



July 27, 2022; 1:00 p.m.  
Chancellor's Ballroom, Carolina Inn

**JOINT OPEN SESSION**

**FOR INFORMATION ONLY**

1. Presentation on Free Expression and Constructive Dialogue at the University of North Carolina  
*Timothy J. Ryan, UNC-Chapel Hill*  
*Andrew M. Engelhardt, UNC-Greensboro*  
*Jennifer Larson, UNC-Chapel Hill*  
*Mark McNeilly, UNC-Chapel Hill*

**OPEN SESSION OF THE UNIVERSITY AFFAIRS COMMITTEE**

**FOR ACTION**

1. Approval of Revised Salary Ranges  
*Becci Menghini, Vice Chancellor for Human Resources & Equal Opportunity*
2. Resolution Regarding Mandatory Student Activity Fees  
*Teresa Artis Neal, Trustee*
3. Resolution Regarding Affirmation of Academic Freedom and Freedom of Speech  
*Dr. Perrin Jones, Trustee*
4. Request for BOT Standing Approval of Recruiting and Referral Incentives for Carolina Community Academy Employees  
*Becci Menghini, Vice Chancellor for Human Resources & Equal Opportunity*

**FOR INFORMATION**

1. Update on Lab School Establishment  
*Fouad Abd-El-Khalick, Dean of School of Education*
2. Report from the Faculty Chair  
*Mimi Chapman, Chair of the Faculty*


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

**COMMITTEE MEMBERS**

<b>Rob Bryan, Chair</b>	
<b>Teresa Artis Neal, Vice Chair</b>	
<b>Dave Boliek, ex-officio</b>	
<b>Gene Davis</b>	<b>John Preyer</b>
<b>Perrin Jones</b>	<b>Taliajah Vann</b>
<b>Allie Ray McCullen</b>	<b>Malcolm Turner</b>

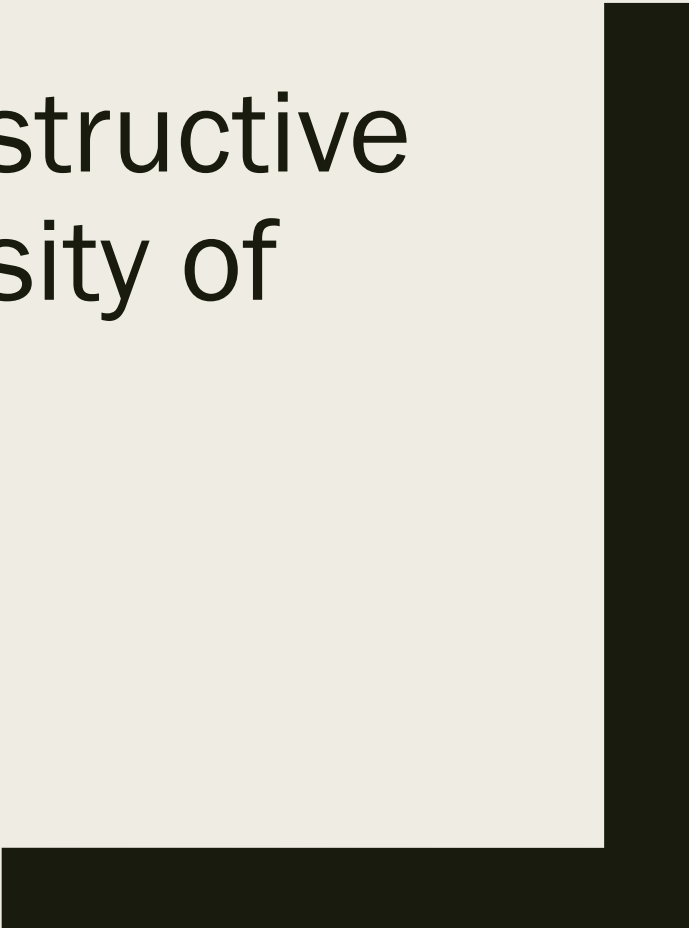
FOR UNIVERSITY AFFAIRS COMMITTEE MEETING  
WEDNESDAY – JULY 27

Mr. Chairman, I move that the University Affairs Committee go into closed session pursuant to North Carolina General Statutes Section 143-318.11 (a) (1) (to prevent the disclosure of privileged information under Section 126-22) and also pursuant to Section 143-318.11 (a) (5) and (a) (6).



# Free Expression and Constructive Dialogue at the University of North Carolina

Timothy J. Ryan, *UNC Chapel Hill*  
Andrew M. Engelhardt, *UNC-Greensboro*  
Jennifer Larson, *UNC-Chapel Hill*  
Mark McNeilly, *UNC-Chapel Hill*



# Background and objectives

- This is a faculty-led project.
- We build on the work we completed in 2019-2020.
  - <https://fecdsurveyreport.web.unc.edu/>
- The purposes of the renewed effort were to:
  - Revisit findings with attention to variation across time and place.
  - Push harder on standing questions.
  - Begin to identify opportunities for improvement

# Research approach

## Participating institutions

Appalachian State University	UNC-Charlotte
NC Central University	UNC-Greensboro
UNC-Asheville	UNC-Pembroke
UNC-Chapel Hill	UNC-Wilmington

- Local research partners at each institution supported this work.
- We invited random samples of students at each institution to participate.
- Respondents were offered \$10 to complete the survey.
- We met our target of 500 complete respondents at 5 out of 8 institutions.
  - NC Central and UNC-P had a very low response rates.
  - UNC-Asheville had a great response rate, but is a small school.
- Across schools, there were 3,408 complete responses.

# Research approach

- The survey had two kinds of questions.
  - Core content (~80% of survey length) was constant across schools.
  - Modular content (~20% of survey length) was specific to each school.
  - Local partners developed the modular content for their institution, with feedback from the PI.
- The samples generally come close to campus demographics.
  - First-year students and women are slightly overrepresented.
- Not part of this presentation: A minority oversample (Black and Latino students) at UNC-Charlotte, initiated by Mel Atkinson.
- Coming up: A “tasting menu”:
  - Four findings.
  - Three questions and answers.
  - There is a lot more in the report.

# Finding 1: Faculty generally do not push political agendas

Approach: “Fly on the wall” class sampling

Percentage who *disagree* that “The course instructor encouraged participation from liberals and conservatives alike”

	University							
	App	NCCU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W
Respondent identifies as								
Liberal								
Moderate								
Conservative								

Note: Analysis is limited to the 36% of courses where the respondent indicated politics came up in class.

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	University							
	App	NCCU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W
Respondent identifies as								
Liberal	6	13	2	2	2	6	2	3
Moderate	6	8	6	0	7	8	21	6
Conservative	7	--	11	11	9	16	10	12

Note: Analysis is limited to the 36% of courses where the respondent indicated politics came up in class.



# Finding 2: Campuses do not consistently achieve an atmosphere that promotes free expression

Approach: “Fly on the wall” class sampling

Percentage of students with various concerns

	University							
	App	NCCU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W
Concerned about <i>peers</i>								
Concerned about <i>instructor</i>								
Self-censored more than once								

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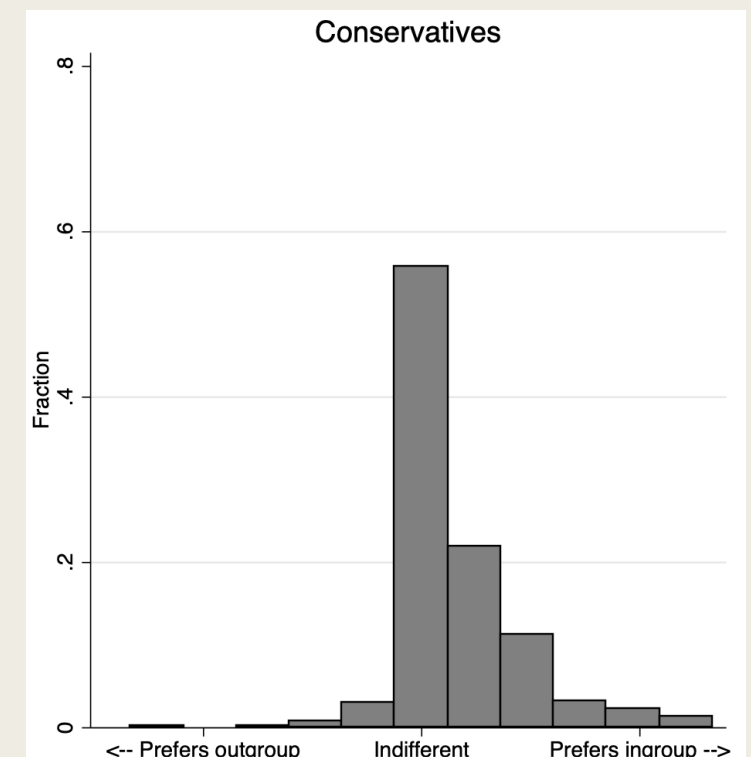
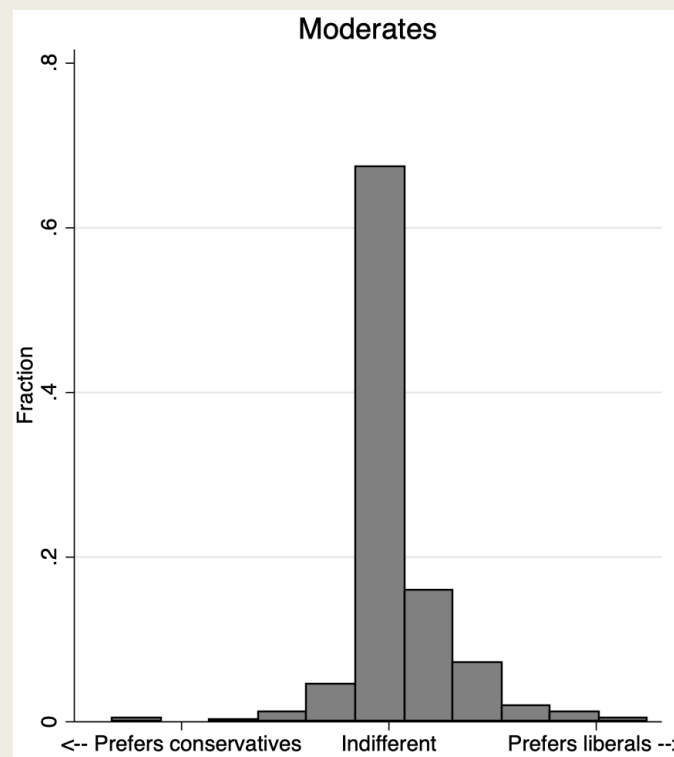
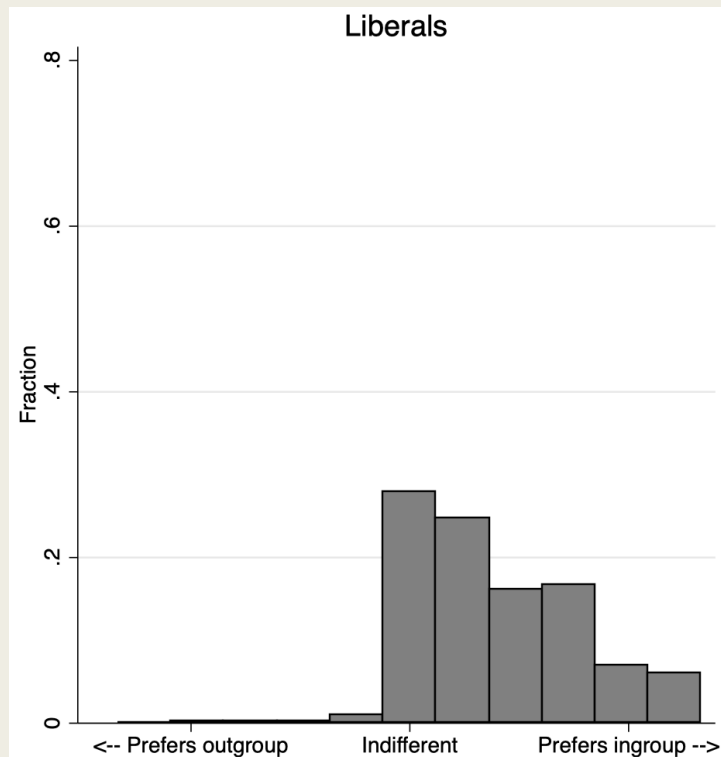
Percentage of students with various concerns

	University							
	App	NCCU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W
Concerned about <i>peers</i>	39%	13%	31%	35%	37%	21%	25%	37%
Concerned about <i>instructor</i>	22	13	15	24	18	14	20	22
Self-censored more than once	22	17	21	18	22	17	17	22

Note: Analysis is limited to the 36% of courses where the respondent indicated politics came up in class.

# Finding 3: Students who identify as conservative face distinctive challenges

- There are large liberal/moderate/conservative divides related to expression concerns (see report).
- We also measured students' willingness to socialize with political outgroups.



# Finding 4: Students across the political spectrum want more opportunities to engage with those who think differently

- At 5 universities, majorities indicate that there are too few opportunities for constructive engagement.
- Students exhibit substantial enthusiasm for increasing opportunities to hear conservative speakers.
  - This often includes a majority of students who describe themselves as moderate
  - Among students who identify as liberal, there is often more support for inviting more conservative speakers than for inviting more liberal speakers (6 universities).

		UNC-CH
Too few opportunities to hear liberal speakers		
	Liberals	21%
	Moderates	14
	Conservatives	8
Too few opportunities to hear conservative speakers		
	Liberals	32%
	Moderates	56
	Conservatives	86

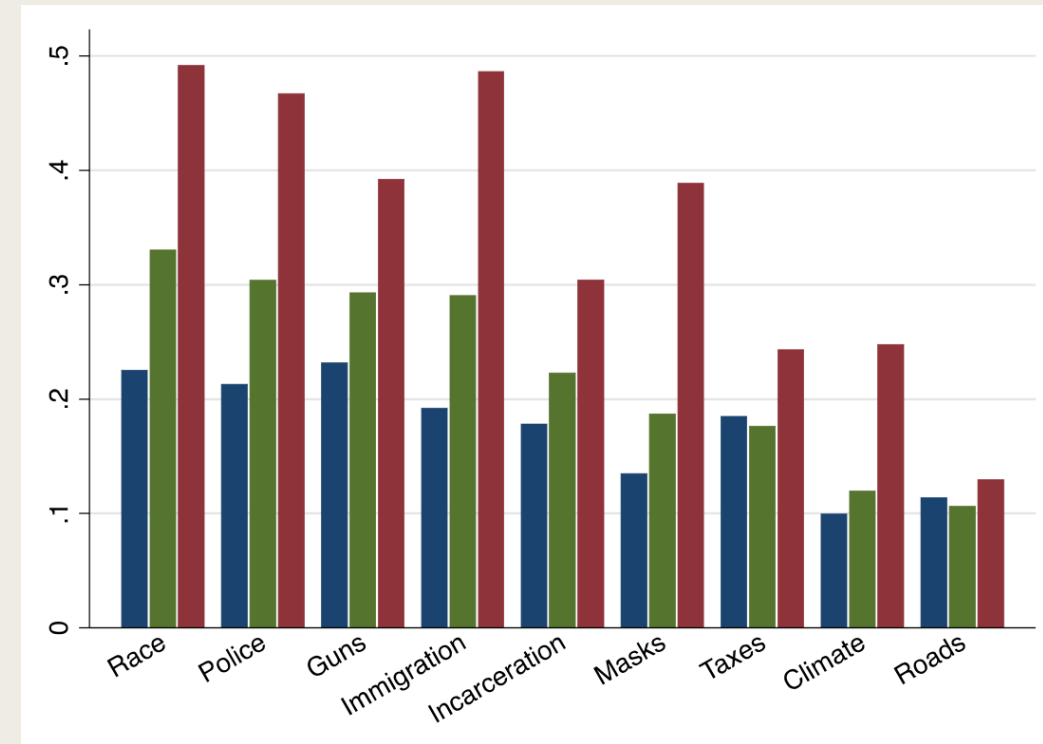
Table shows the percentage of students who agree

# New Evidence for Standing Questions

# What are students uncomfortable discussing?

- Answer: The things you'd expect.
- But not *only* the things you'd expect.
- The open-ended responses reveal some of the “Rashomon” moments that unfold on campus.

Proportion uncomfortable giving honest opinions in class, for various issues

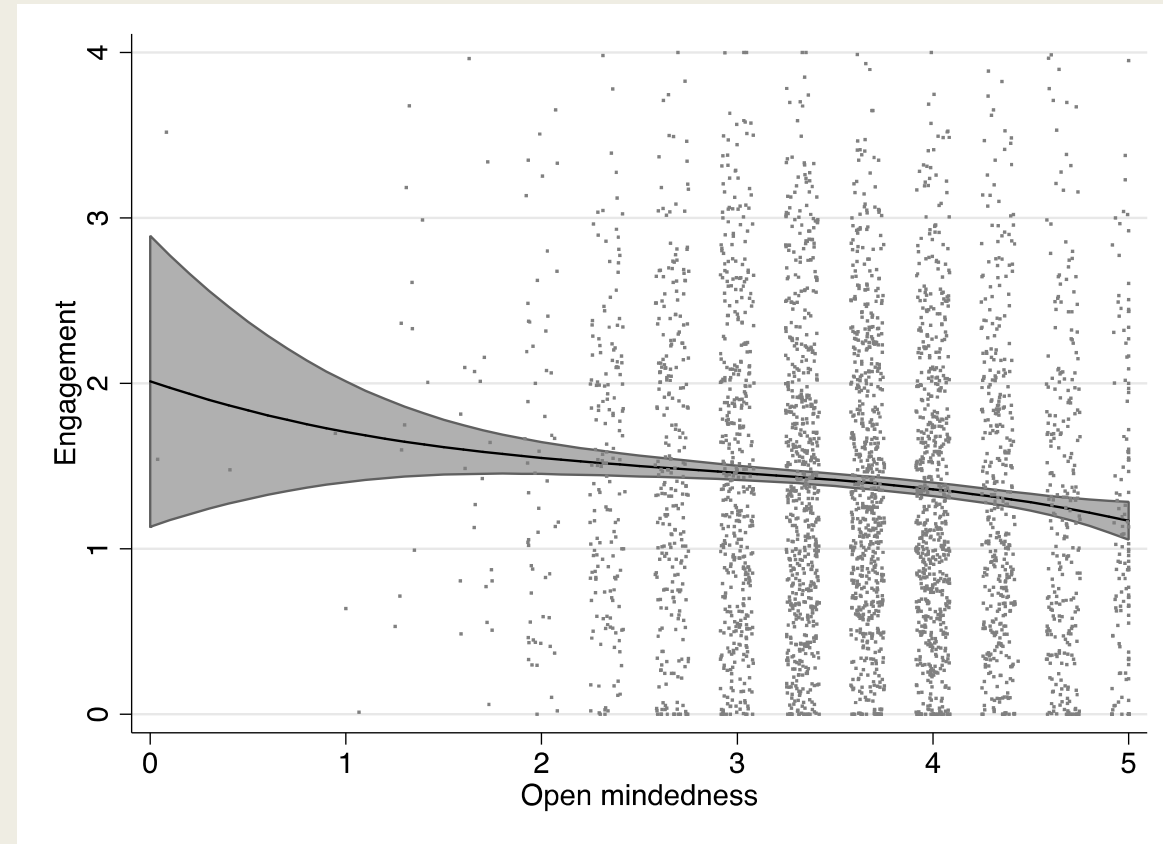


Blue bars: Self-described liberals  
Green bars: Self-described moderates  
Red bars: Self-described conservatives

# Who is engaged?

- Answer: Not necessarily who we hoped.
- Highly-engaged students tend to be:
  - Less open-minded
  - Less adept at perspective taking
  - More likely to harbor negative stereotypes
  - And more (see report)
- For students whose opinions are more tentative, these trends can make engagement less appealing.

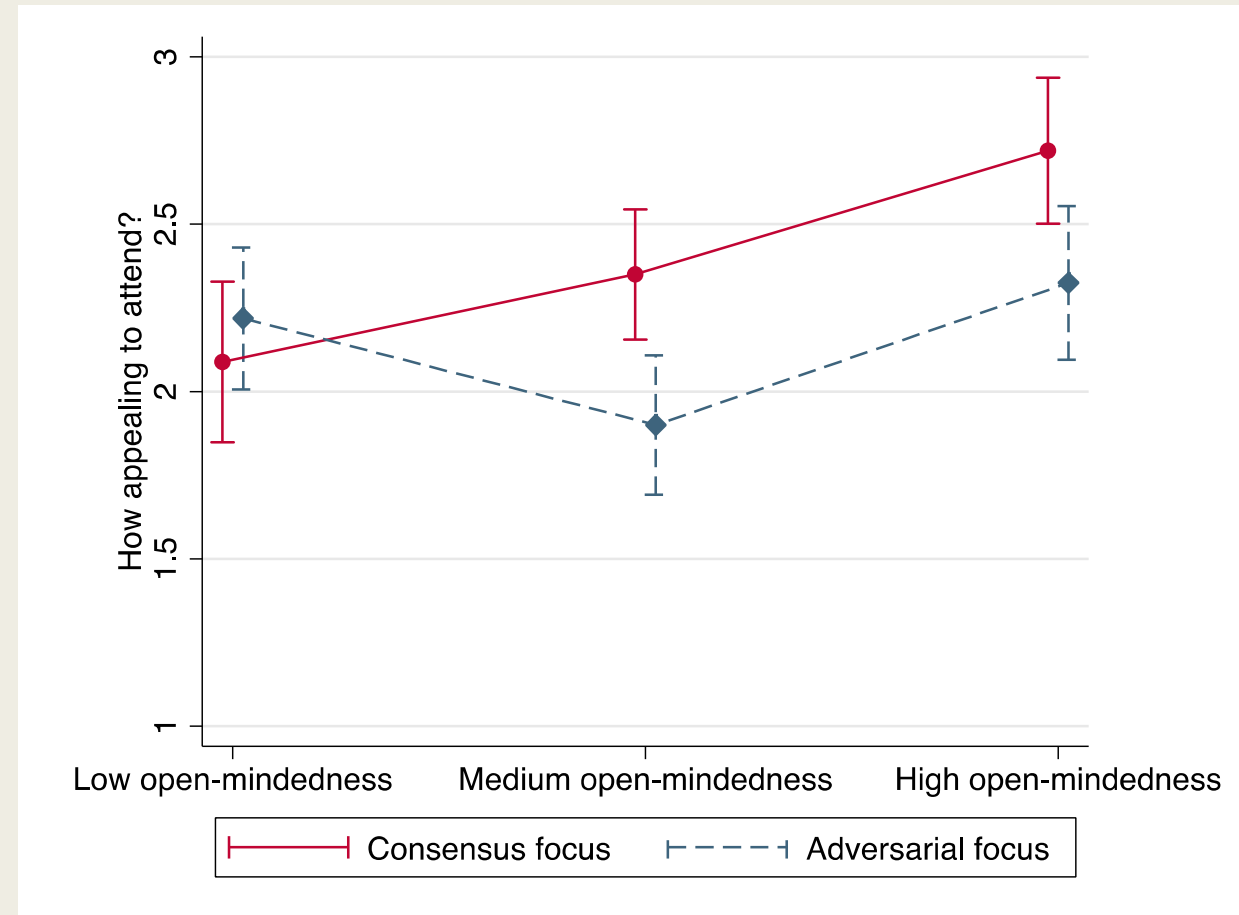
More open-minded students are  
less likely to be engaged



# How can culture be improved?

- Answer: Trust and rapport.
- We find evidence that students are much more comfortable discussing politics in familiar settings. (See report.)
- We measured appeal of an event described in two different ways:
  - “The speakers would defend their points of view, criticize the other side’s record, and try to persuade the audience to support their preferred policies.”
  - “The speakers would present their points of view, consider the other side’s record, and try to identify points of consensus and agreement?”

Focusing on consensus increases appeal to open-minded students





# The BPC Roadmap offers ideas for building a free expression & constructive dialogue culture.

Areas	Example Recommendations
Chancellor, Provost & Deans	<ul style="list-style-type: none"><li>• Communicate, model and support an academic freedom, free expression &amp; constructive dialogue culture to faculty, students and staff.</li><li>• Defend academic freedom when controversies occur.</li><li>• Support faculty in building constructive dialogue into curriculum and programs.</li><li>• Determine which issues on which it is appropriate to take a stance.</li></ul>
Faculty	<ul style="list-style-type: none"><li>• Build constructive dialogue into the curriculum and programs.</li><li>• Support/model free expression in the classroom and beyond.</li><li>• Support faculty-led programs focused on constructive dialogue, democracy, ethics, etc.</li><li>• Defend academic freedom when controversies occur.</li></ul>
Trustees	<ul style="list-style-type: none"><li>• Publicly support academic freedom, free expression and constructive dialogue.</li><li>• Defend academic freedom when controversies occur.</li><li>• Support research into free expression, constructive dialogue, etc.</li></ul>

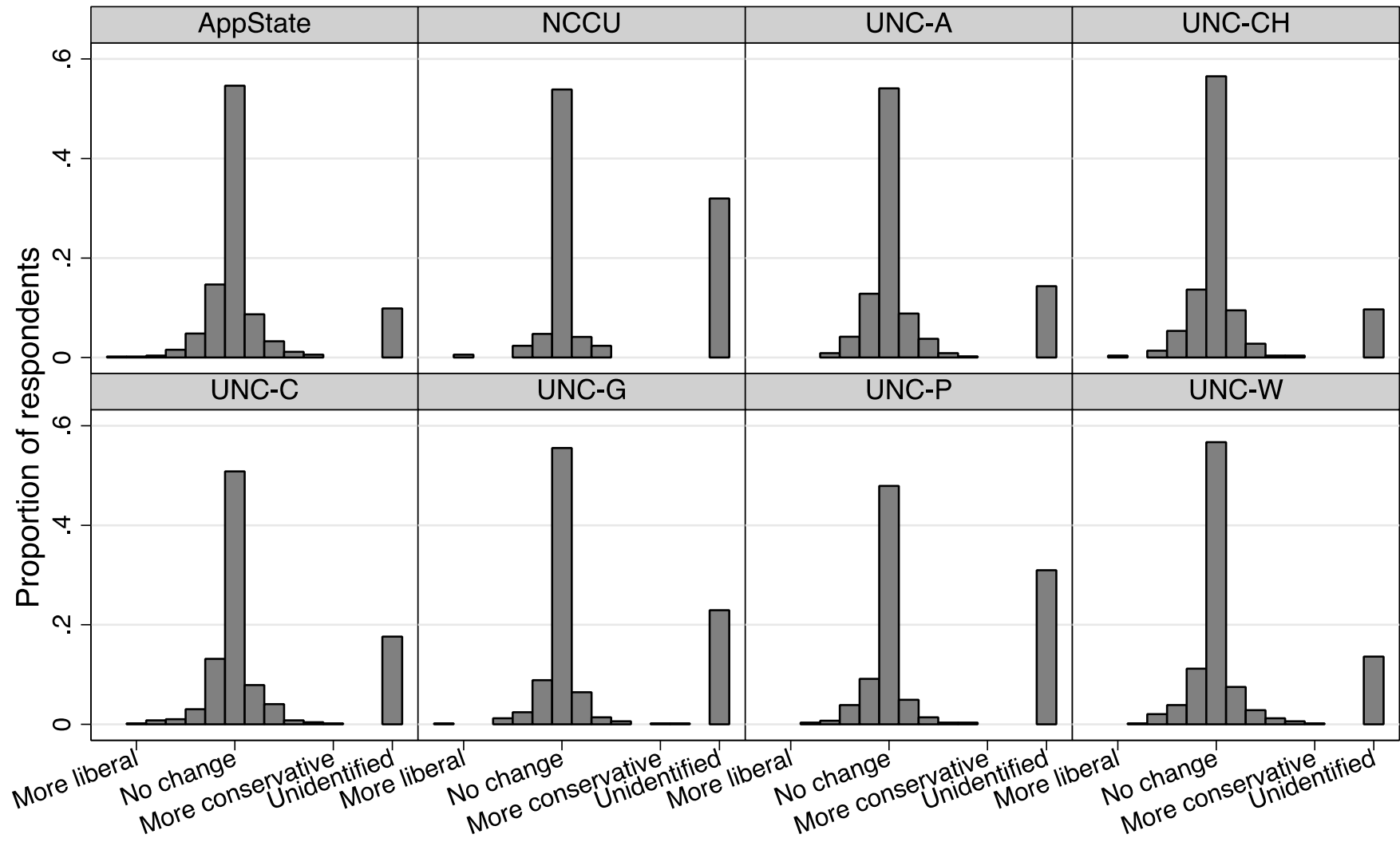
# Thank you

- There is a lot more in the written report, and lots of opportunities for stakeholders to push the data further.
- Not part of this presentation:
  - Campus-specific modules
  - Minority oversample at UNC-C
- Please feel free to reach out:
  - Timothy Ryan: [tjr@email.unc.edu](mailto:tjr@email.unc.edu)
  - Andrew Engelhardt: [amengelhard@uncg.edu](mailto:amengelhard@uncg.edu)
  - Jennifer Larson: [jl Larson@email.unc.edu](mailto:jl Larson@email.unc.edu)
  - Mark McNeilly: [Mark\\_McNeilly@kenan-flagler.unc.edu](mailto:Mark_McNeilly@kenan-flagler.unc.edu)



# Indoctrination? We're not very good at it.

Perceived ideological change over time



# Students worry about *peers*

Percent concerned that, if they stated their sincere political views, *professor* would have a lower opinion

	University							
	A	B	C	D	E	F	G	H
Respondent identifies as								
Liberal	10	12	9	12	8	7	11	9
Moderate	27	5	14	21	8	13	13	21
Conservative	35	--	43	57	42	36	22	37

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	A	B	C	D	E	F	G	H
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Liberal	27	11	21	21	23	13	16	23
Moderate	38	10	41	33	29	26	23	29
Conservative	57	--	68	74	51	55	39	49

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The School of Law submitted a request in September 2021 to update their existing faculty salary ranges, approved by the BOT in March 2022. Since then it was realized that one set of ranges for both 9-month and 12-month doesn't work well, as there are some below the minimum of the range and some above the maximum of the range, so it was determined that the fixed term ranges should have been split based on service period. Requesting separate ranges for the 9m and 12m fixed term faculty will bring resolution to the issue. The School of Law used CUPA's 50th percentile with an additional 5% on top of that benchmark as their midpoint.

**Current Fixed Term  
Ranges (apr 3/2022)**

Fixed Term					
Ranks	Minimum	Midpoint	Maximum	Range Spread	Max - Min / Min = Range Spread
Professor	\$ 73,269	\$ 128,220	\$ 183,171	150.00%	150%
Associate Professor	\$ 61,528	\$ 97,830	\$ 134,132	118.00%	118%
Assistant Professor	\$ 59,340	\$ 85,450	\$ 111,560	88.00%	88%

**Proposed Fixed Term  
Ranges for 9m faculty**

Fixed Term-9 Month					
Ranks	Minimum	Midpoint	Maximum	Range Spread	Max - Min / Min = Range Spread
Professor	\$ 73,269	\$ 128,220	\$ 183,171	150.00%	150%
Associate Professor	\$ 61,528	\$ 97,830	\$ 134,132	118.00%	118%
Assistant Professor*	\$ 59,340	\$ 85,450	\$ 111,560	88.00%	88%

\*Because CUPA range for assistant is higher than associate, assistant professor midpoint generated from same CUPA range as associate

## **Board of Trustees of the University of North Carolina at Chapel Hill**

### **RESOLUTION ON VIEWPOINT-NEUTRAL ACCESS TO MANDATORY STUDENT FEES**

**WHEREAS**, as the oldest public university in the nation, the University of North Carolina at Chapel Hill is firmly committed to protecting freedom of expression and freedom of association on campus in order to foster an educational environment with a diversity of viewpoints; and

**WHEREAS**, by resolution in March of 2021, the Board of Trustees affirmed the Faculty Council's 2018 Statement on Speech at the University of North Carolina at Chapel Hill, which sets forth, among other things, that the "ability to speak freely, debate vigorously, and engage deeply with differing viewpoints is the bedrock of our aspirations at Carolina;" and

**WHEREAS**, the Board of Trustees, by delegated authority from the Board of Governors of the University of North Carolina, approves the collection of mandatory student fees; and

**WHEREAS**, the law requires that allocation of student fees to student organizations must be accomplished with viewpoint neutrality as the operational principle in law; and

**WHEREAS**, the University's Undergraduate Student Code, which governs the allocation of student fee moneys by the Undergraduate Student Government Senate, provides that allocation decisions "may not have any relationship to the particular view of the group or activity" requesting the funding and that "[r]equests for funding must be made in a manner that is neutral to the views of the organization";

**NOW, THEREFORE**, the Board of Trustees of The University of North Carolina at Chapel Hill hereby resolves that consistent with the above-referenced law and policy, the Chancellor shall direct appropriate University personnel to develop and issue policy requiring that the Senates of the Undergraduate Student Government and the Graduate and Professional Students Government must appropriate all student fees in a viewpoint-neutral manner, including any necessary procedures required to ensure compliance with this requirement.

Board of Trustees of the University of North Carolina at Chapel Hill

Resolution on the Affirmation of Academic Freedom and Freedom of Speech

**WHEREAS**, the University of North Carolina System and its constituent universities are “dedicated to the transmission and advancement of knowledge and understanding” and each recognizes that “academic freedom is essential to the achievement of these purposes”; and

**WHEREAS**, Chapter VI of *The Code of the Board of Governors of the University of North Carolina* reflects this commitment to support “freedom of inquiry for faculty... free from internal or external restraints that would unreasonably restrict their academic endeavors”; and

**WHEREAS**, the University of North Carolina at Chapel Hill’s Tenure Policy affirms this commitment by acknowledging that “it is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication and to protect any member of the faculty against influences, from within or without the University, which would restrict the faculty member in the exercise of these freedoms in his or her area of scholarly interest”; and

**WHEREAS**, Section 600(3) of the *Code* acknowledges that faculty “share in the responsibility for maintaining an environment in which academic freedom flourishes”; and

**WHEREAS**, faculty governance bodies have laudably demonstrated their commitment to these principles by adopting formal resolutions such as UNC-Chapel Hill’s *Resolution 2018-3. On Principles for the Promotion and Protection of Free Speech*, which provides that “[t]he ability to speak freely... is the *bedrock* of our aspirations” and endorses the University of Chicago’s principles for “the protection and promotion of free speech on campus”; and

**WHEREAS**, the University of Chicago Kalven Committee Report on the University’s Role in Political and Social Action recognizes that the neutrality of the University on social and political issues “arises out of respect for free inquiry and the obligation to cherish a diversity of viewpoints” and further acknowledges “a heavy presumption against the university taking collective action or expressing opinions on the political and social issues of the day”;

**THEREFORE BE IT RESOLVED:** The Board of Trustees reaffirms its commitment to academic freedom as embodied in the Chicago principles and the Kalven Committee Report on the University’s Role in Political and Social Action, which is attached hereto as Attachment A.

Kalven Committee:  
Report on the University's Role in Political and Social Action

Report of a faculty committee, under the chairmanship of Harry Kalven, Jr. Committee appointed by President George W. Beadle. Report published in the Record, Vol. I, No. 1, November 11, 1967.

The Committee was appointed in February 1967 by President George W. Beadle and requested to prepare "a statement on the University's role in political and social action." The Committee conceives its function as principally that of providing a point of departure for discussion in the University community of this important question.

The Committee has reviewed the experience of the University in such matters as its participation in neighborhood redevelopment, its defense of academic freedom in the Broyles Bill inquiry of the 1940s and again in the Jenner Committee hearings of the early 1950s, its opposition to the Disclaimer Affidavit in the National Defense Education Act of 1958, its reappraisal of the criteria by which it rents the off-campus housing it owns, and its position on furnishing the rank of male students to Selective Service. In its own discussions, the Committee has found a deep consensus on the appropriate role of the university in political and social action. It senses some popular misconceptions about that role and wishes, therefore, simply to reaffirm a few old truths and a cherished tradition.

A university has a great and unique role to play in fostering the development of social and political values in a society. The role is defined by the distinctive mission of the university and defined too by the distinctive characteristics of the university as a community. It is a role for the long term.

The mission of the university is the discovery, improvement, and dissemination of knowledge. Its domain of inquiry and scrutiny includes all aspects and all values of society. A university faithful to its mission will provide enduring challenges to social values, policies, practices, and institutions. By design and by effect, it is the institution which creates discontent with the existing social arrangements and proposes new ones. In brief, a good university, like Socrates, will be upsetting.

The instrument of dissent and criticism is the individual faculty member or the individual student. The university is the home and sponsor of critics; it is not itself the critic. It is, to go back once again to the classic phrase, a community of scholars. To perform its mission in the society, a university must sustain an extraordinary environment of freedom of inquiry and maintain an independence from political fashions, passions, and pressures. A university, if it is to be true to its faith in intellectual inquiry, must embrace, be hospitable to, and encourage the widest diversity of views within its own community. It is a community but only for the limited, albeit great, purposes of teaching and research. It is not a club, it is not a trade association, it is not a lobby.

Since the university is a community only for these limited and distinctive purposes, it is a community which cannot take collective action on the issues of the day without endangering the conditions for its existence and effectiveness. There is no mechanism by which it can reach a collective position without inhibiting that full freedom of dissent on which it thrives. It cannot insist that all of its members favor a given view of social policy; if it takes collective action, therefore, it does so at the price of censoring any minority who do not agree with the view adopted. In brief, it is a community which cannot resort to majority vote to reach positions on public issues.

The neutrality of the university as an institution arises then not from a lack of courage nor out of indifference and insensitivity. It arises out of respect for free inquiry and the obligation to cherish a diversity of viewpoints. And this neutrality as an institution has its complement in the fullest freedom for its faculty and students as individuals to participate in political action and social protest. It finds its complement, too, in the obligation of the university to provide a forum for the most searching and candid discussion of public issues.

Moreover, the sources of power of a great university should not be misconceived. Its prestige and influence are based on integrity and intellectual competence; they are not based on the circumstance that it may be wealthy, may have political contacts, and may have influential friends.

From time to time instances will arise in which the society, or segments of it, threaten the very mission of the university and its values of free inquiry. In such a crisis, it becomes the obligation of the university as an institution to oppose such measures and actively to defend its interests and its values. There is another context in which questions as to the appropriate role of the university may possibly arise, situations involving university ownership of property, its receipt of funds, its awarding of honors, its membership in other organizations. Here, of necessity, the university, however it acts, must act as an institution in its corporate capacity. In the exceptional instance, these corporate activities of the university may appear so incompatible with paramount social values as to require careful assessment of the consequences.

These extraordinary instances apart, there emerges, as we see it, a heavy presumption against the university taking collective action or expressing opinions on the political and social issues of the day, or modifying its corporate activities to foster social or political values, however compelling and appealing they may be.

These are admittedly matters of large principle, and the application of principle to an individual case will not be easy.

It must always be appropriate, therefore, for faculty or students or administration to question, through existing channels such as the Committee of the Council or the Council, whether in light of these principles the University in particular circumstances is playing its proper role.

Our basic conviction is that a great university can perform greatly for the betterment of society. It should not, therefore, permit itself to be diverted from its mission into playing the role of a second-rate political force or influence.

Harry Kalven, Jr., *Chairman*

John Hope Franklin

Gwin J. Kolb

George Stigler

Jacob Getzels

Julian Goldsmith

Gilbert F. White

Special Comment by Mr. Stigler:

I agree with the report as drafted, except for the statements in the fifth paragraph from the end as to the role of the university when it is acting in its corporate capacity. As to this matter, I would prefer the statement in the following form:

The university when it acts in its corporate capacity as employer and property owner should, of course, conduct its affairs with honor. The university should not use these corporate activities to foster any moral or political values because such use of its facilities will impair its integrity as the home of intellectual freedom.

**University of North Carolina at Chapel Hill**  
**Requesting BOT Standing Approval**  
**Recruiting and Referral Incentives for Carolina Community Academy Employees**  
**July 2022**

**REQUESTED ACTION:** The University seeks standing approval from the Board of Trustees to provide recruiting and referral incentives to eligible Carolina Community Academy employees

**BACKGROUND**

The UNC System Lab School initiative aims to provide enhanced educational programming to students in low-performing schools. Establishment of UNC System laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The UNC System Office selects universities from within the System that will utilize their Colleges of Education to establish and operate lab schools. The lab schools will then partner directly with local school districts to promote evidence-based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals.

In 2016, North Carolina General Statute ("N.C.G.S.") Chapter 116, Article 29A passed requiring the UNC Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools rather than eight. The System has fifteen institutions that offer educator-preparation programs. In March 2022, UNCCH entered into a memorandum of understanding with Person County Board of Education which operates Person County Schools to work together to implement a laboratory school with the goal of increasing student performance in the district. The laboratory school named Carolina Community Academy is located within North Elementary School in Roxboro, NC. The Academy principal, teachers, and administrative staff are UNCCH employees and Academy students will be UNCCH students.

**PROPOSED CHANGE**

For the 2022-2023 school year, the Person County Board of Education approved recruitment and referral bonuses for staff employed in certain certified and classified high needs areas. The University's Policy on Non-Salary and Deferred Compensation allows non-salary compensation to be provided for reasons that are relevant to attracting or retaining faculty and staff of the highest possible quality. The policy permits non-salary compensation for reasons including but not limited to household moving expenses, house-hunting, temporary housing, vehicle allowance and incentive-based compensation for certain employees. However, the policy does not include provisions for awarding recruiting or referral bonuses. Advance approval by the Board of Trustees is required for any non-salary compensation that is not specifically authorized in University's Policy on Non-Salary and Deferred Compensation. Therefore, a request for standing approval to provide recruiting and referral bonuses for Carolina Community Academy employees is presented for BOT.

**PROGRAM DETAILS**

- Recruitment bonuses for certified staff up to \$5000; for teacher's assistants up to \$1000.
- Referral bonuses of \$250 when a referred candidate is hired and remains with the Carolina Community Academy for 6 months or longer with satisfactory job performance. Employees may receive a \$250 bonus per referral.



# Carolina Community Academy

## UNC-CH's Laboratory School

Fouad Abd-El-Khalick  
Dean, School of Education

UNC-CH Board of Trustees | Carolina Inn | July 27, 2022

# Lab school initiative — background

In 2016, the North Carolina General Assembly passed legislation ([N.C.G.S. §§116-239.5](#)) requiring the UNC System to establish lab schools

A UNC lab school

- is a K-8 public school of choice, operated by a UNC System institution rather than a local education agency (LEA)
- serves three contiguous grade levels in partnership with an LEA to improve outcomes for students from low performing settings

# Six operating lab schools



# Three new lab schools

App State

NC A&T

UNC Chapel Hill



# Doing homework

Appalachian  
STATE UNIVERSITY

Academy at Middle Fork



UNIVERSITY of NORTH CAROLINA WILMINGTON

D.C. Virgo Preparatory Academy

College of Education

ECU Community School

UNCG  
**MOSS STREET**  
PARTNERSHIP SCHOOL

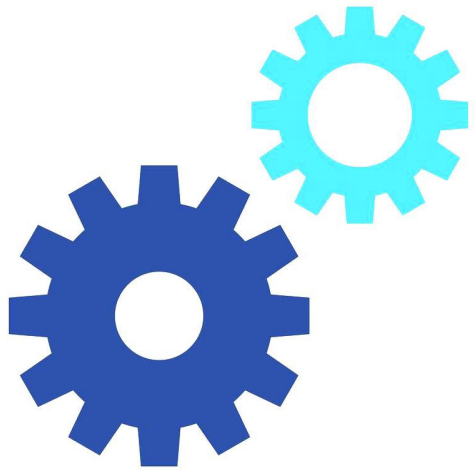
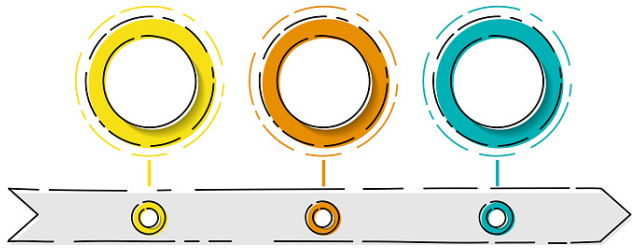
Western  
Carolina  
UNIVERSITY

Catamount School



CHARLOTTE

**NINER UNIVERSITY ELEMENTARY**  
Cato College of Education



**Major challenges**  
+ all challenges in K-12





# Lab school core team



**Dr. Emily Bivins**  
lab school start-up director  
School of Education



**Tammy Cox**  
assistant dean for finance & operations  
School of Education



**Dr. Diana Lys**  
assistant dean for educator preparation  
School of Education



**Catherine Vorick**  
HR director  
School of Education

**Rick Wernoski**  
senior vice provost for business operations  
Office of the Provost



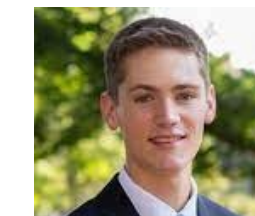
**Tammy Bouchelle**  
associate university counsel  
Office of University Counsel



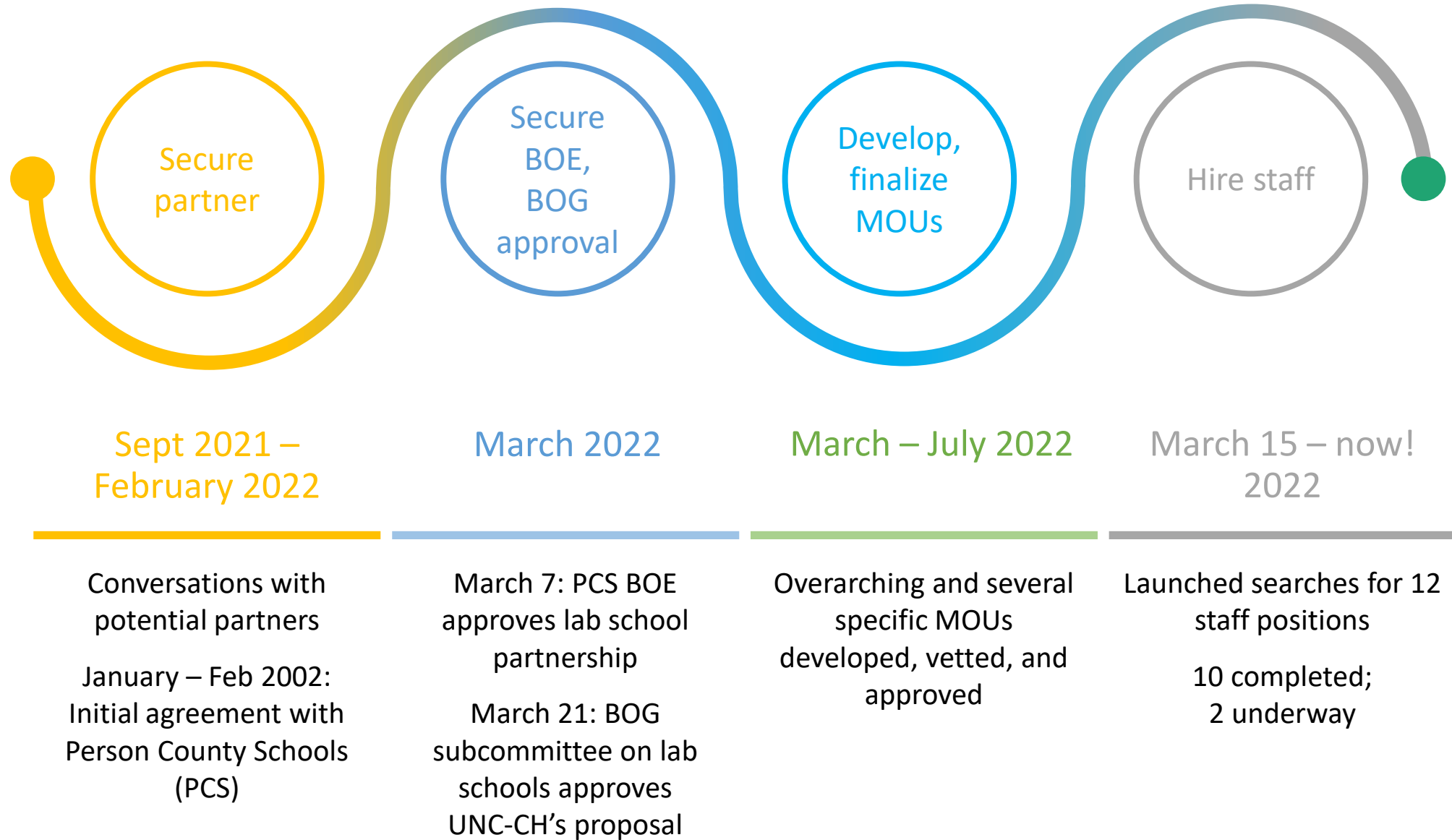
**Mieke Kovens**  
transformation manager  
Office of the Provost



**Nick Sengstaken**  
executive assistant  
Office of the Provost









# Carolina Community Academy



# Carolina Community Academy (CCA)

- Serves students in Kindergarten through grade 2
- Is a school-within-a-school, housed within North Elementary School in Roxboro
- Adopts a collaborative model with seamless transition of students into grade 3 at North Elementary

# CCA enrollment projections

Academic school year	Grade levels and students per grade level						Total projected student enrollment
	K	1	2	3	4	5	
First Year (2022-2023)	3x	-	-	-	-	-	30
Second Year (2023-2024)	3x	3x	-	-	-	-	60
Third Year (2024-2025)	3x	3x	3x	-	-	-	135
Fourth Year (2025-2026)	3x	3x	3x	-	-	-	135
Fifth Year (2026-2027)	3x	3x	3x	-	-	-	135



## Carolina Community Academy

Carolina Community Academy (CCA) is an innovative school for K-2 students at North Elementary School in Roxboro, N.C. A partnership between the University of North Carolina at Chapel Hill and Person County Schools, CCA draws upon a variety of academic and professional strengths across the Carolina campus to best serve the students, families, and community in Person County. CCA was created as part of a UNC System initiative to redefine and strengthen university partnerships with North Carolina public schools, improve student outcomes, and provide high quality teacher and principal training.



## Carolina Community Academy

### About the School

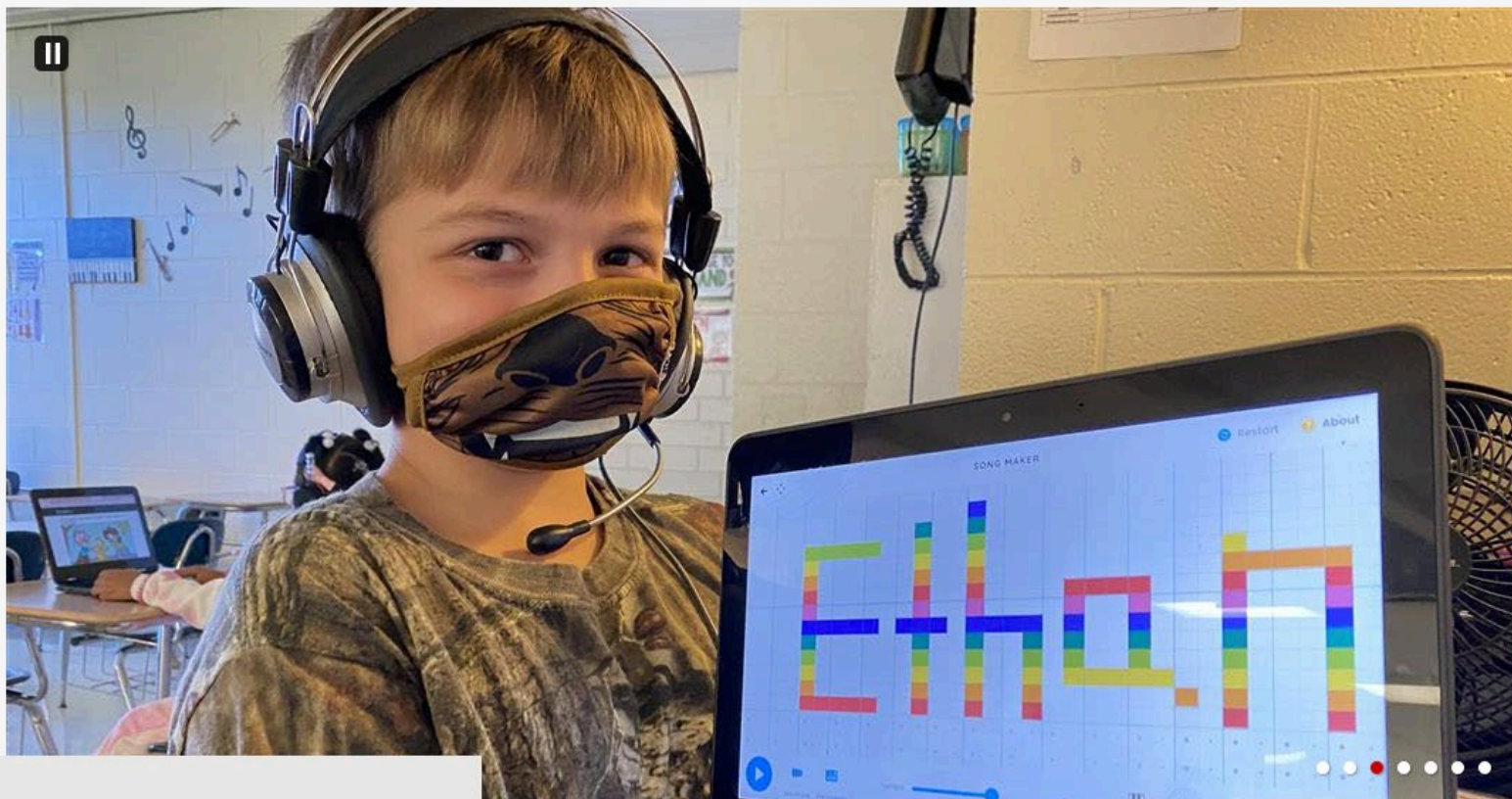
Carolina Community Academy, designed as a school within North Elementary School, integrates evidence-based practices and innovative approaches, improved and integrated curriculum, social-emotional learning, and robust wraparound services. CCA is the ninth and final North Carolina school to open in accordance to North Carolina House Bill 1030.

[Learn More](#)

<https://ed.unc.edu/carolina-community-academy/>







## Upcoming Events

[View Calendar](#)

## Eagle Spotlight



### DPI Launches Free Online Literacy Resource for Parents, Teachers

The digital children's reading initiative launched to assist parents and educators in supporting young readers

[Learn More](#)



# CCA Advisory Board



**Kevin Guskiewicz**  
CCA head  
Chancellor, UNC-CH



**Dr. Martinette Horner**  
clinical professor, director, MSA  
School of Education



**Dr. Chris Scott**  
clinical professor, director, EdD K-12 Leadership  
School of Education



**Fouad Abd-El-Khalick**  
ex officio member  
Dean, School of Education

**Ramsey R. White**  
member  
Board of Trustees, UNC-CH



**Dr. Rodney Peterson**  
ex officio member  
Superintendent, Person County Schools



**Ms. Brittany West**  
member  
Community member, Roxboro



**CCA Director**  
board secretary  
School of Education





## CCA mission and commitment

- Education has the power to break down barriers, lift up individuals, and empower communities to rise and thrive
- We aim to partner with PCS to realize this mission and commitment for CCA and North Elementary students, and serve PCS writ large

# An hour away; a world apart



## North Elementary

2021 ▾

Person County Schools

School Website: 

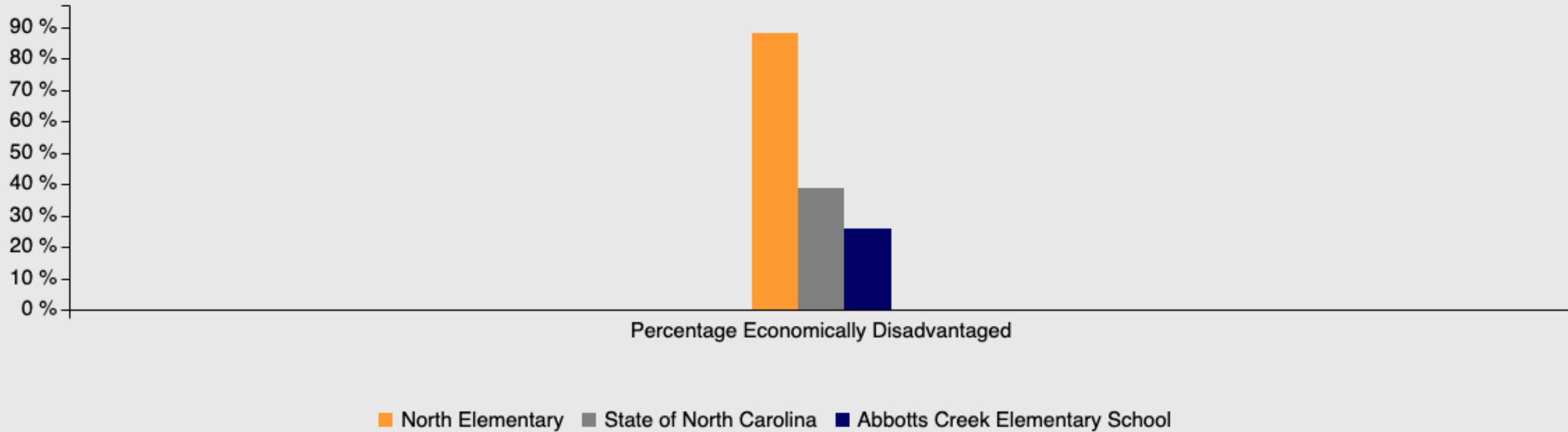
## Abbotts Creek Elementary School

2021 ▾

Wake County Schools

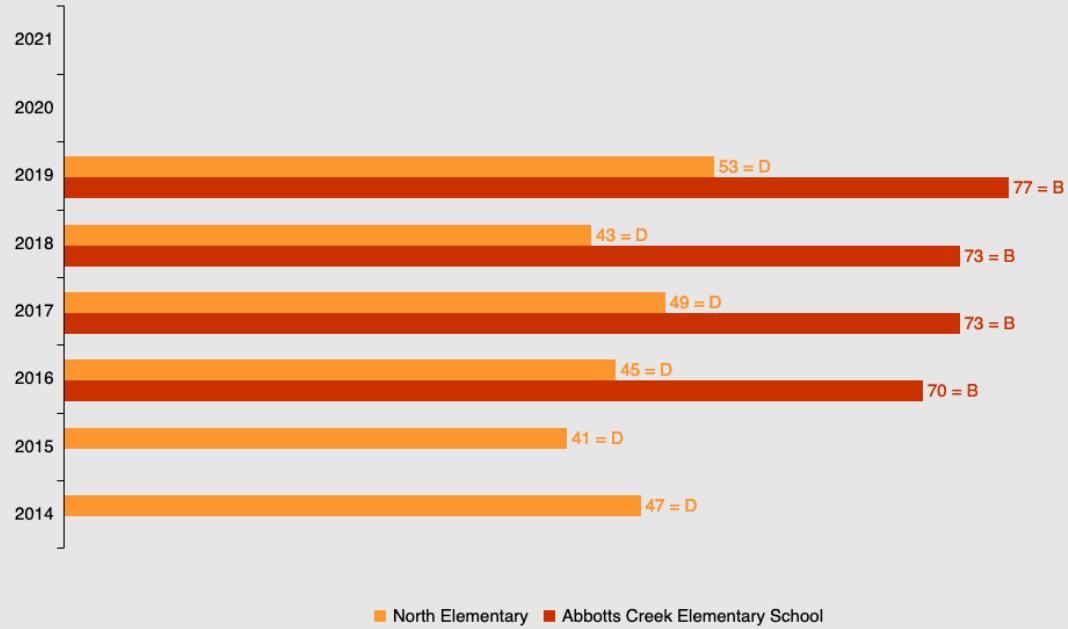
School Website: 

## Percentage Economically Disadvantaged ⓘ

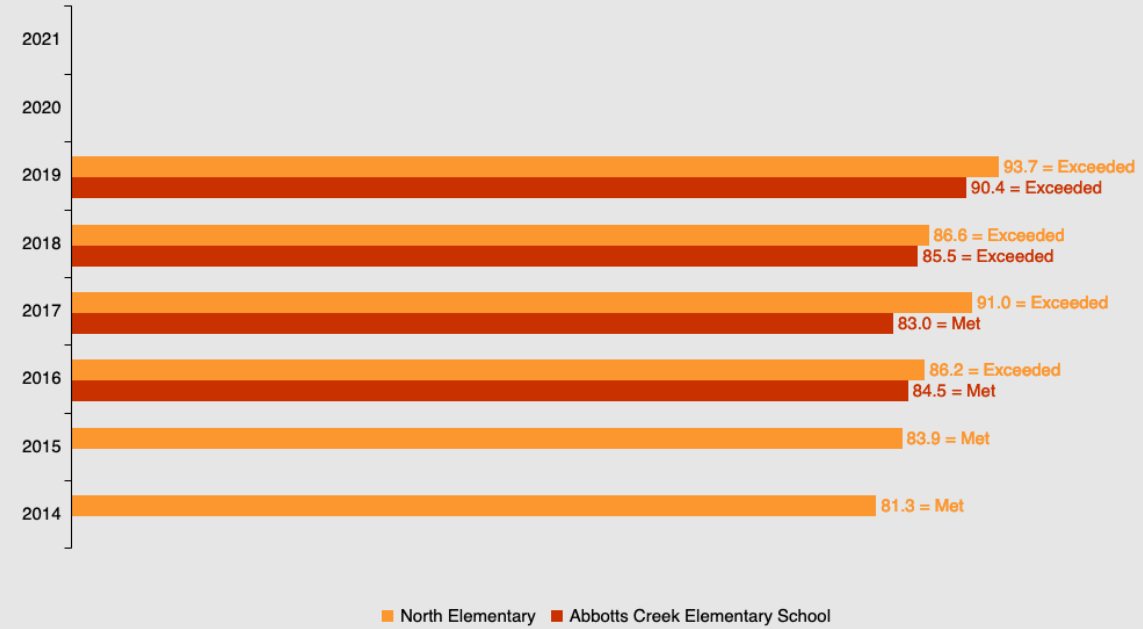




### Performance Grade Score History



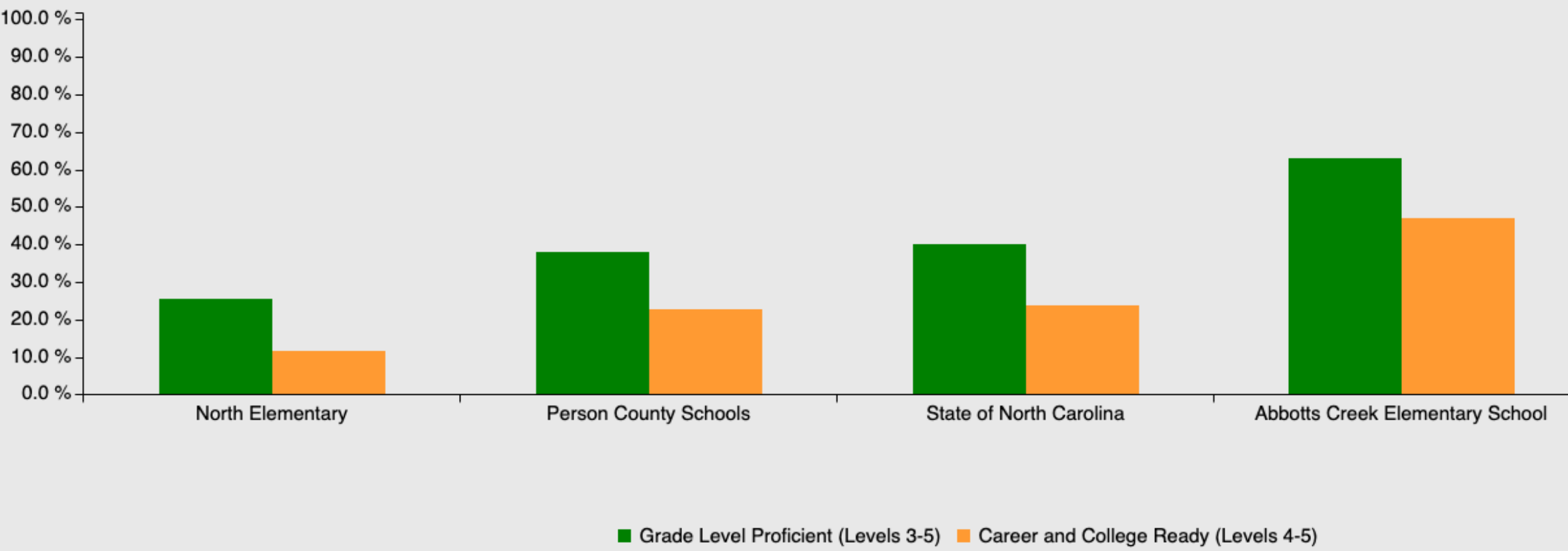
### Academic Growth History



# Math Performance

Summary Chart

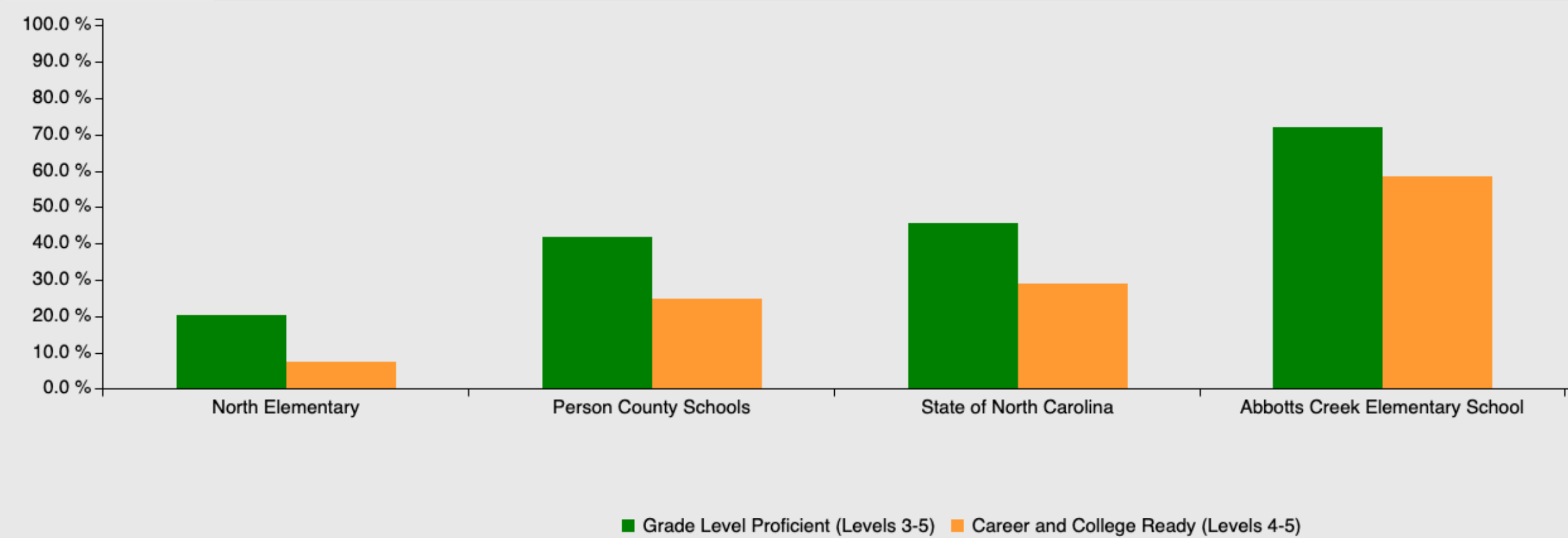
Table



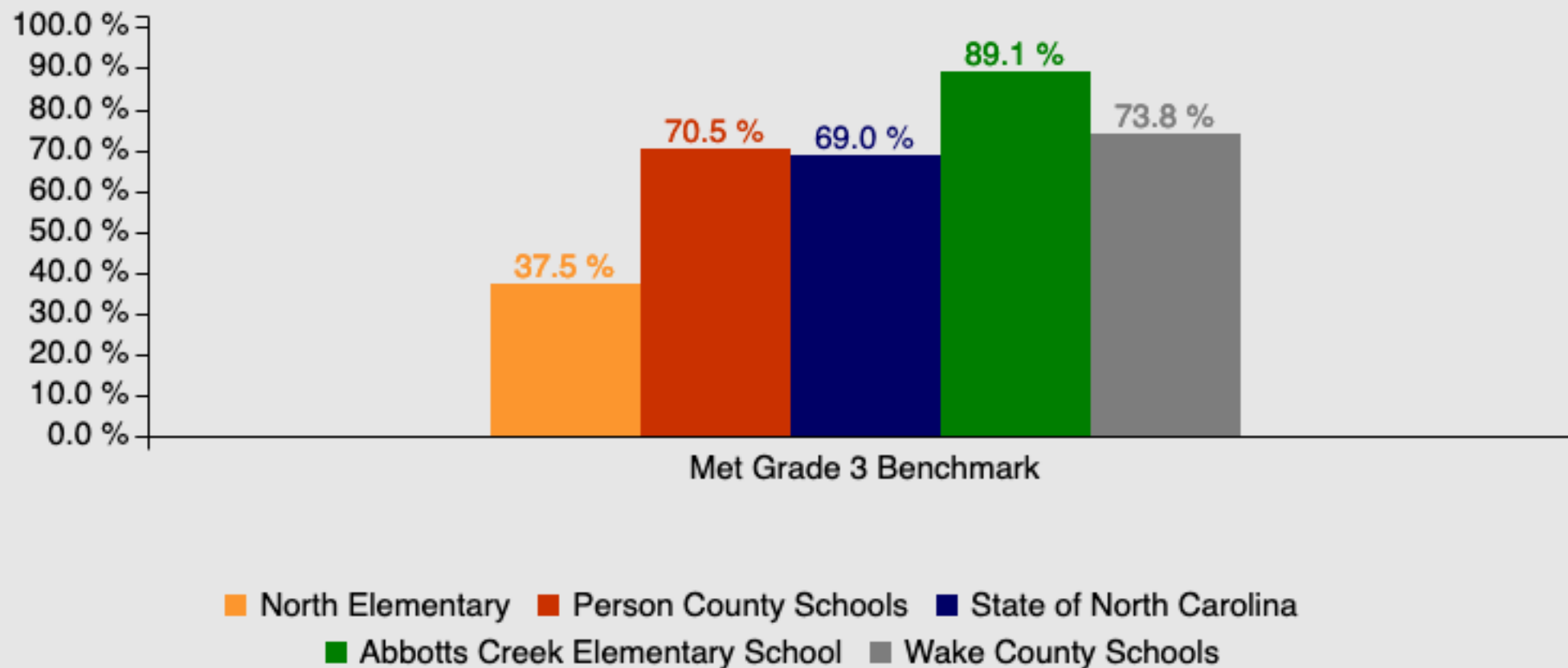
# Reading Performance

Summary Chart

Table



## Read to Achieve - Met Grade 3 Benchmark

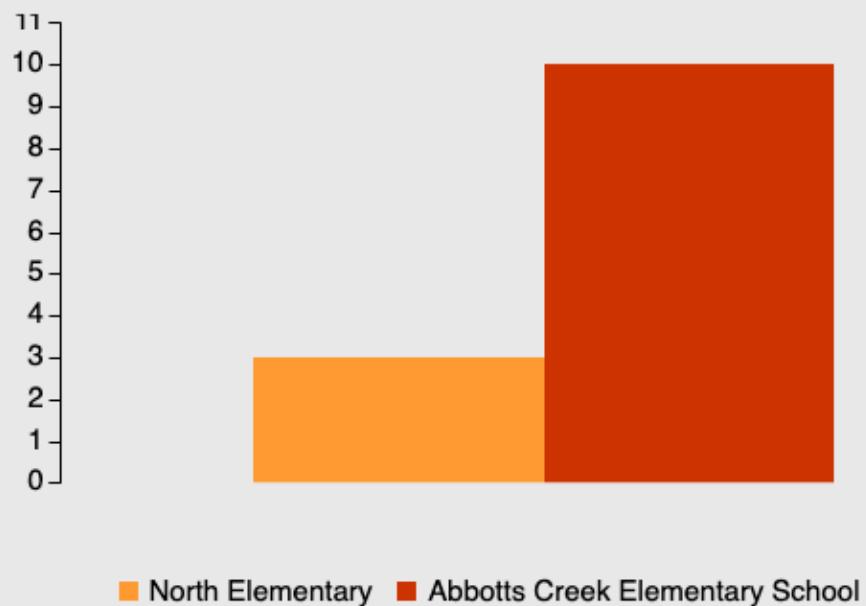




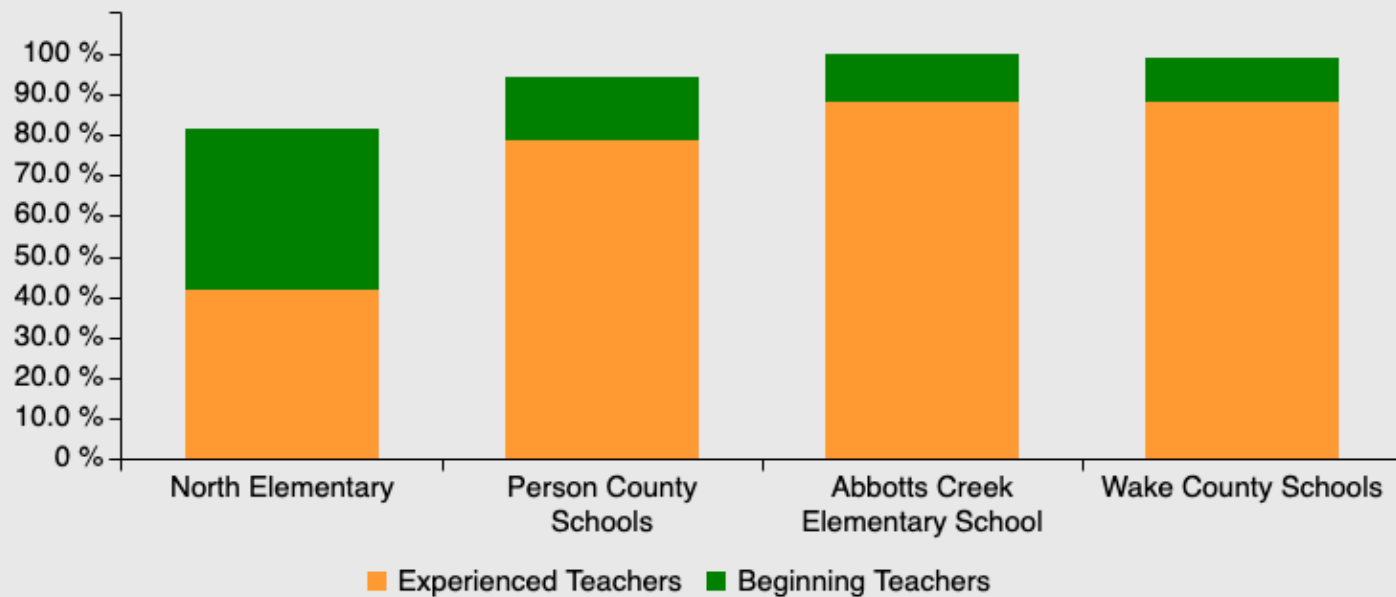
## National Board Certified Teachers i

Summary Chart

Table



## Teacher Qualifications



# CCA approach

Engage, and bring resources and expertise from across UNC-CH and School of Education to work with school leaders, teachers, students, parents, and community to provide exceptional teaching and learning experiences and robust wrap-around services



# CCA approach

- A Whole Education approach: Supporting the learning and wellbeing needs of students and their families
  - Robust wrap-around services
  - Social-emotional learning and supports
- Exceptional teaching and learning experiences, and a caring school environment
  - Integrated curriculum
  - Evidence-based best practices
  - Family and community engagement

# Synergistic partnership

- All partners – PCS, CCA, UNC-CH – stand to gain
- At UNC, we will capitalize on this opportunity to rethink the preparation of professionals who work in schools and communities
- An interdisciplinary approach to the preparation and training of school teachers, administrators, counselors, and psychologists, as well as social workers and child and family service providers



**A lot of work awaits us.  
We look forward to serving our  
children and community**

PROPEL  
the WORLD



# Thank you!

PROPEL  
the WORLD

