’t advocate for myself.”

5. Effectiveness of leadership, organizational structure, and administrative resources

As with other Carolina centers and institutes, the CWC experienced deep budget cuts in 2009 and the director resigned to take another position. Christi Hurt was hired on a part-time, interim basis along with one part-time staff member. Hurt was eventually hired into the full-time director position and began to work to rebuild and refocus the CWC based on the recommendations of an advisory task force appointed by the Office of the Provost. Since that time, with the support of additional resources from the University and other sources, the CWC has grown to its current organizational structure and size.

It is a testament to Hurt’s leadership and the dedication and skills of the staff that the CWC has established itself and grown its reach and influence to the degree it has, especially given the limited resources available. The structure of staff roles in student, faculty and campus and gender violence programs appears to be an appropriate and effective way to delineate responsibilities. The staff members in each position have developed programming and outreach that support the overall mission and goals of the CWC.

Since becoming assistant vice chancellor and chief of staff for student affairs, Christi Hurt has continued in her role as director on a part-time basis. Due to the strong staff she has assembled and her commitment to the organization, the CWC has continued its work and built its reach over the last year. However, with growing opportunities, demands and challenges, the CWC will benefit from having a full-time director.

6. Quality of institutional relationships

From all the interviews with constituents from across the institution, it is clear that one considerable strength of the CWC is in its connections and potential connections across campus. There is always room to expand and reinforce such relationships, but strong and positive connections do exist with other units on campus and in the community. There are true working relationships with many collaborative projects. Some particularly deep partnerships are also evident and important, particularly with the LGBTQ Center.

Since the inception of the CWC, a particularly important relationship has been that between the Center and the Department of Women and Gender Studies. This relationship has evolved and developed in important ways, and, like all partnerships, it requires ongoing attention to maintain. The distinction between the two was articulated as the CWC being a place where (a) students could put theory into practice, (b) policy issues relevant to women were addressed, (c) an

information hub regarding resources relevant to those who identify as female and/or that address gender equity. The Department of Women and Gender Studies in contrast is the place for research and teaching related to the topic of gender. One area of potential overlap is with the Faculty Scholars program, which also focuses on faculty research. Nonetheless, faculty members interviewed expressed the program fostered their scholarship, and helped them develop meaningful connections with the CWC. The CWC and the Department of WGST intend to further strengthen their collaborative relationship in the future.

Another important area for the CWC is that of building strong institutional relationships with individuals and units on campus that are deeply involved in social justice related to race and ethnicity. As one reviewer pointed out, there is a “need to recognize that women from different backgrounds can have a cultural identity that comes before gender. At the same time, expanding the Center’s constituency so that it is working with women—and men—of color would add a great richness to the experiences of students, faculty, and staff at UNC-Chapel Hill.”

Two other areas were mentioned in terms of strengthening institutional relationships. These were the campus office of Public Safety and leadership programs, including the Bridges Program at the Friday Center for Continuing Education.

7. Adequacy of funding and facilities; for recently-established centers, congruence of current budget with budget proposed at inception

Although the budget of the CWC has grown over the last five years, resources are insufficient to fully develop the potential of the center, and even more importantly they are inadequate to meet demand for services related to gender violence.

Almost 80% of the budget comes from state funds, with the remainder being grant and gift dollars. Currently, the position of gender violence services coordinator is funded by grant funds, which are time-limited. Because the CWC director position has been only part-time, some of the funds that have formerly supported the director have been available to support other CWC activities. Staff are all working at, and often beyond capacity. Thus, the need for more resources to maintain, much less grow the CWC is real and immediate.

The location of the CWC in its suite in the Sonya Haynes Stone Center is well positioned in terms of campus access, and is adequate for the current configuration of staff. Future growth may demand expansion of this space as well, although some of the recommendations regarding additional gender violence services staff may be accommodated in other ways.

8. Feasibility of the program’s plans for the future

The review revealed substantive agreement among CWC staff and its constituencies regarding

needs and possible future direction. These all reflect the strong positive assessments of the current staff members and the work they are doing, and recognizing that adding any activities will necessitate additional resources, collaboration with campus and community partners and/or changing current activities in some way. Below are the major findings in regard to suggestions for the future. As expected, most prevalent was consensus regarding the necessity of having additional staff addressing gender violence services.

Gender Violence Services

As reported, there is only one gender violence services coordinator. Over the course of a year, Cassidy Johnson has worked with almost 90 primary and secondary survivors and during the fall conducted outreach to more than 1,000. However, due to the demand for her services, she had to stop doing outreach as she did not have the capacity to meet the resulting demand for services. Notably, those receiving services are primarily white and Asian undergraduate students.

The picture Johnson provided of current services and need was underscored and emphasized by others interviewed. There was striking consistency as to immediate and long-term need for additional staff and how that staff should be organized. Ideally, there would be at least five full time gender services staff, with one of them a clinical specialist who could supervise and advise the rest of the staff.

Although the services might be administratively located with the CWC, general opinion was that gender violence services staff should be located in several accessible locations on campus, such as the LGBTQ Center, Office of Fraternity and Sorority Life and Community Involvement or the American Indian Center. This would increase the likelihood of a more diverse group accessing services.

There was also consensus that while at least five full time staff members were ideal, two additional staff could help mitigate the most pressing current issues.

Student Programs

The success of the Moxie Project and the Alternative Break Experience and other undergraduate student activities indicate that they are well established and conducted. Suggestions for the future in relation to student programs focused for the most part on more opportunities for graduate students. Shelley Gist is the current coordinator of student programs and has brought both experience and a strong student perspective to the position as she was affiliated with CWC prior to her graduation from Carolina in 2014.

Given the nature of the graduate student experience, their needs are often more aligned with faculty and staff interests such as parenting and child care resources.

Faculty and Campus Programs

The position of program coordinator for faculty and staff is a recently created position and it has been very well received. Clare Counihan's efforts around lactation spaces and gender equity issues were cited by a number of those interviewed.

There is need and potential for efforts regarding campus issues for both faculty and staff, including parental leave, pay equity, retention of women faculty of color and promotion of women to leadership roles. As noted, a number of these issues are of vital interest to graduate and professional students as well.

The Faculty Scholars Program has been popular and well-received, with an interdisciplinary group of faculty members participating. However, there were some questions regarding how this program and the work of the selected scholars support the overall mission of the CWC. There were suggestions that perhaps the program should focus the scholarship on specific themes of interest to the CWC or to issues affecting the campus.

In several interviews, the importance of data relating to campus issues was mentioned as an important need and possible role for the CWC.

Administration and General

The current organization and operation of the CWC are very strong, particularly when considered in regard to the challenges faced over the last five years. By necessity, CWC has grown somewhat organically and there has been little opportunity to consider a long-term plan for the future. The staff members are doing an incredible job, but all have been in place less than two years and by necessity each has to focus on the implementation and day-to-day details of their responsibilities. With a new director, there is an important opportunity to take the time to consider the big picture with a long-range view.

As the future of the CWC is discussed, there is one issue that came up during the review in which there was not consensus, but which should be considered, and that is the name. There are those who believe the name should remain as is, while making efforts to ensure its inclusiveness and others who think a name that includes "gender equity" or another more inclusive term would be best. Any process of consideration should be undertaken deliberately, thoughtfully and with wide participation.

Given the attention to gender based violence issues on campus and the resources necessary to help address them, there is concern that other critical programs and activities of the CWC could get lost or be diminished. It is imperative that the University and those associated with the CWC guard against this and protect the other fundamental resources and focus of the CWC.

9. Recommendations for improving academic and administrative effectiveness

Based on the background materials, interviews and discussions, the review committee makes the following recommendations:

Staffing

1. Seek a new director with a proven record of fund-raising and experience in strategic planning and human resource development.
2. Increase the gender violence services staff by two positions as soon as possible, with an eventual goal of two more. Ideally, those hired will bring more diversity to the staff. One of those hired should have clinical training and be qualified to oversee and support the other staff members.

Strategic planning

3. Bring together stakeholders to identify key strengths of the CWC as well as priority areas for the future.
4. Establish specific short and long-term goals and objectives and how they will be assessed
5. Establish a process by which issues such as lactation space and dependent care can be addressed university-wide under CWC leadership.
6. Assess advantages and disadvantages regarding the name of the center.

Development

7. Work with University advancement to establish a development plan that includes an annual campaign and a process for identifying potential donors
8. Explore grant opportunities with Offices of Research Development and Office of Corporate and Foundation Relations.
9. Seek collaborative grant opportunities with other campus units and departments.

Programs

10. Consider Faculty Scholars program and how it might be more closely connected to and support the overall mission of the CWC.
11. Develop strategies for inclusion of more graduate students and campus staff members in CWC programs and activities.

Diversity

12. Build stronger connections between the CWC and campus diversity and inclusion efforts.
13. Establish procedures for outreach to groups underrepresented in CWC programs and activities

Summary

The Carolina Women's Center has established itself as a valued and respected campus resource. The CWC has made impressive accomplishments, particularly in the area of gender-based violence over the last five years, despite severely limited resources. These provide a strong foundation for the future, but additional resources are key to its success. Most immediate is the need for additional staff to address gender-based violence services. Given this need and the current budget environment, it is imperative that the administration and the CWC leadership do everything possible to identify necessary funds in the short term and also establish a plan to diversify funding for the long term.

The current staff have demonstrated commitment, skills and grit and deserve credit for what has been accomplished. They show insight into the needs and direction of the CWC. It is important that they receive the necessary support in moving forward.

The CWC is in the midst of a leadership transition, which is both a challenge and an opportunity. New leadership should be charged with taking the CWC to the next level in terms of organization, funding and programming, with the full support of the administration. There are clear priorities from the constituencies of the CWC that can help inform a planning process and dedicated partners from across campus who can help accomplish them. This planning process can help ensure that while increasing resources may have to be disproportionately spent on gender-based violence services, the mission and other goals and activities will continue to be a priority and define the overall purpose and role of the Carolina Women's Center in the years to come.

APPENDIX A

Review Committee Members

University of North Carolina at Chapel Hill

Lynn Blanchard (Chair)
Director, Carolina Center for Public Service

Wendy Brewster
Director, Center for Women's Health Research

Rebecca Macy
Professor, School of Social Work

Katie Nolan
Title IX Compliance Coordinator (Interim)

Terri Phoenix
Director
LGBTQ Center

Silvia Tomaskova
Chair, Women's and Gender Studies

University of Virginia

Sharon Davie
Director, Maxine Platzner Lynn Women's Center

APPENDIX B

Carolina Women's Center Review Interview Schedule

June 8, 2015 – Conference Room 200, Stone Center

8:00-8:30 a.m.	Continental breakfast and overview of the day
8:30-9:30 a.m.	Christi Hurt (Interim Director, Carolina Women's Center)
9:30-10:15 a.m.	Clare Counihan (Program Coordinator for Faculty and Staff)
10:15-11 a.m.	Cassidy Johnson (Gender Violence Services Coordinator)
11 a.m.	Break
11:15 a.m. – 12 p.m.	Kiran Bhardwaj and Lindsay Wallace* (Graduate and Professional Student Federation) Brittanie Fisher* (work study student) Alice Wilder and Mary Koenig (Moxie 2013) Diamond Brown* (alternative break leader, RVAM intern) Emily Burrill (Associate Professor, Women and Gender Studies)
12-12:45 p.m.	Working Lunch
12:45 – 1:15 p.m.	Margot Stein (Chair, COSOW Faculty Committee; Clinical Associate Professor, Dental Ecology) Tanya Shields (Assistant Department Chair & Associate Professor, Women and Gender Studies)
1:15 – 2:30 p.m.	Nancy Fisher** (Chair, Fixed Term Faculty Committee; Research Professor, Microbiology/Immunology) Leslie Parise* (Member, Faculty Executive Council; Chair, Biochemistry and Biophysics, SOM) Kathleen Anderson* (Director, Community Breastfeeding) Rumay Alexander (Chair, Community and Diversity Faculty Committee; SON Director of Diversity)
2:30 – 3 p.m.	Ew Quimbaya-Winship* (Deputy Title IX Coordinator) Emily Gaspar (Assistant Dean of Students) Kelli Raker (Violence Prevention Coordinator) George Hare* (DPS) Aaron Bachenheimer (Director, Fraternity and Sorority Life and Community Engagement)
3-3:30 p.m.	Jackie Overton (Employee Forum; DPS)

Charles Streeter* (Chair, Employee Forum; Student Affairs ITS)
Sharbari Dey* (Assistant Director for Education and Special Initiatives,
DMA)
Will Mcinerney (Men's Project, Campus Health)

3:30-4 p.m.

Discussion

4-5 p.m.

Wrap up with Carol Tresolini and Christi Hurt

* Did not attend

** Did not attend, but sent written statement

NOTE: CWC staff member Shelley Gist (Student Program Coordinator) was out of town on June 7, so she was interviewed separately on June 16.

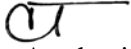


MEMORANDUM

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TO: James Dean, Jr.
Executive Vice Chancellor and Provost

CAROL P. TRESOLINI
Vice Provost for Academic Initiatives
carol_tresolini@unc.edu

FROM: Carol Tresolini 
Vice Provost for Academic Initiatives and Chair, Centers & Institutes Review Committee

DATE: February 8, 2016

RE: Review of the Center for Civil Rights

The Centers and Institutes Review Committee met recently to discuss the report of the review of the Center for Civil Rights (CCR) in the UNC School of Law. Last February, following their system-wide review of centers and institutes, the UNC Board of Governors instructed UNC Chapel Hill to complete a comprehensive review of the CCR by February 2016. This review was conducted, by the School's Academic Affairs Committee in consultation with its former Dean Jack Boger. It was submitted and approved by the current Dean Martin Brinkley in December 2015. The Committee commends Professor Boger and the review team for conducting a comprehensive and thoughtful review of the CCR and constructing a clear and compelling report (attached) that addresses all requirements of the policies governing centers and institutes established by the UNC system and UNC-Chapel Hill.

The CCR was founded in 2002 by esteemed UNC School of Law Alumnus and former North Carolina Central University Chancellor Julius L. Chambers. Consistent with the University's mission, its work is guided by a three-fold research, teaching, and service mission. It creates and sponsors cutting-edge research and scholarship on contemporary issues of civil rights; provides education and training of law students who aspire to join the next generation of civil rights attorneys, advocates, and scholars; and offers these students direct field experience as it provides outreach and direct assistance to some of the most socially, economically, and politically disadvantaged citizens. The CCR enjoys a large degree of success in accomplishing its mission due to the strong leadership of its current director Ted Shaw, Julius L. Chambers Distinguished Professor of Law. The center has produced a strong body of scholarly publications, hosted academic and service-oriented conferences, and garnered enough private support to fully fund its work without any allocation of State funds.

This center has come to be acknowledged as not only among the primary civil rights centers in the South, but also a national leader in civil rights research, engagement, and advocacy. It exemplifies the type of focused interdisciplinary work that one would expect of a center or institute at a top-tier university. The Centers and Institutes Review Committee fully endorses the findings of the review team and believes that the CCR is a great asset to the University, the state, and the nation. The committee commends Prof. Shaw for his fine leadership and recommends continuation of this center, with its next periodic review in five years. We ask that you forward the report and recommendations to the Chancellor for her endorsement, and then to the Board of Trustees for their information, as directed by the Board of Governors.

Copy: the Centers and Institutes Review Committee

Attachment: CCR Review Report

UNC CENTER FOR CIVIL RIGHTS

REVIEW REPORT ON MISSION, ACCOMPLISHMENTS, BARRIERS, AND VISION

Submitted to Carol Tresolini, Vice Provost for Academic Initiatives
December 30, 2015

Background

The UNC Center for Civil Rights (“the Center”) was initially proposed in 2001 as an internal project of the School of Law of the University of North Carolina at Chapel Hill (“the School”). That proposal was expressly approved by vote of the faculty of the School and accepted by the then-Dean, Gene R. Nichol.

The Center’s founding director was the late Julius L. Chambers — one of the School’s most respected graduates, one of the nation’s greatest civil rights advocates and leaders, and a former Chancellor of North Carolina Central University. For nearly fifteen years since, the Center has carried out a successful, multi-disciplinary mission of research, professional training, and public service. At present, it is led by Theodore M. Shaw, the Julius L. Chambers Distinguished Professor of Law at the School, who in 2014 came to UNC from Columbia University Law School after a distinguished twenty-six year career in public and non-profit law practice, including four years as director-counsel of the nation’s leading civil rights law firm, the NAACP Legal Defense & Educational Fund, Inc. (“LDF”). At the NAACP LDF, Professor Shaw succeeded his mentor, Julius Chambers, as director-counsel. In addition to Columbia Law

School, Professor Shaw also taught at the University of Michigan Law School, and has held rotating chairs at CUNY and Temple Law Schools. The School and the Center are extremely fortunate to have secured the commitment of Professor Shaw to carry on the ideals of the Center's founding director.

The School's Academic Affairs Committee, with the assistance of former Dean Jack Boger and feedback from various stakeholders, has submitted this report to the Dean of the School, Martin Brinkley, and ultimately to The Centers and Institutes Review Committee appointed by the Executive Vice Chancellor and Provost, in compliance with the five-year review provision (Section VII) instituted under the "Policies and Procedures Governing Centers and Institutes" (approved July 14, 2014, as revised). The Policies document requests information on ten separate issues. This report addresses each of the ten issues in order.

1. Mission, goals, and objectives and their relationship to those of the University

In its initial statement of purpose put forward in the late spring of 2002, the Center proposed to "provide opportunities for a wide range of scholarly work, teaching, and direct engagement by students and faculty in the ongoing struggle for civil rights and social justice," making "significant efforts . . . to involve scholars from empirical and social science disciplines beyond the Law School in the consideration of core issues of civil rights and social justice." (June 1, 2002 Proposal for the Initial Phases of a Center for Civil Rights, hereinafter referred to as the "2002 Proposal").

The 2002 Proposal continues to guide the Center's work at the mid-point of its second decade of existence. The Center's three-fold mission involves: (1) the creation and sponsorship of cutting-edge research and scholarship on contemporary issues of civil rights; (2) the education and training of law students who aspire to become a new generation of civil rights attorneys,

advocates, and scholars; and (3) the provision of outreach and direct assistance to racially disadvantaged and lower-income individuals and communities, principally within the State of North Carolina and the Southeast, not only as a public service to these communities — to build their capacity to remove unjust racial and economic barriers — but also as a clinical training ground for aspiring civil rights lawyers and as a prism through which to examine and develop, in the field, effective new and sustainable programs to reduce racial and economic inequality.

The Center's mission tracks the mission of the University of North Carolina in significant ways. The University's mission, as approved by the Board of Governors, is:

[T]o serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.¹

Within its sphere of civil rights, the Center, like the University as a whole, serves as “a center for research, scholarship and creativity,” not only through the sponsorship of national scholarly and policy conferences (to be described below); the publication of reports; and the fostering of special law review issues and scholarly books, but also through ongoing scholarship regularly undertaken by its law faculty participants. The Center also embraces the task of “foster[ing] the success and prosperity of each rising generation,” especially (but not exclusively) law students who hope to receive hands-on training in civil rights litigation, client advocacy, and community service — much like the clinical training afforded future prosecutors and public defenders by the School's juvenile justice clinic or the clinical training extended to future physicians, pharmacists,

¹ Mission Statement approved by UNC Board of Governors, Nov. 2009 and Feb. 2014 (<http://www.unc.edu/about/mission/>).

nurses, social workers and teachers by the “field placements” arranged through other professional schools at UNC-Chapel Hill. Finally, the Center participates in a deservedly-celebrated University that has long set Chapel Hill as “the University of the people,” apart from many of its public and private peers: “extend[ing] knowledge-based services and other resources . . . to enhance the quality of life for all people in the State.” In so doing, the Center has warmly cooperated throughout its existence with other academic departments and programs throughout the University. Teaching, scholarship, and training lie at the heart of its mission.

2. Extent to Which the Mission, Goals, and Activities Are Unique or Duplicated Elsewhere on Campus or Within the UNC System

Despite its cooperation with other schools and departments, the Center’s coordinated efforts to achieve and promote its mission and related objectives are unique within the UNC System. While other programs and departments consider various issues related to equity and justice in North Carolina and beyond, and in so doing share some of the Center’s work (in academic research, student training, direct community advocacy), no others focus on how best in the 21st century to fulfill the nation’s long-declared, but only partially implemented, *legal* commitment to affording civil rights to African Americans and other individuals disadvantaged by race, as well as to lower income citizens and communities.

The Center focuses on some of America’s most important and long-standing legal and constitutional goals. These goals are reflected in nearly 150 years of unfolding constitutional provisions and statutes — the Thirteenth, Fourteenth, and Fifteenth Amendments to the federal Constitution; various civil rights laws enacted by Congress in the years 1867, 1870, 1871, 1875, 1957, 1964, and 1989; as well as the Voting Rights Act of 1965 and its amendments, the Fair Housing Act of 1968, related federal executive agency regulations, and cognate state and local civil rights acts — all of them framed to afford to residents certain basic civil rights.

Not only is this web of constitutional, statutory, and regulatory requirements and prohibitions complex, but — as is widely acknowledged — implementation of these national legal steps has proven difficult and contentious even for the nation’s finest scholars, policy makers, and social justice advocates. Not only are the legal issues profound, but they arise in circumstances that demand sophisticated empirical and social scientific understanding. Indeed, the Supreme Court of the United States is presently considering grave, data-intensive arguments in one important case testing the meaning of the Equal Protection Clause of the Fourteenth Amendment as it bears upon college and university admissions policies and practices nationwide. Another case before the High Court examines the meaning of the Fourteenth and Fifteenth Amendments and the Voting Rights Act as they bear on voting issues. At every level of national life, civil rights issues are alive and are objects of intense consideration and controversy for courts, governments and private entities, and for the American people themselves.

While other entities within the University create and explore empirical evidence on civil rights-related issues or ponder questions of value and/or public policy on civil rights themes, none do so with the simultaneous aim of parsing the special constitutional and legal dimensions of civil rights issues, or of training a core of young legal professionals who will participate directly as actors in structured legal fora — federal and state courts, administrative agencies, and/or legislative assemblies — as they consider these issues in the future. Moreover, none of the non-profit and private legal entities that presently offer civil rights legal training to recent law graduates can offer the deep advantage that comes from a home deeply situated within the law school of a major research university.

As a result of the Center’s unique strengths, it has found itself in frequent partnership with scholars from other academic departments and disciplines — the Kenan-Flagler School of

Business; the School of Education; the School of Government; the Gillings School of Global Public Health and the School of Social Work; along with academic disciplines such as city and regional planning, economics, geography, history, political science, and sociology — all on issues of joint concern, particularly those in which law plays a major role.

The Center's active engagement with real-world *client communities* around the State of North Carolina has also prompted other UNC system departments and programs regularly to reach out to the Center for collaboration, support, and coordination in areas where they have field interests and the Center has well-developed knowledge of the community and/or its residents. In this way as well, the Center's knowledge, experience, and expertise — together with its multifaceted model of traditional academic research and publishing, public education, civic engagement, and direct advocacy — have contributed to the advancement of the broader public service mission of the University.

3. Degree of Success in Achieving the Mission and Reaching Desired Outcomes, and Quality and Quantity of Scholarly, Instructional, and Public Service and Engagement Activity

(a) Scholarly Endeavors

In the scholarly realm, the Center has sponsored at least twelve major academic conferences in its fifteen years of engagement. These conferences have brought leading scholars and researchers to Chapel Hill from national universities such as the California Institute of Technology, Columbia, Cornell, DePaul, Duke, Florida State, Georgetown, George Washington, Harvard, Indiana, Miami, New York University, Ohio State, St. Louis University, Stanford, Temple, Vanderbilt, the University of California at Berkeley, UCLA, UC-Santa Barbara, the University of Pennsylvania, the University of Southern California, the University of Tennessee, Washington University in St. Louis, the University of Wisconsin, and Williams. From within the

State of North Carolina, the Center has drawn on scholars from East Carolina University, North Carolina State, North Carolina Central University, and the University of North Carolina at Charlotte.

Additionally, the Civil Rights Project at Harvard University, the UCLA Civil Rights Project, the National Coalition on School Diversity, and other distinguished partners have actively sought the Center's collaboration as a scholarly partner on special projects. In 2013, the NAACP LDF co-hosted a conference in Chapel Hill with the Center following a series of three crucial Supreme Court decisions. The conference was designed to enable the nation's leading civil rights scholars and advocates to reflect on the legal and scholarly significance of the Court's decisions. As noted above, within the University of North Carolina at Chapel Hill, the Center has worked closely with scholars at the Schools of Business, Education, Government, Public Health and Social Work, as well the departments of City & Regional Planning, Economics, Public Policy, and Sociology within the College of Arts & Sciences.

The Center's conferences have resulted in two scholarly books, published by the University of North Carolina in 2005 and 2009 respectively, as well as four special issues of the *North Carolina Law Review*, each devoted to scholarly articles on issues that sprang from the Center's conferences, along with a dozen additional empirical reports and other research findings. The Center has also filed *amicus curiae* ("friend of the court") legal briefs in nationally important civil rights cases. Indeed, several Center lawyers formally served as co-counsel with the University at Chapel Hill's own legal counsel in the preparation and submission of the University's *amicus curiae* brief filed in 2013 in *Fisher v. University of Texas* case, defending race-conscious affirmative action in undergraduate admissions. Lawyers from across the country

continue to consult with the Center’s lawyers concerning ongoing litigation about diversity and affirmative action, as do legal and education writers.

The Center’s extensive empirical and analytical work on problems associated with the accelerating re-segregation of public schools, especially in the South, has focused national scholarly and policy attention on that important issue. Indeed, the Center’s sustained work has prompted some school districts to adjust their student assignment methods to minimize racial segregation, and has increased the attention of policymakers at the United States Department of Education on those issues. The Center’s work on “municipal underbounding” — the drawing of town lines in a fashion that excludes minority neighborhoods from the city limits of smaller towns (thereby denying minority communities municipal services such as water, sewer, utilities, or police and fire protection, while excluding them from town political processes) — has also brought national attention to that previously overlooked problem.

(b) Student Training / Quality of Student Experience and Success in Career Placement

The Center has earned a national reputation over the past decade for the quality of the Law School graduates it has helped train and for the importance of their research work. Law students work during the academic year and during summers as externs, interns, and/or volunteers, and the Center’s staff attorneys offer courses within the Law School on civil rights topics. More than 120 law students have participated in the Center’s work through externships, internships, and pro bono projects and have developed important law practice skills as a result. The students have conducted field research, drafted legal complaints, conducted pre-trial discovery, interviewed clients, and engaged in community outreach efforts. Students trained at the Center have gone on to practice civil rights law throughout the State and nation. Former Center students now hold full-time legal positions at the NAACP LDF in New York, the Center

for Responsible Lending in Durham, the North Carolina Chapter of the American Civil Liberties Union, the Southern Coalition for Social Justice, the Charlotte-Mecklenburg Housing Authority, and Legal Aid of North Carolina. Other former interns and fellows now work in North Carolina and national private law firms. Many report that their ongoing commitment to providing pro bono legal representation to persons of modest means was developed and honed through their work at the Center.

Law students working at the Center have received not only experiential training and practical skills instruction, but also deep exposure to issues of legal ethics and professionalism, to say nothing of the career guidance and the reputational benefit and broad professional network the Center and its staff have afforded them. The Center is a sought-after host site for the Law School's for-credit externship program and collaborates with individual students and student organizations on pro bono projects.

(c) Community Service

Beyond its impact on law students and the scholarly world, the Center has invested tens of thousands of hours working with individuals, families, and communities throughout the State of North Carolina and the Southeast. This work comes in many forms including education, outreach, consultation, and litigation. As part of the Center's legal advocacy efforts (which make up only a limited proportion of its activities), the Center from time to time represents plaintiffs in civil rights cases in North Carolina state and federal courts, as well as appropriate administrative agencies. These efforts have led local officials in the North Carolina Sandhills-area towns of Pinehurst, Southern Pines, and Aberdeen to rezone non-white neighborhoods previously excluded from their city limits (and therefore, to offer them basic municipal services like public water and sewer); have assisted a community in Halifax County, N.C. to address an illegal

property tax increase and to secure a refund of illegally collected taxes; have assisted another Halifax community that had repeatedly hosted municipal end-use facilities from becoming the site of a county waste-transfer station; and have prevented the siting of a new waste dump in a Brunswick County, N.C. African-American community that had already borne more than its fair share of municipal disposal burdens. Through the Center's efforts, the Brunswick County site will now host an elementary school. The Center has also contended for fairer public school assignment policies in Pitt County, winning a successful appeal in the federal United States Court of Appeals for the Fourth Circuit. However, the case also taught students that not all legal victories lead to relief because the same court undercut its earlier decision in a subsequent appeal. Nevertheless, the Center's ongoing work has led to increased attention to unfair conditions in economically depressed parts of Eastern North Carolina, as evidenced by its continuing work in Halifax County.

Beginning in 2009, the Center developed and helped lead the "UNC Wills Project." Working in collaboration with the UNC Law School's Pro Bono Program and Legal Aid of North Carolina, the project has provided intensive practical skills training for law students. It has taken them into under-resourced communities across the State to help prepare wills, powers of attorney, and living wills for low-wealth and elderly residents. The project provides direct outreach, information, and legal assistance to community members; engages students in practical advocacy and live client interaction; and provides legal services to clients who would otherwise be unable to secure this critical assistance. Since its inception, the Wills Project has trained over 150 law students and prepared several hundred documents on behalf of clients across North Carolina. This model has since been replicated at other North Carolina law schools that now also engage in offering wills clinics. The genesis of this project came from the communities

themselves, where as a result of intestacy and “heirs property,” many low-income families and communities had experienced loss of family land, inability to realize the value of property owned, and/or potential dilapidation of homes and neighborhoods.

The Center became engaged early on in the State’s program, led by the General Assembly, to compensate victims of North Carolina’s 40+ year forced sterilization “eugenics” movement, which was in place from 1929 to 1973. The Center has provided education and outreach about the compensation program in communities across the State, many of them non-white and lower-income. It has also directly assisted several dozen victims in filing claims. Many of those victims, who have now received compensation, would not have been able to do so without the Center’s assistance. The Center has helped to coordinate a cadre of pro bono lawyers across the State to provide additional assistance to victims of the eugenics policy. Currently, the Center represents heirs of just a few of the thousands of victims of North Carolina’s eugenics policy in three appeals challenging the Eugenics Compensation Program’s exclusion of victims who died before June 30, 2013.

The Center believes that all eligible citizens, regardless of race, gender, national origin, religion, partisan affiliation, economic status, or any other characteristic, should have the right to political participation unimpeded by discrimination, and should be informed about the legal requirements applicable to the exercise of ballot. Since 2004, the Center has also hosted a North Carolina Election Day call center as part of the national, non-partisan “Election Protection” voter advocacy and information program. Election Protection is the nation’s most ambitious program for preventing voter disenfranchisement. This coalition of state and national allies seeks to ensure that every eligible voter is able to cast a ballot that is counted. Center staffers have trained

law students on North Carolina election law and then used those students to staff hotlines on election days, directly engaging with voters to provide the information they need.

Additionally, the Center has begun training law students to lead nonpartisan community voter education presentations across the state, providing voters with information regarding registration, absentee ballots, early voting, and changes in voting procedures under the State's new voting law. Dozens of students have participated in leading these presentations, meeting with hundreds of residents in Lenoir, Duplin, Pitt, Halifax, Durham, and Wayne counties in recent years.

The Center also continually participates in other community legal education and information presentations and meetings, and provides research, counsel, and non-litigation advocacy support to assist communities in engaging with local officials. Over the past few years, the Center has provided assistance to communities in Halifax, Northampton, Edgecombe, Nash, Randolph, Moore, Chatham, Orange, Pitt, Harnett, Johnston, Mecklenburg, Lenoir, Jones, Hoke, Beaufort, and Brunswick counties.

Other examples of the Center's continuing work can be cited. It should be noted that, as part of its multi-layered, cross-disciplinary mission, law and graduate students have been directly involved in all of these community research, support, and advocacy tasks. Nearly all those students report that their experience had proved among the most important and meaningful aspects of their legal education and training. Anecdotal reports indicate that the presence of the Center within the School is a leading reason for some prospective law students to choose UNC Law School. While there are civil rights centers at other universities, most are purely academic; they lack the student engagement and training component that makes this Center so unique. It

should also be noted that the Center’s advocacy always occurs in collaboration with members of the private bar or other nonprofit organizations.

The Center has received a number of internal University awards for its work. In 2010, the Wills Project received the Office of the Provost’s Engaged Scholarship Award. In April 2010, Managing Attorney Mark Dorosin was named as Pro Bono Faculty Member of the Year by law students at the School of Law. In November of 2015, the Center received the 2015 “Defender of Justice” Award in Litigation from the North Carolina Justice Center, an award citing the UNC Center’s “impact litigation and local advocacy work focused on civil rights — including education, housing and community development, economic justice, voting rights, and for giving a voice to underrepresented communities of color in North Carolina.” In November 2015, Center Director Ted Shaw received from the Harvard Club of the Triangle the sixth annual Roland Giduz Award for outstanding public service — an award previously bestowed on President William Friday and other leading state citizens for their public service work.

4. & 5. How and to What Extent the Center Promotes Interdisciplinary Work, and Quality and Quantity of Scholarly, Instructional, and Public Service and Engagement Activity

As the previous sections have suggested, the Center’s work is inherently interdisciplinary. Most of the issues it addresses involve the application of constitutional, statutory, or regulatory analysis to intensely empirical problems. Therefore, the Center’s students, staff and faculty regularly draw upon the scholarship and active empirical work of scholars across the University at Chapel Hill and beyond. The Center regularly works with departments and individuals within the Kenan-Flagler School of Business, the School of Government, the School of Education, the Gillings School of Global Public Health, the Center for the Study of the American South, the Center for Public Service, and the Eastern North

Carolina Working Group. The Center has engaged in various work with other UNC departments. Its faculty and legal staff have served on committees, presented to classes, conducted research projects, held trainings, and consulted on cases. Center staffers have also collaborated with colleagues and on programs at other UNC system schools, including N.C. Central University, N.C. State University, UNC-Asheville, and UNC-Charlotte.

The Center also works directly with communities across North Carolina — in areas including educational policy, health policy, housing and community development policy, economics, geography, political science, and sociology. The Center’s success in bringing together leading national scholars for its many conferences, often as a prelude either to publication of a special multidisciplinary issue of the *North Carolina Law Review* or to the collections of a volume of social scientific and legal essays in UNC Press volumes, further illustrates the interdisciplinary nature of the Center’s work.

6. Effectiveness of Leadership, Organizational Structure, and Administrative Resources

The inaugural leadership of the Center was vested in one of North Carolina’s most distinguished and effective public lawyers of the past century — Julius L. Chambers. Former NCCU Chancellor Chambers and his staff turned the Center into a major force for civil rights scholarship, training, and service both within the State and across nation. After his retirement in 2010, over three years ensued during which the daily, ongoing work of the Center continued unabated, while the larger work of framing and implementing a vision of the future awaited new leadership.

That leadership arrived in July 2014 with the recruitment to Chapel Hill of Professor Ted Shaw, one of the nation’s preeminent civil rights lawyers and scholars. Professor Shaw, who was then a professor at Columbia University Law School, had previously taught at the University of

Michigan. He began his professional life as an attorney with the United States Department of Justice's Civil Rights Division. He worked as an attorney at the NAACP LDF for twenty-three years, directing its education docket and litigating many other kinds of civil rights cases, establishing its Western Regional Office, serving as the Deputy Director for eleven years, and then, from 2004 to 2008, as the Director-Counsel and President, the most prestigious non-profit civil rights post in the nation. Professor Shaw has arrived in Chapel Hill to become the inaugural Julius L. Chambers Distinguished Professor of Law, the beneficiary of an endowed professorship sponsored by the Z. Smith Reynolds Foundation with a recent matching contribution from State of North Carolina.

Professor Shaw, as noted above, regularly teaches law students within the School of Law, with a one-course-year reduction allowed for his work as the Center's director. He oversees a staff of four — a managing attorney; senior attorney; director of research, community service and student programs; and recent graduate of the School as a legal fellow. The Center also draws upon the services of dozens of law students within the school year and during summers, along with occasional graduate and professional student volunteers from other schools within the University. The Center has oversight from a distinguished Board of Advisors, listed in Appendix B below.

7. Adequacy of Funding and Facilities; Fiscal Oversight

Although formally housed within the School of Law, the Center supports its work without any State funds. From its outset, the Center has successfully attracted national and regional support for its work — from foundations such as The Ford Foundation; the John S. and James L. Knight Foundation; the Norflet Fund; the Jesse Ball duPont Fund; the Dream Fund; the A. J. Fletcher Foundation; the Z. Smith Reynolds Foundation; the Mary Reynolds Babcock

Foundation; and corporate foundations including the Glaxo Smith/Kline Foundation, the AT&T Foundation, and others.

Financial support for the Center's has come exclusively from private dollars since 2009. For example, the Julius L. Chambers Distinguished Professorship, a chair presently held by Center Director Ted Shaw, was endowed by a private donor. While Professor Shaw's regular duties in teaching and scholarship are paid, like those of every other School faculty member, from State funds, his work as the Center's Director, including his one-course-per-year relief from the School's customary three-course teaching load, is funded entirely through private funds. The Center employs two full-time legal staffers and one administrative assistant, as well as one or two recent law graduates as fellows. All of their salaries, as well as summer funds provided to summer law students who serve as interns, are paid by private funds. Likewise, all programmatic expenses come from grants, foundations, or private donations.

The Center, in sum, fully divested itself from any state support in 2009 and has been self-supporting since that time. The Center's leased office space is off-campus, in a private building within the Meadowmont Village development in Chapel Hill. Its rental expenses are paid exclusively from private sources.

Securing the funds for the Center has required special effort. Many foundations choose not to offer grants in the civil rights area at all, and others give no grants to entities with any university ties. Yet the Center has succeeded in obtaining a steady flow of support because of its outstanding staff and work. Professor Shaw, like his predecessor Julius Chambers, has deep and longstanding personal and professional ties with many major national and regional funders, who regard both him and the Center's many successes with great respect. While securing future support will always be a challenge, the Center's prospects remain bright.

All of the Center's finances are under the direct supervision of the Assistant Dean for Finance within the School of Law, an experienced financial administrator who oversees every incoming and outgoing financial step taken by the Center. The Associate Dean for Advancement within the School of Law also oversees the Center's grant and foundation funding. Both the Associate Dean for Advancement and the Assistant Dean for Finance report not to the Center, but instead directly to the Dean of the School. Thus, regular independent oversight of the Center's financial activity and circumstances have been structurally assured.

8. Adequacy of Facilities, Operational Support and Administrative Resources

The Center's present quarters comprise five small offices totaling 764 square feet, along with access to two shared conference rooms in a larger leased office suite that houses various Law School functions off-campus.² These facilities are sufficient for the Center's present operations. A four-year lease on this space will expire within the next year. After a one-year option to renew, the Center and all other off-campus School entities located in Meadowmont will need to find and secure future space.

9. & 10. Feasibility of Plans for the Future / Barriers to Achievement of Mission or Goals / Recommendations for Improving Academic and Administrative Effectiveness

The future of the Center depends on securing additional financial support. Currently, the Center has funds to support approximately 13 months of future operations. As a result of the successes it has achieved to date, the Center has come to be acknowledged as a national leader in civil rights research, engagement, and advocacy. Scholars, national foundations, and civil rights advocates already number it among the primary civil rights centers in the South. With its success have come requests for collaboration and assistance. Other universities, policymakers and

² Off-campus facilities are used because of lack of space at Van Hecke-Wettach Hall, the main Law School building on campus.

advocates, and communities have turned to the Center for help in modeling, replicating, and building similar efforts. To engage those potential allies at the next level of engagement, the Center must obtain higher levels of financial support. Doing so constitutes its principal challenge at the present time. The prospects are strong. For example, the new President of the Ford Foundation is a long-time friend and collaborator of Professor Shaw, whose national outreach to funders is extraordinary. Yet candidly, funders want assurance that the Center's work – which already draws high praise – and its continuing role within the University are secure.

The Center has recently undergone an internal strategic planning and review process to recalibrate its focus and programs under Professor Shaw's leadership. While its three-fold mission remains the same, the precise balance of its research, training, and advocacy/community service work is undergoing reconsideration. The Center expects, in the future, to place even more emphasis on matters of law and social policy, including the organization and hosting of scholarly conferences, participation in the preparation of *amicus curiae* briefs, and community education. The Center intends to do the following:

- Hold an annual conference, with related research and publications;
- Publish and promote one comprehensive report (along the lines of *The State of Exclusion* or the Halifax Education report) annually;
- Build a more developed *amicus curiae* brief practice, both at the federal and state court levels; and
- Expand the Inclusion Project to increase outreach and education opportunities in the identified counties and communities

The Center believes it is presently an asset to the University of North Carolina system, that it well serves the University, the State, and its people. The Center is non-partisan,³ and it seeks to work with all who believe in a vision of a nondiscriminatory society, one that strives to eradicate the vestiges of racial and economic injustice. It seeks to continue Julius Chamber's work to make North Carolina a more perfect state, and our nation a more perfect Union. It believes that the oldest and finest public university system in the nation has a part in that great effort.

³ The Center is aware of and complies with University and IRS policies limiting university employees' and tax-exempt organizations' political and legislative activities. The Center will take advantage of the Internal Revenue Code Section 501(c)(3) training that, according to the Office of University Counsel, either the UNC general Administration or UNC-Chapel Hill's Office of the Provost will soon establish.

Appendix A

Review Committee Members

Professor John C. Boger, former Dean of UNC School of Law and former Deputy Director of Center for Civil Rights

UNC School of Law Academic Affairs Committee Members

Professor Thomas Hazen (Committee Chair)

Assistant Professor David Ardia

Clinical Associate Professor Kimberly Bishop

Professor Patricia Bryan

Graham Dean, Class of 2018, UNC School of Law

Professor Elizabeth Gibson

Clinical Assistant Professor, and Reference and Faculty Research Librarian David Hansen

Troy Heisman, Class of 2016, UNC School of Law

Professor and Associate Dean for Academic Affairs Jeffrey Hirsch

Sa'Metria Jones, Class of 2017, UNC School of Law

Professor and Associate Dean for Faculty Development Joan Krause

Chelsea Masters, Class of 2018, UNC School of Law

Clinical Assistant Professor Beth Posner

Assistant Professor Kathleen Thomas

Professor Judith Welch Wegner, former Dean of UNC School of Law

Appendix B

Center for Civil Rights Board of Advisors

Last	First	Prefix	Title	Company	City	State
Boger	John Charles	Mr.	Professor	UNC School of Law	Chapel Hill	NC
Shaw	Theodore	Mr.	Director, UNC Center for Civil Rights	UNC School of Law	Chapel Hill	NC
Darity, Jr.	William	Prof.	Professor	Duke Sanford School of Public Policy	Durham	NC
Eakes	Martin	Mr.	President & CEO	Center for Community Self-Help	Durham	NC
Fleishman	Joel	Prof.	Professor	Terry Sanford Institute, Duke University	Durham	NC
Goodmon	James	Mr.	President & CEO	Capital Broadcasting Company	Raleigh	NC
Hunt, Jr.	James	Gov.	Partner Emeritus	Womble, Carlyle, Sandridge, Rice, PLLC	Raleigh	NC
Ingram	Robert	Mr.	Vice-chair of Pharmaceuticals	GlaxoSmithKline	Research Triangle Park	NC
Johnson, Jr.	James H.	Prof.	William Rand Kenan, Jr. Professor	UNC Kenan-Flagler Business School	Chapel Hill	NC
Joyner	Irving	Prof.	Professor of Law	North Carolina Central University School of Law	Durham	NC
Lambeth	Thomas W.	Mr.	Senior Fellow	Z. Smith Reynolds Foundation	Winston-Salem	NC
McCain	Wendell	Mr.	Partner	Onset Capital Partners	Chapel Hill	NC
Peacock	James L.	Prof.	Kenan Professor of Anthropology	UNC Department of Anthropology	Chapel Hill	NC
Pigott	Jane DiRenzo	Ms.	Managing Director	R3 Group LLC	Chicago	IL
Roseborough	Teresa	Ms.	Executive Vice President	The Home Depot	Atlanta	GA
Rosen	Richard	Prof.	Professor	UNC School of Law	Chapel Hill	NC

			Emeritus of Law			
Sanders	Charles A.	Dr.	Chairman & CEO-Retired	Glaxo, Inc.	Chapel Hill	NC
Shuford	Reginald	Mr.	Executive Director	ACLU of Pennsylvania	Philadelphia	PA
Stein	Adam	Mr.	Of Counsel	Tin Fulton Walker & Owen	Chapel Hill	NC
Tyson	Timothy	Prof.	Author & Visiting Professor	Duke Divinity School	Chapel Hill	NC

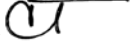


MEMORANDUM

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TO: James Dean, Jr.
Executive Vice Chancellor and Provost

CAROL P. TRESOLINI
Vice Provost for Academic Initiatives
carol_tresolini@unc.edu

FROM: Carol Tresolini 
Vice Provost for Academic Initiatives and Chair, Centers & Institutes Review Committee

DATE: March 2, 2016

RE: Review of the Center for Faculty Excellence

The Centers and Institutes Review Committee has met to discuss the report of the recent review of the Center for Faculty Excellence (CFE). Last February, following its system-wide review of centers and institutes, the UNC Board of Governors instructed UNC-Chapel Hill to complete a comprehensive review of the CFE by February 2016.

The Committee commended review team chair Joseph Jordan and other members of the team for conducting a thoughtful review and constructing a comprehensive report (attached). As noted in the report, the review team concluded that the CFE had made a great deal of progress over the past five years, particularly with regard to expanding its activities to encompass leadership and research in addition to teaching, which had been the sole focus of the CFE's predecessor, the Center for Teaching and Learning. New programs that focus on developing faculty members' leadership and research capabilities have been well-received, and course and classroom redesign initiatives have resulted in improvements in student learning outcomes, particularly for first generation and minority students. The review team concluded that the CFE provides high-quality services and resources and that its plans for the future are well-constructed and "describe an imaginative and reasoned approach to achieving its mission and serving faculty across the University."

The review team concluded that, despite these successes, the CFE faces several challenges and the team made recommendations related to those challenges. The Committee discussed the following review team findings and recommendations and developed recommendations of its own, as follows:

- Although faculty view the CFE's current research and leadership services as valuable, there is some confusion about the respective roles and responsibilities of the CFE in relation to those of the Office of the Vice Chancellor for Research (OVCR) and various faculty development efforts conducted by schools and departments, including the Institute for the Arts and Humanities in the College of Arts and Sciences and the North Carolina Translational & Clinical Sciences (NC TraCS) Institute in the School of Medicine. The Committee agrees that the CFE should carefully delineate its mission and services and how they relate to those of related units on campus. In particular, the respective roles of the CFE and the OVCR need to be delineated. The Committee noted that Professor Erin Malloy, the CFE's new director as of January 1, 2016, has already begun this work. Further, the CFE should conduct an audit of university-wide faculty development activities in research, leadership, and teaching/learning in order to facilitate collaboration and prevent redundancy.

- The CFE has far fewer staff working on research and leadership programs than on teaching and learning-focused programs and services, and additional resources should be deployed to better balance the CFE's work across the three areas. The Committee recommends that Dr. Malloy evaluate how resources are deployed within the Center and continue to explore external sources of funding and ways to further expand services related to research and leadership, which may or may not include the addition of a development officer position, as suggested by the review team. It may be that grant funding would be a more appropriate avenue to pursue.
- The review team recommended that the director's position be .75 FTE rather than .5 FTE. The Committee disagrees with this assessment, noting that it is important for the CFE director to maintain an active faculty life outside of his or her leadership responsibilities to remain credible in this role. The Committee also noted that most directors of research centers hold .5 FTE positions.
- Another recommendation from the review team was to explore a different location for the CFE, which now is housed on the ground floor of Wilson Library. The CFE has been in discussion with University Libraries for many years about the possibility of moving to Davis Library; however, funds for the necessary renovations have not yet been identified. The Committee supports continued exploration of this possibility, which would place the CFE in proximity to the library's Knowledge Commons and Odum Institute, both of which also provide extensive service to faculty.

In summary, the Committee commends the CFE for its contributions and accomplishments to date. We recommend that you confirm the continued viability of the CFE, endorse the suggestions made above, and agree to a five-year timeline for the next review. We also ask that you forward the report and recommendations to the Chancellor for her endorsement, and then to the Board of Trustees for their information, as directed by the Board of Governors.

The Committee commends the CFE on the quality of work being done by its extraordinarily capable leadership and staff and wishes the Center continued success in achieving its mission.

Copy: the Centers and Institutes Review Committee

Attachment: CFE Review Report

MEMORANDUM

TO: Carol Tresolini, Vice Provost for Academic Initiatives

FROM: Joseph Jordan, Director, Sonja H. Stone Center for Black Culture and History
Mike Emch, Professor and Chair, Geography Department
Suzanne Gulledge, Professor and Chair, Professional Leadership and Practice Division, School of Education
Rob Nicholas, Professor and Vice Chair, Pharmacology Department
John Paul, Clinical Professor and Associate Chair for Academics, Health Policy and Management
Pamela Scully, Assistant Vice Provost for Academic Innovation and Director of the Center for Faculty Development and Excellence, Emory University

RE: Review of the Center for Faculty Excellence

DATE: December 18, 2015

REVIEW OF THE CENTER FOR FACULTY EXCELLENCE

On Tuesday October 27, 2015, a panel appointed by Carol Tresolini, Vice Provost for Academic Initiatives, conducted a review of the UNC Center for Faculty Excellence (CFE). The review team consisted of Joseph Jordan, Director, Sonja H. Stone Center for Black Culture and History, Mike Emch, Professor and Chair, Geography Department, Suzanne Gulledge, Professor and Chair, Professional Leadership and Practice Division, School of Education, Robert Nicholas, Professor and Vice Chair, Pharmacology Department, John Paul, Clinical Professor and Associate Chair for Academics, Health Policy and Management, and Pamela Scully, Assistant Vice Provost for Academic Innovation and Director of the Center for Faculty Development and Excellence, Emory University. Throughout this report this group is referred to as the "Review Committee".

This review considered the work of the CFE using guidelines developed by the University that focus on the mission, leadership, effectiveness, adequacy of financial resources and other important concerns. Our findings reflect conversations with CFE staff and participants, University administrators, directors of other programs and/or Centers and Institutes, and campus stakeholders in CFE work. We also had access to reports from CFE staff, and to other documents focusing on the work of the CFE, including a self-study prepared by the outgoing director, Eric Muller.

The following report contains the findings of the Review Committee.

1. Mission, goals, and objectives and their relationship to those of the University.

The mission of the Center for Faculty Excellence (CFE) directly supports the broader mission of the University, particularly through its goal to become a “center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders.” The primary goal of CFE as stated in its mission is, “... to enable faculty members in all disciplines to reach their goals in teaching, research, and leadership across their whole careers.” The CFE was established in 2008 and is the successor of the Center for Teaching and Learning which existed for 21 years before the change in name and mission.

The CFE’s strategic goals, as identified in its latest Strategic Plan and Program Improvement Plan, are carefully constructed and describe an imaginative and reasoned approach to achieving its mission and serving faculty across the University. However, the Review Committee concluded that the ability of the CFE to continue to effectively support the University’s mission, goals and objectives largely depends upon the availability of resources (financial, space, and staff) necessary to meet the future demand for its programming and support activities.

2. Extent to which the mission, goals, and activities are unique or duplicated elsewhere on campus or within the UNC system, including consideration of whether the unit’s work could be effectively accomplished by another department, administrative office, or program.

Most institutions in the University of North Carolina (UNC) system have an office or organization that provides some type of faculty development programming. The CFE has distinguished itself, however, by envisioning and enacting a broader vision and function that speaks to the entire professional life of faculty beyond the focus on teaching and learning that characterizes some of the programs in the system. The CFE has evolved from a small unit with a very limited mission to a more comprehensive, pan-University Center that seeks to serve all schools and units.

Unfortunately the CFE and other campus offices with similar programs don’t have the benefit of an audit of faculty development activities across the campus that would aid in producing comprehensive plans for all units seeking to serve the needs for development of faculty from diverse areas across the University

Teaching & Learning

Program duplication in the area of T&L has been minimized by careful staff planning. Among the services of the CFE are consultations with individual faculty members about their teaching and about ways to enhance students’ learning in a particular class and specific discipline. The CFE also organizes programs for larger groups of faculty to

provide more general information and updates related to teaching and learning. Those programs include: (1) The CFE 100+ Grants Program; (2) Faculty Showcase; (3) CFE Pro40+ Grants Program; (4) Support for Classroom Redesign; (5) Future Faculty Fellowship Program (FFFP). The CFE 100+ Grants Program supports faculty members interested in implementing changes to a large enrollment course in order to improve student engagement and learning outcomes through active learning methods based on decades of research.

The Faculty Showcase is a yearly event that connects faculty members from UNC who are using innovative approaches improve teaching and learning. The Pro40+ Grants Program builds on the CFE 100+ Grants Program and is targeted specifically to the professional schools. The CFE has supported classroom redesign by helping with alternative classroom designs that make it easier for instructors to use interactive learning methods. CFE staff have worked with the Classroom Policy Steering Committee as well as the Registrar, Facilities, and several academic departments to design, implement, and evaluate interactive classroom spaces in a number of buildings across campus.

The FFFP is a program that helps graduate students acquire the knowledge and develop the skills necessary to find and have early success in faculty positions at colleges and universities. During a semester, Fellows take part in monthly meetings of Graduate Student Learning Communities (facilitated by CFE staff and the Dean of the Graduate School); hand in a polished Teaching Statement; and present a talk on their teaching philosophy.

Some questions, however, remain regarding newly minted programs that seem to address the same aspects of T&L as the CFE. A recent example is the establishment of a 25% Director of Instructional Innovation position in Arts and Sciences. Another initiative, that focuses on minorities and faculty of color, will offer access to off-campus workshops, professional development training, and mentoring programs similar to those offered in the CFE. These examples illustrate the importance of cross-department coordination to minimize the possibility for program duplication or redundancy.

Research

The CFE research programs include consultations with individual faculty as well as two formal programs including The Principal Investigator Development Series (PIDS), the Clinical Trial Investigator Series (CTIS), and the Summer Writing Group (SWG) Program. The goal of PIDS and CTIS is to help faculty members who become PIs on sponsored research projects or who lead clinical trials of drugs and technologies. The goal of this annual summer program is to support faculty members to become more productive in their scholarly writing.

Examples of individual consultation services provided by the Research Coordinator include helping faculty develop plans to develop a funded research program and organizing mock review panels for departments to help with their grant submission success rates.

There were some questions about possible duplication and overlap of the services and programs offered under the CFE's research initiatives. The CFE Research Coordinator identified a goal of providing "research-related faculty development" primarily to junior faculty, which represents an important refinement of the Center's activities and distinguishes its work from the major RO-1 researcher support offered by other offices, including by the Office of the Vice Chancellor for Research (OVCR).

The OVCR assists faculty with finding external funding sources and with proposal development and submission and, in the words of the CFE Research Coordinator, focuses more on regulation and compliance. Also, workshops being held to assist in preparation of F31 proposals (NIH graduate student fellowship awards) overlap with those conducted by the Office of Graduate Education, further sowing confusion. The work of the North Carolina Translational and Clinical Sciences Institute (NCTraCS) also intersects in some of the activity areas addressed by CFE.

Leadership

The CFE leadership programs include individual consultation with faculty leaders as well as two formal programs including the Faculty Administrator Development Program (FADP) and the Faculty Learning Community (FLC) on Strategy and Leadership. The FADP provides faculty leaders early in their tenure with the tools to succeed in their new positions. The FLC is a select group of UNC faculty leaders in a collaborative, year-long exploration of how to conceptualize, develop, and successfully implement strategic plans for their units. One area that the Leadership Coordinator has helped departments with is developing faculty mentorship programs. The Leadership Coordinator has also helped departments organize departmental retreats and has helped facilitate them.

The IAH is based in the College of Arts and Sciences ("the College"), but their leadership program, which is supported in part by outside funding, is designed to help faculty from across the university. Interviews suggested that faculty and even administrators of the programs are somewhat unclear as to the differences in the programs run by the CFE and IAH. It appears that IAH focus is on long term, tenure track faculty even as fixed term faculty are becoming more prevalent at UNC. Neither IAH nor CFE leadership program content is designed to address fixed term faculty.

The IAH has two programs that are similar to programs offered at the CFE including the Academic Leadership Program (ALP) and the Chair's Leadership Program. The CLP is specifically for new Chairs and the ALP a small cohort program for university leaders. The IAH programs are longer, more time intensive, and include very small cohorts compared to the CFE FLC and FADP programs. While there might be overlap there is a large demand for each of these programs at both UNC entities and as long as there is communication between them each serves a unique purpose.

Recommendations

Generally speaking the CFE's focus areas of Leadership and Research are the areas where overlap and duplication are most pronounced. The most pronounced overlap was with Institute of Arts and Humanities (IAH), particularly in the leadership programs.

Although the Directors (of CFE and IAH) did not express deep concern about this overlap, the Review Committee was concerned that this relationship might change when individuals and directors change. While there is already communication between the staff of these two UNC centers, it would be useful to delineate more clearly their respective services and missions. It was deemed equally important to recognize the increasing demand for all research-related services and that the contributions of the CFE's could be expanded if more staff were available.

The Review Committee recognized there are, understandably, feelings of ownership and autonomy among these various and different units that, to date, have co-existed collegially and with respect for the need for continued conversation to resolve those issues, to clarify roles, revise goals and develop cross-unit collaborations.

The CFE must consider the following key questions as it moves forward:

- On clarification of roles: Who does what, and do they do it alone or in partnership, internally at CFE as well as externally?
- What is the best way to avoid overlap and inefficiency?
- Should the CFE lead in specific functions, or should CFE play a coordinating role?
- How should CFE approach research and leadership support for faculty given the availability of similar resources elsewhere on campus?

3. Degree of success in achieving the mission and meeting specific goals and objectives.

The CFE has identified the following as its most important goals and objectives:

- Serve the professional development needs of the University's faculty members across all stages of their careers;
- Promote faculty development through an integrated and balanced portfolio of programs and services in teaching, research, and leadership;
- Deepen the university-wide culture for faculty development and commitment to faculty excellence and interdisciplinary engagement and;
- Distinguish the Center as a model for faculty development in a research-intensive university setting.

Progress towards achieving some of these goals has been impressive while efforts in other areas have been less successful or are still works in progress. At the center-wide

level, the editorial structure of the Professional Interests Manager (PIM) has been revamped to ensure regular staff contributions, with greater attention being paid to recruitment of new users at all CFE events. PIM is an online CFE service designed to provide faculty members with customized professional development resources and opportunities in the areas of teaching, research, and leadership. Additionally, a system for recording impacts associated with the work of all CFE programming and consultation has been developed and implemented.

Teaching & Learning

The CFE's Teaching and Learning (T&L) unit appears very successful in helping faculty in the College. The grant programs that help faculty teach effectively in large classes are both innovative and successful. In addition, a strong cohort of projects for the Pro 40+ program was successfully recruited. The practice of tying grant recipients into a faculty learning community over the term of their grant is an excellent way of providing mentoring as faculty learn new techniques. It is also a good way of building communities of new practice. Work is underway to recruit additional participants for department- or school-level course redesign, and discussions have begun on an annual grant program to support research and publication on teaching innovations at Carolina.

Research

The Research Coordinator provided consultation primarily to faculty working in health affairs in her first year of service. She expressed a desire to extend that reach to a wider range of faculty. A staff member was hired to support work on administration of Limited Submission Awards. The CFE research programs include consultations with individual faculty as well as three formal programs including The Principal Investigator Development Series (PIDS), the Clinical Trial Investigator Series (CTIS), and the Summer Writing Group (SWG) Program.

The new mentoring series in collaboration with NCTraCS and the Office of Graduate Education is a very promising development for pan-university faculty development.

Despite these successes, it appears that the CFE's research related efforts are still largely devoted to the sciences. The Review Committee also heard some disagreement among interviewees about how to assess the success of the Research unit over its five years of work. One interviewee wondered whether running workshops for clinical trials was what the Research division should be focusing on when there is perceived need elsewhere and these workshops could be run by NCTraCS. Another interviewee commented that the research mission, goals and objectives of the research arm of the CFE have been largely shaped by the skills and competencies of the current unit manager.

Leadership

The CFE leadership programs include individual consultation with faculty leaders as well as two formal programs, the Faculty Administrator Development Program (FADP) and the Faculty Learning Community on Strategy and Leadership (FLC). The FADP provides faculty leaders new to their position with the tools needed to succeed. The FLC is a select group of UNC faculty leaders who, in a collaborative, year-long exploration, discuss how to conceptualize, develop, and successfully implement strategic plans for their units. The Leadership Coordinator also has helped departments develop faculty mentorship programs, and organized and facilitated departmental retreats.

Currently, a 5-year review and analysis of all Leadership programs is under underway, and an end-of-year assessment was recently completed in the Leadership area for the FADP and the FLC. Data collected on those two programs indicate faculty participants were pleased with their experience, although some indicated they would like to have training in leadership that is more specific to a university setting.

Given the comments of several interviewees who mentioned the area of mentoring as an opportunity, the Review Committee encourages the Director/new Director and the staff to consider the addition of mentoring as a leadership focus for the center. CFE has already done work on mentoring structures as well as mentoring skills training for both mentors and mentees. Department faculty, however, can be resistant to spending time in mentoring and mentor training. With few incentives, pressures of work can cause mentoring to fall by the wayside, from the perspective of the mentor as well as the mentee. That being said, the call for participants in the new mentor training initiative run the research unit, NC TraCS, and OGE has resulted in over 60 faculty member showing interest. Clearly there is an unmet need here.

4. How and to what extent the center promotes interdisciplinary work.

The CFE has been successful in promoting and supporting the interdisciplinary development objectives of faculty from across the University. It is noteworthy that the Strategic Goals of the CFE prominently mention its responsibility to strengthen its position as the interdisciplinary hub of faculty development activity on campus through improved communications and more vigorous outreach to faculty members and their schools and departments. Strategic Goal 3, for example, calls for CFE to “Deepen the university-wide culture for faculty development and commitment to faculty excellence and interdisciplinary engagement.” CFE Advisory Board members are a reflection of this commitment as they are drawn from across the university, broadly and comprehensively representing the full interdisciplinary nature of the University.

The CFE has used its unique position as a unit situated with a campus-wide mandate to encourage interdisciplinary engagement by faculty members and academic units. The CFE’s experience is that faculty members from across the University have more in common than they often realize, but may not have the resources to cross the artificial boundaries that exist between them. Therefore, one of its roles has been to, “Bring together faculty members across disciplinary boundaries for meaningful engagement

around shared developmental needs and interests.” (Subhead d., CFE Strategic Goal 3) Despite a faculty member’s individual perspectives and methods, the approach of the staff of CFE, especially those in the T&L unit, is very interdisciplinary.

An example of the interdisciplinary aspect of the CFE is support provided by T&L staff for development of a faculty learning community in Health Affairs to support the efforts of the *Interprofessional Education Working Group*. The CFE 100+ Grants Program is another example of a CFE initiative that supports interdisciplinary work. The CFE100+ grants supports faculty members interested in implementing changes to large enrollment courses in order to improve student engagement and learning outcomes through active learning methods. Since the 100+ program was announced in 2012, the CFE has awarded 36 small grants for individual course redesign and two larger grants to support department-wide efforts in anthropology and history. The program is interdisciplinary by design, as faculty grant recipients from a broad range of disciplines come together in faculty learning communities for facilitated peer support that supplements their individual consultations with CFE staff.

Since 2010, the CFE has sponsored the Faculty Showcase, a full-day event that presents and connects faculty members from across the entire campus who are doing innovative pedagogical work in (and outside) the classroom to improve their practice of interdisciplinary teaching. The primary goal of the Showcase is to encourage and support innovation and interdisciplinary collaboration in teaching at Carolina. These gatherings have brought together over 600 members of the campus community each year from a wide array of schools and units in its four years of existence.

5. Quality and quantity of scholarly, instructional, and/or public service and engagement activity

The CFE is classified as an instructional unit, distinct from other Centers and Institutes that are classified as public service and outreach units, and its focus on scholarly and instructional related activities follows that designation.

Comments on the quality of their services in these two key areas were uniformly positive, particularly with regard to teaching and learning. CFE Teaching and Learning staff members mention their individual consultations with faculty as an example of the scholarly and instructional work they do and service they provide to the campus.

Teaching & Learning

For example, a professor from the Economics Department commented that she’d received wonderful support and follow up from CFE for managing her very large lecture classes as she “flipped” the instruction, wrote about her experience, and got funds from CFE to support her follow-through activities. She emphasized that they “stayed with her” and held her “accountable” (in a good way that was appreciated) and gave her the equipment and training that was essential for her success. The coordinator of the “Finish Line”

project, which serves first generation and underserved students on our campus, cited CFE for helping with a very large grant she and her colleague received for the University.

The CFE staff has worked with the Classroom Policy Steering Committee as well as the Registrar, Facilities, and several academic departments to design, implement, and evaluate interactive classroom spaces in a number of buildings across campus. The Future Faculty Fellowship Program (FFFP) helps graduate students acquire the knowledge and develop the skills necessary to find and have early success in faculty positions at colleges and universities. Over a semester, Fellows take part in monthly meetings of Graduate Student Learning Communities (facilitated by CFE staff and the Dean of the Graduate School), hand in a polished Teaching Statement, and present a talk on their teaching philosophy.

Over the past several years CFE has also pursued new approaches to its work to improve both the quality and quantity of the services in its portfolio. It reorganized its faculty mentoring work in the 2014-15 academic year, acknowledging how it often encompasses the multiple roles faculty are asked to play. Mentoring was handled by both the Leadership and Research Coordinators, but they developed their projects largely independently from each other, with each occupying different campus niches.

Notes from the CFE Strategic Planning process indicate that, going forward, CFE support for faculty mentoring will be enhanced by a new approach that defines it as an area for collaborative work by all three of the CFE Coordinators. According to the CFE Director, this approach produced a well-attended and highly successful campus-wide event on faculty mentoring in the fall of 2014. Also, work is now underway on a user-friendly, searchable, online compendium of faculty mentoring programs and practices on the UNC-CH campus.

The Committee also recommends consideration of the following:

- We recommend that CFE continue its work with the Friday Center to develop online/hybrid education projects as a collaboration between the two units and that they be proactive in helping faculty assess this form of teaching and whether and how it might be implemented.
- Outside grant support should be explored to support CFE's goal of raising the profile of on-campus research on T&L at UNC through publishing, and disseminating work on T&L initiatives and innovations. With sufficient outside support creative CFE initiatives could include publication support grants and presentation grants. Accomplishing this, however, will require additional financial, and possibly staff, resources.

6. Effectiveness of Leadership, Organizational Structure, and Staffing

Some staff at the CFE have worked for four different directors over the last seven years, which gives some background and context for understanding the ways leadership,

organizational structure and staffing of CFE has changed over the past eight years.

The current CFE staff includes 13 professionals: a half-time faculty Director; a full-time Associate Director who also serves as coordinator of Teaching and Learning programs; six additional staffers who also serve in the T&L unit; one staffer who serves as Research Coordinator; a Leadership Coordinator position that is currently vacant (albeit staffed by the former coordinator at half time); a Leadership Consultant; and two fulltime and one half-time administrative support staff. The CFE's Advisory Board, consisting of 18 faculty members and administrators from across the campus, has also been an important and effective source of guidance for the Director and his staff.

Although staff, faculty and others nearly universally applauded the leadership of the current director, Eric Muller, the Review Committee concluded that a half-time position of the CFE director is totally inadequate given the demands and requirements for the stewardship of a Center with a campus-wide mandate. Comments received indicated that the Director, although listed as half-time, regularly spent many more hours managing the affairs of the center. It seems completely apparent that the CFE Director should be at least a three-quarter time position. The new Director will face increasing pressure to play a greater direct role in fundraising while continuing to provide direction for the major activities of the CFE. Administrative tasks also add to the matrix of responsibilities that compete for the time of the Director.

The Associate Director, Molly Sutphen, was seen as very effective and an important resource not only for the division she leads but for the CFE as a whole. The support staff also is highly competent and effective despite the limitations imposed by budget and resource constraints. It will be important to bring in a strong new Director to continue the progress made during the last five years, but there are clearly some issues with organizational structure and staffing.

Despite its current expanded mission to provide "support to faculty members in all campus units across the spectrum of their professional responsibilities and activities: teaching, scholarship and research, leadership, and mentoring," the CFE's staffing pattern continues to reflect its beginnings as a center solely focused on teaching and learning for faculty in the College of Arts and Sciences. There is an unwieldy imbalance between the staffing of the T&L team, with seven members, and the staffing in the Leadership and the Research areas, with one staff member each.

Addressing this disparity and building the staff into a more internally collaborative team delivering comprehensive faculty development services will be of high importance as the CFE addresses a number of upcoming challenges. This type of reorganization would also help the CFE be perceived as having fully moved beyond the limitations of its center for Teaching and Learning (CTL) past in the eyes of a broader segment of the faculty.

The Review Committee agreed that careful and measured growth in the Leadership and Research areas must be predicated on a clear vision of the additional sorts of services that would benefit new faculty audiences. Thus, significant thought and planning should be undertaken to better understand new or unmet faculty needs in the areas of leadership and

research/scholarship. Growth in new directions for these two newer arms of the Center must be responsive and provide value not currently being provided by other campus units.

7. Adequacy of financial resources – including amount and sources of funding (state, non-state, in-kind) and fiscal oversight

Fiscal oversight of CFE funds has been sound over the past five years. The three sources for CFE funding, i) state funds, ii) gift/trust funds, and iii) F&A funds, have been managed very conservatively in order to sustain current programs and projects in the present climate of diminishing state funding. However, the adequacy of financial resources remains a key concern, as the CFE seems significantly underfunded for the broader pan-University mission adopted seven years ago. While there are sufficient funds to run the T&L division, funds to increase staffing in the Research and Leadership units would be necessary to make them more effective. Moreover, the current search to find a coordinator for the Leadership unit may put a strain on finances if the CFE wishes to attract highly regarded candidates. The last search was unsuccessful as the salary offered was inadequate to hire a replacement.

The challenges in the area of financial resources extend to the practical concerns for private fundraising to establish and maintain an endowment to supplement state funding. The CFE's ability to meet the demand for more services for faculty across the University, and to provide for additional staff to deliver those services, will depend upon its ability to connect with University alumni and other potential supporters in the corporate and foundation world. Most often at UNC, full-time directors, or full-time directors with an additional full-time development officer, plan and execute fundraising plans and activities needed to generate outside income.

These facts underscore the Review Committee's conclusion that the CFE is severely hampered in the pursuit of outside funding by the lack of the professional and support staff necessary to engage in a serious fundraising campaign. Most notably a half-time Director position, who would take the lead in the travel, stewardship, and other activities needed to identify potential donors, would not be able to participate in a credible fundraising campaign. If any of these impediments were addressed, there would still be a need to connect directly to the University's upcoming Capital Campaign to 'kickstart' any CFE fundraising effort.

8. Adequacy of facilities, operational support, and administrative resources

It was the general opinion of those interviewed by the Committee that the CFE would greatly benefit from relocation to a locale of higher visibility and energy. The CFE has expanded to fill the current available space in the lower level of Wilson Library and, in order to continue to offer the best services to the University, it needs to acquire additional specialized space. The CFE space is confining, difficult to find and lacks suitable open areas or the capacity to host larger events and gatherings. Also, it offers little space for growth.

The most immediate solution is to reexamine the potential desirability, for both the CFE and the University Libraries, of moving to the second floor of Davis Library. Some of the CFE's resources for graduate students are already located in the new Research Hub on the Davis Library's second floor. The possibility of relocating CFE to this location was first proposed several years ago, but was not pursued beyond the initial conversations with Davis Library Administration. Given that Library administration still seems receptive, albeit with no resources to support such a move, this may be an opportune moment to reopen those discussions to ensure that the CFE staff is able to continue to provide services from a central location on campus in spaces that are conducive to collaboration and engagement.

Overall CFE administrative resources are sparse, with 2.5 FTE employees on staff providing support for daily operations. There are a few work-study and part-time positions, as well as unpaid summer interns, but overall it still is very "bare-bones" staffing for a university-wide center. Other administrative resources and operational support, however, seem to be adequate, especially with the ITS- and OASIS-embedded staff. Additional administrative support in the areas of financial management and human resources is provided by the Unified Business Cluster (UBC) that serves the centers and institutes under the Vice Provost for Academic Initiatives.

9. Barriers to achievement of mission or goals.

The Committee has defined barriers as opportunities for positive intervention.

- *Unrealistic Time Commitment for the Director's Position* - The CFE Director's position needs to be re-examined to determine if it should be increased to three-quarters from its current half-time status. With increased expectations in the coming years, the Director will need to invest more time in the core functions of fundraising and development, as well as in cross-campus negotiation with other Centers, Institutes and programmatic offices also engaged in faculty development.
- *Unclear Roles and Responsibilities in Some Discrete Areas* - The interface between the CFE's Teaching and Learning functions and its Leadership and Research functions needs clarification. An initial step may be to reinforce, better design and invest more resources in the latter two areas to bring them into more of a balance with the Teaching and Learning unit. This is a critical need as these functions have the highest potential for overlap/conflict with similar work by other units. However, as these areas are reexamined and reinforced, their work also needs to be directly responsive to the expressed, unmet needs of the faculty and be mindful to avoid duplication of services already provided elsewhere on campus.
- *Need for More Effective Outreach* - CFE outreach could potentially be strengthened and improved, with the Director and section/function coordinators promoting services. They might consider offering office hours or information

sessions in the different schools as a way of highlighting the services of the CFE and extending the reach of the center.

- *More imaginative information and marketing methods for CFE services* will also be a key factor in the achievement of the CFE mission. Although the website is very good, it is passive and not sufficient. Giving more attention to marketing may help address the residual perception that the Center is solely a place for remediation or improvement of faculty skills as teachers.
- *Question of Complementarity/Duplication of Services* - There is an immediate need to address the possible overlapping functions between the CFE and other campus units. This is particularly true in the areas of Research and Leadership. These are barriers that can be addressed by simply clarifying the goals, objectives and campus purview of each unit. The new director needs to consider how the boundaries will be defined around all work, and if such boundaries are necessary. It will be difficult, however, to reach informed agreements if a survey of existing faculty development programs on campus is not undertaken as a preliminary step. We encourage the CFE to develop a holistic view of their relationships with other programs rather than being invested in different teams.
- *The most significant barriers to achieving the mission of the CFE* are in the areas of funding and space as discussed in the body of this report. The CFE renders extraordinary service to faculty on a limited budget and within limited program facilities.
- *Question of Service to Graduate Students Engaged in or Planning to Become Engaged in Classroom Instruction* –There is a need to give greater attention to services for graduate students, who make up one-third of the teaching force in summer school.

10. Vision for the Future of the CFE, Including Program Improvement Plans

CFE is at a crossroads after a number of successful and steady years of growth and expansion of mission under the departing Director, Eric Muller. With a new CFE director about to be chosen, and a new leadership coordinator hired by the new director likely soon to follow, the CFE is in an opportune position to pursue the important goals and objectives identified during its recent strategic planning work. The conclusions of that planning process identified some of same issues the Review Committee felt were important.

Among these is a central and contextualizing factor, which has been emphasized throughout in this report. We should look to the new Director to serve as an advocate, champion, and spokesperson for the CFE and that s/he prioritizes strengthening the Center's external relations, and providing hands-on leadership in fundraising and development. An additional objective and task that is key to program improvement is an

increase support (staff, funding, space, etc.) for the Research and Leadership areas. Other ideas that were identified and in some instances, already under discussion:

- Reopening talks with University Libraries will help the CFE as it plans for expansion and growth. Ideally, the CFE staff and program activities need to be located in one space. However, as an intermediate step, it may be wise to consider renovating and occupying space in Davis Library on an incremental basis over the short term. The long-term goal should be to bring all elements of CFE together in one space that provides room for staff, programming and other activities that are important in achieving key goals and objectives. At this juncture the Davis Library site still remains as the most likely and appropriate space.
- The demand for assistance with online/hybrid teaching will likely lead CFE into collaborative work with ITS and the Friday Center and possibly with several other smaller units on campus. This type of project directly addresses CFE strategic goals and could be a blueprint for how it pursues its other objectives.
- There was a suggestion that the CFE might take its workshops to the departments and hold them where faculty are clustered rather than expecting faculty to come to workshops across campus. These types of external sessions could provide an interim solution to the space issues CFE is experiencing in Wilson Library (although space for staff would remain a concern).
- The Review Committee and CFE staff also saw the CFE playing an important role in reconciling some of the areas of program focus and duplication and, perhaps, serving as a clearinghouse or at least advisor for faculty searching for appropriate development programs amongst those currently existing across the University.
- The Review Committee also encourages the CFE to continue to work with the Provost's Office around issues of diversity and being a place where faculty can come to learn about diversity in the classroom as well as in hiring. Under the rubric of leadership, CFE could offer workshops on implicit bias in hiring practices as well as collaborate with the UNC Graduate School around issues of mentoring a diverse graduate student population.

11. The Viability of Reducing State Funding by 25% over a Three-year period.

Reducing state funding by 25% over a three-year period is not a viable or advisable option. The UNC Center for Faculty Excellence is currently undergoing a transition in leadership that will make it difficult to manage a reduction in funding over a three-year period. With limited support from dedicated fundraising and development professionals CFE development efforts will almost certainly need to extend beyond the three-year period to four or even five years. Budget reductions during this period would seriously

impair any fundraising work it might undertake and would likely result in a regression of the organization's role back to primarily serving the undergraduate College of Arts and Sciences, and consulting only on teaching and learning techniques and approaches. It would be very unfortunate if this were to happen.

12. Implementation of plans to solicit outside funding, including soliciting funding from interested and supportive alumni and pursuing grant funding aligned with the center's mission and purpose.

We note very successful collaborations on grants around teaching that demonstrate CFE's centrality to excellent teaching at UNC.

There is a pressing need for a development/fund raising officer to serve CFE, either dedicated or shared with other centers and institutes at UNC. If the directorship remains as a half-time position it seems unlikely that fundraising can be taken on in any significant way without a dedicated development officer to lead those efforts.

Conceivably, outside funding will continue to come from traditional solicitation of donations as well as from educational grants, in both core (program) areas and research-specific initiatives. The CFE trust accounts, reflecting individual donor contributions have increased appreciably over the four-year period 2010-2014. But the CFE staff acknowledge that there is no natural alumni constituency for its work as with departments and some other academic units. Therefore additional donors, with specific interest in in the CFE's work must be identified and cultivated, ideally, under the supervision of a full-time development officer, to ensure that growth experienced over the last few years will be maintained.

13. Report Summary

The Review Committee was asked to consider the work of the Center for Faculty Excellence and to produce a, "... concise written report with discussion of the degree to which CFE's mission is realistic, feasible, and capable of meeting the needs of the university and wider community; the feasibility of CFE's plans for the future; and recommendations for improving academic and administrative effectiveness."

This report contains the Committee's specific observations and our findings after conversations with CFE staff, University partners and stakeholders. The Committee also reviewed additional documentation including a CFE Self-Study Report with supplemental documents and addenda and statements from two staff members and one graduate student.

Key Findings

1. Overall we found the CFE has been generally successful in meeting key objectives described in the guidelines established for Centers and Institutes. We

were impressed with the progress of the CFE over the past five years and with the leadership of outgoing director Eric Muller. We found that CFE has moved successfully from a College-specific teaching-and-learning focus to address also the need for work around issues of leadership and research. This fits well with the research and teaching mission of a Tier 1 research and teaching university such as UNC.

2. The CFE still has to work hard to distance itself from the negative perceptions associated with the old CTL that was seen as (at least in part) a “remediation center for bad teachers.” With the widening of the mission, CFE is now seen much more as a broad and inclusive entity for faculty excellence.
3. Yet, after a number of successful and steady years of growth and expansion of mission, and even with its recent success, we find that the CFE is at a crossroads. This is a center still struggling with how to become what it wants to be. At this stage in its development, CFE is still more like a CTL (many teaching and learning specialists) with small investments in the research and leadership arms (one staff member each). T&L has been the most successful of the three CFE program areas, and by far the best staffed, and has many accomplishments in the last 5-7 years.
4. We consistently heard that the CFE provides quality services and products. But CFE is stretched very thin given its mission and available resources. Questions CFE, and the University, need to ask are: “What is the best way of deploying limited resources?” And, “What additional resources are necessary for CFE to provide services that are balanced across its three main focus areas and also sufficient to fund additional staff in key areas.” This includes the Director’s position, and a dedicated Development Officer position.
5. We concluded that the duplication of services offered by CFE by other academic units on campus should be closely monitored in the coming years. A comprehensive audit of faculty development services and programming across all schools and colleges would be an important initial step towards that objective. The results of the audit might provide important data that could be used in strategic planning for the CFE and for other University academic units that have faculty development services.
6. The adequacy of the CFE’s current space remains a primary concern given its mission and objectives. In order to fully provide the services expected of it, the CFE will need to acquire a more suitable space.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

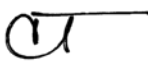
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MEMORANDUM

TO: James W. Dean, Jr.
Executive Vice Chancellor and Provost

FROM: Carol Tresolini 
Vice Provost for Academic Initiatives and Chair, Centers & Institutes Review Committee

DATE: February 22, 2016

RE: Review of the James B. Hunt, Jr., Institute for Educational Leadership and Policy

CAROL P. TRESOLINI
Vice Provost for Academic Initiatives
carol_tresolini@unc.edu

The Centers and Institutes Review Committee recently met to discuss the review of the James B. Hunt, Jr. Institute for Educational Leadership and Policy (Hunt Institute). Last February, the UNC Board of Governors, following their system-wide review of centers and institutes, instructed UNC Chapel Hill to complete a comprehensive review of the Hunt Institute by February 2016. This review was conducted during the summer of 2015 by a team selected for their expertise in educational leadership and policy, chaired by Kevin Fitzgerald, senior vice president and chief of staff, UNC General Administration. The Committee commended the review team for conducting a comprehensive and thoughtful review of the Hunt Institute and constructing a clear report (attached), which was submitted on November 5, 2015.

The review team applauded the executive director and staff of the Hunt Institute for their work in building a highly regarded national platform for providing information and training to help state officials develop a focused approach to improving public education. To this end, the Institute produces a number of high quality programs and publications. The Institute is supported by the Hunt Institute Foundation, an affiliated entity of the University that exists to assist and promote the Institute and its work. The support of the Foundation is especially critical since the NC Legislature eliminated all state support for the Institute effective July 1, 2015, which has resulted in the need to reduce operating costs and increase external funding. The review team found that the Hunt Institute operates relatively autonomously in comparison with other centers and institutes at UNC-Chapel Hill and that both the Institute and the University could benefit from greater integration. This would mean channeling grants and other activities through the University rather than the Foundation; developing formal affiliations with the College of Arts and Sciences, the School of Education, and/or the School of Government; using University processes to select the next executive director of the Hunt Institute, and creating publications that acknowledge the Institute's status as a University department. The review team suggested

that an alternative to greater integration with the University would be to affiliate with a university or organization outside the UNC system or to pursue independent non-profit status.

The Centers and Institutes Review Committee endorsed these findings, and committee members met with University officials and Hunt Institute leaders to discuss them before making specific recommendations to you and the Chancellor. After much consideration, the Foundation Board decided earlier this month to separate itself and the Hunt Institute from the University and end the Foundation's status as an affiliated entity. Given this decision, the Committee recommends abolishing the Hunt Institute as an official center of the University effective July 1, 2016. I ask that you forward the review report and this recommendation to the Chancellor for her endorsement, and then to the Board of Trustees for their approval, as required by UNC system and UNC-Chapel Hill policies. In order to effect the necessary administrative changes to allow independent status by July 1, 2016, the Board of Trustees must approve discontinuation of the Institute by March 30, 2016. If discontinuation is approved, I will work with University administrators and Hunt Institute leadership to ensure a smooth transition for the Hunt Institute's staff and operations.

The Committee commends the Hunt Institute for its service and wishes it continued success in achieving its goals and fulfilling its mission.

Attachment: Hunt Institute Review Report

Copy: Judith Rizzo, Director, Hunt Institute

MEMORANDUM

To: Dr. Carol Tresolini, Associate Provost

From: Mr. Kevin FitzGerald (Chair)
Ms. Jean Elia
Governor Robert Wise
Dr. Gary Henry

Subject: Review of the Hunt Institute

November 5, 2015

Pursuant to University policy 400.5 [R] that requires periodic reviews of designated Centers and Institutes, we are pleased to submit the first review of the James B. Hunt Institute for Educational Leadership and Policy (Hunt Institute).

Background

The Hunt Institute was established by the UNC Board of Governors in 2001. After seven years as part of UNC General Administration (UNC GA), the Hunt Institute became part of The University of North Carolina at Chapel Hill in 2008 when President Erskine Bowles asked system universities to provide institutional homes for several centers and institutes that previously had been established at UNC GA. Chancellor James Moeser accepted the request to bring the Hunt Institute to UNC-Chapel Hill.

The Institute's Executive Director and CEO, Judith Rizzo, Ed.D., reports to Carol P. Tresolini, Ph.D., UNC-Chapel Hill's Vice Provost for Academic Initiatives. Institute staff are university employees and are governed by the same university and state regulations and policies as other UNC-Chapel Hill employees. In 2008, the Institute moved its offices to Durham (1000 Park Forty Plaza, Suite 280) when it outgrew its original space in the UNC Center for School Leadership and Development (in front of the Friday Center).

The Institute has a staff of 14, including eight EPA non-faculty and six SPA staff (all non-exempt). In addition, the Institute employs a doctoral student and several undergraduate public policy and education student interns from UNC-Chapel Hill, Duke University, N.C. State University, and N.C. Central University. Currently, it has one work-study student and two student assistants.

The Institute is funded by major national foundations, corporations, and since 2005, by appropriations from the N.C. General Assembly. State funding was discontinued for the current fiscal year with a provision that no monies from the General Fund shall be used for the support of The Hunt Institute.

The Institute benefits from the support of a separate 501(c)(3) foundation, The James B. Hunt, Jr. Institute for Educational Leadership and Policy Foundation, Inc. It was established in 2001 concurrently with the establishment of the Hunt Institute as an affiliated entity of UNC-Chapel Hill and is subject to UNC System regulation (UNC Policy 600.2.5.2 [R]).

The Hunt Institute works to help North Carolina and other state leaders drive sustainable reform and to become positive change-agents for public education. Its mission is “to inspire, educate, and equip elected officials and senior policymakers to make better, more informed decisions that will enhance student learning, provide equal access to high-quality schools and teachers, and increase educational opportunities for all children.”

The Institute’s main scope of work includes:

- Organizing bipartisan, invitation-only meetings that bring together state chief executives and legislative leaders on education issues and policy developments in a safe, protected environment that fosters learning, dialogue, and inspiration;
- Producing non-partisan, research-based briefings and publications that are written specifically for decision makers with pertinent case studies, best practices, and valuable resources from around the country;

- Nurturing a new generation of state leaders through targeted programs for future governors and state policymakers;
- Building a national platform for collaboration, coordinated communication, and strategic planning among education, policy, and business organizations in support of college and career readiness, aligned student assessments, improved teacher quality, and effective school leadership; and
- Providing resources, professional contacts, and advisory services and strategic counsel to individuals and organizations that are championing education reform.

The Hunt Institute operates the following programs:

- Governors Education Symposiums Designed to bring the nation's governors together to engage in candid dialogue about critical challenges facing education. Each symposium examines a variety of core education issues, incorporating the latest research from nationally recognized experts and best practices from across the United States. Governors have extensive opportunities to interact with experts, share best practices from their states, and learn from their peers. The last symposium was held in 2013, and the next is scheduled for 2016.
- Hunt-Kean Leadership Fellows (HKLF) Working with governors highlighted the need to begin working with up-and-coming state officials sooner and, if possible, before they might consider running for governor or other high office. To address this gap and provide rising political leaders with the knowledge they need to cultivate smart and effective education reform agendas, the Hunt Institute launched the Hunt-Kean Leadership Fellows Program in 2014. Over the course of nine months and through on-site sessions, webinars, in-state sessions, school visits, and state-specific briefings, the program exposes fellows to the best research and analyses on innovative and successful education policies and practices; provides an environment that welcomes distinct views and fosters debate on multifaceted education issues; and introduces fellows to other

state and national political leaders who direct successful reform efforts in education. The Institute is currently recruiting its third cohort of Fellows.

- Holshouser Legislators Retreat (HLR). In 2003, the Hunt Institute launched the annual North Carolina Legislators Retreat. Initially conceived by former Republican and Democratic N.C. governors Jim Holshouser and Jim Hunt—and renamed for Holshouser in 2012—this meeting has provided legislators from both parties a unique opportunity to learn about education issues, to seek advice from state and national experts. The Institute makes a special effort to recruit the participation of legislative leaders and committee chairs, especially those charged with education oversight and appropriations.

The programs and activities of the Institute are supported by well-designed printed and web-based publications and videos.

Methodology

The Review Panel examined materials submitted by the Hunt Institute. Relevant documents are attached to this review memorandum. (Suggest the self-study and addenda)

On, July 30, 2015 the Review Panel met with the following Hunt Institute stakeholders: leaders of the Hunt Institute Foundation Board of Directors, Hunt Institute Executive Director and CEO, Hunt Institute Leadership Team, Hunt-Kean Leadership Fellows Team, Program and Communications Team, Fundraising and Business Administration and Student and Staff Interns.

In addition, individual Review Panel members had conversations with staff and other key Hunt Institute stakeholders to better understand Institute operations, programs and interactions with UNC-Chapel Hill.

The purpose of the review is to evaluate the work of the Hunt Institute according to University policy and to provide written findings and recommendations to Vice Provost Carol Tresolini. Specifically, the Review Panel was asked to examine the following areas:

- Mission, goals and objectives of the Hunt Institute, and their relationship to those of the university;
- Extent to which the Institute’s mission, goals, and activities are unique or duplicated elsewhere on campus or within the UNC system, including consideration of whether the Institute’s work could be accomplished effectively by another department or program;
- Degree of success in achieving the mission and meeting specific goals and objectives, as evidenced by stakeholder feedback;
- Significant accomplishments in the past five years in research, instruction, and/or public service and engagement;
- Quality and quantity of scholarly, instructional, and/or public service activity by faculty, professional staff, and students;
- Barriers to achievement of mission or goals;
- University and community partnerships;
- How and to what extent the center promotes interdisciplinary work;
- Quality of institutional relationships;
- Effectiveness of leadership, personnel, organizational structure, and administrative resources;
- Adequacy of financial resources—including amount and sources of funding (state and non-state)—and fiscal oversight;
- Vision for the future of the Institute, including program improvement plans.
- The viability of reducing state funding by 25% over a three-year period
- Implementation of plans to solicit outside funding, including soliciting funding from interested and supportive alumni and pursuing grant funding aligned with the Institute’s mission and purpose.

Findings

- The Hunt Institute does provide a national platform that helps to develop state leaders’ knowledge base with a priority of improving public education through the dissemination of best-practice educational policies and implementation strategies. The diverse array of

programs and publications of the Institute is complementary to educational policy and leadership engagement activities offered by UNC-Chapel Hill.

- The Hunt Institute is unique in its national approach and national network of state officials and experts – its offerings and capabilities are unique among the UNC-Chapel Hill community as well as other constituent institutions of the UNC System.
- The mission, goals, objectives and engagement focus of the institute are consistent with the mission and goals of the UNC-Chapel Hill, and the activities of the Institute provide a special platform for state and federal recognition of the University.
- The Hunt Institute has developed a national reputation for the high caliber of its work. It is credited by many national groups for its hand in helping states to adopt rigorous educational standards. Many sitting and former state governors, from both parties, credit the Hunt Institute for its involvement in helping to situate education as a high priority for their own administrations. The Institute is seen as developing a bi-partisan constituency of state leaders who have fluency in education policy and articulated interests in making demonstrated, improved achievement in educational outcomes a hallmark of their administrations.
- As a result of the sustained high quality of its programs, publications and networks, the Hunt Institute is well-regarded by national educational policy groups as a positive force for improved and demonstrated performance of public education systems.
- The Hunt Institute has worked to maintain a high degree of non-partisanship through insistence upon broad bi-partisan participation. This has been challenging over the past several years, and the Hunt Institute is to be commended for beginning the Hunt-Kean Fellows program which provides significant leadership cultivation and development opportunities for new state leaders. Institute staff are working to broaden bi-partisan participation for their NC programs.
- The Hunt Institute and the Hunt Institute Foundation have generated significant philanthropic support for their programs and are seen by the Gates Foundation, State Farm Foundation, and Carnegie Foundation as important strategic partners.

- The Hunt Institute does not conduct or commission original research. Rather it focuses its educational and leadership efforts on disseminating best-in-class educational policy and implementation practices.
- The Hunt Institute provides internship opportunities for undergraduate students from UNC-Chapel Hill and other UNC universities (currently one work study student and two student assistants). In 2015, in collaboration with a faculty member of the UNC-Chapel Hill School of Education and with support from State Farm, the Institute hired a PhD Fellow to support dissemination of educational policy. Over the years, several UNC-Chapel Hill faculty have made presentations at national Hunt Institute programs.
- Interactions with University faculty, students and staff should be strengthened significantly. Currently, no UNC-Chapel Hill faculty members have appointments with the Hunt Institute, and Hunt Institute staff who possess terminal degrees do not have faculty appointments.
- The Hunt Institute has an excellent professional staff and management team. The Executive Director is retiring December 2015. Plans are underway for the recruitment and selection of a new Executive Director and CEO.
- The Hunt Institute has an annual budget of approximately \$2.89 million, which is covered by grants and until now by the state appropriation. Any shortfalls in revenue to cover the budget are made up by drawing on the Foundation reserve. Currently, the Foundation has approximately \$3 million in reserves.
- External grants and other philanthropic support do not “flow through” UNC-Chapel Hill to the Institute. Rather, these funds are received by the Foundation and overhead expenses of the University are not supported by grant-related facilities and administrative funds. Also, grants or gifts awarded to the Institute are not factored into UNC-Chapel Hill’s fundraising statistics.
- Publications of the Institute do not indicate a relationship with the UNC-Chapel Hill.
- The Hunt Institute is scheduled to develop its next strategic plan as soon as a new Executive Director is on board. Until then and until Judith Rizzo’s retirement, the

Institute is building on its current work and engaging in conversations across multiple disciplines at UNC-Chapel Hill to help strengthen its ties to the University community.

Recommendations

The Hunt Institute is a unique unit of UNC-Chapel Hill, given its origin. It was established as a part of UNC General Administration with no affiliation with a system school and therefore with a significant degree of autonomy and latitude in developing its programmatic agenda. In the years before it was welcomed into UNC-Chapel Hill, that early orientation became the DNA of the organization and subsequently it continued its autonomous programmatic agenda, drawing on UNC-Chapel Hill from time to time for presenters for its programs and conferences and employing a few undergraduate students as interns and work-study students each year.

The Hunt Institute is now at an inflection point, given two significant changes in its operation: the pending retirement of its only director, Judith Rizzo, and the elimination of state support (~\$915K annually).

Given the timing of this review and in light of the legislative decision not to continue state support of the center, an interim director drawn from Institute staff (April White, COO) has been identified to begin January 1, 2016, and the search for the next director has been delayed until this review process has been completed.

The elimination of state support is an important development and has significant bearing on the Institute's future. In the near term, it requires immediate financial measures be undertaken to assure the stability, continuity and sustainability of the Institute and its programs. The Hunt Institute will need to assess the feasibility of adjusting recurring and one-time expenditures and finding additional new revenue to balance its budget and secure a sustainable financial future. Addressing this fiscal challenge will require leadership from the University, the Hunt Institute leadership team and the Hunt Institute Foundation Board of Directors to pull together and forge consensus around a direction forward.

Prior to final action of the NC General Assembly in September, with the hope that the budget would not be zeroed-out, the leadership of the Institute and Foundation expressed their strong desire to be fully integrated into UNC-Chapel Hill.

This is an ideal time for all parties to reaffirm this direction and propose a plan of interdisciplinary work and deep integration with UNC-Chapel Hill or to consider other possibilities: e.g., affiliating with another non-UNC-system-school organization or pursuing independent non-profit status. If one of the alternative paths is pursued, the staff of the Hunt Institute would no longer be state employees and time for a smooth transition to a new status would be required.

If the desire is to continue to be an institute of UNC-Chapel Hill, adhering to the requirements for same set forth by UNC General Administration Centers and Institutes Policy (UNC Policy 400.5 [R]), we recommend the following:

- Adjust operating expenses and increase revenues to reflect the elimination of state support and provide a funding plan that lays out long-term financial sustainability. Given the encompassing statutory language that precludes other General Fund support, the agreement between the Hunt Institute and the University should be reviewed to assure that the University's reasonable expenses are recovered.
- Grants supporting the Hunt Institute and its activities should flow through the University or on an exception basis, by agreement of UNC Chapel Hill, flow to the Hunt Institute Foundation. Overhead rates, negotiated with the grantors, should be used to help the University offset administrative and compliance costs.
- Consideration should be given to developing formal affiliations with UNC-Chapel Hill's College of Arts and Sciences, the School of Education and/or School of Government.
- Establish an academic advisory board drawn from the faculty of UNC-Chapel Hill and other institutions.
- A committee, consisting of a senior university official, tenured members of the faculty, and at least two members of the Hunt Institute Foundation should be constituted and charged to recruit and recommend the selection of the next Executive Director of the


Hunt Institute. Attention should be paid to sending forward for appointment an executive director who has experience both in leading an educational policy entity like the Hunt Institute and in leading an organization that is an integral part of its host institution through faculty engagement and mutually beneficial and engaged scholarship and programs. Ideally, the selected candidate would become a member of the UNC faculty. Consideration should be given to delaying the timing of the recruitment so the new Deans of the College of Arts and Science and School of Education could have meaningful input to the process.

- Publications of the Institute should reflect that it is a part of UNC-Chapel Hill and bear an official mark of the University.



MEMORANDUM

TO: Dwight Stone, Chair, Board of Trustees of the University of North Carolina at Chapel Hill
Chuck Duckett, Chair, University Affairs Committee, Board of Trustees of the University of North Carolina at Chapel Hill

FROM: James W. Dean, Jr., Executive Vice Chancellor and Provost 

RE: Authorization to Plan the Global Social Development Innovation Center

DATE: March 7, 2016

Creating a new center or institute within the UNC system requires a two-step process involving first a request for authorization to plan and then a request for authorization to establish the new unit. Authorization to plan is granted by the Chancellor and Provost, with notification to the Board of Trustees. Authorization to establish the new center or institute is given by the Chancellor, the Provost, and the Board of Trustees.

I write now to notify the Board of Trustees that Chancellor Folt and I have approved a request for authorization to plan a new interdisciplinary research center in the School of Social Work that is called Global Social Development Innovation (GSDI). The Centers and Institutes Review Committee reviewed the request and agreed unanimously to recommend that it be granted.

Associate Professor Gina Chowa, an award-winning faculty member whose groundbreaking work examines the impact of asset ownership on youth and families in developing countries, is responsible for conceiving and planning GSDI. GSDI would focus on investigation, documentation, and dissemination of knowledge related to international social development practices. It would build capacity for both rigorous scientific inquiry and for training of the next generation of researchers and practitioners. Professor Chowa has established a strong network of collaborators that includes the Centre for Social Development at the University of Johannesburg; the Institute for Statistical, Social and Economic Research at the University of Ghana; the Center for Social Development at Washington University in St. Louis; and Carolina's own Renaissance Computing Institute. She has secured external funds to support her work.

I commend Dr. Chowa for her fine work to date and look forward to evaluating her fully developed plan for the GSDI in the near future.

Copy: Dwayne Pinkney, Vice Provost for Finance and Academic Planning and Secretary of the University
Carol Tresolini, Vice Provost for Academic Initiatives and Chair, Center and Institutes Review Committee



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

The University Ombuds Office

Wayne Blair
Laurie Mesibov
Victoria Dowd

March 2016



UNIVERSITY OMBUDS OFFICE



University Ombuds Office

- Office launched May 2005 for all employees
- First Ombuds program in the UNC system
- Number one recommendation from the Chancellor's Task Force for a Better Workplace 2004
- Services extended to include students 2012

Purpose

To support Carolina's mission

- By working with individuals and groups when they have problems or disputes
- By providing information and recommendations to decision makers
- By providing training in conflict management to the university community

Principles

- Confidentiality
- Neutrality
- Informality
- Independence

Benefits

- Preventing escalation of disputes
- Helping decision makers make informed decisions
- Improving the campus as a place to study and work
- Supporting Carolina's values
- Enhancing Carolina's reputation

Visitors by State Designation

- 465 cases 2014-15 – meeting with just under 2000 people.
- SHRA - 27% (State Human Resources Act)
- Other - 24%
- Faculty - 19%
- EHRA - 17% (Exempt from Human Resources Act)
- Undergraduate - 6%
- Graduate - 4%
- Post Doctorate - 3%

Visitors by Ethnicity & Gender

- Caucasian - 70%
 - African American – 22%
 - Asian/Pacific Islander – 3%
 - Hispanic – 2%
 - Native American – 1%
 - Unknown – 2%
-
- Cases initiated by women – 62%
 - Cases initiated by men – 38%

*If not for the confidential nature of what we do,
you'd hear about our success stories all the
time.*

Contact Information

Email: ombuds@unc.edu

Web: www.ombuds.unc.edu

Phone: 919-843-8204

Fax: 919-843-8219

Chancellor's Task Force on UNC-Chapel Hill's History

March 23, 2016



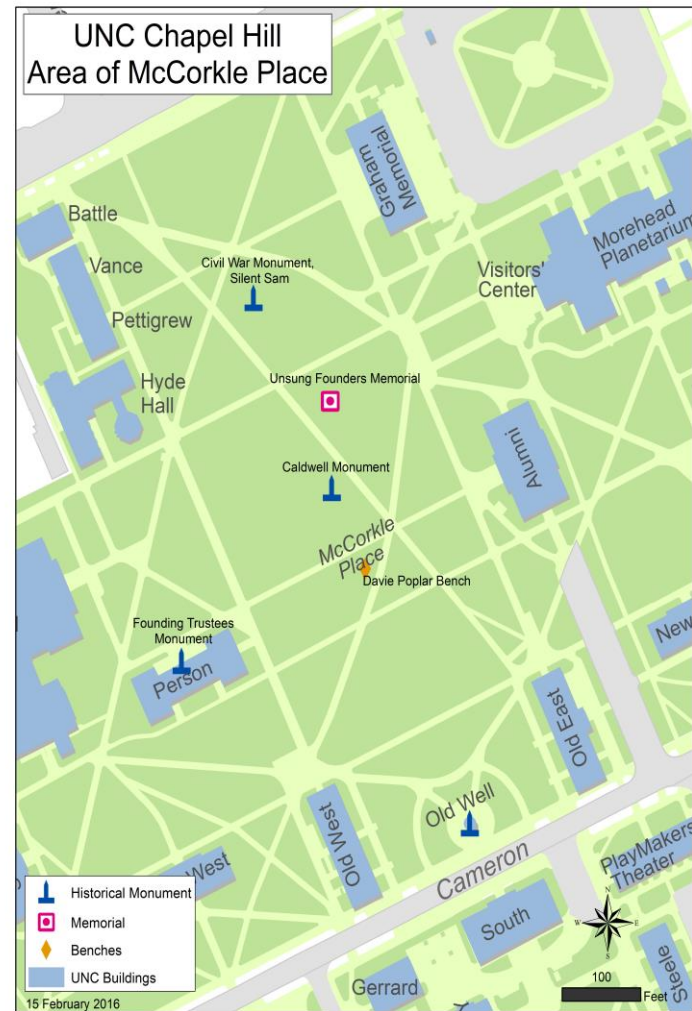
THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Carolina Hall Exhibit

- Advisory Committee meetings
- Exhibit design/fabrication firm selection process
- Firm selection by mid-April
- Content development process
- Installation by mid-August
- Programming around installation/unveiling

McCorkle Place

- Advisory Committee meetings
- Research underway on content development
- Consulting with others on interpretative tools and platforms



Campus Inventory

- **Phase 1:**


- Names on major buildings (+5,000 sf), schools and spaces named for people
- Outdoor monuments, memorials, memorial spaces, art
- Ways people learn about university history: websites, tours, published works

- **Phase 2:**










- ALL names on the landscape
- INSIDE memorials and art
- Memorial Hall
- Named professorships, scholarships, and awards

What Comes Next?


- Content
- Technology

 THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

The Carolina Story: A Virtual Museum of University History



[Home](#)
[Exhibits](#)
[Further Reading](#)
[Credits](#)
[Campus Map](#)
[Timeline](#)
[FAQs](#)



The University of North Carolina at Chapel Hill is the nation's oldest state university, with a rich history of more than two centuries. This virtual museum retells that history much as a physical museum might do, with texts and images arranged in a series of roughly chronological exhibits. Along the way, there is much for the university's friends to take pride in, and other truths that are now painful to remember. The virtual museum is Carolina's open eye to its own past.


Like all museums, this one will be constantly evolving. Please [send us your questions and comments](#)

Search:

[→ Enter the exhibits](#)

The First 100 Years

"The First Century of the First State University" is a collection within [Documenting the American South](#). It presents hundreds of primary documents about the creation and development of the University of North Carolina, from 1776 to 1875.



[Home](#) | [Center for the Study of the American South](#) | [University Library Digital Projects](#) | [UNC Home](#)

Ethics & Integrity and Policy and Procedures Working Groups

Briefing to UNC-Chapel Hill Board of Trustees

March 22, 2016



Ethics & Integrity Charge

The **Ethics and Integrity Working Group** will ensure that we have created the optimal culture, principles and practices to reinforce ethical high-integrity behavior throughout the University. It will address both culture and practices, including specific policies and process that will enable clear, consolidated and confidential channels through which all members of our university community can speak up and share ethical concerns.

It will also recommend how to best oversee the University's commitment to integrity and compliance with all applicable laws, regulations and policies. Finally, the working group will identify necessary processes, systems, personnel and training to ensure the University environment reinforces integrity and ethical behavior at every level.



Members

Ethics and Integrity Working Group members:

- Wayne Blair (University Ombuds)
- Julie Byerley (Faculty, School of Medicine)
- Gena Carter (Human Resources)
- Haywood Cochrane (Board of Trustees)
- Jennifer Conrad (Faculty, Kenan-Flagler Business School)
- Pat Crawford (Office of University Counsel)
- Jean Elia (Office of the Provost)
- Eric Everett (Faculty, School of Dentistry)
- Michael Gerhardt (Faculty, School of Law)
- Ferrel Guillory (Faculty, School of Journalism)
- Norma Houston (Faculty, School of Government)
- Russ Shafer-Landau (Faculty, Parr Center for Ethics)
- Kerri McNeill (Office of Internal Audit)
- Paul Pogge (Athletic Department)
- Joy Renner (Faculty, School of Medicine / Faculty Athletic Committee Chair)
- Terry Rhodes (Faculty, College of Arts and Sciences)
- Jonathan Sauls (Office of Student Affairs)
- Houston Summers (Student Body President)
- Geoffrey Sayre-McCord (Faculty, Department of Philosophy)



Areas of Focus

- Develop a unifying campus statement on ethics and integrity.
- Identify influences that shape the campus culture of ethical behavior.
- Inventory ethics training across all campus units; evaluate the awareness of expectations and consequences of unethical behavior; and identify areas for consolidation and improvement.
- Develop a plan for broad and comprehensive programs for reporting unethical behavior and questions of integrity, including identifying areas for expansion of an ethics reporting tool and assessing the cultural issues associated with widespread integration and expansion of an ethics reporting tool



Assessment

- This thorough review concluded that UNC-Chapel Hill has in place a robust array of programs and resources related to ethics and integrity.
- The Working Group did not identify any significant gaps in programs, resources, or reporting mechanisms.
- However, there are areas in which the campus can augment and enhance the programs already in place.



Working Group Recommendations

- Reaffirm the University's commitment by adopting a statement on ethics and integrity to serve as the University's overarching declaration of ethical principles.
- Embed the University's commitment to ethics and integrity by addressing influences that shape the campus culture of ethical behavior.
- Ensure that all members of the University are aware of the expectations and consequences associated with ethical behavior.
- Expand opportunities for members of the University community to report concerns and potential violations.
- Create the position of Chief Integrity and Policy Officer and establish an Office of Integrity and Policy (joint recommendation with Policy and Procedures Working Group).



Policy & Procedure Charge

The **Policy and Procedures Working Group** helps the University to identify any redundancies, gaps and inconsistencies, make recommendations for policy and procedure improvements and create a mechanism for periodic re-evaluation. As a University, we recognize that we need to have clear, coherent policies and procedures so as to enable effective operations and process excellence.

The working group oversees a review that ensures the University is following applicable laws, regulations and policies. They will select a higher education consulting firm to assist them in the process of taking what they learned from the audit and improving upon it. The working group will define the firm's scope of work, the expected outcomes and manage the process through its completion.



Members

Policy and Procedures Working Group members:

- Todd Nicolet, Chair (Gillings School of Global Public Health)
- Kathy Bryant (Human Resources)
- Jeff Cannon (Kenan-Flagler Business School)
- Debbi Clarke (Provost Office)
- Robin Cyr (Research and Compliance)
- Chris Derickson (Office of the University Registrar)
- Paul Godley (School of Medicine)
- Susan Kellogg (Information Technology Services)
- Derek Kemp (Finance and Administration)
- Lee May (Academic Advising Program)
- Abigail T. Panter (College of Arts and Sciences)
- Chris Payne (Student Affairs)
- Phyllis Petree (Office of Internal Audit)
- Will Tricomi (Office of University Counsel)
- Lynn E. Williford (Office of Institutional Research and Assessment)



Results

- Over 1,600 policies across the University (not uncommon for research university of our size).
- Policies are not organized in a clear structure.
- Policies do not follow a consistent template.
- Policies relevant to specific roles or situations can be hard to find.
- The University community has found ways to work through a complex policy environment successfully.
- People and units across the University are interested in investing effort to help create a more effective and efficient policy ecosystem.



Principles for Recommendations

- A coordinating function (office) would play a guiding and supporting role in making policies more consistent, available, and effective.
- A central repository for University policies would enhance transparency, communication, and accountability.
- A successful policy ecosystem will involve significant engagement from across the University.
- The policy management function of a coordinating office cannot act or be seen as a compliance function. Rather, it must be a service-oriented role whose primary mission is to improve the efficiency and effectiveness of policies at the University.
- An updated, standard policy process could improve the efficiency of policy management at the University and increase the quality of policy development and implementation, enabling the University to function at its highest potential.



Working Group Recommendations

- Create the position of Chief Integrity and Policy Officer and establish an Office of Integrity and Policy (joint recommendation with Ethics and Integrity Working Group).
- Establish a new Office of Integrity and Policy to provide awareness and promotion, monitoring and reporting, and coordinated policy management and guidance.
- Redefine “university policy” to be more inclusive and to more accurately reflect the scope of relevant policies.



Working Group Recommendations

- Update the policy approval process and the University's existing policy on Policy Development, Approval, and Publication.
- Build a central repository for storing and communicating policies across the University.
- Update the policy template and move all policies into the repository using the update template.



Actions Completed

- The Chancellor named an interim Integrity and Policy Officer.
- A prominent Web presence on the UNC-Chapel Hill site has launched that reiterates our commitment to a campus culture of ethics and integrity, makes more visible the channels for reporting concerns and violations, and provides a central repository for University policies.
- The Faculty Executive Committee has endorsed the report and recommendations of the Ethics & Integrity Working Group.



Next Steps

- Develop a plan for a policy repository.
- Update the policy on Policy Development, Approval, and Publication.
- Establish permanent roles to support ethics awareness and policy management at the University.



Ethics and Integrity Website



Discussion





**UNC Chapel Hill
Board of Trustees**

Annual Summary regarding the UNC Management Flexibility Agreement
(pursuant to UNC Policy Manual, Section 600.3.4 C.3.b.)

**Submitted to UNC General Administration
for Fiscal Year 2014-2015**

Reviewed and approved by:

Shelia D. Washington *3/16/16*
Chief Human Resources Officer Date

James W. O'Connell *3/15/16*
Provost Date

Carol L. Felt *3/12/16*
Chancellor Date

Board of Trustees Date

INTRODUCTION

Pursuant to Section 600.3.4 C.3.b. of the UNC Policy Manual, the Board of Trustees of UNC Chapel Hill hereby provides to the UNC Board of Governors an annual summary of the personnel actions covered by its management flexibility agreement for fiscal year 2014-2015.

PART 1: SAAO Tier I Appointments, Salary and Non-Salary Compensation

SAAO Tier I Appointments	
<input checked="" type="checkbox"/>	Our compensation spreadsheet is attached to this summary.

SAAO Tier II salary ranges <i>(check one)</i>	
<input type="checkbox"/>	Our institution used the UNC GA published SAAO Tier II salary ranges for SAAO Tier II employees in FY 14-15.
<input checked="" type="checkbox"/>	Our SAAO Tier II salary ranges and methodology for FY 14-15 are attached.

EHRA IRPS salary ranges <i>(check one)</i>	
<input checked="" type="checkbox"/>	Our EHRA IRPS salary ranges listing and methodology for FY 14-15 are attached (or in lieu of the salary range listing, a disclosure on how individual ranges are derived is provided).
<input type="checkbox"/>	We did not have an established EHRA IRPS salary ranges listing and methodology during the FY 2014-15, but are now using the UNC GA published IRPS salary ranges.

PART 2: Conferral of Tenure

88	Number of faculty reviewed for tenure
80	Number of faculty granted tenure
14*	Number of new faculty hired with tenure

***These 14 are a subset of the 80 granted tenure above**

PART 3: Equity Analysis

Describe what efforts your institution has taken to monitor pay equity relevant to the employment of faculty and senior academic and administrative officers. <i>(You may attach additional supporting documents.)</i>	
2012	Date of most recent analysis of equity issues for faculty
3/5/2015	Date of most recent analysis of equity issues for SAAO Tier I
See attachments	

PART 4: Audit Findings

Did your institution's Office of Internal Audit report any significant audit findings to General Administration's Office of Compliance and Audit Services related to weaknesses in the internal control structure, deficiencies in the accounting records, non-compliance with rules and regulations, or any other instances where significant findings are identified?

<input type="checkbox"/>	NO	Our office of internal audit reported to General Administration's Office of Compliance and Audit Services no audit findings related to weaknesses in the internal control structure, deficiencies in the accounting records, non-compliance with rules and regulations, or any other instances.
<input checked="" type="checkbox"/>	YES	Our office of internal audit reported to General Administration's Office of Compliance and Audit Services significant audit findings. Below is a brief summary of the audit findings and actions that have been taken, or are to be taken, to address the noted deficiencies. <i>(You may attach additional supporting documents.)</i>

Report Name:

Special Review - Department of Neurology

Time and Effort (T&E) Reporting. Prior to fiscal year 2014, the department's payroll cost transfers were frequent. Many of the transfers were untimely, some occurring six-months or more after the original cost posted. Employees were often not added to, or removed from, awards promptly; delays were sometimes as much several months. Internal Audit saw cases where payroll costs continued to be charged to an award after it ended, and unallocable costs were subsequently adjusted rather than being removed. These circumstances showed a need for improved monitoring and management of payroll costs, particularly those charged to sponsored awards.

Status of Resolution:

As of the date of UNC-CH Internal Audit's last follow-up earlier the year, the University had made satisfactory progress toward correcting T&E issues. As of October 2015, 100% of the effort reports from the current cycle had been returned as had all reports from all prior cycles.

Board of Trustees - UNC Chapel Hill
Annual Summary to the UNC Board of Governors regarding the Management Flexibility Agreement
SAAO Tier 1 Salary and Non-Salary Compensation FY 2014-2015

Name	CUPA Classification Code	Senior Academic and Administrative Title	Date Hired into this SAOA Position	Salary as of		Percent Change in Salary	2014-2015 Salary Range		Non-Salary Compensation (in dollars)					
				06-30-2014	06-30-2015		Minimum	Maximum	Athletic Tickets	Club Membership	Clinical Fac Benefits	Moving Expenses	Temporary Housing	Personal Vehicle
Folt, Carol L.	101000: Chief Executive Officer, Single Inst	Chancellor	7/1/2013	\$ 520,000	\$ 520,000	0.0%	\$ 419,740	\$ 655,844						\$ 7,544
Dean, James W. Jr.	102000: Executive Vice Chancellor	Executive Vice Chancellor and Provost	7/1/2013	\$ 445,000	\$ 445,000	0.0%			\$ 2,156					\$ 10,561
Fajack, Matthew M.	107000: Chief Business Officer	Vice Chancellor Finance & Administration	6/9/2014	\$ 343,000	\$ 343,000	0.0%	\$ 207,600	\$ 324,375	\$ 2,156	\$ 165				\$ 6,770
Routh, David S.	113000: Chief Development/Adv Officer	Vice Chancellor for Development	10/17/2013	\$ 395,000	\$ 395,000	0.0%	\$ 284,000	\$ 443,750		\$ 6,694				\$ 1,139
Kielt, Christopher L.	129000: Chief Information/IT Officer	Vice Chancellor for IT & CIO	7/1/2013	\$ 330,000	\$ 330,000	0.0%	\$ 210,396	\$ 328,744	\$ 2,156	\$ 122				
Strohm, Leslie C.	137000: Chief Legal Affairs Officer	Vice Chancellor and General Counsel	7/31/2003	\$ 325,000	n/a	n/a	\$ 248,482	\$ 388,253						
Michalak, Sarah C.	139000: Chief Library Officer	University Librarian/Associate Provost	9/20/2004	\$ 240,814	\$ 246,630	2.4%	\$ 211,657	\$ 330,714	\$ 1,742					
Curran, Joel G.	141000: Chief Public Relations Officer	VC for Communications & Public Affairs	11/23/2013	\$ 300,000	\$ 324,000	8.0%	\$ 165,748	\$ 258,981	\$ 2,156	\$ 122				\$ 5,872
Entwisle, Barbara	143000: Chief Research Officer	Vice Chancellor for Research	3/25/2011	\$ 329,000	\$ 338,270	2.8%	\$ 255,414	\$ 399,084	\$ 2,156					
Crisp, Winston B.	145000: Chief Student Affairs/Stud Life Officer	Vice Chancellor, Student Affairs	5/10/2010	\$ 289,719	\$ 310,000	7.0%	\$ 198,912	\$ 310,800	\$ 2,156	\$ 122				
Gil, Karen M.	153040: Dean Arts and Sciences	Dean, Arts & Sciences	7/1/1995	\$ 292,000	\$ 304,600	4.3%	\$ 236,582	\$ 369,659						
Shackelford, Douglas A.	153060: Dean Business	Dean	2/1/2014	\$ 425,000	\$ 425,000	0.0%	\$ 329,000	\$ 514,063	\$ 1,742					
Weintraub, Jane	153100: Dean Dentistry	Dean, School of Dentistry	7/1/2011	\$ 329,000	\$ 337,180	2.5%	\$ 229,698	\$ 358,903	\$ 1,742		\$ 3,814			
McDiarmid, Grover W.	153120: Dean Education	Dean, School of Education	12/31/2008	\$ 246,000	\$ 252,120	2.5%	\$ 194,786	\$ 304,354						
Smith, Michael R.	153180: Dean Government/Public Affairs/Public Policy	Dean, School of Government	7/1/1978	\$ 273,174	\$ 280,769	2.8%	\$ 220,182	\$ 344,035	\$ 1,742					
Matson, Steven W.	153190: Dean Graduate School	Dean, Graduate School	7/1/1983	\$ 205,100	\$ 210,802	2.8%	\$ 218,089	\$ 340,764	\$ 1,742					
King, Susan R.	153240: Dean Journalism and Mass Communication	Dean, Journalism and Mass Communication	1/1/2012	\$ 251,900	\$ 257,638	2.3%	\$ 130,764	\$ 204,318	\$ 1,742					
Boger, John C.	153250: Dean Law	Dean, School of Law	7/1/1990	\$ 328,756	\$ 336,631	2.4%	\$ 297,873	\$ 465,426						
Marchionini, Gary J.	153260: Dean Library Sciences	Dean, School of Info & Libr Science	7/1/1998	\$ 246,600	\$ 253,398	2.8%	\$ 182,759	\$ 285,561	\$ 1,742					
Roper, William L.	153280: Dean Medicine	Dean, School of Medicine	7/1/1997	\$ 600,897	\$ 938,902	56.3%	\$ 600,897	\$ 938,902						
Havens, Donna S.	153300: Dean Nursing	Interim Dean, School of Nursing	7/1/2014	n/a	\$ 200,442	n/a	\$ 186,911	\$ 292,049	\$ 2,658					

Board of Trustees - UNC Chapel Hill
Annual Summary to the UNC Board of Governors regarding the Management Flexibility Agreement
SAAO Tier 1 Salary and Non-Salary Compensation FY 2014-2015

Name	CUPA Classification Code	Senior Academic and Administrative Title	Date Hired into this SAAO Position	Salary as of		Percent Change in Salary	2014-2015 Salary Range		Non-Salary Compensation (in dollars)					
				06-30-2014	06-30-2015		Minimum	Maximum	Athletic Tickets	Club Membership	Clinical Fac Benefits	Moving Expenses	Temporary Housing	Personal Vehicle
Swanson, Kristen	153300: Dean Nursing	Dean, School of Nursing	8/1/2009	\$ 279,200	n/a	n/a	\$ 186,911	\$ 292,049						
Blouin, Robert A.	153330: Dean Pharmacy	Dean, School of Pharmacy	7/1/2003	\$ 294,345	\$ 303,425	3.1%	\$ 229,698	\$ 358,903	\$ 1,742					
Rimer, Barbara K.	153350: Dean Public Health	Dean, School of Public Health	1/1/2003	\$ 324,524	\$ 333,510	2.8%	\$ 297,452	\$ 464,768						
Richman, Jack M.	153380: Dean Social Work	Dean, Social Work	10/1/1983	\$ 267,753	\$ 273,331	2.1%	\$ 141,642	\$ 221,316						
Yopp, Jan J.	153390: Dean Special Programs	Dean, Summer School	8/1/1977	\$ 189,779	\$ 193,855	2.1%	\$ 130,764	\$ 204,318						
Washington, Felicia A.	999999: No CUPA Match	VC, Workforce Strategy, Equity & Engmt	2/1/2014	\$ 343,000	\$ 343,000	0.0%			\$ 2,156					

NOTES:

Methodology for Establishing EHRA Non-Faculty Salary Ranges (SAAO Tier II & Instructional, Research, and Public Service Positions)

Background

Pursuant to UNC General Administration (GA) Policy 600.3.4, "Granting of Management Flexibility to Appoint and Fix Compensation," the University has established market salary ranges for all EHRA non-faculty Senior Academic and Administrative Officer (SAAO) Tier II positions. The University's Compensation Program for SAAO Tier II positions is designed to provide competitive salaries in order to attract and retain the very best talent and expertise. The Office of Human Resources partnered with Aon Hewitt, a global HR consulting firm with in-depth expertise in compensation plan design, in order to assist with the development of UNC-Chapel Hill's SAAO Tier II compensation program.

Compensation Structure

The EHRA Non-Faculty Compensation Program features a structure that includes defined job families, job levels, and a series of salary rates through which managers can evaluate and implement compensation decisions for EHRA non-faculty employees.

Job Families

The program groups individual positions with similar responsibilities and job content into 16 defined job families, as follows:

- Senior Executives (Associate Vice Chancellors, Vice Provosts and Associate Provosts) (Job Family AA)*
- Academic Administration and University Programs (Job Family A)
- Business and Finance (Job Family B)
- Clinical Administration (Job Family C)
- External Affairs/Development (Job Family D)
- Human Resources (Job Family E)
- Information Technology (Job Family F)
- Advising, Counseling and Student Support Services (Job Family J)
- Admissions, Recruitment and Financial Aid (Job Family K)
- Professional Librarians (Job Family L)
- University Attorneys (Job Family M)
- Centers and Institute Management (Job Family O)
- Instructional Support, Public Service and Extension (Job Family IPS)
- Social Sciences Research (Job Family SSR)
- Health Sciences Research (Job Family HSR)
- Physical Sciences Research (Job Family PSR)

Job Levels

Within each job family, there are between three and four individual job levels which help to further differentiate positions based on scope, complexity and specialized skill requirements. The following factors are among those used to assign each position within a job family to its most appropriate job level:

- size of work unit
- span of authority (unit/school/campus)
- scope of responsibility (including consequence of error and independent decision making)
- supervisory/managerial responsibility
- comparison to other relative positions
- policy/program development responsibility
- fiscal and/or administrative oversight and supervision

Compensation Rates

For each unique job family and job level combination, there is a series of compensation rates intended to inform individual compensation decisions. These rates are as follows:

- The minimum salary defines the minimum compensation level assigned to positions at a specific job family and job level.
- The maximum salary defines the maximum compensation level assigned to positions at a specific job family and job level.
- The reference rate is an aggregate of similar jobs at the 75th percentile in the outside labor market and represents an approximate midpoint of the assigned salary range for each job level. The reference rate is not intended as a formal limit for salary decisions in hiring or when deciding on a proposed salary increase for existing employees. Some employees will be paid below or at the reference rate and others above it based on a variety of factors.

Approach

The SAAO Tier II compensation design uses blended data from a total of twenty salary surveys in higher education, non-profits, and the for-profit sector. Survey sources were blended to develop a composite market rate for the various job families. The reference rate for each pay band within this structure represents the 75th percentile for that particular job family and consistent range spreads from job level to job level across job families. The salary survey sources utilized by UNC Chapel Hill and Aon Hewitt to support the design of our compensation structure include the following:

- CUPA Carnegie Doctoral Granting
- Edu Comp (Western Management Group)-Higher Education
- Aon Hewitt Total Compensation Measurement – General Industry and Retail Cash Compensation by Industry: Executive

- Aon Hewitt Total Compensation Measurement – General Industry and Retail Cash Compensation by Industry: Management & Professional,
- American Society of Association Executives (ASAE),
- Council on Foundations: Grantmakers Salary and Benefits Report (COF),
- Gartner Inc.: IT Market Compensation Study,
- Mercer - Marketing and Communications Survey (MHRC 0 CMC),
- Mercer – Executive Survey (MHRC – EC)
- Mercer - Integrated Health Networks Survey – Module 5 Healthcare Provider Individual Contributor (MHRC – IHN-IND)
- Mercer - Integrated Health Networks Survey - Module 4A Healthcare Provider System Executives and Management
- Mercer – Information Technology Survey (MHRC – IT)
- Mercer – Metropolitan Areas Report Southeast Central Region (MHRC – MBC – SE)
- PRM Consulting, Inc: Management Compensation Report – Not-For-Profit Organizations (PRM – NP)
- Sullivan, Cotter and Associates, Inc.: Survey of Manager and Executive Compensation in Hospitals and Health Systems (SC – HOSP)
- Total Compensation Solutions (TCS): Not-for-Profit Compensation Survey (TCS – NFP),
- Towers Watson: Survey Report on Administrative Professional Compensation (TW – ADP),
- Towers Watson: Survey Report on Supervisory and Middle Management Compensation Survey
- Towers Watson: Survey Report on Top Management Compensation

Salary Setting Guidelines

Specific salary amounts for individual employees are determined by management based on a variety of relevant factors, including:

- Available financial resources
- Acquired knowledge, skills and experience
- Employee performance
- Possession of an advanced degree or professional credentials that enhance the ability to perform required duties of the position
- Internal equity
- Retention or replacement of employees
- Relation to reference rate

Employees hired after January 1, 2013 are not permitted to fall below their assigned range minimum. The salary maximums are a formal limit that may not be exceeded unless the appropriate Dean/Vice Chancellor requests an exception based on a critical University business need. The exception request will require approval by the Chancellor or designee and, depending on the amount, pre-approval by the Board of Trustees.

Compensation Program for EPA Non-Faculty Employees (Instructional, Research and Public Service and SAAO Tier II)

POLICY STATEMENT

The University's EPA Non-Faculty Compensation Program for Instructional, Research and Public Service (IRPS) and Senior Academic and Administrative Officer (SAAO) Tier II positions ("EPA Non-Faculty Compensation Program") is designed to provide competitive salaries in order to attract and retain the very best talent and expertise as [EPA non-faculty employees](#). The program goals include promoting internal equity and fairness, assuring good stewardship of University and State resources, and enabling managers to assign compensation that meets and, if appropriate, leads relevant external labor markets.

AUDIENCE

This policy defines the compensation plan for EPA non-faculty IRPS and SAAO Tier II employees. This program excludes SAAO Tier I positions (e.g., Vice Chancellors, Deans), since compensation for these positions is prescribed by UNC General Administration on a position-by-position basis.

POLICY DETAILS

Compensation Structure

The EPA Non-Faculty Compensation Program features a structure that includes [job families](#), [job levels](#) and a series of salary rates through which managers can evaluate and implement compensation decisions for EPA non-faculty employee

Job Families

The program groups individual positions with similar responsibilities and job content into 16 defined job families, as follows:

- Senior Executives (Associate Vice Chancellors, Vice Provosts and Associate Provosts) (Job Family AA)
- Academic Administration and University Programs (Job Family A)
- Business and Finance (Job Family B)
- Clinical Administration (Job Family C)

- External Affairs/Development (Job Family D)
- Human Resources (Job Family E)
- Information Technology (Job Family F)
- Advising, Counseling and Student Support Services (Job Family J)
- Admissions, Recruitment and Financial Aid (Job Family K)
- Professional Librarians (Job Family L)
- University Attorneys (Job Family M)
- Centers and Institute Management (Job Family O)
- Instructional Support, Public Service and Extension (Job Family IPS)
- Social Sciences Research (Job Family SSR)
- Health Sciences Research (Job Family HSR)
- Physical Sciences Research (Job Family PSR)
- Unassigned (includes Athletic Coaches and other exceptional circumstances where a position falls outside the existing compensation structure) (Job Family X)

The appropriate School/Division Human Resources Officer and the Office of Human Resources (OHR) can provide guidance to managers and department heads in determining the most appropriate job family for any individual position.

Job Levels

Within each job family, there are individual job levels which help to further differentiate positions based on scope, complexity and specialized skill requirements. The following factors are among those used to assign each position within a job family to its most appropriate job level:

- size of work unit
- span of authority (unit/school/campus)
- scope of responsibility (including consequence of error and independent decision making)
- supervisory/managerial responsibility
- comparison to relative positions as appropriate
- nature and scope of research
- policy/program development
- research/academic impact
- fiscal and/or administrative oversight and supervision

The appropriate School/Division Human Resources Officer and OHR can provide guidance to managers and department heads in determining the most appropriate job level for any individual position.

Compensation Rates

For each unique job family and job level combination, there is a series of compensation rates intended to inform individual compensation decisions. These rates are as follows:

- The minimum salary defines the minimum compensation level assigned to positions at a specific job family and job level; exceptions to the minimum salary are noted in this policy.
- The maximum salary defines the maximum compensation level assigned to positions at a specific job family and job level; exceptions to the maximum salary are noted in this policy.
- The salary range represents the range of compensation between the defined minimum and maximum salary amounts.
- The reference rate is an aggregate of similar jobs at the 75th percentile in the outside labor market and represents an approximate midpoint of the assigned salary range for each job level. The reference rate is not intended as a formal limit for salary decisions in hiring or when deciding on a proposed salary increase for existing employees. Some employees will be paid below or at the reference rate and others above it based on a variety of factors as set out below.

Salary Setting Guidelines and Procedures

Factors in Determining Salary Amounts

Setting a specific salary amount is dependent upon a variety of factors which must be considered by departmental management in consultation with their School/Division HR Officer and OHR. These factors include, but are not limited to

- available budgetary resources
- acquired knowledge, skills and experience
- employee performance
- possession of an advanced degree or professional credentials that enhance the ability to perform required duties of the position
- scarcity and uniqueness of employee skills and abilities in the context of the greater job market

- internal equity
- retention or replacement of employees
- relation to reference rate

Minimum and Maximum Salary Limits

- New hires and salary actions for existing EPA non-faculty SAAO Tier II employees *on or after January 1, 2013*, shall **not** fall below the applicable minimum salary or exceed the applicable maximum salary based on the assigned job family and level, absent a specific exception permitted by this policy.
- New hires and salary actions for existing EPA non-faculty IRPS employees *on or after July 1, 2014*, shall **not** fall below the relevant minimum salary or exceed the applicable maximum salary based on the assigned job family and level, absent a specific exception permitted by this policy.
- There is **no** requirement that employees hired prior to the above dates whose salaries fall below the applicable minimum salary be immediately moved to the minimum salary. However, the relevant Department and School/Division management should consider moving the employee to or above this minimum salary within some defined timeframe based on available budgetary resources. Salary adjustments in this case should follow standard OHR procedure for salary increase requests (see Out-of-Cycle Salary Increase Requests for EPA Non-Faculty).
- There is **no** requirement or intention that employees hired prior to the above dates whose salaries exceed the applicable maximum salary have any reduction in salary. However, any future proposed salary increases for such individuals that exceed the applicable maximum salary are subject to the specific provisions and required approvals as set forth in this policy.

Exceptions to Maximum Salaries

Exceptions to maximum salaries may be requested using the Faculty & Non-Faculty Salary Adjustment/Supplement form and are subject to the following approvals:

- For EPA non-faculty SAAO Tier II positions, the maximum salary may only be exceeded when justified by critical University business need. Such exceptions must be approved by the Vice Chancellor for Workforce Strategy, Equity and Engagement **and** the Chancellor.

Salary requests that are both 10% and \$10,000 above the established maximum salary must also receive the approval of the Board of Trustees.

- For EPA non-faculty IRPS positions, the maximum salary may only be exceeded when justified by critical University business need. Such exceptions must be approved by the submitting unit's Dean or Vice Chancellor **and** the Vice Chancellor for Workforce Strategy, Equity and Engagement.
- For positions assigned to the research job families (SSR, HSR, PSR), the job level maximum may be exceeded, for either a new hire or an existing employee, up to the reference rate of the next highest job level within the same job family. This exception is intended to address the unique demands of the research enterprise and the dynamic nature of individual research projects, especially when movement of an individual position to the next highest job level is not justified. This exception should be based on essential operational or business need and must receive the approval of the relevant Department Head **and** the requesting unit's applicable Dean or Vice Chancellor.

Changes in Job Family Assignment or Job Level

During the normal course of business, changes in employee responsibilities or job content may make it necessary to reassess and possibly reassign a given position to a different job family or job level, which in turn may drive changes in compensation.

If an EPA non-faculty position is subject to substantial change in job duties or reporting relationship, the position description should be updated and the changes reflected in the enterprise Human Resources system. The School/Division Human Resources Officer and OHR can then review these documented changes to determine if any change in job family or job level is necessary.

Not every change in position duties or addition of new job responsibilities will necessarily merit a change in assigned job level or job family. Each circumstance will be reviewed individually using the factors outlined in this policy.

Authority to Appoint and Fix Compensation

Pursuant to [UNC General Administration \(GA\) Policy 600.3.4](#), "Granting of Management Flexibility to Appoint and Fix Compensation," the University has established market salary ranges for all EPA non-faculty positions:

- Salary ranges for EPA non-faculty SAAO Tier II positions are approved by the Board of Trustees as required by GA policy.
- Salary ranges for EPA non-faculty IRPS positions are established by OHR.

OHR is delegated authority by the Chancellor to maintain and administer the salary range structure for all EPA non-faculty positions and to maintain policies and procedures to support implementation of this structure.

DEFINITIONS

EPA non-faculty employees: non-faculty employees exempt from the State Human Resources Act

job family: a group of individual positions with similar responsibilities and job content

job level: one of two or three individual levels used to differentiate positions within a job family based on scope, complexity and specialized skill requirements

maximum salary: the maximum compensation level assigned to positions at a specific job family and job level

minimum salary: the minimum compensation level assigned to positions at a specific job family and job level

reference rate: an approximate midpoint of the assigned salary range for each job level

salary range: the range of compensation between the defined minimum and maximum salary amounts

REASON FOR POLICY

Pursuant to UNC General Administration (GA) Policy 600.3.4, "Granting of Management Flexibility to Appoint and Fix Compensation," this policy establishes market salary ranges for all EPA non-faculty IRPS and SAAO Tier II positions.

ROLES AND RESPONSIBILITIES

Board of Trustees: for EPA non-faculty SAAO Tier II positions, approves salary requests that are both 10% and \$10,000 above the established maximum salary; approves salary ranges for EPA non-faculty SAAO Tier II positions.

Chancellor: for EPA non-faculty SAAO Tier II positions, approves salary requests above the established maximum salary; some of these also require approval from the Board of Trustees.

Dean or Vice Chancellor: for EPA non-faculty IRPS positions, approves salary requests above the established maximum salary

Department Head: for positions assigned to research job families (SSR, HSR, PSR), approves requests for salaries above the established maximum salary

Office of Human Resources (OHR): provides guidance to managers and department heads in assigning job families, job levels, and salary amounts; reviews documented changes to position descriptions to determine if any change in job family or level is indicated; establishes salary ranges for EPA non-faculty IRPS positions; maintains and administers EPA Non-Faculty Compensation Program as well as policies and procedures supporting its implementation.

School/Division Human Resources Officer: provides guidance to managers and department heads in assigning job families, job levels, and salary amounts; reviews documented changes to position descriptions to determine if any change in job family or level is indicated.

Vice Chancellor for Workforce Strategy, Equity and Engagement: for EPA non-faculty IRPS positions, approves salary requests above the established maximum salary; for EPA non-faculty SAAO Tier II positions, approves salary requests above the established maximum salary.

Responsible Office

Office of Human Resources, EPA Non-Faculty

Responsible Officer

Vice Chancellor for Workforce Strategy, Equity and Engagement

RELATED REGULATIONS, STATUTES, AND RELATED POLICIES

[Out-of-Cycle Salary Increase Requests for EPA Non-Faculty](#)

[UNC General Administration \(GA\) Policy 600.3.4](#)

EHRA Non-Faculty Salary Structure (SAAO Tier II and IRPS)

Band	Job Family	Level	Min	Reference Rate	Max	Job Family Definition
AA 1	Unused ~ Reserved for Future Use	I		Unused		Positions in this job family are senior-level administrators with University-wide scope and are assigned titles at the level of Associate Vice Chancellor, Associate Provost, and Vice Provost.
AA 2	Associate Vice Chancellors, Associate Provosts, Vice Provosts	II	\$128,100	\$204,900	\$300,400	
A1	Academic Administration/University Programs	I	\$81,800	\$106,300	\$130,900	Positions in this job family typically provide leadership for campus-wide administrative functions and/or unique academic and/or university programs. Positions are typically responsible for the leadership of functions unique to the higher-education setting. Positions in this family also include staff physicians providing clinical healthcare services on campus-wide level (e.g. Campus Health Services)
A2	Academic Administration/University Programs	II	\$109,200	\$152,900	\$196,600	
A3	Academic Administration/University Programs	III	\$125,000	\$187,500	\$250,000	
B1	Business & Finance	I	\$91,800	\$119,400	\$146,900	Positions in this job family typically plan, oversee, and administer all aspects of the business operations and financial functions at the School/College/Division or University-wide level and exercise substantial independent decision making with regard to management and allocation of resources.
B2	Business & Finance	II	\$104,400	\$146,200	\$187,900	
B3	Business & Finance	III	\$125,500	\$188,200	\$251,000	
C1	Clinical Administration	I		Unused		Positions in this job family typically manage all non-medical aspects of a clinical department in the School of Medicine including financial management, revenue management, human resources, sponsored research, facilities, and clinical operations. These positions are typically assigned titles of Assistant or Associate Department Chair.
C2	Clinical Administration	II	\$90,600	\$131,400	\$172,100	
C3	Clinical Administration	III	\$93,200	\$144,500	\$195,700	

The Chancellor or his/her designee may approve exceptions of no more than 10% and \$10,000 above any salary range maximum with appropriate justification. Exceptions which exceed 10% and \$10,000 of any salary range maximum must receive pre-approval of the Board of Trustees (BOT).

EHRA Non-Faculty Salary Structure (SAAO Tier II and IRPS)

Band	Job Family	Level	Min	Reference Rate	Max	Job Family Definition
D1	External Affairs/Development	I	\$59,200	\$76,900	\$94,700	Positions in this job family are typically involved in the following: cultivation and solicitation of donors; activities that build and enhance relationships between the University and external constituencies; and development and dissemination of information about the University.
D2	External Affairs/Development	II	\$68,800	\$96,300	\$123,800	
D3	External Affairs/Development	III	\$96,300	\$144,400	\$192,600	
D4	External Affairs/Development	IV	\$132,100	\$211,300	\$290,600	
E1	Human Resources	I	Unused			Positions in this job family typically manage and direct the University's human resources programs including employment and staffing, compensation and benefits, employee relations, and equal employment opportunity. This job family also includes HR leads at the School/College/Division-level when they qualify for EPA status.
E2	Human Resources	II	\$73,900	\$103,400	\$133,000	
E3	Human Resources	III	\$90,700	\$136,000	\$181,400	
F1	Information Technology	I	\$100,200	\$130,300	\$160,300	Positions in this job family typically direct information technology-related functions either at a University-wide level or at the School/College/Division-level when they qualify for EPA status.
F2	Information Technology	II	\$111,400	\$156,000	\$200,500	
F3	Information Technology	III	\$116,900	\$175,400	\$233,800	

The Chancellor or his/her designee may approve exceptions of no more than 10% and \$10,000 above any salary range maximum with appropriate justification. Exceptions which exceed 10% and \$10,000 of any salary range maximum must receive pre-approval of the Board of Trustees (BOT).

EHRA Non-Faculty Salary Structure (SAAO Tier II and IRPS)

Band	Job Family	Level	Min	Reference Rate	Max	Job Family Definition
K1	Admissions, Recruitment and Financial Aid	I	\$46,600	\$60,600	\$74,600	Positions in this job family include those that have authority to make admissions or financial aid decisions. Positions in this family focus on developing and implementing programs for student outreach, recruitment, and retention.
K2	Admissions, Recruitment and Financial Aid	II	\$57,400	\$80,400	\$103,300	
K3	Admissions, Recruitment and Financial Aid	III	\$96,800	\$145,200	\$193,600	
J1	Advising, Counseling and Student Support Services	I	\$33,700	\$46,400	\$59,000	Positions in this job family develop, direct and administer services for students and/or faculty that have a direct impact on the educational experience and/or campus life (e.g., career services; student housing; student conduct; student registration and records). Positions in this family also include academic advising & assessment, academic preparation & enhancement and counseling (clinical and developmental) & psychological services.
J2	Advising, Counseling and Student Support Services	II	\$51,200	\$74,300	\$97,300	
J3	Advising, Counseling and Student Support Services	III	\$75,800	\$117,500	\$159,200	
L1	Professional Librarian	I	Unused			
L2	Professional Librarian	II	Unused			
L3	Professional Librarian	III	Unused			
M1	University Attorneys	I	\$87,300	\$120,000	\$152,800	Positions in this job family provide campus-wide legal services.
M2	University Attorneys	II	\$114,200	\$165,600	\$217,000	
M3	University Attorneys	III	Unused			

The Chancellor or his/her designee may approve exceptions of no more than 10% and \$10,000 above any salary range maximum with appropriate justification. Exceptions which exceed 10% and \$10,000 of any salary range maximum must receive pre-approval of the Board of Trustees (BOT).

EHRA Non-Faculty Salary Structure (SAAO Tier II and IRPS)

Band	Job Family	Level	Min	Reference Rate	Max	Job Family Definition
O1	Centers & Institute Management	I	\$95,600	\$124,300	\$153,000	Positions in this job family typically manage administrative units (centers and institutes) that promote research, teaching and public service and offer opportunities for faculty and students to engage in cross-disciplinary collaboration and initiatives. Positions are responsible for strategic planning, leadership and management of all Center operations and for the day-to-day programmatic, fiscal, and personnel decisions of the unit.
O2	Centers & Institute Management	II	\$120,000	\$168,000	\$216,000	
O3	Centers & Institute Management	III	\$124,000	\$186,000	\$248,000	
IPS1	Instructional Support, Public Service & Extension	I	\$45,200	\$62,200	\$79,100	Positions in this job family exercise professional expertise and discretion in determining the nature and content of instructional and public-service related activities and evaluation of the effectiveness of such activities; advise faculty and staff on instructional matters and direct or deliver programs which focus or extend the institution's academic resources and/or research products on addressing community, regional and national issues.
IPS2	Instructional Support, Public Service & Extension	II	\$60,900	\$88,300	\$115,700	
IPS3	Instructional Support, Public Service & Extension	III	\$86,100	\$133,400	\$180,800	
SSR1	Social Sciences Research	I	\$30,000	\$41,300	\$52,500	Positions in this job family provide expertise in the design, operation and analysis of research projects in the social sciences. <i>(Disciplines include psychology, sociology, education, and economics)</i>
SSR2	Social Sciences Research	II	\$43,000	\$62,400	\$81,700	
SSR3	Social Sciences Research	III	\$62,100	\$96,200	\$130,400	
SSR4	Social Sciences Research	IV	\$87,700	\$146,900	\$206,100	

The Chancellor or his/her designee may approve exceptions of no more than 10% and \$10,000 above any salary range maximum with appropriate justification. Exceptions which exceed 10% and \$10,000 of any salary range maximum must receive pre-approval of the Board of Trustees (BOT).

EHRA Non-Faculty Salary Structure (SAAO Tier II and IRPS)

Band	Job Family	Level	Min	Reference Rate	Max	Job Family Definition
PSR1	Physical Sciences Research	I	\$30,000	\$43,365	\$55,125	Positions in this family provide expertise in the design, operation and analysis of research projects in the physical and computer science field. (Disciplines include biology, chemistry, computing science, physics and astronomy.
PSR2	Physical Sciences Research	II	\$45,125	\$65,520	\$85,785	
PSR3	Physical Sciences Research	III	\$65,205	\$101,010	\$136,920	
PSR4	Physical Sciences Research	IV	\$92,085	\$154,245	\$216,405	
HSR1	Health Sciences Research	I	\$32,700	\$44,900	\$57,200	Positions in this job family provide expertise in the design, operation and analysis of research projects in the medical sciences. (Disciplines include animal science, biology, biochemistry, microbiology, epidemiology, zoology and in some cases chemistry)
HSR2	Health Sciences Research	II	\$49,500	\$71,800	\$94,100	
HSR3	Health Sciences Research	III	\$71,400	\$110,600	\$149,900	
HSR4	Health Sciences Research	IV	\$100,800	\$168,900	\$236,900	
X	Coaches & Librarians					

The Chancellor or his/her designee may approve exceptions of no more than 10% and \$10,000 above any salary range maximum with appropriate justification. Exceptions which exceed 10% and \$10,000 of any salary range maximum must receive pre-approval of the Board of Trustees (BOT).



THE UNIVERSITY
of **NORTH CAROLINA**
at **CHAPEL HILL**

**2012 FACULTY SALARY EQUITY
TASK FORCE REPORT**

Office of the Executive Vice Chancellor and Provost

2012 FACULTY SALARY EQUITY TASK FORCE REPORT

Presented to Executive Vice Chancellor and Provost Bruce Carney

The Faculty Salary Equity Task Force¹ was appointed and charged by Provost Bruce Carney with conducting a comprehensive study to determine if salary differentials existed by gender and race/ethnicity after controlling for factors that should be related to compensation. The analysis was a follow-up to a similar study of faculty salary equity in 2002. The Task Force was also charged with: (1) examining time to promotion for tenure track and tenured faculty, (2) analyzing the gender and race/ethnicity characteristics of new faculty hires, and (3) recommending policy and strategies for identifying and addressing inequities.

Salary Equity Study

Methodology

Consistent with the 2002 salary equity study and the recommendations of the Association of American University Professors (AAUP), multiple regression analysis was the primary statistical technique used to examine the effects of gender and race/ethnicity on faculty salaries after controlling for career-related factors that might explain any observed differences.

Data for the regression analysis were derived from the University's official Fall 2009 Personnel Data File, and included all permanent, full-time, active and on-leave-with-pay faculty as of September 30th of that year. Table 1 below displays the gender and race/ethnicity of the 3,116 faculty members in the study population.

Table 1: Salary Equity Study Population								
	Male	Female	White	African-Amer.	Asian	Hispanic	Native Amer.	Other
Academic Affairs (N=1,290)	781 60.5%	509 39.5%	1,044 80.9%	74 5.7%	103 8.0%	59 4.6%	9 0.7%	1 0.1%
School of Medicine (N=1,323)	776 58.7%	547 41.3%	1,092 82.5%	50 3.8%	141 10.7%	31 2.3%	4 0.3%	5 0.4%
Other Health Affairs (N=503)	232 46.1%	271 53.9%	396 78.7%	28 5.6%	61 12.1%	17 3.4%	1 0.2%	0 0.0%
TOTAL (N=3,116)	1,789 57.4%	1,327 42.6%	2,532 81.3%	152 4.9%	305 9.8%	107 3.4%	14 0.4%	6 0.2%

Regression Models

Separate regression models were developed for: (1) the Division of Academic Affairs, which included the College of Arts and Sciences and the schools of Business, Education, Government, Information and Library Science, Journalism and Mass Communication, Law, and Social Work; (2) the School of Medicine, consisting of departments in Clinical Medicine, Basic Sciences, and Allied Health Sciences; and (3) the Division of Health Affairs schools other than the School of Medicine, which included Dentistry, Nursing, Pharmacy, and Public Health.

The dependent variable was annual salary in dollars, adjusted for contract length (9 months in Academic Affairs and 12 months in Health Affairs). For the School of Medicine regression model, the dependent variable was 12-month base salary plus bonus payments from clinical services rendered during that fiscal year.

Each regression model included the same sets of independent variables that captured the faculty members' demographic backgrounds and various career-related factors:

- Demographics--Gender, race/ethnicity
- Education--Highest earned degree
- Experience and Service Length--Years since terminal degree, years at UNC-Chapel Hill, years prior to UNC-Chapel Hill, years in current rank.

- Professional Status--Appointment type (fixed term, tenure track/tenured), rank, administrative role, distinguished professorship
- Discipline--Indicators for each school/department.

Results

Descriptive statistics for the study population revealed the following:

Compared to male faculty, female faculty members were more likely to:

- Hold a fixed term appointment.
- Have the rank of assistant or instructor.
- Not hold a distinguished title.
- Have spent fewer years in their current ranks.
- Be in a lower-paying discipline area.

Compared to White faculty, faculty members from other racial/ethnic groups were more likely to:

- Be on tenure track, but not yet tenured.
- Hold rank below full professor.
- Have spent fewer years in their current ranks.

A summary of the regression analysis results is displayed below in Table 2. As observed in the 2002 Salary Equity Study, there were important consistencies across all populations examined in the current study. Each regression model was highly predictive of salaries, as evidenced by the finding that a significant portion (84%, 74%, and 75%, respectively) of the variability in faculty salaries was accounted for by the selected study variables. Across all populations and all models, the strongest predictors of salary were those variables that should be correlated with higher salaries (in descending order of magnitude):

- Specializing in a high paying discipline
- Being at the rank of full professor
- Holding a major administrator role, such as Associate Dean
- Having a distinguished title
- Holding another administrator role, such as department chair
- Having a tenure-track appointment as opposed to fixed-term.

After controlling for these factors in the regression model, gender and race/ethnicity did not make a significant addition to the percentage of variance in salaries already explained by these predictor variables. However, when comparing average salaries by gender and race/ethnicity after controlling for all other variables in the regression model, some differences were observed although the pattern and magnitude varied across units. On average, female faculty had lower salaries than male faculty in Academic Affairs, the School of Medicine, and the Other Health Affairs units. Results by race/ethnicity differed by unit. For example, African-American faculty had, on average, higher salaries than White faculty in Academic Affairs and Other Health Affairs units after controlling for other factors in the regression model, but the reverse was observed in the School of Medicine.

Table 2. Multiple Regression Analysis Results				
	Variance in Salaries Accounted for by Regression Model	Comparison Group	Salary Relative to Comparison Group After Controlling for Factors Used in the Regression Model	
Academic Affairs	83.6%	Male	Female	Lower
		White	African-American	Higher
			Asian	Higher
			Hispanic, Native American, Other	Lower
School of Medicine	74.1%	Male	Female	Lower
		White	African-American	Lower
			Asian	Lower
			Hispanic, Native American, Other	Lower
Other Health Affairs	75.4%	Male	Female	Lower
		White	African-American	Higher
			Asian	Lower
			Hispanic, Native American, Other	Higher

Although these regression models were all quite predictive, approximately 20% of the variability in faculty salaries was not explained by the independent variables in the analyses. This remaining variability might well be due to differences in the quality of faculty contributions that are not accounted for in these regression analyses. Most faculty salary increases are allocated among individuals based on merit, and it is quite likely that individual differences in productivity over time account for a great deal of the unexplained variance observed here.

Beyond the broad generalizations reported from this analysis, a more detailed, qualitative, case-by-case analysis must be performed by individuals who have context-specific knowledge of the faculty member's career history and professional performance. School/department-level analyses can focus on the individuals with large negative or positive disparities between their predicted and actual salaries to determine what productivity differences or other factors that could not be measured here might account for the observed gap.

Tenure and Promotion Study

Methodology

The employment histories of cohorts of newly hired tenure track assistant professors (1994-2003) and newly appointed tenured associate professors through hiring or promotion from assistant professor (1990-2000) were analyzed for evidence of sex and race/ethnicity differences in promotion rates and time-to-promotion that are not easily explainable by other factors.

Data for this study were derived from the University's Human Resources Data Warehouse, and supplemented and validated using the University's official Fall Personnel Data Files, payroll system extracts, hardcopy personnel files, and internet searches. Some historical information that might have provided a clearer picture of variations in individual faculty career progression did not exist in electronic form or had not been systematically maintained for the purpose of conducting statistical analyses. For example, incomplete data limited efforts to adjust time to tenure for personal leaves and tenure clock extensions for family-related obligations that disproportionately fall to females. Therefore, the reliability and validity of the findings reported here might have been compromised by the quality of data available for analysis.

Tenure/promotion rates and average time to promotion among those promoted were analyzed by gender, race/ethnicity, and academic unit. The Cox proportional hazards statistical model was used to examine differences in time to promotion as a function of gender and race/ethnicity after adjustment for important factors such as type of degree, experience, and discipline. Time to promotion was censored at the time that an individual resigned before being promoted. The reason for resignation could have been to take a more attractive position elsewhere or to seek alternative employment if promotion was unlikely. However, because the University has not consistently maintained data on place of employment after departure from UNC-Chapel Hill or on reasons for departure, the analysis could not account for these explanatory factors, which limits the usefulness of these findings of this study.

Results from Analysis of the 1994-2003 Assistant Professor Cohorts

Descriptive statistics for the tenure track assistant professor new hires are provided below.

Table 3: New Tenure Track Assistant Professors Hired, 1994-2003 Distribution by Gender and Race/Ethnicity							
	Male	Female	White	African- Amer.	Asian	Hispanic	Native Amer.
TOTAL (N=568)	342	226	456	28	67	14	3
	60.2%	39.8%	80.3%	4.9%	11.8%	2.5%	0.5%

Promotion Rates and Years to Promotion from Assistant to Associate Professor

For all assistant professors in this cohort, promotion to associate professor also included conferral of tenure. As shown in Table 4, overall gender differences in the probability of promotion were small (men 64.6% vs. women 60.2%). Promotion rates for Asian (65.7%) and White (63.2%) faculty were higher than for the combined group of African-American, Hispanic, and Native American faculty (55.6%). These patterns were similar for Academic Affairs and Health Affairs, although the overall probability of promotion was substantially lower in Health Affairs (53.7%) than Academic Affairs (71.9%). Statistical adjustments for other factors in the time to event analysis (terminal degree, experience, and division) did not have a large effect on these differences.

Table 4: Assistant Professors: Percent Promoted to Associate Within 7 Years, and Mean Years to Promotion						
	All	Male	Female	White	Asian	All Others Combined*
Hired	568	342	226	456	67	45
Promoted	357	221	136	288	44	25
Promotion Rate	62.9%	64.6%	60.2%	63.2%	65.7%	55.6%
Mean Years to Promotion	5.6	5.6	5.7	5.6	5.5	5.9
<i>*Includes African-American, Hispanic, and Native American.</i>						

Across all assistant professors that were promoted, time to promotion was similar for females and males. Mean years to promotion was somewhat shorter for White and Asian faculty than for the combined group of African-American, Hispanic, and Native American faculty. Some differences in these patterns were observed between Academic Affairs and Health Affairs. However, after statistically adjusting for other relevant factors (terminal degree, experience, division, etc.) the magnitude of all these differences was considerably reduced.

Results from Analysis of the 1990-2000 Associate Professor Cohorts

Descriptive statistics for the tenured associate professor cohorts are provided below.

Table 5: Tenured Associate Professors Appointed, 1990-2000 Distribution by Gender and Race/Ethnicity							
	Male	Female	White	African-Amer.	Asian	Hispanic	Native Amer.
TOTAL (N=535)	345	190	464	28	32	9	2
	64.5%	35.5%	86.7%	5.2%	6.0%	1.7%	0.4%

Probability of Promotion and Time to Promotion from Associate to Full Professor

Overall, the probability of promotion from associate to full professor within 10 years was lower for women (55.8%) than men (64.6%). This deficit was larger in Academic Affairs than in Health Affairs. Asian faculty had a higher rate of promotion within 10 years (75.0%) than White faculty (61.2%), and both groups had considerably higher rates than faculty in the combined group of African-American, Hispanic, and Native American (43.6%) faculty.

Table 6: Associate Professors: Percent Promoted to Full Professor Within 10 Years, and Mean Years to Promotion						
	All	Male	Female	White	Asian	All Others Combined*
Hired	535	342	190	464	32	39
Promoted	325	221	106	284	24	17
Promotion Rate	60.7%	64.6%	55.8%	61.2%	75.0%	43.6%
Mean Years to Promotion	5.5	5.6	5.8	5.6	4.8	5.9
<i>*Includes African-American, Hispanic, and Native American.</i>						

Among faculty members who were promoted to full professor, mean years to promotion was similar for males (5.6) and females (5.8). However, when compared by race/ethnicity, Asian faculty (4.8) achieved promotion to full professor nearly a year sooner than White faculty (5.6) and those from the combined group of African-American, Hispanic, and Native American faculty (5.9). These patterns were observed in both Academic Affairs and Health Affairs. These differences were essentially unchanged when statistically adjusted for other relevant factors in the time to event analysis (terminal degree, prior experience, and division).

Hiring Study

The Faculty Salary Equity Task Force examined hiring patterns of traditionally underrepresented minority faculty between 1994 and 2003, and the effects of the diversity programs implemented during that time.

Current Minority Initiatives

The Carolina Postdoctoral Program for Faculty Diversity (CPPFD), under the auspices of the Office of the Vice Chancellor for Research, was established in 1983 to develop scholars from underrepresented groups for possible tenure track

appointments at UNC-Chapel Hill and other research universities throughout the nation. The program has grown to a continuing class of 10 scholars who serve two-year postdoctoral appointments in the College of Arts and Sciences and the professional schools. As of July 2011, 151 scholars have participated in the program; 24% were subsequently hired by the University and 19% were still employed by the University.

The Simmons Scholar Program was established in 1994 to improve faculty diversity in the School of Medicine. In 2006, the School of Medicine reported that the program had been the single most successful tool for bringing underrepresented minorities to the faculty. They recommended further support for the program and for publicizing its availability for recruiting faculty other than research-oriented assistant professors. Since 1994, 24 Simmons Scholars have been appointed, and of these, 14 remain employed by the School of Medicine.

The Provost's Target of Opportunity Diversity Initiative was established in 2001 to attract accomplished and talented new faculty members from all ranks and from underrepresented groups for tenure track [or tenured] appointments at UNC-Chapel Hill. The CPPFD fellows who have been hired by the University as faculty are appointed under the Provost's Target of Opportunity Diversity Initiative. Besides the CPPFD fellows reported above, 5 other faculty from minority groups were hired under this initiative between 1994 and 2003 and are still employed at the University.

Results

This analysis used the 568 new tenure track assistant professors hired by the University between 1994 and 2003 that were described in the Tenure and Promotion Study section of this report. A total of 39.8% of those new hires were female and 19.3% reported a race/ethnicity other than White (see page 5 for a detailed gender and race/ethnicity breakdown of this population).

The hiring patterns during this time period for the three largest academic units are described below. A notable percentage of these hires had been fellows in the Carolina Postdoctoral Program for Faculty Diversity (CPPFD) or appointed via the Simmons Scholar Program or the Provost's Target of Opportunity Initiative.

- College of Arts and Sciences: Of the 210 new hires between 1994 and 2003, only 16 (7.6%) were from underrepresented race/ethnicity minority groups. Of these, 6 (37.5%) had come to the University via the CPPFD. More specifically, 77% of all African American and Native American new hires in the College between 1994 and 2003 had been fellows in this program.
- School of Medicine: Of the 216 new hires, only 12 (5.6%) were from underrepresented minority groups. Forty-four percent of all African American and Native American new hires in the School of Medicine were either targeted hires, Simmons Scholars, or had been fellows in the CPPFD.
- School of Public Health: Of the 38 assistant professors hired during this period, 12 or 31.6% were minorities, one of which was appointed via the Provost's Target of Opportunity Initiative.

More recently, the impact of the CPPFD, the Provost's Target of Opportunity Initiative, and the Simmons Scholars Program can be seen in the increase in the percentage of minority assistant professors among all assistant professors at UNC-Chapel Hill from 21% in Fall 2003 to 29% in Fall 2009. During this time period, Asians increased from 12.1% to 14.8%, African Americans increased from 5.3% to 7.3%, Hispanics increased from 2.6% to 6.4%, and Native Americans increased from 0.5% to 1.4% of all assistant professors at the University.

SUMMARY OF RECOMMENDATIONS

1. A study of this type should be done in the individual Schools on a rolling basis, with periodic re-evaluation of the regression model (perhaps every five years).
2. The Provost should appoint a task force comprising predominantly persons from outside the School of Medicine to investigate salary allocation practices in the School of Medicine, especially the Clinical Medicine departments, to identify the reasons behind the differences in salary by gender and race/ethnicity revealed in this study.
3. The unit head responsible for salary allocation for any faculty member whose salary deviates by 1.5σ or more (in either direction) from the value predicted by the regression analysis should be asked to justify the salary (in writing) to the Provost.
4. These explanations should be examined by a committee appointed by the Provost for this purpose.
5. The Provost should direct the Appointments, Promotion and Tenure (APT) committee to investigate evaluation and promotion practices in Academic Affairs to identify the reasons behind the differences in promotion rates by gender and race/ethnicity revealed in this study.

6. The Deans of the various Schools should direct departments and other hiring units within their schools to increase their efforts to recruit more minority applicants to apply for national searches.
7. Programs to foster the hiring of underrepresented minorities to the faculty should be further supported and expanded by the University.
8. The personnel record for each faculty member should contain a "compensation transcript," similar in spirit to the academic transcript kept for each student who attends the University. The "compensation transcript" should include the following items in addition to the conventional records:
 - a. information regarding extensions of the probationary period
 - b. information about the start-up package
 - c. information about assignment of specific research space (where relevant) via a link to the eSPOTS database
 - d. nominations to distinguished professorships
 - e. information about outside offers and retention efforts
 - f. RVUs (for Health Affairs faculty with clinical responsibilities)
9. Records for faculty members who came to UNC in or after 1980 should be transferred to the new personnel record system when it becomes available.
10. All academic units should be directed to include information about the destination of departing faculty members in the End of Employment form.

ⁱ Faculty Salary Equity Task Force members included: Laurie McNeil, Chair, College of Arts and Sciences; Ada Adinora, School of Medicine; Amy Herring, School of Public Health; David Garcia, Douglas Kelly, and Abigail Panter, College of Arts and Sciences; David Parker, University Counsel; and Lynn Williford, Office of Institutional Research and Assessment.

Salary Analysis for EPA Non-Faculty Tier 1 and Tier 2 Administrators

University of North Carolina at Chapel Hill

Background

This report summarizes the results of a preliminary analysis of the salaries of EPA Non-Faculty Tier 1 and Tier 2 administrative employees at UNC-Chapel Hill. The purpose was to identify any patterns that should be further evaluated to determine if observed salary differences were associated with race/ethnicity or gender.

The UNC System Board of Governors classifies Senior Academic and Administrative Officers (SAAO) into two categories. Tier 1 positions at UNC-Chapel Hill (N=25) include the Chancellor, Executive Vice Chancellor and Provost, other vice chancellors, and deans. All other SAAO positions are categorized as Tier 2, which at UNC-Chapel Hill includes 320 professionals who lead a wide variety of organizations and operations across campus. Examples include associate and assistant vice chancellors, provosts, and deans; University attorneys; development officers; directors of academic centers, operational units, student services offices; and central financial managers.

The Office of Human Resources extracted salary, demographic, and position information from the University's employee records system on the individuals holding these positions as of early February 2015. The data were analyzed by the Office of Institutional Research and Assessment.

The small number of Tier 1 administrators limited the analysis to simple comparisons of individual salaries to external benchmarks for each position. The larger group of Tier 2 employees permitted the use of multiple regression analysis to examine the relationship between salaries and race/ethnicity and gender after controlling for other personal and organizational characteristics.

However, it is important to note that data were not available to assess the likely effects of many other variables on the salaries of individual administrators. Among the relevant factors that could not be measured for this analysis are performance, salary history prior to being hired at UNC-Chapel Hill, retention increases, and scope of duties. Therefore, these results should be interpreted with caution due to the limitations of the analyses, and used primarily to suggest follow-up assessments of individual cases.

Tier 1 Employees

Each administrator's salary was compared to two external benchmarks established for the particular position held.

- "GA Maximum" – The maximum salary in the range established by UNC General Administration (GA) for each senior administrative position.
- "CUPA Carnegie Research Extensive Universities 80th Percentile" -- The salary that marks the 80th percentile of salaries for comparable positions collected by the College and Universities Personnel Association (CUPA) from institutions in the Carnegie classification of research extensive universities.

Executive Vice Chancellor and Provost, Vice Chancellor, and Other Positions

There was only one position identified with a salary that is less than 100% of both of its benchmarks. The salary of this position is only 80% of the GA Maximum benchmark compared to the range of 84% to 106% for the other positions in this group. The position's salary is 92% of the CUPA 80th Percentile benchmark, while the percentage ranged from 99% to 129% for the other positions.

Dean Positions

On average, the salaries of female deans were higher than those of males in relation to both the GA Maximum and CUPA 80th Percentile benchmarks (85% for females vs. 80% for males using the GA Maximum and 99% for females vs. 94% for males using the CUPA 80th Percentile).

Tier 2 Employees

This group is somewhat more diverse than the Tier 1 administrators in terms of race/ethnicity (15% vs. 8% non-white) and gender (60% vs. 33% female).

The benchmarks for Tier 2 positions were the mid-points of the salary ranges established by UNC General Administration (GA) for various job categories. The mean annualized salary for Tier 2 employees was \$125,686. On average, employee salaries were nearly 99% of the benchmark values corresponding to the position job categories.

Using the data available for this study, a regression analysis was designed to estimate the relationship of race/ethnicity and gender to salary after controlling for variables that should be associated with salary, such as education and career maturity. Annualized Salary was the dependent variable; the independent variables were Highest Earned Degree, Years Since Highest Earned Degree, Administrative Unit, the mid-point value of the GA salary range for each job category, Gender, and Race/Ethnicity.

The results showed that the independent variables accounted for nearly 80% of the overall variance in Annualized Salary.¹ The coefficient statistics represent the estimated association of each independent variable with Annualized Salary after controlling for all other variables in the model and the direction (+ or -) indicates whether the relationship is positive or negative. A significance level ("Sig") of less than .05 is generally used to estimate the statistical significance of the relationship. Results for group variables such as race/ethnicity, administrative units, etc., are interpreted in contrast to a designated category within the group. For example, each of the individual administrative units is compared to the Provost's organization in estimating its relationship to salary.

The overall results from the regression analysis may be summarized as follows:

- The midpoint of the salary range established by UNC GA for each position is the strongest predictor of salary in the model. This means that most of the differences in salaries across individual employees can be accounted for by the salary range assigned to their positions.
- Compared to employees whose highest earned degree is a bachelor's, employees with master's degrees earn about \$6,900 more and those with doctoral degrees earn about \$17,423 more per year, after controlling for all other variables.
- Career length, measured as Years Since Highest Earned Degree, was significantly related to salary after controlling for all other variables. On average, each additional year since the highest earned degree adds about \$493 to an individual's annual salary.
- The employee's organizational unit had no significant impact on annual salary, controlling for all other variables.

¹ This percentage of the variance in salary accounted for by this model is comparable to results obtained in prior faculty salary equity analyses.

- Gender and race/ethnicity did not make a meaningful contribution to the regression model after controlling for all other variables. These results suggest that demographic characteristics do not have a significant impact on annual salary over and above education level, years since degree, and the midpoint for the salary range established for the position.

OHR Summary

1. There were no statistically significant results from either the Tier I or Tier II analysis to suggest that salaries are influenced by gender or race/ethnicity after taking into account the salary range established for the position and other factors such as education level.
2. The Tier I position that was found to be below its peers in regards to both the GA Maximum and the CUPA 80th Percentile benchmarks will be further reviewed before any action is taken. Other variables (factors) not measured in this analysis include: Performance review; specialized skill sets; and job accountability. OHR will analyze these factors and any remaining disparities not explained by performance and position requirements may be addressed in the July 2015 ARP.
3. Although there were no statistically significant findings related to gender and race/ethnicity in the Tier II analysis, there were a few trends that OHR will continue to monitor by periodically conducting similar analysis.

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Finding	Proposed Corrective Action
Report #477 - Environmental Sciences and Engineering, dated 08/05/14	
<p><u>Timekeeping Practices</u></p> <p>We found that, in some cases, hours worked were recorded inaccurately or late. As a result, some employees were paid incorrectly. Incorrect payroll charges can affect the accuracy of billing for sponsored awards or for services performed by recharge centers.</p> <ul style="list-style-type: none"> • In an effort to pay employees for work they performed before they were added to payroll, the Department made incorrect entries to the Time Information Management (TIM) system. As a result, several individuals were paid incorrectly in amounts ranging from an overpayment of \$1,500 to one employee to a \$165 under-payment to another; • Edit entries to move overtime hours to a different fund source or to comp time were not always done correctly resulting in incorrect account classifications of payroll costs and in some cases an incorrect payment to the employee; • The overtime policy was not administered correctly in pay periods with a holiday for some employees. Hours worked over the standard eight hours day during a holiday week were moved to a non-holiday week and paid at the overtime rate when they should have been paid at the regular rate; • There were no lunch breaks for employees resulting in overtime being earned on a routine and often weekly basis. Of the 20 employee timecards reviewed, nine did not record a lunch break and five did not consistently report a lunch break; • Teleworking agreements were not on file for employees who were logging hours from IP addresses in remote locations; • Commute time was being recorded as work time for one of the employees reviewed; and 	<p>The Department has created an overtime policy to guide supervisors and employees when addressing comp time and overtime. This policy requires documentation and supervisor approval for employees working beyond 40 hours in a work week.</p> <p>The policy will be reviewed on an annual basis. Employees have been given instructions on the TIM system for recording time. We have implemented new procedures so that both the Department and the School's HR shared services staff have responsibility for reviewing TIM.</p> <p>TIM edits/adjustments are also now done by the School's IIR shared services staff. A short guide designed for new temporary and student employees, which informs them of pertinent time keeping requirements, including information about what constitutes work time, is distributed by the School's HR shared services staff at the time of hire.</p> <p>The School's HR team will work on establishing best practices for TIM management. We will conduct refresher training on TIM management with the HR consultants and develop internal procedures to conduct spot audits of TIM to test our compliance and take any corrective actions that are needed. The School's HR staff have already worked on best practices with HR staff and will implement further training and procedures for spot audits by the end of calendar year 2014.</p>

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<ul style="list-style-type: none"> Class time was being recorded as work time for one of the five student employees reviewed. 	
<p><u>Pre-selection in Hiring</u></p> <p>Although recruitment procedures for posting vacant positions were followed, candidates were informed which posting to apply for "with an implied understanding the position would be filled by them."</p> <p>We noted six positions that appeared to have candidates selected before the position was officially posted.</p>	<p>Most hiring is done by faculty investigators or directors of programs. Faculty and staff have been instructed (through faculty or staff meetings, respectively, as well as individually) that pre-selection of candidates is not permissible. The HR staff remind faculty of this policy when new recruitment opportunities occur and will continue to do so as a standard operating procedure.</p>
<p><u>Form I-9 Processing</u></p> <p>We found that Forms I-9 were not completed and processed timely. These forms must be completed no later than the day an employee starts work and submitted via E-Verify within three business days of the employee's start date.</p> <p>The Department was notified by the Office of Human Resources (OHR) that Forms I-9 were completed late for at least one employee each month from May 2012 to Feb 2013.</p> <p>We found other issues related to Form I-9 processing:</p>	<p>The department business manager has ensured this has been completed. I-9 processing responsibility has been moved to the Department's fiscal office under the supervision of the department business manager. Individuals in the fiscal office have taken additional training on I-9 policies and procedures. All I-9s are done electronically within the required timeline via LawLogix. Documentation is kept in LawLogix and no paper copies are retained in department files. The Department does not request specific documents and has ensured any I-9 paperwork is purged from Departmental paper files on employees.</p>
<p><u>Personnel Actions</u></p> <p>In the past, the Department did not complete personnel actions in a timely manner resulting in noncompliance with various OHR policy and procedures. In some cases:</p> <ul style="list-style-type: none"> Employees performed work before they were officially hired in University systems; 	<p>All personnel actions are completed with the appropriate start, reappointment, or end date. Letters of guarantee are now issued for any grants on which charges need to be placed at the start of the award.</p> <p>Loans are no longer issued by the department to students and/or employees. A new employee has been retained by the department to assist the Student Services Manager in developing a process for all student employees. The department manager will see that this new internal process is in place by end of summer</p>

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<ul style="list-style-type: none"> Information needed to setup employees in the payroll system was not provided to the Human Resources Facilitator until after the start date of the appointment; Appointment letters were changed to avoid non-compliance with Form I-9 requirements. Lump sum payments for additional duties were made to compensate for the timing difference from original to the delayed start date of the original appointment when additional duties were not performed; There were also delays in removing employees from payroll after their appointment ended resulting in overpayments to employees; <p>Loans were made to employees, including students, who did not get paid because their paperwork was not processed in time to meet payroll deadlines. Payouts for previous pay period's results in a higher gross taxable wage for the current pay period increasing the amount of tax withheld and reducing the net payout made to the employee.</p>	<p>2014. Until that time, all actions have been monitored by department manager and the fiscal office to ensure timely entries.</p>
<p><u>Sponsored Awards</u></p> <p>The Department needed to improve its time and effort reporting practices.</p> <p>Time and effort for employees was being certified by the Human Resources Facilitator based on the budgeted rather than actual effort. This individual had limited knowledge of an employee's actual effort on a project.</p> <p>Salary expenses were frequently allocated based on budget availability rather than actual work performed. In addition, effort was increased to spend down budgeted funds.</p>	<p>The Department in consultation with the Office of Sponsored Research (OSR), is in the process of reviewing all awards as they pertain to effort reporting. This review is being done for each investigator and involves meetings with them to ensure accurate charging of past and current awards. As effort reports are corrected, they are released to the individual to ensure accurate sign off. The department manager indicates that once the reviews and corrections are completed at the end of summer 2014, periodic meetings will occur between investigators and fiscal office staff in to ensure appropriate charging of grants on a current basis going forward is accurate. The goal will be to complete these meetings by the end of 2014.</p> <p>We will work with OSR staff in attempt to offer special training for fiscal staff in departments before the end of FY 2015.</p>

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Finding	Proposed Corrective Action
Report # 478 – Special Review – Neurology, dated 09/09/14	
<p><u>Time and Effort Reporting</u></p> <p>Our review disclosed the following matters related to time and effort (T&E) reporting (review period July 1, 2010 to December 31, 2013):</p> <ul style="list-style-type: none"> • Only 220 of 254 T&E reports had been certified. Twenty of the 34 uncertified reports were for reporting periods prior to the most recent one (ended 12/31/13). • Only half of the reports were certified in time frames set by the University; most reports were not processed/approved within time frames set by the University. • Thirty-nine of the 220 certified report had subsequent charges to previously certified effort or transactions needed to correct recorded effort to match certified effort had not been made. <p>Prior to fiscal year 2014, payroll cost transfers were frequent. Many of the transfers were untimely, some occurring six months or more after the original cost posted. Employees were often not added to or removed from awards promptly - delays were sometimes as much several months. We saw cases where payroll costs continued to be charged to an award after it ended and unallocable costs were subsequently adjusted rather than being removed. These circumstances showed a need for improved monitoring and management of payroll costs, particularly those charged to sponsored awards.</p>	<p>Management agrees with this finding. Our financial team in the Department of Neurology has implemented a new monthly report that provides updates regarding account balances, project end dates, and effort distribution to be started in the first quarter of fiscal year 15. In addition, during the first quarter of fiscal year 15, we will also check E-cert outstanding certifications and get them entered and up to date. Going forward we will use the E-cert reporting to require timely certifications and encourage proactive action when problems arise. This should mitigate late responses to effort certifications and provide awareness to their status more frequently. This will also provide the accounting team more timely notice of changes to personnel distribution.</p> <p>In addition, we are sending out informative and inscriptive correspondence to apprise faculty and staff of the important and mandatory commitment to effort reporting. Our effort coordinator will send out reminder emails at certification time and follow-up by checking in with the department reporting quarterly in the E-cert system. We will begin this process in the first quarter of fiscal year 15.</p> <p>We have met with representatives of the Office of Sponsored Research and planned faculty training provided by the Director of Sponsored Programs to facilitate and communicate the importance and mandatory nature of effort certification along with rules regarding allowability. Attendance will be required in order to submit for any further outside funding. This will give the investigators the opportunity to ask questions and voice concerns, gaining insight into administrative matters surrounding their projects. This should come to fruition in the first quarter of fiscal year 15.</p> <p>Our financial administrator at Neurology has already begun to use the OSR notifications to add faculty salary distribution to accounts when issued. Counter to this, the new monthly report should provide an alert to removing faculty and staff off of an account in a timely manner. We acknowledge that research accounts are dynamic and require monitoring. Charges to sponsored projects are now required to have thorough justification to show alignment with the project</p>

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Finding	Proposed Corrective Action
	and provide better accuracy to prevent retroactive activity. Should Neurology need to correct an error, we will require that this happen within time frames set by University policy.
<p><u>Leave Reporting</u></p> <p>Neurology needed to improve its processes related to faculty leave records. We tested leave records for 15 faculty members and found:</p> <ul style="list-style-type: none"> • Nine employees recorded no leave of any type from 07/01/13 to 06/27/14. • Twelve employees recorded no flexible furlough or fiscal year 2013 leave and their leave hours expired. • Six employees recorded no bonus leave taken. • Ten employees recorded no fiscal year 2014 leave. • Eleven employees had never signed off on their leave records. Four signed off infrequently Faculty leave records were rarely approved by anyone. <p>While it is possible these employees rarely take leave, it is more likely that their leave records are incomplete. In our opinion, any unrecorded leave is likely due to lack of understanding of leave reporting requirements.</p>	<p>Management agrees with this finding. The Department of Neurology will have the HR facilitator obtain monthly leave records from faculty and update the TIM system on a monthly basis. This will be instituted in the first quarter of fiscal year 15. This proposed change to process will foster more immediate action to mitigate lost or forgotten time. As of 7/1/2014, we have contracted our HR function through the service center. We will make a request to send out prior year leave reports to determine accuracy and update discrepancies before the new system go-live deadline of 9/ 1/2014.</p>