

The University of North Carolina at Pembroke
Faculty Senate Agenda (Revision B)
 Wednesday, October 5, 2022, at 3:30 PM
 Thomas School of Business Room 225-26 Event Rooms A and B
AND
<https://uncp.webex.com/meet/holden.hansen>

Members of the Senate:

To 2023	To 2024	To 2025
ART Vacant <i>Academic Affairs</i>	ART Holden Hansen <i>Faculty Senate Chair</i>	ART Beata Niedzialkowska <i>Academic Information and Technology</i>
CHS Cindy Locklear <i>Academic Affairs</i>	CHS Jennifer Wells <i>Committee on Committee and Elections Chair</i>	CHS Jennifer Jones-Locklear <i>Academic Affairs</i>
EDN Camille Goins <i>Student Affairs and Campus Life</i>	EDN Gerald Neal <i>Faculty and Institutional Affairs</i>	EDN Jennifer Whittington <i>Faculty and Institutional Affairs</i>
LETT Richard Vela <i>Academic Affairs</i>	LETT Peter Grimes <i>Student Affairs and Campus Life Chair</i>	LETT James Hudson <i>Faculty and Institutional Affairs</i>
NSM Maria Pereira <i>Faculty Senate Secretary</i>	NSM Roland Stout <i>Academic Affairs</i>	NSM Timothy Anderson <i>Faculty and Institutional Affairs</i>
EDUC Camille Goins <i>Academic Information and Technology Chair</i>	SBS Porter Lillis <i>Faculty and Institutional Affairs</i>	SBS Matt Schneider <i>Student Affairs and Campus Life</i>
At-Large Renee Lamphere <i>Academic Affairs Chair</i>	At-Large Kelly Charlton <i>Faculty and Institutional Affairs Chair</i>	At-Large Carla Rokes <i>Committee on Committees and Elections</i>
At-Large Melissa Schaub <i>Committee on Committees and Elections</i>	At-Large Vacant <i>Faculty and Institutional Affairs</i>	At-Large Rachel Morrison <i>Academic Affairs</i>
Chancellor Robin G. Cummings Provost and Vice Chancellor for Academic Affairs Marsha Pollard		

Order of Business

- I. Roll Call**
- II. Approval of Minutes (Appendix A)**
- III. Adoption of Agenda**
- IV. Reports from Administration**
 - a. Chancellor – Dr. Robin Cummings**
 - i. Comments from the Chancellor
 - b. Provost and Vice Chancellor for Academic Affairs – Dr. Marsha Pollard**
 - i. Comments from the Provost
- V. Reports of Committees**
 - a. Operations Committees**
 - i. Executive Committee – Holden Hansen, Chair
 - 1. Comments from the Chair
 - ii. Committee on Committees & Elections – Dr. Jennifer Wells, Chair
 - 1. Committee Update
 - 2. (Vote Required) New Committee and Subcommittee Memberships:
 - a) General Education Subcommittee
 - 1) Paul Flowers
 - iii. Committee on Faculty Governance – Dr. Mohammed Ashraf, Chair
 - 1. No Report
 - iv. Committee on the Oversight of the Faculty Handbook – Dr. Rachel Smith, Chair
 - 1. No Report
 - b. Standing Committees**
 - i. Academic Affairs Committee – Dr. Renee Lamphere, Chair
 - 1. Committee Update
 - 2. Curriculum proposals not requiring Senate action (Appendix B)
 - ii. Faculty & Institutional Affairs Committee – Dr. Kelly Charlton, Chair
 - 1. Committee Update
 - iii. Student Affairs & Campus Life Committee – Dr. Peter Grimes, Chair
 - 1. Committee Update
 - iv. Academic Information Technology Committee – **Camille Goins**, Chair of AITC
 - 1. Committee Update
 - v. Budget Advisory Committee - Dr. Melissa Schaub, Chair
 - 1. Committee Update
- VI. Faculty Assembly Updates:**
 - a.** Draft Minutes of the UNC Faculty Assembly 09.16.2022 (Appendix C), and Faculty Assembly Chair Slide Presentation (Appendix D)
 - b.** BOG meeting materials: Publicly posted <https://www.northcarolina.edu/apps/bog/index.php> and a [quick walkthrough video](#) to see where to find detailed information
 - c.** Deloitte University Press Pathways to the university presidency report (Appendix E)
 - d.** UNC ROI Advisory Council Report (Appendix F)
- VII. Graduate Council (Appendix G)**
- VIII. Other Committees**
 - a.** CEPP March approved Minutes (Appendix H)
- IX. Unfinished Business**
 - a.** Senior Lecturer Proposal (Appendix I)
- X. New Business**
- XI. Announcements**
- XII. Adjournment**

Appendix A

The University of North Carolina at Pembroke Faculty Senate **Unapproved Minutes (Revision B)**

Wednesday, September 7, 2022, at 3:30 PM

<https://uncp.webex.com/meet/holden.hansen>

Order of Business

- I. **Roll Call** - A quorum was present, and the meeting was called to order at 3:32 PM
Members Present: Timothy Anderson, Kelly Charlton, Robin Cummings (Chancellor), Camille Goins, Peter Grimes, Holden Hansen (Chair), James Hudson, Jennifer Jones-Locklear, Renee Lamphere, Porter Lillis, Cindy Locklear, Rachel Morrison, Gerald Neal, Maria Pereira (Secretary), Marsha Pollard (Provost), Carla Rokes, Melissa Schaub, Matt Schneider, Roland Stout, Richard Vela, Jennifer Wells, Joe West, Jennifer Whittington
Member Absent: Beata Niedzialkowska
- II. **Approval of Minutes** (Appendix A) – the Minutes from the 2022.05.04 Faculty Senate meeting **were approved as circulated** as no objections were voiced
- III. **Adoption of Agenda** – the Faculty Senate Chair offered a couple of amendments to the Agenda: (1) under V. a. i. b) Discussion of The Survey Results Update and Format and Location of Senate and Committee Meetings Moving Forward, Appendix AA was added and later, the comments were also included; (2) under IX. Unfinished Business, a. Senior Lecturer Promotion proposal (Appendix G) was added. As no other amendments or corrections were added, **Agenda Revision B was approved as amended**
- IV. **Reports from Administration**
 - a. **Chancellor** – Dr. Robin Cummings
 - i. Comments from the Chancellor
 1. I have not named a Chief of Staff from the initial search. We will repost the position, reconstitute a committee and start the search again
 2. The Chief Communications and Marketing Officer search will resume next week. We need an expert to follow up on the good work that Jody Phelps did in the past
 3. We received 91M dollars in the new budget to build an Allied Health and Science building. We have started the very initial phases of selecting an architect and putting out an RFP. A group of us visited similar and recently built buildings on a few campuses, to have some initial ideas
 4. Covid has entered an endemic phase, so please refrain from coming to campus if you wake up and feel sick. The same message has been transmitted to students
 5. We have had one positive case in Robeson Co. and a few in the state of Monkeypox virus (MPV). Questions, concerns, and options should be directed to Dr. Crystal Moore
 6. The official number of students for this fall is 7,667 [freshman 715 (20% drop from last year, which was a 20% decrease from the year before)], about an 8% decrease compared to last year. New graduates 13% increase, new transfers 18.5% decrease. The total graduate population increased by 1% and our total undergraduate population decreased by 10.6%
 7. Our retention rate dropped down to 71.6%. We witnessed what is known as a North Carolina pothole (fewer students entered first grade 10 years ago therefore fewer students graduated high school). After this year and over the

next 3-5 years, we will see an increase in the number of students. Other circumstances perhaps impacted our numbers: Students that would look at UNCP in the past, by us not requiring SAT and CAT scores, have now additional alternatives (NC Promise was given to Fayetteville State). On the other end of the spectrum, HBCUs have seen an increase in the number of students applying and attending their universities

8. Retention is important and it is everyone's business:
 - a. Our faculty does a phenomenal job of reaching out to our students but, I am asking you to please help us retain our students (we are losing 3 out of 10 students)
 - b. Resources are being put into the University College and Dereck Oxendine is doing a fantastic job – the counseling service is being revamped and focus has also been placed on transferring students
 - c. Significant changes have been done to our Admissions and Financial Aid Offices which are working together with the goal to give students a view of their financial assistance
 - d. We also want to ensure that scholarship money gets into our students' hands and that they know about that early on in their decision-making process
 - e. Student Affairs are working to make students' experiences challenging, and rewarding while recognizing that our primary goal is to educate them
 - f. Additional resources have been given to our military office to recruit military-affiliated students as well as to our international program which already has students from 30+ countries here
 - g. We are and have done a lot for our infrastructure in terms of making it more appealing. We are the most rural university in the system but as the town gets beautified and new businesses start there it is going to add to the ability to attract and retain students in years to come
9. The National Institute for Student Success (NISS) out of Georgia State will be coming at the end of this month to start a preliminary investigation of UNC Pembroke. The goal is to look at our current policies and procedures and see if we are doing everything that we can to promote the success of our students
10. U.S. News World ranked UNCP #1 as the most ethnically diverse campus in the South and one of the most diverse in the nation (12% American Indian population, 1% Asian, 29% African American, 39% Caucasian, 9% Hispanic)
11. I want to end by saying that I appreciate all that you do as faculty and staff for this special place. We are on a very strong foundation to move forward into the future in a very strong and powerful way

b. Provost and Vice Chancellor for Academic Affairs – Dr. Marsha Pollard

i. Comments from the Provost

1. US News and World Report rankings moved UNC Pembroke from 65 to 56 in the best colleges category. We are also on the top ranks as a public school, a social institution for social mobility, a college for veterans, and high-quality Business and BSN programs
2. As the Chancellor mentioned, our retention rate dropped 1% to 71.6% from last year but our attrition rate in the second year is also very high. In the fall of 2018, our 4-year graduation rate was 26.2% compared to the national average of 33.3% for public institutions. To improve our retention and

graduation rates we must look at institutional practices and policies and how they impact student retention and success. In my experience chairing retention committees, changes in course format and scheduling as well as the advisement model resulted in a significant increase in student retention and graduation rates in other institutions. After consulting with our Deans, we made the decision to provide flexibility to the academic departments to develop schedules that meet the specific needs of their programs and the students that they serve

3. Tamika Jones has joined UNC Pembroke as the Associate Registrar. Tamika has significant experience in the Office of the Registrar, and she will be supporting our academic departments alongside Okoye Whittington throughout the course scheduling
4. As the Chancellor mentioned UNC Pembroke will be working with NISS and Dr. Derek Oxendine will be spearheading this effort. An assessment of our advisement model and the institutional policies, practices, and processes that impact our students will be evaluated while engaging the academic departments in that process
5. Thanks to the IR office for developing new data dashboards on daily admission applications and many other data points. IR will be demonstrating these dashboards to the Deans, dept chairs, and faculty and take suggestions or requests from those
6. The Office of Admissions will be restructured where a dedicated team will serve each school and college to enroll qualified students into their programs. Dept chairs and faculty will be asked to participate in the interviewing process to form these admissions teams which then will collaborate with each other
7. We are going to hire an enrollment marketing that will work with Deans and chairs to develop programmatic strategies. As an example, we are developing marketing plans to reach the appropriate student markets for the recently newly approved programs
8. Elisha Chambers was hired as our Master of Occupational Therapy (MSOT) director. We have maintained our accreditation slot with ACOTE to launch the program in fall 2024
9. The job announcement for Deputy Provost was posted and the Associate Vice-Chancellor for Enrollment will soon be launched. Deans will be asking faculty representatives to serve on these committees
 - a. The Deputy Provost will be a full-time administrative position with the ability to acquire the rank of associate or full professor and tenure at the institution. Reporting to this position will be the AVC for Enrollment Management (Admissions, Financial Aid, Office of the Registrar, and the Graduate School), the Office of Global Engagement (enrollment of international students), Office of Institutional Research (to be renamed Office of Institutional Effectiveness), and the Office of Research and Sponsored programs

V. Reports of Committees

a. Operations Committees

i. Executive Committee – Holden Hansen, Chair

1. Comments from the Chair

- a. This is my first meeting as the Faculty Senate Chair, and I am honored to take this position and excited to serve in this role
- b. I want to especially thank Joe West our outgoing Senate Chair for his generous time showing me the ropes of this position. I have learned more about the inner workings of this institution in the last 2 or 3 weeks than I knew in 25 years
- c. I also want to extend my gratitude to the Executive Committee an extremely experienced group. They are terrific and I look forward to working with them for the rest of the year
- d. I was able to parse the more commonly used procedures in Robert's Rules of Order and I sent "*Robert's Rules of Order: A Guide to Commonly Used Procedures*" to the Faculty Senate in hopes that you would help me/us run the meetings efficiently
 - i. Committees and subcommittees go by a certain amount of informality due to their size
 - ii. The Faculty Senate demands greater formality although we should keep the informality during our discussions
- e. I recognize that we are going through a challenging period due in part to demographic changes as well as a new funding model. While the Chancellor believes in shared governance, I feel that shared accountability is as important in that, we need to do as much as we can as faculty to participate in the goals of retention. At the same time, I was reading over the preamble of the Faculty Constitution where the language addresses an environment where academic freedom can thrive. The Senate plays an extremely important role in shared governance and my own personal role as a chair will be to facilitate communication between the administration and the faculty to which I will do my best

2. Discussion: Survey Results Update and Format and Location of Senate and Committee Meetings Moving Forward (Appendix AA)

- a. Close to 89% of participants were faculty and over 50% were faculty that serve on committees of the Senate and about 11% were administrators
- b. It was almost a 3 (no concern) to 1 (yes, a concern) vote whether there was a concern about the public nature of votes
- c. There should be an online component (80% in favor, 20% not in favor)
- d. Three questions were related to the Senate, committee, subcommittees, and other committees' meetings format, as well as the general faculty meeting. The first place in all of those was to meet in a hybrid format with senators and guests choosing their own format
- e. This poll is not binding and therefore I want to open the floor for a general discussion and then I will ask for three separate motions

After a discussion, Joe West made a motion to '*hold the Senate meetings in a hybrid format where Senators are required to be present face-to-*

face to be part of the quorum and non-senators can attend in any format they choose.'

After a few more comments, Carla Rokes offered an amendment to the original motion where *'an exception would be offered for senators unable to attend for covid reasons who must remain in isolation.'* The amendment was not second, and the focus was back on the main motion on the floor. With no objections, the main motion by Joe West was put to a vote and a roll call was conducted. **Yes votes:** Kelly Charlton, Camille Goins, Peter Grimes, Porter Lillis, Rachel Morrison, Carla Rokes, Melissa Schaub, Matt Schneider, Roland Stout, Richard Vela, Jennifer Wells, Joe West, Jennifer Whittington; **No votes:** Timothy Anderson, James Hudson, Jennifer Jones-Locklear, Renee Lamphere, Cindy Locklear, Gerald Neal, Maria Pereira; **Abstain votes:** Robin Cummings, Marsha Pollard

Faculty Senate Chair Holden Hansen made a motion *'to extend the meeting 30 minutes'* and Pereira second. As no objections were voiced **the motion passed according to general consent**

Melissa Schaub made a motion that *'all committees, subcommittees, and other committees of the Faculty Senate be allowed to determine their own meeting format independently and that they would have one more meeting online to determine what their format would be going forward'* and Joe West second. No objections were voiced, and **the motion passed unanimously**

Joe West made a motion that at *'the General Faculty meeting all presenters in the meeting would need to attend face-to-face and anybody that is not presenting or participating in the meeting by presenting be allowed to attend as they wish'* and Roland Stout second. No objections were voiced, and **the motion was carried unanimously**

- ii. Committee on Committees & Elections – Dr. Jennifer Wells, Chair
 1. **(Vote Required)** New Committee and Subcommittee Memberships - **these are appointments made by the CCE based on the preference poll that was run in April of this year:**
 - 1) **Academic Information Technology Committee**
 - a. Adam Walls (ARTS)
 - b. Melinda Rosenberg (LETT)
 - 2) **Curriculum Committee**
 - a. Eric Voecks (ARTS)
 - 3) **Enrollment Management Committee**
 - a. Emilia Bak (ARTS)
 - 4) **Faculty Development and Welfare Committee**
 - a. Keara Ndhlovu (CHS)
 - 5) **Health Safety and Environment Committee**
 - a. Natalie Love (LETT)

Chair Holden declared these as routine business and because no objections were presented to this slate of nominees, **the appointments were declared accepted**

b) (For Information Only) Elections Needed

- 1) Faculty Awards (LETT)
 - 2) Faculty Senate (ARTS to 2023)
 - 3) Faculty Senate (At-Large to 2024)
 - 4) Oversight of the Faculty Handbook (CHS to 2025)
 - 5) Oversight of the Faculty Handbook (ARTS to 2024)
 - 6) Promotion and Tenure (NSM to 2024)
 - 7) UNC Faculty Assembly (Alternate to 2024)
- iii. Faculty Governance Committee – Dr. Mohammad Ashraf, Chair
1. No Report
- iv. Oversight of the Faculty Handbook Committee– Dr. Rachel Smith, Chair
1. No Report

b. Standing Committees

- i. Academic Affairs Committee – Dr. Renee Lamphere, Chair
 1. No Report
- ii. Faculty & Institutional Affairs Committee – Dr. Kelly Charlton, Chair
 1. No Report
- iii. Student Affairs & Campus Life Committee –Dr. Peter Grimes, Chair
 1. No Report
- iv. Academic Information Technology Committee – Dr. Joe West, Chair
 1. No Report
- v. Budget Advisory Committee - Dr. Melissa Schaub, Chair
 1. Committee Update – **Melissa Schaub informed the Senate that the committee has met and that the VC for Finance and Administration (Gabe Eszterhas) who briefed the committee on the current budget situation. Gabe stated that for right now, UNCP has a reserve, but an updated budget situation would have to wait on census numbers. The committee will hold future informational sessions some of them could probably be a repetition of last year’s session such as “Budget 101,” and a new one would most likely be “What is a SCH?”**

VI. Faculty Assembly Updates: Minutes of the B.O.G. Committee on Educational Planning, Policies and Programs (Appendix B), UNC System Racial Equality Task Force Final Report (Appendix C), UNC Faculty Assembly Updated Bylaws (Appendix D)

A Senator commented that in looking at the Minutes on the committee on Educational Planning Policy and Programs and its tables it appears that UNCP has the highest numbers in terms of sections taught per faculty member. The Senator continued by saying that it would be important to understand what those numbers mean and if that is something that UNCP should be proud of. Renee Lamphere who used to be the spokesperson for the UNC Faculty Assembly volunteered to talk to the Senate and informed us that the Faculty Assembly Executive Committee will have a meeting Friday morning and the first Faculty Assembly meeting would be in the following week. In that meeting, Faculty Workload is on the agenda to be discussed

VII. Graduate Council (Appendix E)

VIII. Other Committees

- a. **CEPP March approved Minutes** (Appendix F)

IX. Unfinished Business

- a. **Senior Lecturer Promotion** (Appendix G) – Chair Holden gave a background on this proposal which came forward in the final meeting of the year (May 4, 2022) and was

postponed. Robert's Rules dictate that postponed action items must be on the Agenda of the following meeting. The expectation was that a conversation would be held with the new Provost during the summer of 2022 and because that was not possible, Pereira made a motion *'to postpone this action item until the chair, the provost, and other interested parties have a chance to discuss this proposal further or vet this proposal'* and Jennifer Wells second and with **no objections voiced the motion carried unanimously**

- X. **New Business - none**
- XI. **Announcements - none**
- XII. **Adjournment – with no objections voiced, the meeting was adjourned at 5:14 PM**

Appendix B

Curriculum Proposals Link

View at <https://uncp.curriculog.com/agenda:189/form>



THE
**UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

**UNC SYSTEM RACIAL EQUITY TASK FORCE
FINAL REPORT**

December 16, 2020

University of North Carolina System
Chapel Hill, North Carolina

OVERVIEW

In June of 2020, the chair of the Board of Governors and the president of the University of North Carolina System (UNC System) established the UNC System Racial Equity Task Force to examine racial inequities in North Carolina’s public higher education system, explore how those disparities impact the experiences of students, faculty, staff, and communities, and arrive at an actionable path forward to build a culture of equity and inclusion across the System.

The UNC System Racial Equity Task Force, whose members include representation from the Board of Governors, students, faculty, and staff throughout the System, began its work by identifying three focus areas that are critical to establishing equitable and inclusive working and learning environments across the UNC System: student recruitment, enrollment, and outcomes; employee recruitment, retention, and promotion; and safe, diverse, and inclusive campuses. As part of their discovery process and to inform their recommendations, task force members met regularly to examine data and consult with diversity and inclusion professionals, students, faculty, and staff from the 17 institutions. The task force also conducted a System-wide survey and hosted a series of virtual town hall sessions. Together, these engagement activities garnered participation from more than 20,000 students, faculty, and staff members from across the System.

In November 2020, task force members discussed draft recommendations and survey findings and were asked to prioritize the recommendations and identify action steps for implementation. Based on this feedback, the task force moved to adopt six recommendations and 28 action steps. The recommendations are listed in this report in priority order. While all action steps are important, the task force identified 15 of the steps that are considered critical to the success of the recommendations and the System’s pursuit for racial equity. Those action steps are listed first under each recommendation and identified using boldface.

Recommendations and action steps are intended for implementation by the institutions with the support of the UNC System Office and Board of Governors. To account for the existing institutional policies and practices already in place, which vary based on institution size and other factors, strategies should be applied equitably rather than uniformly (i.e., one size or recommendation fits all) to ensure that institutions with a greater need and fewer resources receive priority assistance. All institution-based recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.





Dear Chair Ramsey and President Hans,

I remember where I stood when I witnessed the video of the tragic death of George Floyd, the Black man born in North Carolina who was unjustly killed by a white police officer in Minneapolis, Minnesota. Like so many Americans, I was shocked and disheartened. I shared in the pain felt across our nation, and I knew that there was more that we could do – more that we *must* do – to address cultural and systemic issues within our community that lead to such tragedies.

I was so thankful when we received the letter in June 2020 from UNC System Faculty Assembly Chair David Green, UNC System Staff Assembly Chair Garrett Killian, and UNC Association of Student Governments President Isaiah Green. It urged the leaders of one of the greatest public higher education systems in the country to “be active agents of change” against all forms of racism. I was equally grateful when UNC Board of Governors Chair Randy Ramsey and then-Interim President Bill Roper acted swiftly, responding within 24 hours to form the UNC System Racial Equity Task Force. I was proud to be a part of something I knew could transform lives.

From that moment on, the UNC System Racial Equity Task Force set out on a course of discovery to examine race and racial disparities at each of our 17 institutions and within the UNC System Office.

Over the next six months, task force members met regularly, combing through data, examining policies, and deliberating over procedures and processes that disenfranchised many of our stakeholders. We listened intently during those meetings, taking notes, and learning as much as we could from members of the institutions. We heard thousands of stories from students, faculty, and staff, and gathered information from all who were willing to share.

This process we embarked upon was not easy. We were met with criticism and skepticism. We heard about the mounting trauma that students and employees faced daily due to instances of discrimination. We heard about the need for safe, diverse spaces, equal opportunity, and the desire to be surrounded by more equity-minded individuals, even at the highest levels of leadership. We also heard that there was hope and a sincere belief that we could build a better, more equitable tomorrow.

This, as well as other findings, helped to inform these recommendations. Our report supports the voices of the constituents. It represents the academy and reflects the System’s commitment to fulfill its mission: a promise to deliver instruction, advance innovation, and engage in public service to build a brighter future for all North Carolinians.

These six recommendations are a first and necessary step towards racial equity, but they cannot be the last. There is much more to accomplish as this transformation continues.

We submit our findings today and humbly request your support.

Thank you for the opportunity to make a difference.

Sincerely,

Reginald Ronald Holley, Chair
UNC System Racial Equity Task Force

RACIAL EQUITY TASK FORCE RECOMMENDATIONS

As part of the discovery process and to inform their recommendations, task force members examined data and consulted with diversity and inclusion professionals, students, faculty, and staff from the 17 institutions. The task force also conducted a System-wide survey and hosted a series of virtual town hall sessions. Together, these engagement activities garnered participation from more than 20,000 students, faculty, and staff members from across the System.

While recommendations are listed in priority order, the task force considers all recommendations essential to advancing the goal of achieving racial equity for the UNC System. Recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.

1. **Diversity and Equity Staffing to Support Inclusion and Belonging.** The System Office should establish an executive position that reports directly to the president to implement the recommendations of the UNC System Racial Equity Task Force and oversee future equity and inclusion initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about inequities.
2. **Representation and Retention at All Levels of the University.** Examine and improve recruitment, hiring, promotion, and retention policies and practices to build a racially diverse and equitable University of students, faculty, staff, and top leadership.
3. **Data and Accountability.** Establish reporting requirements, accountability mechanisms, and processes that support a sustainable procedure for collecting race and equity data and the implementation of strategies that will help build support of a more equitable UNC System.
4. **Diversity, Equity, and Inclusion Education.** Establish comprehensive programming for all students, faculty, and staff of the UNC System, and provide mandatory training for those individuals charged with ensuring compliance with diversity and inclusion standards, including institutional leadership, department chairs, division leaders, and others who serve in a supervisory role.
5. **Programs and Activities in Support of Racial Equity and Inclusion.** Develop and support programs that improve equitable outcomes.
6. **Campus Policing.** Build upon and make consistent across institutions training, procedures, and data collection practices that effectively support and promote racial equity in campus policing. Strengthen partnerships with other campus departments to facilitate alternative and/or shared responses to certain crises.

INTRODUCTION

On June 9, 2020, the UNC Board of Governors Chair Randall C. Ramsey and Interim President William L. Roper announced the development of the UNC System Racial Equity Task Force (Appendix A). Charged with leveraging the talent and resources of our universities, the task force served as a platform for a System-wide examination of the legacy of race and racism in the state's public four-year higher education system, and how that history shapes and impacts the lived experiences of our students, faculty, and staff.

Chair Ramsey and Interim President Roper asked the task force to do the following:

1. Meet with student, faculty, and staff groups to discuss issues of race and equity in the UNC System and all tangible steps that can be taken across the UNC System in pursuit of equity and understanding.
2. Gather, explore, and develop recommendations, suggestions, and feedback.
3. Prepare a report to the Board of Governors, to include a list of recommendations and action steps in priority order.
4. Present the report to the chair of the Board of Governors and the president.

To accomplish its charge efficiently and effectively, the task force identified three focus areas that are critical for achieving equitable and inclusive working and learning environments within the UNC System:

- **Student Recruitment, Enrollment, and Outcomes:** examine how to close equity gaps at every stage of the student experience, from recruitment through graduation
- **Employee Recruitment, Retention, and Promotion:** study human resources practices in the recruitment, hiring, and retention of employees
- **Safe, Diverse, and Inclusive Campuses:** understand how to foster and maintain safe and supportive campuses that promote equity, diversity, inclusion, and a sense of belonging

Task force members were asked to delve into a particular focus area, and members consulted with faculty, staff, and students across the UNC System in the form of discussions in August and September to develop and inform a set of draft recommendations. In addition, the full task force held meetings of the full task force in July, November, and December 2020. Meeting materials can be found on the UNC System Racial Equity Task Force website.

Campus Engagement

In partnership with APCO Worldwide, an advisory and advocacy communications consultant firm, the task force conducted a System-wide online survey to understand the perspectives of students and employees. Using initial results from the survey to guide the conversations, the task force hosted a series of virtual town halls for faculty, staff, and students to provide additional feedback on the three focus areas. Representing all 17 institutions and the UNC System Office, more than 16,000 faculty, staff, and students participated in the survey and 3,500 attended the virtual town halls.

During the November 2020 task force meeting, APCO presented a summary analysis of the results from the campus engagement process. Student, faculty, and staff identified seven areas as top priorities regarding race and equity: formalize a path to more diverse, inclusive leadership; ensure equity in hiring, promotions, tenure, and compensation; establish a diversity education model; invest in equitable mental health; evaluate campus policies and alternative practices; enhance inclusion through representative spaces; and close any funding and access gaps between Historically Minority Serving Institutions and other UNC institutions. APCO's full presentation is provided in Appendix B. The

task force also received more than 1,100 responses via a form for anonymous feedback on the UNC System website.

Task Force Members

The Racial Equity Task Force, whose members include representation from the Board of Governors, students, faculty, and staff throughout the System, attended task force meetings, gathered feedback from System and external stakeholders, participated in conversations with constituent institutions, and approved and prioritized the recommendations.

- Reginald Ronald Holley, UNC Board Governors, Task Force Chair¹
- Kellie Blue, UNC Board of Governors, Task Force Vice-Chair
- Pearl Burris-Floyd, UNC Board of Governors
- Isaiah Green, UNC Board of Governors and President of the Association of Student Governments
- Anna Nelson, UNC Board of Governors, Task Force Vice-Chair
- Dawn Brown, Access Coordinator at UNC Wilmington and Former Chair of Staff Assembly
- Dr. Garikai (Kai) Campbell, Provost at UNC Asheville
- David Green, Professor of Law at North Carolina Central University and Former Chair of Faculty Assembly
- Dr. Timothy Ives, Professor of Pharmacy at UNC-Chapel Hill and Chair of Faculty Assembly
- Garrett Killian, Business and Technology Applications Specialist at East Carolina University and Chair of Staff Assembly
- Dr. Ricardo Nazario-Colon, Chief Diversity Officer at Western Carolina University
- David Perry, Police Chief at UNC-Chapel Hill

Task Force Support Staff

UNC System Office staff supported the task force, providing data analysis and communication support, coordination of campus conversations and the System-wide survey, and overall project management support for the effort.

- Lindsay McCollum Farling, Vice President for Financial Planning & Analysis, Finance and Administration
- Samantha Hargrove, Director of Marketing Communications, Communications
- Carrie O. Johnston, Assistant General Counsel, Governance, Legal, and Risk
- Haley Lohr, Higher Education Law Fellow, Governance, Legal, and Risk
- Kaity McNeil, Director of Licensure, Academic Affairs
- Dr. Shun Robertson, Senior Associate Vice President P20 Policy & Programs, Strategy and Policy
- Katharine Shriver, Graduate Assistant, Strategy and Policy
- Brian M. Usischon, Senior Associate Vice President for Human Resource Services and Deputy Chief Human Resources Officer, Human Resources

¹ Former UNC Board of Governors member Darrell Allison served as chair of the task force until September 2020.

FULL RECOMMENDATIONS AND ACTION STEPS

The Racial Equity Task Force adopted six recommendations and 28 action steps that are considered essential to advancing the goal of achieving racial equity within the UNC System. While all of the action steps are important, the task force identified 15 steps that are considered critical to the success of the recommendations. Those action steps are listed first under each recommendation and identified using boldface.

Action steps are intended for implementation by the institutions with the support of the UNC System Office and the Board of Governors. To account for the existing institutional policies and practices already in place, which vary based on institution size and other factors, action steps should be applied equitably rather than uniformly (i.e., one size or recommendation fits all) to ensure that institutions with a greater need and fewer resources receive priority assistance. All institution-based recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.

RECOMMENDATION 1

Diversity and Equity Staffing to Support Inclusion and Belonging

The System Office should establish an executive position that reports directly to the president to implement the recommendations of the UNC System Racial Equity Task Force and oversee future equity and inclusion initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about inequities.

Why is this Important?

Conversations with constituent institution diversity and inclusion officers revealed that supportive environments are key for students and employees of color to thrive within a university setting. Half of our survey respondents said they do not feel comfortable reporting incidents of racial discrimination and harassment. They shared the need for more resources for students, faculty, and staff to confidentially report race-related concerns.

While the System has taken steps to promote diversity and inclusion in the past, there is not a System expert fully dedicated to coordinating efforts among campuses, reporting findings to the president and Board of Governors, and providing guidance on matters related to racial equity, diversity, and inclusion.¹

The University of North Carolina Board of Governors was directed in S.L. 2017-57, sec. 10.13(b) to submit to the Joint Legislative Education Oversight Committee a study of the University's equal opportunity and diversity and inclusion operations and policies by January 1, 2018. At the direction of the Board, the UNC System Office completed the study, with the assistance of an external consultant, and the Board approved the study for transmittal to the Joint Committee. The Board of Governors' Subcommittee on Equal Opportunity, Diversity, and Inclusion worked through the spring of 2018 on the findings of the study and proposed recommendations. While there has been some progress on these recommendations, including the creation of a Board of Governors policy and a Diversity and Inclusion Network, there are still some institutions without clear, dedicated diversity positions and no System-wide diversity and inclusion research agenda or goal with progress tracking.

Action steps to implement this recommendation may include:

- 1. Appoint, elevate, and/or enhance the role of the diversity, equity, and inclusion position at each institution. The diversity, equity, and inclusion position should be empowered to help set a clear path for addressing race and equity issues and establishing processes, resources, and solution-based support/assistance.**
- 2. Develop a System-wide Faculty Equity Fellows program, which brings together the expertise of faculty members and evidence-based research that advances the UNC System's policies and practices towards diversity, equity, and inclusion practices.**
3. Make available to all constituent institutions the services of an ombuds officer, who will be a confidential, impartial, informal, and independent resource for faculty, staff, and students. This officer would work in collaboration with the DEI officer to address race and equity issues.
4. The System Office should partner with the UNC System Diversity and Inclusion Council to develop a knowledge management strategy for institutions to share best practices to develop equitable working and learning environments.

¹The System Office hired a Senior Associate Vice President for Equity, Engagement and Employee Relations in the System Office Division of Human Resources effective January 1, 2021, reporting to the Senior Vice President for Human Resources.

RECOMMENDATION 2

Representation and Retention at All Levels of the University

Examine and improve recruitment, hiring, promotion, and retention policies and practices to build a racially diverse and equitable University of students, faculty, staff, and top leadership.

Why is this Important?

North Carolina's rapidly changing demographics could exacerbate disparities in educational opportunity and attainment. While the System's enrollment mirrors the current North Carolina population, our demographics do not reflect the state's population growth that is occurring in our younger age groups: while 80 percent of North Carolinians over the age of 65 are white, only 62 percent of those under the age of 17 are white. The young Hispanic population is growing most rapidly.

To meet the needs of our changing student population before they arrive at our institutions, a stronger, more diverse teacher pipeline is needed to increase the number of students who regularly interact with teachers of their own race and can see mentors and leaders who look like them. Research shows that Black students who have at least one Black teacher in third, fourth, or fifth grade are forty percent less likely to drop out of high school and thirty percent more likely to consider college as an option.² White students benefit from having a teacher of color, too. But not everyone in North Carolina has the opportunity to have a teacher of color.

When North Carolina high school students graduate, they often want to attend one of our institutions. Of students who intend to go to college, one-third of Black and American Indian students, and 21 percent of Hispanic students intend to pursue postsecondary education at a UNC System institution.³ However, many qualified students of color and first-generation college students never make it to our classrooms because they do not have access to the supports and information necessary to help them successfully navigate the college experience.

Task force members heard from students of color that it is vital to their success to see faculty and staff who look like them represented on campus. A study of 13,000 faculty at 134 colleges and universities found that high levels of faculty diversity are positively related to student learning.⁴ Efforts to create and maintain this diversity should include fostering more underrepresented students of color in pursuing doctorate degrees and offering faculty and staff opportunities for career growth within our institutions. However, almost half of the employees surveyed by the task force believe there is not equitable access to leadership and promotion opportunities. Four in ten faculty and staff feel opportunities for leadership roles, tenure track, or promotions are, at best, "only sometimes" equitable.

Three-fourths of survey respondents believe that our System leadership (i.e., Board of Governors, boards of trustees, and System Office leadership) is not diverse. Having diverse perspectives on each institution's board of trustees is an important component of both ensuring racial equity and aiding

² Gershenson, S., Lindsay, C. A., Hart, C. M., & Papageorge, N. W. (2017). *The Long-Run Impacts of Same-Race Teachers*. Bonn, Germany: IZA Institute of Labor Economics.

³ Tippett, R. & Stanford, J. (2019). *North Carolina's Leaky Educational Pipeline & Pathways to 60% Postsecondary Attainment*. Chapel Hill, NC: Carolina Population Center, University of North Carolina at Chapel Hill.

⁴ Umbach, Paul. (2006). *The Contribution of Faculty of Color to Undergraduate Education*. *Research in Higher Education*. 47. 317-345.

institutions to perform at a high level of excellence. Under state law, the 16 UNC four-year institutions generally must have 13-member boards of trustees with eight trustees appointed by the Board of Governors, four appointed by the General Assembly, and the president of the student government serving as an ex-officio member. In addition, state law accounts for up to a 30-member board for the North Carolina School of Science and Mathematics, and 15 board members for the University of North Carolina School of the Arts.

The following table details the demographic makeup of the 2020-2021 boards of trustees, appointed by the Board of Governors. Two-thirds of trustees are white, one-quarter are African American, and only a small number are American Indian, Asian, Hispanic, or Middle Eastern American. The boards of trustees for our Historically Minority-Serving Institutions (HMSIs) are more diverse than other institutions. (Institutional-level data is provided in Appendix C.)

2020-2021 Board of Trustees (BOG Appointments) by Race, UNC System Institutions	
African American	28%
American Indian*	3%
Asian	1%
Hispanic	1%
Middle Eastern American	1%
White	66%

*American Indian includes Native Americans along with Alaska Natives, as defined by the US Census

Action steps to implement this recommendation may include:

- 1. Build a high-quality, diverse teacher pipeline by recruiting, enrolling, and graduating more students of color in UNC System educator preparation programs.**
- 2. Ensure that students of color are prepared to succeed by increasing financial aid counseling, improving partnerships with college access organizations, and expanding access to internships and undergraduate research.**
- 3. Assess and modify hiring, salary increases, promotion and tenure, and retention processes and practices to identify strengths and growth opportunities, and develop System and institution action plans for improvement.**
- 4. Seek opportunities to increase diversity in boards of trustees so that each reflects student enrollment.**
5. Continue rollout of the Executive Leadership Institute with an emphasis on representation from historically minority-serving institutions and persons of color.
6. Review the nomination and selection processes for Board of Governors awards to ensure equitable practices and processes exist (Appendix D).

RECOMMENDATION 3

Data and Accountability

Establish reporting requirements, accountability mechanisms, and processes that support a sustainable procedure for collecting race and equity data and the implementation of strategies in support of a more equitable UNC System.

Why is this Important?

Data allow institutions to assess how well they are fulfilling their missions and goals and identify areas for improvement. Our campus engagement process revealed that participants are looking for new or improved policies and processes within the UNC System that address student, staff, and faculty equity and inclusion priorities. Disaggregating data is the critical first step to address inequities in our System because it helps us see where gaps exist and take precise steps that lead to more equitable outcomes for our constituents.

Data that provide a deeper perspective on our faculty, staff, and students should be used to evaluate efforts to improve racial equity and promote accountability at both the individual campus level and across the System. Task force members heard from our constituents that regular reports to and information sharing with System leadership related to diversity, equity, and inclusion should support and inform leadership's decision-making. We also heard that data should be reported at the institution-level, because data from our HMSIs sometimes mask System-level progress and areas for growth.

While System data show that faculty, staff, and students of color are underrepresented at many of the UNC System institutions, this does not diminish their assignments on racial diversity panels, task forces, and committees or the request to have them mentor, advise or facilitate discussions that involve faculty, staff, and students of color. These additional hours of service are not accounted for nor do they equate to opportunities for raises, promotions, or recognition. Often students and employees of color welcome the invitation to assist a fellow colleague, but disproportionately lose time studying, focusing on teaching and research, or miss out on other meaningful activities. Moreover, the need to support ongoing diversity initiatives can contribute to feelings of being overtaxed and burnt out—ultimately, hindering a positive campus experience. This concern was shared by student leaders, chief diversity officers, and faculty and staff members.

Action steps to implement this recommendation may include:

- 1. Require that regular presentations and reports be provided to the Board of Governors, the president, boards of trustees, and chancellors related to the University's progress and areas for improvement related to racial equity.**
- 2. Increase the granularity of data that is collected, analyzed, and published on race and ethnicity for all faculty, staff, students, and leadership at all institutions and the System Office.**
- 3. Require and administer campus climate surveys and exit interviews for students, faculty, and staff leaving the University.**
- 4. Formalize incentives and accountability measures for students, faculty, staff, and administrators to engage in work to promote racial equity, diversity, and inclusion, and include institutional measures related to racial equity as part of performance evaluations.**

RECOMMENDATION 4

Diversity, Equity, and Inclusion Education

Establish comprehensive programming for all students, faculty, and staff of the UNC System, and provide mandatory training for those individuals charged with ensuring compliance with diversity and inclusion standards, including institutional leadership, department chairs, division leaders, and others who serve in a supervisory role.

Why is this Important?

Town hall and survey participants noted that institutions should offer diversity and equity training that covers topics such as racial bias, implicit bias, and diversity and inclusiveness for employees and students. While many of our institutions offer some form of diversity training, there is currently no uniform cultural sensitivity or diversity training available across the System.

Research on effective diversity education supports programming that includes the following design elements⁵:

- Grounded in current theory and empirical evidence;
- Use of active learning techniques so that participants engage with course content;
- Avoidance of assigning blame or responsibility to participants for current diversity issues; and
- Inclusion of a plan for ongoing rigorous evaluation of the intervention's efficacy with different groups.

The task force recognizes that diversity and inclusion cannot be learned in a day or through a single program. One participant stated, "I often think training is done for universities to check off a box so they can say they did it. It would be nice if they followed through and implemented some policy instead of forgetting the training the minute it's gone." Positive effects of diversity training are greater when complemented by other diversity initiatives, policies, and practices targeted to both awareness and skills development over a significant period.

Action steps to implement this recommendation may include:

1. **In partnership with the UNC System Diversity and Inclusion Council, the UNC System Office should identify a common core of diversity and equity training programs for employees, including such topics as racial bias, implicit bias, cultural competence, and diversity and inclusion.**
2. Analyze and align the training modules with the responses from UNC System Racial Equity Task Force town halls and survey, and the System-wide employee engagement survey.
3. Establish reporting requirements and accountability and/or incentive tools to ensure effective training.

⁵ Moss-Racusin, C., Toorn, J., Dovidio, J., Brescoll, V., Graham, M. and Handelsman, J. (2014). Scientific Diversity Interventions. *Science* (New York, N.Y.). 343. 615-6.

RECOMMENDATION 5

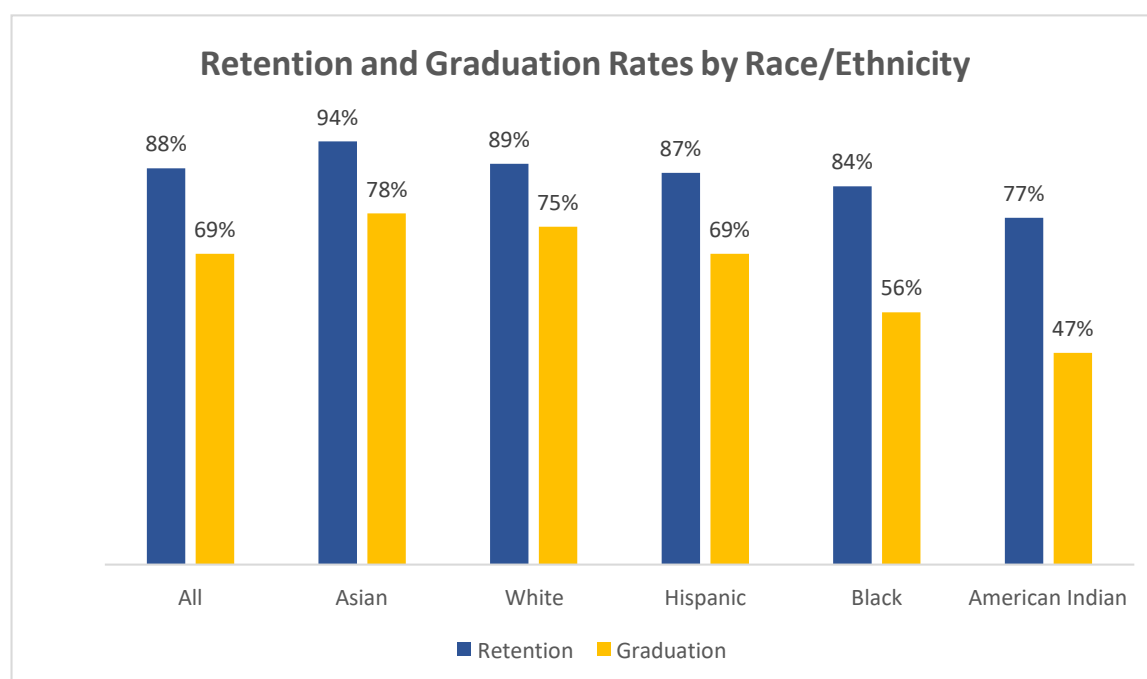
Programs and Activities in Support of Racial Equity and Inclusion

Develop and support programs that improve equitable outcomes.

Why is this Important?

Community colleges serve as the gateway to postsecondary education for many low-income, first-generation college students and students of color, who come with great talent and aspiration. Over 17,000 students transferred into the UNC System in the Fall 2019 semester—11,000 from the North Carolina Community College System. Working with our two-year college peers, we must develop strategies to help students understand the importance of finishing what they start.

Intense focus on improving postsecondary completion for students of color has produced notable effects: a growing body of evidence of what works in improving student success; an awareness of the importance of using data to assess and monitor student outcomes; and the breaking down of silos to create increasingly collaborative student success efforts. Even though we have seen progress in our institutions, we still have persistent equity gaps throughout the System.



To close equity gaps, it is important that we design supports to help students in and outside of the classroom. And, when developing these services, we should consider the different situations and circumstances from which our students come and how these experiences may influence their academic progress. Including diverse content in course curricula creates more opportunities for underrepresented students to participate in postsecondary education and builds the outcomes that employers need (e.g., critical thinking, understanding of diverse perspectives, and decreased prejudice). By honoring our

students' various backgrounds and investing in teaching and learning strategies known to benefit students of color, like adaptive learning, we can foster stronger learning outcomes and help students feel like they belong at our institutions.

While many college students arrive on campus feeling emotionally and academically unprepared, research shows that students of color are less likely to seek help than their white peers. In one study, one-quarter of Asian-American and Black students and one-third of Hispanic students with mental health problems sought treatment versus almost half of white students.⁶

Graduate students should not be forgotten in this conversation. A recent American Council on Education report states, "Graduate students are a relatively vulnerable population within universities, and graduate students of color experience vulnerability on multiple levels. They rarely have access to the infrastructure of support services that undergraduate students have, for example, and social dynamics within graduate learning environments that exacerbate mental health risks are felt most profoundly by minoritized students."⁷

Mental health was listed as a top 5 priority for students in our survey. One of the participants in the campus engagement process said, "Part of the deficiency in counseling services is that many counselors have no frame of reference for some of the trauma and issues that minorities faced in the past and continue to face in the present. Many minorities are left feeling undervalued and overwhelmed, and don't know what to do or how to deal with those kinds of ongoing psychological trauma."

Action steps to implement this recommendation may include:

- 1. Review best practices and innovations that the UNC System and its constituent institutions should consider that can improve the delivery of mental health services for undergraduate and graduate students and employees of color.**
- 2. Provide support to institutions to pilot and scale innovative programming to ensure students of color persist and graduate, including students transferring from community colleges.**
3. Increase diversity of mental health staff and expand access to counseling professionals with diverse backgrounds and/or training in trauma-informed and culturally responsive methods.
4. Integrate student support and mental health programming at critical student transition points (e.g., first-year student experience, transfer student experience, graduation) and targeted for underrepresented populations (e.g., black males).
5. Develop trainings and resources for faculty to learn best practices on how to reach underrepresented populations.

⁶The Steve Fund. (2020). *Adapting and Innovating to Promote Mental Health and Emotional Well-Being of Young People of Color: COVID-19 and Beyond*. Providence, RI.

⁷Posselt, J. (2020). "An Early Warning in the Academy: Mental Health and Racial Equity in Graduate Education" in *Race and Ethnicity in Higher Education: 2020 Supplement*. Washington, DC: American Council on Education.

RECOMMENDATION 6

Campus Policing

Build upon and make consistent across institutions training, procedures and data collection practices that effectively support and promote racial equity in campus policing. Strengthen partnerships with other campus departments to facilitate alternative and/or shared responses to certain crises.

Why is this Important?

The task force was established following George Floyd’s death at the hands of a police officer. Sixteen of the seventeen UNC System institutions have sworn law enforcement officers who serve and interact daily with students, faculty, and staff of color. It is critical to understand the roles campus law enforcement officers serve within our institutions and how their interactions with campus community members are experienced and perceived. In our survey, students reported “alternatives to policing” and “evaluating policing practices” as top priorities. A participant stated, “I think it is important we take on a restorative justice approach in policing generally in campus police. For example—a commitment to not take legal action for all non-violent drug offenses, and instead invest in therapy and rehab services.”

The task force also heard potential topics for police training that could lead to culturally responsive policing, crisis and de-escalation training, and strategies on how to respond to diverse populations.

Based on a recent third-party review of campus law enforcement operations and through Task force members’ conversations with and information collected from campus police chiefs within the System, there are opportunities to further develop consistency in campus law enforcement procedures, training, and equipment across all departments within the UNC System. Accreditation of all campus police departments, which has been a recommendation of two previous task forces within the past 15 years, and more uniform processes for review of data collection and training, are strategies that could help to ensure safe and inclusive campus experiences for all students, faculty, staff, and visitors. Eight of our campus police departments are currently accredited and three are currently seeking accreditation.

Action steps to implement this recommendation may include:

- 1. Centrally engage a subject-matter expert to determine what data should be collected by campus law enforcement related to race and implement regular collection and analysis of any such data that is not currently collected.**
- 2. Reduce the criminalization of incidents involving students by utilizing student affairs resources, such as counseling services and the student conduct process, rather than addressing matters through criminal prosecution.**
3. Complete a review of how campus law enforcement departments develop and adopt their policies, procedures, and training content and frequency.
4. Require all campus police departments to obtain accreditation from the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) or the International Association of Campus Law Enforcement Administrators (IACLEA).
5. Equip every sworn officer in the field responding to calls for service or following up on reported crimes or incidents with a body-worn camera. All campus police departments should possess less lethal devices in addition to existing firearms.
6. Require agreements with independent contractors for security services or for mutual aid with local law enforcement agencies to be approved by the campus police chief or his or her designee.

OTHER THINGS WE HEARD

During this process, the task force heard several concerns that are not covered in the recommendations and action steps. These topics are still important and should be addressed by the UNC System.

- **The Board of Governors should be representative of the diversity of the students in the UNC System.** The members of the Board of Governors are elected by the Senate and House of Representatives of the North Carolina General Assembly. While this process is not in control of the UNC System, faculty, staff, and students repeatedly stated that the current Board of Governors does not reflect the diversity of our state, student body, and institutions.
- **Every student should have a laptop.** The COVID-19 pandemic highlights the fact that many of our students do not have access to effective technology. Students cannot be successful in their online classes without consistent internet and computer access. With more classes turning to digital learning resources, technology access has become just as essential as traditional books, even for in-person classes.
- **Other issues of equity and diversity should be addressed at the System-level.** This task force was charged with a focus on racial equity, but there are other issues of equity that should be considered for System-level study, including socioeconomic status, gender, and disability.
- **The Board of Governors should establish a staff award.** In support of the UNC System's mission, the Board of Governors honors and recognizes excellence in areas of teaching, research, and public service through the following awards: Oliver Max Gardner Award, The Governor James E. Holshouser, Jr. Award for Excellence in Public Service, Awards for Excellence in Teaching, and University Award. While the UNC System Staff Assembly presents annual awards and scholarships (The Erskine B. Bowles Services Award, The Thomas Ross Visionary Leader Award, and The Janet B. Royster Scholarship), there is no Board of Governors award for staff.

THE WORK FORWARD

The task force understands that enacting the recommendations and action steps will take time. The System Office should partner and engage in an iterative process with institutions to develop a plan for implementation that includes funding implications, needed policy changes, assessment of current status of recommendations and action steps at each institution, and metrics to measure progress.

This work must be ongoing. The UNC System must continue to examine where inequities currently exist, how those inequities negatively affect many of our students and employees, and how the System can transparently prioritize equity as an integral part of its pursuit of strategic goals. By fostering equity in our policies, programs, and practices, the UNC System can enhance economic and social mobility for all North Carolinians, particularly for those in communities that have historically been underserved and underrepresented in our classrooms and across our institutions.

A SPECIAL THANKS TO YOU

The Racial Equity Task Force was created in response to three dedicated leaders, representing the interests of students, faculty, and staff, who asked the UNC System leaders to address the growing concerns related to racial inequities and injustices affecting our institutions. The UNC Board of Governors Chair and UNC System President responded immediately to their request and on June 9, 2020, the work of the Racial Equity Task Force began.

The final recommendations and action steps grew from discussions with students, faculty, and staff through virtual town hall meetings, surveys, focus groups, and individual feedback offered over the course of several months.

We appreciate all of those who gave their time, energy, and honesty to this process. Thanks to those who shared their stories, their expertise, and their disappointments, all in a concerted effort to move us into a brighter, more equitable future. The realization of this bigger and bolder vision, where equity defines both the culture and outcomes of the UNC System, is the work we collectively aspire to support in the roadmap offered in this report.

We would like to acknowledge the following individuals and organizations, who have offered valuable contributions to this work.

DIVERSITY & INCLUSION COUNCIL

- Dr. Sherrice Allen, North Carolina A&T State University
- Dr. Sibby Anderson-Thompkins, UNC-Chapel Hill
- Tanisha Brumsey, Elizabeth City State University
- Paula Bowe, Elizabeth City State University
- Chris Chiron, UNC System Office
- Dr. Willie Fleming, Appalachian State University
- Dr. Tracey Ford, UNC School of the Arts
- Quentin Gunter, Winston-Salem State University
- Emily Guzman, North Carolina Central University
- LaKesha Alston Forbes, East Carolina University
- Shamica Long Lane, Elizabeth City State University
- Dr. Terry Lynch, North Carolina School of Science and Mathematics
- Dr. Ricardo Nazario y Colón, Western Carolina University
- Heather Parlier, UNC Asheville
- Justin Plummer, North Carolina School of Science and Mathematics
- Angela Revels, UNC Pembroke
- Dr. Donyell Roseboro, UNC Wilmington
- Sheri Schwab, North Carolina State University
- Dr. Julia Mendez Smith, UNC Greensboro
- Dr. Cheryl Waites Spellman, UNC Charlotte
- Terri Tibbs, Fayetteville State University

VIRTUAL TOWN HALL CONTRIBUTORS

- Julieanna Acosta, North Carolina Central University
- Dr. Geleana Alston, North Carolina A&T State University

WORKING SESSION PRESENTERS

- Dwayne Altman-Leah, UNC Wilmington
- Jon Barnwell, East Carolina University
- James Campbell, UNC System Office
- Chris Chiron, UNC System Office
- Dr. Toya Corbett, UNC System
- Rob Davis, Hillard Heintze
- Lynn Duffy, UNC System Office
- Rajma Edmonds, Student, UNC Wilmington
- LaKesha Alston Forbes, East Carolina University
- Dr. Anthony Graham, Winston-Salem State University
- Brent Herron, UNC System Office
- Paul Lester, UNC Greensboro
- John Manley, Elizabeth City State University
- Christopher Neal, UNC Wilmington
- Dr. Kimberly van Noort, UNC System Office
- Dawn Osborne-Adams, UNC-Chapel Hill
- David Perry, UNC-Chapel Hill
- Dr. Donyell Roseboro, UNC Wilmington
- Sheri Schwab, North Carolina State University
- Dr. Julia Mendez Smith, UNC Greensboro
- Kameryn Taylor, UNC Greensboro

FOCUS GROUP PARTICIPANTS

STUDENT BODY PRESIDENTS

- Nic Brown, UNC School of the Arts
- Brenda Caldwell, NC A&T State University

- Tynia Barnes, UNC Pembroke
- Dr. Eboni Baugh, East Carolina University
- Jeremiah Blake, UNC Asheville
- Theodore Bloodworth, UNC Wilmington
- Nic Brown, UNC School of Arts
- DaBria Bullock, Fayetteville State University
- Dr. Marietta Cameron, UNC Asheville
- Dr. Dana Cea, East Carolina University
- Dr. Crystal Chambers, East Carolina University
- Kailee Chappell, Elizabeth City State University
- Celeste Corpening, UNC Charlotte
- Korbin Cummings, Appalachian State University
- Shakisha Davis, UNC Pembroke
- Tarvars Denning, Fayetteville State University
- Gabby Dickey, Appalachian State University
- Taylor Durall, UNC Asheville
- Dr. Omari Dyson, UNC Greensboro
- Carlos Grooms, North Carolina A&T State University
- Champ Gupton, UNC-Chapel Hill
- Dr. Glen Harris, UNC Wilmington
- Alan Harris, Western Carolina University
- Jo Hatcher, UNC School of the Arts
- Cynthia R. Horne, Elizabeth City State University
- Johnny Hughes, UNC Asheville
- Jennifer Jean-Baptiste, North Carolina State University
- Brodrick Johnson, UNC Greensboro
- Kayla Jones, East Carolina University
- Dawna Jones, UNC-Chapel Hill
- Jade Jones, UNC Wilmington
- Manayal Kazmi, North Carolina State University
- Dr. Chance Lewis, UNC Charlotte
- Ashanti Marshall, Winston-Salem State University
- Dr. Yolanda Massey, Fayetteville State University
- Dr. Susan McCarter, UNC Charlotte
- Dr. Reagan Mitchell, UNC School of the Arts
- David 'AJ' Modlin, East Carolina University
- Dr. Chris Montero, UNC Wilmington
- Dr. Ariana Mrak, UNC Wilmington
- Dr. Philliph Mutisya, North Carolina Central University
- Dr. Wilson K. Okello, UNC Wilmington
- Dr. Dana Patterson, Western Carolina University
- Adam Perkins, UNC Wilmington
- Troy Pinkins, North Carolina State University
- Mariko Polk, UNC Wilmington
- Aisha Powell, East Carolina University
- Fidias Reyes, UNC Wilmington
- Dr. Russell Robinson, North Carolina Central University
- Toussaint C. Romain, Appalachian State University
- Rachel Ruff, Fayetteville State University
- Dr. Tiece Ruffin, UNC Asheville
- Gabrielle Santos, UNC Wilmington
- Dr. Paul Sebastian, Appalachian State University

- Jimmy Chambers, Elizabeth City State University
- Je'den Clark, Winston-Salem State University
- Shaun Coleman, North Carolina Central University
- Michael Davis, Appalachian State University
- Melanie Flowers, North Carolina State University
- Cotrayia Hardison, UNC Pembroke
- Sydney Harris, Fayetteville State University
- Austin Moore, UNC Greensboro
- Reeves Moseley, UNC-Chapel Hill
- Megan Mou, North Carolina School of Science and Mathematics
- London Newton, UNC Asheville
- Tucker Robbins, East Carolina University
- Tahlieah Simpson, UNC Charlotte
- Dawson Spencer, Western Carolina University
- Matthew Talone, UNC Wilmington

STUDENT ADVOCATES

- Kyndavee Bichara, Appalachian State University
- Laouratou Boiro, Appalachian State University
- Korbin Cummings, Appalachian State University
- Jay Edwards, Appalachian State University
- Bailey Gardin, Appalachian State University
- Kylah Guion, NC A&T State University
- Verdant Julius, NC A&T State University
- Christopher Neal, UNC Wilmington
- Lamar Richards, UNC-Chapel Hill
- Derrick Stanfield, North Carolina Central University
- Brittney Windham, Western Carolina University

FACULTY ASSEMBLY

- Dr. Joel Avrin, UNC Charlotte
- Ralph Barrett, North Carolina Central University
- Dr. Michael Behrent, Appalachian State University
- Dr. Scott Bradshaw, Elizabeth City State University
- Dr. Marietta Cameron, UNC Asheville
- Dr. Mimi Chapman, UNC-Chapel Hill
- Dr. Anthony Chow, UNC Greensboro
- Dr. Chet Dilday, Fayetteville State University
- David Green, North Carolina Central University
- Dr. Nathan Grove, UNC Wilmington
- Julius Harp, North Carolina A&T State University
- Dr. Barbara Howard, Appalachian State University
- Dr. Timothy Ives, UNC-Chapel Hill
- Dr. Hans Kellner, North Carolina State University
- Keethan Kleiner, North Carolina School of Science and Mathematics
- Dr. Abigail Mann, UNC Pembroke
- Dr. Purificación Martínez, East Carolina University
- Dr. Kadence Otto, Western Carolina University
- Dr. Mesia Moore Steed, Winston-Salem State University
- Dr. Mike Wakeford, UNC School of the Arts

STAFF ASSEMBLY

- Jan Albrecht, UNC Greensboro
- Emma Anderson, UNC Asheville

- Dr. Belinda Shipps, North Carolina A&T State University
- Karen Sims, North Carolina State University
- Leila Stackleather, UNC Wilmington
- Dr. Mesia Steed, Winston-Salem State University
- Dr. John Stiller, East Carolina University
- Sabra Stipe, North Carolina State University
- Anna Sutton, UNC School of the Arts
- Paige Thomas, UNC Greensboro
- Dr. Candace Thompson, UNC Wilmington
- Lathan Turner, East Carolina University
- Dr. David Walton, Western Carolina University
- Dr. Crystal Wiley Cené, UNC-Chapel Hill
- Leslie Winbush, Winston-Salem State University
- Brittney Windham, Western Carolina University
- Crystal Woods, North Carolina School of Science and Mathematics
- Edward York, North Carolina Central University

UNIVERSITY OF VIRGINIA, RACIAL EQUITY TASK FORCE

- Dr. Kevin McDonald, Vice President of Diversity, Equity, and Inclusion
- Ian Solomon, Dean of the Frank Batten School of Leadership and Public Policy
- Dr. Barbara Brown Wilson, Assistant Professor of Urban and Environmental Planning and co-founder and Faculty Director of UVA'S Equity Center

APCO WORLDWIDE

- Elle Arlook, Associate Director
- Riley Billman, Senior Consultant
- Lauren Compton, Senior Director
- Courtney Crowder, Managing Director
- Samantha Flom, Research Manager
- Brandon Neal, Senior Director

UNC SYSTEM OFFICE STAFF

- Annalee Blanks, Presidential Scholar
- Christopher Chiron, Human Resources
- Elizabeth Chung, Presidential Scholar
- Dr. Toya Corbett, Student Affairs
- Samantha Hargrove, Communications
- Najawa Huntley, Presidential Scholar
- Carrie O. Johnston, Legal Affairs
- Monique Keyes, Strategy & Policy
- Dr. Bethany D. Meighen, Student Affairs
- Kimberly Mitchell, Student Affairs
- Lindsay McCollum, Finance and Administration
- Kaity McNeil, Academic Affairs
- Haley Lohr, Legal Affairs
- Dr. Shun Robertson, Strategy & Policy
- Katharine Shriver, Strategy & Policy
- Brian M. Usischon, Human Resources

- MaRyia Bass-Maynor, UNC Pembroke
- Melanie Baker, Elizabeth City State University
- Ronnie Bell, UNC Charlotte
- Michelle Bone, East Carolina University
- Dawn Brown, UNC Wilmington
- Deanna Byrum, Elizabeth City State University
- Jordan L. Calfee, UNC Wilmington
- Kisha Carmichael-Motley, UNC Greensboro
- Adam Clark, UNC Wilmington
- Guila B. Cooper, Winston-Salem State University
- Celeste Corpening, UNC Charlotte
- Paula K. Cummings, UNC Pembroke
- Tony Delaurentis, UNC Asheville
- Helen DiPietro, North Carolina State University
- Shenetta Dudley, Fayetteville State University
- Cathi Dunnagan, North Carolina State University
- Patricia Flanigan, Fayetteville State University
- Sharon E. Fogarty, UNC School of the Arts
- Jason Foster, Western Carolina University
- Pat Gaddy, North Carolina State University
- Keisha Gaither, North Carolina School of Science and Mathematics
- James Griffin, North Carolina Central University
- Shalane W. Griffin, North Carolina A&T State University
- Quentin D. Gunter, Winston-Salem State University
- Kendall Hageman-Mays, North Carolina School of Science and Mathematics
- Sharnia Herbin, North Carolina Central University
- Kim Higdon, East Carolina University
- Shayna Hill, UNC-Chapel Hill
- Sharon D. Hill-Withers, Winston-Salem State University
- Keith Benson Hines, UNC-Chapel Hill
- Dr. James B. Holman, UNC-Chapel Hill
- Deidre Hopkins, Western Carolina University
- Cynthia Horne, Elizabeth City State University
- Matt T. Horvat, UNC School of the Arts
- Todd Inman, East Carolina University
- Latonya Johnson, UNC Charlotte
- Dr. Alison Joseph, Western Carolina University
- Jonathon Leach, North Carolina Central University
- Qi "Larry" Liu, UNC Pembroke
- Eydie Martin, North Carolina Central University
- Hector M. Molina, East Carolina University
- Mallory Sadler, Appalachian State University
- Janice Sitzes, North Carolina State University
- Susan G. Smith, UNC Wilmington
- Penelope L. Smith, North Carolina A&T State University
- Laura Pratt, UNC-Chapel Hill
- Benjamin Pendry, Western Carolina University
- Aisha Powell, East Carolina University
- Velappan Velappan, Fayetteville State University
- Elizabeth H. White, UNC School of the Arts
- Tarina A. Whitfield, Winston-Salem State University
- Kelli Wilson, Appalachian State University
- Crystal Woods, North Carolina School of Science and Mathematics

APPENDIX A:

CHARGE TO THE RACIAL EQUITY TASK FORCE

Memorandum

To: David A. Green
Garrett Killian
Isaiah M. Green

From: Randall C. Ramsey
William L. Roper

Date: June 9, 2020

Subject: UNC System Equity Task Force

Thank you for your message of June 8 proposing the establishment of a task force to bring together the combined talent and resources of our universities and communities across North Carolina in the pursuit of greater racial equity and understanding.

We support the sentiments expressed in your communication. George Floyd died a horrible, violent, and unjust death at the hands of a white police officer. This immoral and indefensible act cries out for justice and compels all of us fully to recognize and grapple with our country's history of racism and oppression that has so often resulted in violence. As members of the University community, it is our obligation and responsibility to do the hard work needed to address inequities in the UNC System for the benefit of students, faculty, staff, and all North Carolinians.

We are pleased to announce that the UNC System Equity Task Force is being established as a six-member special committee of the Board of Governors, with each of you as members, joined by Board of Governors members Darrell Allison (Chair), Kellie Blue (Vice Chair), and Anna Nelson (Vice Chair). The UNC System Office will provide staff and resources needed to support the important work of this task force. We ask that the task force do the following:

- Meet with student, faculty, and staff groups to discuss issues of race and equity in the UNC System and all tangible steps that can be taken across the UNC System in pursuit of equity and understanding;
- Gather, explore, and develop recommendations, suggestions, and feedback;
- Prepare a report to the Board of Governors, to include a list of recommendations and action steps in priority order; and
- Present the report to the chair of the Board of Governors and the president by October 2.

We look forward to working with you on this important project for the future of the UNC System.

cc: Darrell Allison, UNC Board of Governors
Kellie Blue, UNC Board of Governors
Anna Nelson, UNC Board of Governors
UNC System Chancellors
UNC System Office Leadership Team

Attachment Enclosed



To: William L. Roper, Interim President, UNC System
Randall C. Ramsey, Chair, UNC System Board of Governors

From: David A. Green, Chair, UNC System Faculty Assembly
Garrett Killian, Chair, UNC System Staff Assembly
Isaiah M. Green, President, UNC Association of Student Governments

Re: Message of solidarity against racism and support for healing

Date: June 8, 2020

On behalf of the three organizations that we represent, we stand in solidarity with our co-workers of color and other marginalized colleagues. Collectively we are horrified by the continuing systemic acts of racism and injustice that affects our entire community; particularly those that disproportionately impact members of our Black community. We condemn these continued acts of violence against people of color, especially those that target Black men. The most recent example which has gained global as well as national attention was the shocking death of George Floyd at the hands of law enforcement personnel. This tragedy has a direct connection to the UNC community, as Mr. Floyd's stepmother works at Fayetteville State University. As members of the academic community, with the continual reports of death and injustice, we too greatly share the emotions of grief, exhaustion, and frustration arising from the endless reports of death and injustice. We are keenly aware that some members of our academic community may know, on a visceral level the traumatizing pain of racism while others are safely insulated from these lived experiences. Collectively, we believe that silence equates to consent. United, in this historic moment, we choose not to be silent, but instead to be active agents of change in this teachable moment.

There are numerous ways which hate, racism, and injustice grossly intersect with our life choices and life chances. With the pain and fatigue that all are experiencing, in the midst of the COVID- 19 pandemic, we are also bearing witness to a harvest. The seeds of racism bear fruit in the form of long-term physical and psychological trauma, coupled with institutional obstacles that deny growth and opportunity to vulnerable learners, colleagues, friends and family. Racism negatively impacts all of us; borrowing from Fannie Lou Hamer, "people are tired of being sick and tired."

The University of North Carolina is an extension of society, and as such all of us are obligated to provide a safe, secure, and dignified environment inclusive to all members of our university community. This inclusion cannot stop at sheer optics; rather, inclusion also means engaging in uncomfortable discourses on topics ranging from student access and staff development, to decisions regarding tenure and even to budget allocations. In short, our people of color in our community, and in particular our Black stakeholders, have a right to feel safe, valued, and supported at every layer within the University of North Carolina System. It is equally important to recognize the value that the UNC System Historically Minority Serving Institutions (HMSI) provide to higher education in North Carolina. Further, the teaching about racism is an obligation, one that extends beyond the university community. It represents not only a UNC System commitment, but an investment to equality and social justice.

Dialogues about racism during this difficult time will be uncomfortable for all. However, it can serve as the first step to help process feelings of grief and associated fears. Let us also listen with both our hearts and ears, even if we do not understand all of the ramifications of the longstanding violation of human rights in our country. Toward this end, we pledge, and ask you to pledge, to move forward with positive support and strategic short- and long-term action.

As a community of higher education, we are dedicated to knowledge, inclusiveness, diversity, and truth. We ask that there are several issues that can be quickly addressed to begin the healing and attenuation of the pain:

- Convene a UNC System Task Force to develop a strategic plan to engage and leverage its tremendous intellectual and financial resources to address this issue in a comprehensive, meaningful, and impactful way for all faculty, staff, students, and the communities we serve.
- Ensure a safe working environment that is rooted in belonging and in which the personal rights, lives, and dignity of everyone is assured. The perspectives of all North Carolinians must be exemplified by those who will guide the University of North Carolina System into the future.
- Start a discussion regarding culturally relevant decisions, even while we deal with the COVID-19 pandemic. Re-dedicate ourselves to reflect on what we can do as an academic community and as individuals to confront the issues of racism in our own communities.
- Ensure that our students, staff, and faculty have access to whatever is needed to try to be in a state of wellness, both psychologically and physically, when they return to campus in the Fall Semester. Ensure that all university constituents have access to mental health resources, to health care, and to academic help that will ensure their respective success.
- Advocate to find solutions for our students who continue to experience oppression on our campuses and in their daily lives. The pain from longstanding racial oppression cannot be healed quickly, but the discussions to do just that can start today, from the UNC System Office outward.
- Acknowledge the indispensable role of the UNC System HSMI's in fostering the empowerment of marginalized communities, and especially people of color. It is imperative that these institutions receive adequate support to continue to meet their individual missions, particularly during these economically uncertain times.
- Above all, stay engaged with our students, staff, and faculty by acknowledging openly that the current situation is challenging, and that everyone is suffering, especially students, staff, or faculty of color. The COVID-19 pandemic has sensitized us to an unseen disease of viral etiology; it is beyond time to address the disease of racism that attacks our collective soul.

One of the central tenets of higher education is to prepare our learners for a world that does not yet exist. The work being done today is built on the hope for the real societal change that needs to happen. Yes, we believe that there is cause for hope. To exemplify that hope, at the 2009 spring commencement at the University of North Carolina at Chapel Hill, Archbishop Desmond Tutu offered comments that are just as poignant today:

.... God has a dream. And we say, "Hey, God, that was really Martin Luther King Jr. who said that." And God says, I know, Martin had a dream, I have a dream, too. I have a dream that my children everywhere will know that they belong in one family, a family that has no outsiders. You know, Jesus said "I, if I be lifted up, I will draw – he didn't say I will draw some – he said I will draw all, all, all! I will draw all! Rich, poor; clever, not so clever; beautiful, not so beautiful; yellow, red, black, gay, lesbian, straight."

.... God says, "Go on dreaming. Go on being the idealistic people you are. Go on being the ones who believe that poverty can indeed be made history. Go on believing that it is possible to eradicate hunger. How can we live and sleep comfortably, knowing that millions of our sisters and brothers go to bed hungry? God says "Please, please, help me; help me to make this world a little more compassionate. Help me, please, help me to make this world a little more gentle. Dream, dream, dream of a world that is going to be without terror because there will be people... nobody will have become so desperate, desperate because of poverty, of disease, of hunger."

Yes, we will, together.

APPENDIX B:

CAMPUS ENGAGEMENT FINDINGS

RACIAL EQUITY TASKS FORCE SURVEY & VIRTUAL TOWN HALL FINDINGS

APCO WORLDWIDE

Our Role in the Process

- **APCO was asked to collect insights to illuminate trends and lived experiences** from students, staff and faculty across the UNC System related to diversity, equity, and inclusion.
- **This task force is taking the first step of the UNC System’s racial equity work.** We are here to help the task force create the intentional infrastructure that will support the system in continuing its steps to achieve equity.
- **We are summarizing and sharing the trends from what thousands of students, faculty and staff** shared through survey results and our virtual town halls. This summary is not exhaustive of that data and is not exhaustive of stakeholder needs.

Quantitative Survey Methodology

- The survey was intended to act as a **first step** in developing an understanding around racial and ethnic equity within the UNC System. It was used to help diagnose issues for further discussion in the town hall.
- The online survey was sent to **all members of the UNC System** and everyone was welcomed to participate.
- Below you will find a breakdown of **“completes” by audience.** For our purposes, to be considered “complete”, respondents had to answer **at least one main survey question**, not just the upfront demographics questions.

	# of Respondents	% of Respondents
Students	7,153	43%
Faculty	3,298	20%
Staff	6,138	37%

- **The survey for most audiences was open from September 15, 2020 through September 30, 2020.**
 - In order to accommodate additional IRB compliance requirements, students at the North Carolina School of Science and Mathematics had a delayed fielding start time. For this group, the survey was fielded from October 13, 2020 to October 26, 2020.
- Students, staff, and faculty from **all 17 institutions and UNC System affiliated organizations** participated in the survey.
- There were **two versions**, one for students and one for employees. While they are very similar, some answer options only pertain to one audience.

Town Hall Methodology

- **The purpose of the seven virtual sessions was to have the task force actively listen to the experiences,** ideas, and/or questions of students, faculty and staff about race and equity in the UNC System. Feedback from these events was used to inform task force recommendations to the UNC Board of Governors and System Office. Our priority was to elevate as many student, staff, and faculty voices as possible.
- To build an intentional agenda, **we created a guided conversation around three main topics,** based on the priorities identified by students, faculty, and staff in their survey responses. **We partnered with three members of the task force as town hall sponsors,** who shared input on the town hall structures, questions and audience priorities, alongside Diversity and Inclusion Council members.
- **We collaborated with each institution to solicit volunteers to serve as Virtual Town Hall Contributors.** The task force staff also solicited volunteers through the registration form by asking registrants if they would be interested in becoming a contributor. The goal was to include eight to ten contributors per session from as many institutions as possible during the seven sessions.
- During each 90-minute session, the **facilitator invited pre-identified contributors to speak about their personal experiences.** The facilitator also posed questions to the audience on the same topics and invited them to answer using the Q&A Zoom function, with the option to do so anonymously. These seven sessions included two each for students, staff, and faculty, with one combined group session that included all three groups. Sessions ran from October 19-29, 2020.
- **The seven sessions included discussions on race and equity with more than 3,500 students, faculty, and staff from all 17 institutions.** Task force members actively listened during each session and used the feedback from contributors and attendees to inform its recommendations to the Board of Governors and UNC System Office.
- **We used a natural language processing program to review the comments, registration questions and live chat messages** from each of the town halls, which informed our recommendations and analysis for the task force.

The Opportunity

- There is a gap between what people believe SHOULD happen and what they think WILL happen, creating a sense of urgency to rebuild trust.
- Participants say they have seen and participated in a lot of listening efforts and have **not seen meaningful action.**
- Participants are **looking for new or improved processes and policies** within the UNC System that address student, staff, and faculty priorities.
- There is a perceived lack of commitment of UNC System leadership to creating a diverse, equitable, and inclusive System (% selecting not very or at all committed):



*“We seem to be **caught in this data-gathering phase**. There are decades of research on what it’s like to be a Black faculty, staff, student. There’s **retraumatizing** of them to educate the people that are traumatizing them on this trauma” – Faculty Member*

*“How do we move beyond workshops and discussions to **real systemic change**?” – Staff Member*

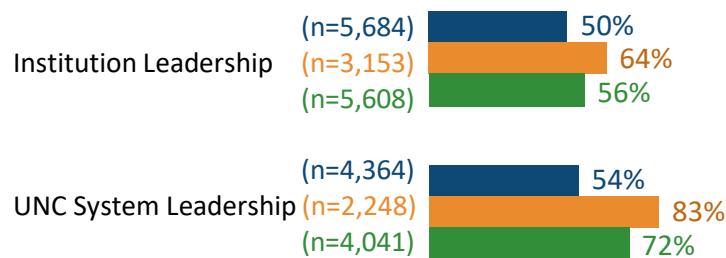
Seven Priority Areas for Students, Faculty, and Staff

- Formalize path to more **diverse, inclusive leadership**
- Ensure equity in **hiring, promotions, tenure, and compensation**
- Establish **diversity education** model, clear pathway to independent **reporting**, and **accountability** measures
- Invest in equitable **mental health**
- Evaluate **campus police policies** and **incorporate alternative** responders
- Enhance inclusion through **representative space**
- Close any funding and access gaps between HMSIs and PWIs

Formalize Path to More Diverse, Inclusive Leadership

Seen as Not Diverse

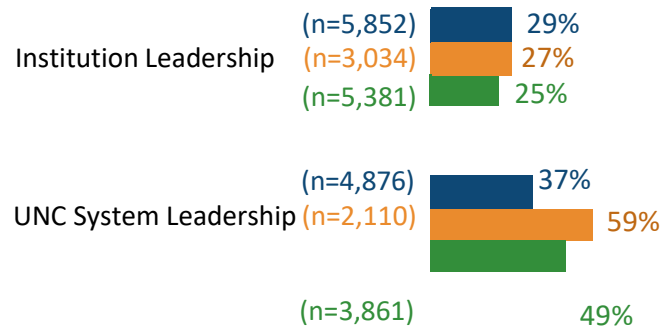
% Selecting “Not Very” or “Not at All Diverse”



*“When I don’t see my race represented in leadership in my area, I feel discouraged that I am in the ‘right’ field. I **question whether or not I could get to that level**, regardless of the work I put into it.”
- Student*

Diversity Perceived to be Low Priority

% Selecting “Low” or “Extremely Low”



*“I really believe **it needs to start at the top**. Look at the composition of the Board of Governors and System Office executive level personnel. There needs to be genuine change.”*

-Staff Member

*“I would like to see increasing the presence of **faculty of color in top leadership positions** a top priority on each campus.”*







-Faculty Member

- Students
- Faculty
- Staff

Ensure Equity in Hiring, Promotions, Tenure & Compensation

- More than four in ten faculty & staff feel opportunities for leadership roles, tenure track or promotions are, at best, “only sometimes” equitable.

Believe That Different Races, At Best, Only Sometimes Have Equitable Access To:

	Faculty	Staff
Departmental Leadership Positions	(n=2,979)  42%	(n=5,544)  45%
Tenure Track Positions and Promotions	(n=2,811)  42%	(n=5,340)  49%
Mentorship Opportunities	(n=2,801)  42%	(n=4,902)  46%

- “Recruiting and retaining diverse faculty and staff” as well as “investigating and correcting inequities in tenure, promotions and compensation” are Top 3 priorities for faculty and staff.
- Ideas to resolve:
 - **Mitigate biases in** performance assessments and hiring processes
 - Create structures for **career mentorship/sponsorship**
 - **Address any disparities** in compensation between HMSIs, MSIs & PWIs

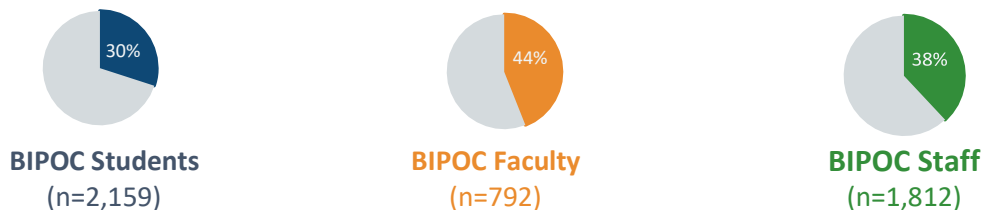
“When POC are told that diversity is welcomed, but positions are determined not by a committee but one individual, then where is the equity? I have witnessed actions of ‘favorable persons’ being hired over qualified persons. How do we move beyond such actions?” – Staff Member

“For faculty, leadership could more highly value service work in promotion considerations, given that people of color tend to do more service work and emotional labor (serving on diversity committees, mentoring students of color, etc.) - things that are very valuable but reduce the time they have for research.” – Faculty Member

Address Training, Reporting, & Accountability

- Many Black, Indigenous, and People of Color (BIPOC) participants say they have experienced microaggressions, discrimination and/or harassment

Personally Experienced Racial Harassment or Discrimination:



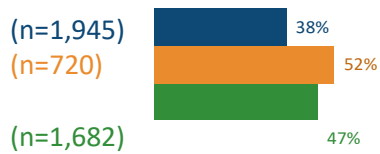
Lack of Comfort, Confidence in Current Reporting Structures

BIPOC Not Comfortable Reporting % Selecting “Not Very” or “Not at All Diverse”



“I often think training is done for universities to check off a box so they can say they did it. It would be nice if they followed through and implemented some policy instead of forgetting the training the minute it’s gone.” – Student

BIPOC Not Confident in Protection from Retaliation



*“Our reporting processes are problematic. Our division’s head of HR reports to the same person I do. When I brought a concern, **she said she had to support the decision because the person in question is her supervisor too.**” – Staff Member*

BIPOC Not Confident Offenders Will be Held Accountable



- Constituents have a desire for:
 - **Mandatory, regular anti-discrimination training**
 - **Independent reporting structures**
 - Improved **transparency** in process and outcomes
 - **Zero tolerance** policies and results-based accountability

Mental Health Investments

- **Equitable mental health is a #1 priority** for students
- Some are **turning to faculty and staff** which can have opportunity costs
- Increased **representation** and **culturally competent support** for BIPOC traumas is key

“I don’t see a face I can trust that can actively and adequately understand what I’m going through.”
- Student

“Part of the deficiency in counseling services is that many counselors have no frame of reference for some of the trauma and issues that minorities faced in the past and continue to face in the present. Many minorities are left feeling undervalued and overwhelmed, and don’t know what to do or how to deal with those kinds of ongoing psychological trauma.”

- Anonymous

Evaluate Campus Police Policies, Incorporate Alternatives

- Offering **alternatives** (#2) and **evaluating** campus police **practices** (#4) both **rank as Top5** priorities for students
- All three BIPOC audiences (faculty, staff, and students) share **lack of trust** in police and want alternatives to be considered
- Students, staff, and faculty are **looking for social work and mental health support to be primary responders** for appropriate incidents

*“I want to see **campus funded alternatives to police** in community safety, in recognition of the fact that many communities can’t/don’t trust the police no matter what reform is done.” – Anonymous*

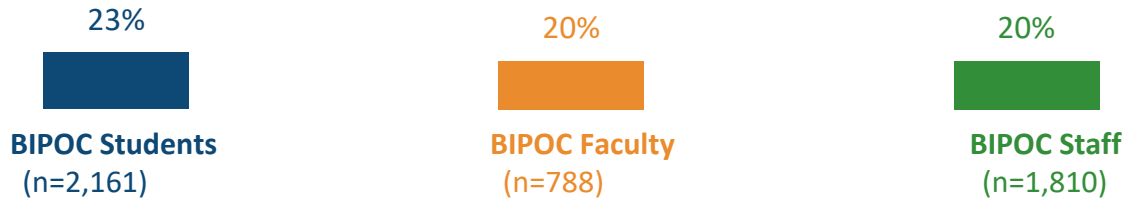
*“Law enforcement is expected to know all of the laws, mental health, de-escalation, etc. in one year of training when lawyers take many years to learn just the laws. We need to **change the expectations of what police are responsible to do.**” – Anonymous*

*“I think it’s important we take on a **restorative justice approach in policing generally in campus police.** For example - a commitment to not take legal action for ALL non-violent drug offenses, and instead invest in therapy and rehab services.” – Student*

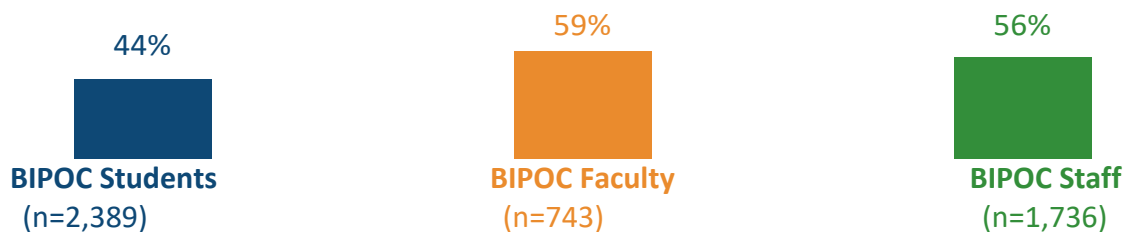
Enhance Inclusion Through Representative Spaces

- 1 in 5 BIPOC say they do not feel part of a community on campus

Do Not Feel They are a Part of the Community:



People of Different Races, At Best, Only Sometimes Have Access to Representative Spaces:



- Stakeholders, especially students, share what has worked well are **spaces dedicated to marginalized communities** such as Diversity & Inclusion or Multicultural Centers on their campuses
- Stakeholders caution these spaces **need to be incorporated** and **cannot do it all**

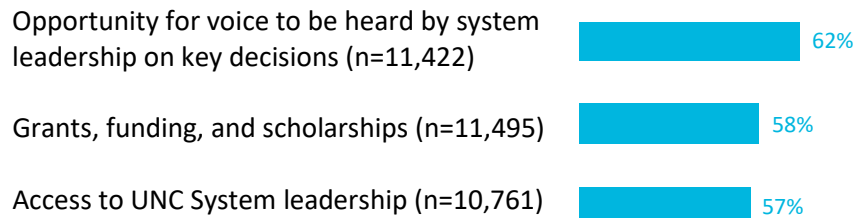
“I would like to second the importance of creating a space for POC and trusting they will come. It is simply unethical to bring students to a university that does not have resources for them.” – Student

“We risk bringing minorities into spaces that are not prepared to support and accept them. It seems to me that we need to first focus on purging our environments of discriminatory tendencies and unchecked racism. That way, we don’t usher our fellow BIPOC into spaces that are going to be harmful to them.” – Student

Close Any Funding, Access Gaps Between HMSIs & PWIs

- Majority from both HMSIs and PWIs believe institutions within the System are, at best, “only sometimes” treated equitably
- HMSIs ranked this area as **THE top priority** for the taskforce

Stakeholders Believe Institutions within the UNC System are, at best, Only Sometimes Treated Equitably When it Comes to...



“There is an old saying in football; ‘If you’re not in the huddle, you don’t know the play.’ For decades HBCUs have not been in the huddle. When financial decisions are being made that directly impact our institutions ability to provide the highest quality education to our constituency, we are not in the ‘huddle’. This exclusion is intentional and done with malice and forethought.” – Staff Member

“I hope there will be an opportunity to talk about the inequity of funding of the HBCU's in the UNC System historically and currently. An example is UNC System schools who receive direct funding from the system to support Graduate Assistantships yet this is not offered to all....I would like to ask for this aspect of equity across all institutions for resources to be looked into.” – Faculty Member

Move Quickly from Listening to Action

- Base expectation is **consistent communications from leadership on next steps**
- **Mobilization action needed**, not just education efforts
- The Task Force should create and share a **public action plan**, with timelines and measures
- Where possible, System/University led communications should be tied to **policy changes**

APPENDIX C:

ENROLLMENT & BOARDS OF TRUSTEES DEMOGRAPHICS

ENROLLMENT & BOARD OF TRUSTEES 2020-2021 DEMOGRAPHICS

Sections 116-31 and 116-33 of the North Carolina General Statutes detail membership, powers, and duties of most constituent institutions' boards of trustees. Section 116-33 of the North Carolina General Statutes charges boards of trustees to promote the sound development of the institution within the functions prescribed for it, helping it to serve the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor.

Boards of trustees play a critical role in shaping the policies of UNC System institutions. As detailed below, the Board of Governors plays a role in selecting many trustees. Having diverse perspectives on each institution's board of trustees is an important component of both ensuring racial equity and aiding institutions to perform at a high level of excellence.

Under state law, most of the 16 institutions of higher education have boards of trustees composed of 13 persons. Eight trustees are appointed by the Board of Governors, four are appointed by the General Assembly (two by the President Pro Tempore of the Senate and two by the Speaker of the House of Representatives), and the president of the student government serves as an ex-officio member. In addition, state law accounts for up to a 30-member board for the North Carolina School of Science and Mathematics, and 15 board members for the University of North Carolina School of the Arts.

Most trustees serve four years, commencing on July 1 of odd-numbered years. Generally, in every odd-numbered year, state law requires the Board of Governors to elect four persons to each board of trustees, and the General Assembly appoints one person upon the recommendation of the President Pro Tempore of the Senate and one person upon the recommendation of the Speaker of the House of Representatives to each board. To obtain a holistic picture of boards of trustees members, enrollment demographics from fall 2019 were pulled at each institution to determine if trustees reflected the demographic makeup of the institution's student body. The graphs and tables below detail the demographic makeup of trustees and the enrollment makeup for the UNC System as a whole. The document also shows the demographic makeup of trustees at the UNC System's historically minority-serving institutions compared to that of all other UNC System institutions. Boards of trustees' data were self-reported by each institution's secretary, and enrollment demographics were obtained from the UNC System InfoCenter.

ALL UNC SYSTEM INSTITUTIONS

2020-2021 Board of Trustee Appointees by Race	
African American	26%
American Indian	1%
Asian	1%
Hispanic	1%
Indian American	0.5%
Middle Eastern American	0.5%
Native American	2%
White	68%

2020-2021 Board of Trustee Appointees by Gender	
Male	69%
Female	31%

UNC SYSTEM INSTITUTIONS (EXCLUDING HISTORICALLY MINORITY-SERVING INSTITUTIONS)

The UNC System is made up of 17 institutions. The table and graph below shows the boards of trustees demographics for the following institutions: Appalachian State University, East Carolina University, North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of The North Carolina at Greensboro, University of North Carolina Wilmington, University of North Carolina School of the Arts, Western Carolina University, and North Carolina School of Science and Mathematics.

2020-2021 Board of Trustee Appointees by Race, UNC System Institutions (Excluding HMSI)	
African American	12%
American Indian	2%
Asian	1%
Hispanic	1%
Middle Eastern American	1%
White	84%

2020-2021 Board of Trustee Appointees by Gender, UNC System Institutions (Excluding HMSI)	
Male	69%
Female	31%

HISTORICALLY MINORITY-SERVING INSTITUTIONS

Our historically minority-serving institutions, commonly referred to as HMSI's, are made up of five historically black colleges and universities (HBCUs) — Elizabeth City State University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, and Winston-Salem State University — and includes The University of North Carolina at Pembroke, which is a state designated historically American Indian serving university.

2020-2021 Board of Trustee Appointments by Race Historically-Minority Serving Institutions	
African American	55%
American Indian*	6%
Hispanic	1%
Indian American	1%
White	37%

*American Indian includes Native Americans along with Alaska Natives, as defined by the US Census

2020-2021 Board of Trustee Appointments by Gender Historically Minority-Serving Institutions	
Male	68%
Female	32%

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 231,400	UNDERGRADUATE: 185,053	GRADUATE: 46,347
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (1,683)	1% (314)
Asian	5% (8,438)	4% (1,938)
Black or African American	22% (39,938)	15% (7,018)
Hispanic or Latino	8% (14,653)	5% (2,249)
Native Hawaiian/Other Pacific Islander	0.1% (146)	0.1% (28)
Nonresident Alien	2% (3,205)	14% (6,427)
Race/Ethnicity Unknown	2% (4,284)	3% (1,213)
Two or more race	4% (8,165)	3% (1,290)
White	56% (104,541)	56% (25,870)

GENDER	UNDERGRADUATE	GRADUATE
Male	43% (79,406)	40% (18,561)
Female	57% (105,647)	60% (27,786)

APPALACHIAN STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 19,140	UNDERGRADUATE: 17,401	GRADUATE: 1,739
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (47)	0.4% (6)
Asian	2% (281)	1% (21)
Black or African American	4% (616)	5% (87)
Hispanic or Latino	7% (1,248)	5% (79)
Native Hawaiian or Other Pacific Islander	0.04% (7)	0.1% (1)
Nonresident Alien	0.4% (72)	2% (29)
Race/Ethnicity Unknown	1% (142)	1% (21)
Two or more race	4% (718)	1% (25)
White	82% (14,270)	85% (1,470)

GENDER	UNDERGRADUATE	GRADUATE
Male	44% (7,587)	30% (521)
Female	56% (9,814)	70% (1,218)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 9	FEMALE: 3
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. James M. Barnes	SPKR	6/30/2023	White	Male
Dr. Lee Barnes	BOG	6/30/2021	White	Male
Mr. Donald C. Beaver	SPKR	6/30/2021	White	Male
Mr. John M. Blackburn	BOG	6/30/2023	White	Male
Mr. Scott Lampe	PPT	6/30/2021	White	Male
Mr. Charles V. Murray	BOG	6/30/2021	White	Male
Mr. James K. Reaves	BOG	6/30/2023	African American	Male
Mr. Mark E. Ricks	BOG	6/30/2023	White	Male
Dr. Bonnie Schaefer	BOG	6/30/2021	White	Female
Mrs. Kimberly Shepherd	PPT	6/30/2023	White	Female
Mr. Thomas Sofield	BOG	6/30/2023	White	Male
Mrs. Carole P. Wilson	BOG	6/30/2021	White	Female

EAST CAROLINA UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 27,268	UNDERGRADUATE: 21,992	GRADUATE: 5,276
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.6% (127)	0.8% (41)
Asian	3% (551)	4% (205)
Black or African American	16% (3,431)	14% (746)
Hispanic or Latino	8% (1,668)	4% (207)
Native Hawaiian or Other Pacific Islander	0.2% (32)	0.1% (5)
Nonresident Alien	0.5% (114)	2% (86)
Race/Ethnicity Unknown	3% (636)	4% (210)
Two or more race	4% (849)	2% (98)
White	66% (14,584)	70% (3,678)

GENDER	UNDERGRADUATE	GRADUATE
Male	44% (9,641)	33% (1,740)
Female	57% (12,351)	67% (3,536)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE:11	AFRICAN AMERICAN: 1	MALE: 10	FEMALE: 2
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Vern Davenport	BOG	6/30/21	White	Male
Ms. Leigh J. Fanning	BOG	6/30/23	White	Female
Mr. Tom Furr	BOG	6/30/23	White	Male
Mr. Van Isley	BOG	6/30/23	White	Male
Mr. Max Joyner, Jr.	BOG	6/30/21	White	Male
Mr. J. Fielding Miller	PPT	6/30/21	White	Male
Mrs. Angela Moss	BOG	6/30/23	White	Female
Mr. Bob Plybon	BOG	6/30/21	White	Male
Mr. Roger (Jason) Poole, II	SPKR	6/30/21	White	Male
Mr. Jim Segrave	PPT	6/30/23	White	Male
Mr. Scott Shook	SPKR	6/30/23	White	Male
Mr. Vincent Smith	BOG	6/30/21	African American	Male

ELIZABETH CITY STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 1,698	UNDERGRADUATE: 1,623	GRADUATE: 75
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (6)	-
Asian	1% (9)	-
Black or African American	71% (1,151)	52% (32)
Hispanic or Latino	4% (67)	4% (3)
Native Hawaiian or Other Pacific Islander	0.1% (1)	-
Nonresident Alien	0.6% (10)	-
Race/Ethnicity Unknown	2% (35)	25% (19)
Two or more race	5% (77)	-
White	16% (267)	19% (14)

GENDER	UNDERGRADUATE	GRADUATE
Male	42% (676)	24% (18)
Female	58% (947)	76% (57)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE:5	AFRICAN AMERICAN: 6	MALE: 6	FEMALE: 5
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Harold Barnes	BOG	6/30/23	African American	Male
Ms. Phyllis N. Bosomworth	SPKR	6/30/21	White	Female
Bishop Kim W. Brown	BOG	6/30/23	African American	Male
Mrs. Lynne Bunch	BOG	6/30/21	White	Female
Mr. Andy Culpepper	BOG	6/30/23	White	Male
Mrs. Christine Evans	BOG	6/30/23	White	Female
Dr. Stephanie D.B. Johnson	BOG	6/30/21	African American	Female
Mrs. Jan King Robinson	PPT	6/30/23	African American	Female
Mr. Tracy Swain	PPT	6/30/21	African American	Male
Mr. Paul N. Tine	SPKR	6/30/23	White	Male
Bishop Kennis E. Wilkins	BOG	6/30/21	African American	Male
Vacant	BOG	-	-	-

FAYETTEVILLE STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 5,876	UNDERGRADUATE: 5,061	GRADUATE: 815
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	2% (91)	1% (8)
Asian	1% (74)	3% (21)
Black or African American	60% (3,046)	50% (406)
Hispanic or Latino	9% (454)	7% (59)
Native Hawaiian or Other Pacific Islander	0.2% (8)	0.3% (2)
Nonresident Alien	1% (28)	2% (16)
Race/Ethnicity Unknown	4% (178)	5% (40)
Two or more race	4% (192)	1% (12)
White	20% (990)	31% (251)

GENDER	UNDERGRADUATE	GRADUATE
Male	31% (1,556)	39% (317)
Female	69% (3,505)	61% (498)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 6	AFRICAN AMERICAN: 6	MALE: 9	FEMALE: 3
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Glenn Adams	BOG	6/30/23	African American	Male
Dr. Richard Adams	BOG	6/30/21	African American	Male
Ms. Val Applewhite	BOG	6/30/23	African American	Female
Mr. Stuart Augustine	BOG	6/30/21	White	Male
Mr. Jonathan Charleston	BOG	6/30/23	African American	Male
Mr. John Douglas English	PPT	6/30/23	White	Male
Dr. Warren G. McDonald	SPKR	6/30/23	White	Male
Mr. John McFadyen	BOG	6/30/23	White	Male
Mrs. Sherida McMullan	PPT	6/30/21	African American	Female
Dr. Brandon Phillips	BOG	6/30/21	White	Male
Ms. Brenda Timberlake	BOG	6/30/21	African American	Female
Mr. William Warner	SPKR	6/30/21	White	Male

NORTH CAROLINA A&T STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 12,174	UNDERGRADUATE: 10,709	GRADUATE: 1,465
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (30)	0.3% (4)
Asian	1% (74)	3% (39)
Black or African American	83% (8,839)	58% (853)
Hispanic or Latino	0.3% (30)	2% (35)
Native Hawaiian or Other Pacific Islander	0.03% (3)	0.1% (1)
Nonresident Alien	1% (74)	18% (263)
Race/Ethnicity Unknown	2% (215)	3% (38)
Two or more race	5% (500)	2% (33)
White	5% (512)	14% (199)

GENDER	UNDERGRADUATE	GRADUATE
Male	42% (4,454)	41% (604)
Female	58% (6,255)	59% (861)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 1	AFRICAN AMERICAN: 10	INDIAN AMERICAN: 1	MALE: 9	FEMALE: 3
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. John W. Bluford, III	BOG	6/30/23	African American	Male
Mr. Calvin Brodie	PPT	6/30/21	African American	Male
Mr. Mark Copeland	PPT	6/30/23	White	Male
Mr. William Dudley	BOG	6/30/21	African American	Male
Mrs. Kimberly Gatling	BOG	6/30/23	African American	Female
Ms. Venessa Harrison	BOG	6/30/23	African American	Female
Judge Paul L. Jones	SPKR	6/30/21	African American	Male
Mr. Timothy King, III	BOG	6/30/23	African American	Male
Mr. George D. Mainor	BOG	6/30/21	African American	Male
Mr. Joseph R. Parker, Jr.	BOG	6/30/21	African American	Male
Ms. Hilda Pinnx-Ragland	BOG	6/30/21	African American	Female
Dr. Bhaskar R. Venepalli	SPKR	6/30/23	Indian American	Male

NORTH CAROLINA CENTRAL UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 7,393	UNDERGRADUATE: 5,546	GRADUATE: 1,847
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (17)	0.5% (9)
Asian	1% (52)	2% (32)
Black or African American	81% (4,516)	62% (1,151)
Hispanic or Latino	6% (312)	5% (84)
Native Hawaiian or Other Pacific Islander	0.04% (2)	-
Nonresident Alien	0.2% (12)	1% (20)
Race/Ethnicity Unknown	1% (70)	1% (18)
Two or more race	5% (273)	5% (87)
White	5% (292)	24% (466)

GENDER	UNDERGRADUATE	GRADUATE
Male	31% (1,745)	25% (467)
Female	69% (3,801)	75% (1,380)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 3	AFRICAN AMERICAN: 8	HISPANIC: 1	MALE: 8	FEMALE: 4
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Atty Roderick G. Allison	PPT	6/30/23	African American	Male
Mr. William V. Bell	BOG	6/30/23	African American	Male
Mr. G. Keith Chadwell	BOG	6/30/23	African American	Male
Mrs. Oita C. Coleman	SPKR	6/30/23	African American	Female
Mr. John A. Herrera	BOG	6/30/21	Hispanic	Male
Mr. Kevin M. Holloway	BOG	6/20/21	African American	Male
Mr. Michael Johnson	BOG	6/30/23	African American	Male
Ms. Allyson M. Siegel	BOG	6/30/21	White	Female
Mrs. Hellena Tidwell	BOG	6/30/23	African American	Female
Dr. Kenneth R. Tindall	BOG	6/30/21	White	Male
Atty. James S. Walker	SPKR	6/30/21	White	Male
Mrs. Karyn S. Wilkerson	PPT	6/30/21	African American	Female

NORTH CAROLINA STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 34,146	UNDERGRADUATE: 24,239	GRADUATE: 9,907
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (104)	0.3% (30)
Asian	8% (1,849)	4% (424)
Black or African American	6% (1,407)	7% (697)
Hispanic or Latino	6% (1,494)	4% (379)
Native Hawaiian or Other Pacific Islander	0.1% (17)	0.01% (1)
Nonresident Alien	4% (885)	31% (3,079)
Race/Ethnicity Unknown	4% (1,020)	2% (204)
Two or more race	4% (933)	2% (214)
White	68% (16,530)	49% (4,879)

GENDER	UNDERGRADUATE	GRADUATE
Male	53% (12,733)	52% (5,183)
Female	47% (11,506)	48% (4,724)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 11	FEMALE: 1
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Robert Andrews, III	BOG	6/30/23	White	Male
Mr. Thomas E. Cabaniss	BOG	6/30/21	White	Male
Mrs. Ann B. Goodnight	SPKR	6/30/23	White	Female
Mr. James A. Harrell, III	SPKR	6/30/21	White	Male
Mr. Stanhope A. Kelly	BOG	6/30/23	White	Male
Mr. Wendell H. Murphy	BOG	6/30/21	White	Male
Mr. Ven Poole	PPT	6/30/21	White	Male
Dr. Ronald W. Prestage	BOG	6/30/21	White	Male
Mr. Perry Safran	PPT	6/30/23	White	Male
Mr. Edwin J. Stack, III	BOG	6/30/23	White	Male
Mr. Dewayne N. Washington	BOG	6/30/23	African American	Male
Mr. Edward I. Weisiger, Jr.	BOG	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 3,299	UNDERGRADUATE: 3,287	GRADUATE: 12
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (14)	-
Asian	2% (65)	-
Black or African American	5% (175)	-
Hispanic or Latino	9% (290)	-
Native Hawaiian or Other Pacific Islander	0.1% (3)	-
Nonresident Alien	1% (28)	-
Race/Ethnicity Unknown	4% (130)	-
Two or more race	4% (140)	8% (1)
White	74% (2,442)	92% (11)

GENDER	UNDERGRADUATE	GRADUATE
Male	43% (1,397)	42% (5)
Female	58% (1,890)	58% (7)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 9	AFRICAN AMERICAN: 2	ASIAN: 1	MALE: 9	FEMALE: 3
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Roger Aiken	BOG	6/30/23	White	Male
Mr. Kennon Briggs	BOG	6/30/21	White	Male
Ms. Karen Keil Brown	BOG	6/30/21	White	Female
Mr. JW Davis	SPKR	6/30/21	White	Male
Mr. Maurice Green	BOG	6/30/23	African American	Male
Mr. Peter Heckman	PPT	6/30/23	White	Male
Mr. Richard J. Lutovsky	BOG	6/30/23	White	Male
Mr. Jim Peterson	PPT	6/30/21	White	Male
Mr. Robby Russell	BOG	6/30/23	African American	Male
Ms. Wilma Sherrill	SPKR	6/30/23	White	Female
Ms. Cissie Stevens	BOG	6/30/21	White	Female
Mr. Oscar Wong	BOG	6/30/23	Asian	Male

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 29,361	UNDERGRADUATE: 19,014	GRADUATE: 10,347
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (84)	0.3% (30)
Asian	11% (2,184)	7% (773)
Black or African American	8% (1,538)	7% (738)
Hispanic or Latino	9% (1,631)	6% (650)
Native Hawaiian or Other Pacific Islander	0.1% (10)	0.1% (8)
Nonresident Alien	4% (755)	10% (1,070)
Race/Ethnicity Unknown	4% (701)	3% (348)
Two or more race	5% (938)	4% (460)
White	59% (11,173)	61% (6,270)

GENDER	UNDERGRADUATE	GRADUATE
Male	40% (7,672)	43% (4,486)
Female	60% (11,342)	57% (5,861)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 10	FEMALE: 2
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. David L. Boliek, Jr.	BOG	6/30/23	White	Male
Mr. Jefferson W. Brown	BOG	6/30/21	White	Male
Mr. G. Munroe Cobey	BOG	6/30/21	White	Male
Mr. Haywood D. Cochrane, Jr.	BOG	6/30/21	White	Male
Mr. R. Gene Davis, Jr.	BOG	6/30/23	White	Male
Mr. Charles G. Duckett	BOG	6/30/21	White	Male
Mrs. Kelly Matthews Hopkins	SPKR	6/30/21	White	Female
Mr. Allie Ray McCullen	BOG	6/30/23	White	Male
Mr. Ralph W. Meekins, Sr.	SPKR	6/30/23	White	Male
Mrs. Teresa Artis Neal	BOG	6/30/23	African American	Female
Mr. John P. Preyer	PPT	6/30/23	White	Male
Mr. Richard Y. Stevens	PPT	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 28,917	UNDERGRADUATE: 23,638	GRADUATE: 5,279
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (77)	0.2% (8)
Asian	8% (1,918)	4% (205)
Black or African American	16% (3,714)	14% (724)
Hispanic or Latino	11% (2,573)	5% (271)
Native Hawaiian or Other Pacific Islander	0.1% (22)	0.1% (3)
Nonresident Alien	2% (535)	26% (1,370)
Race/Ethnicity Unknown	2% (404)	2% (103)
Two or more race	5% (1,136)	2% (114)
White	56% (13,259)	47% (2,481)

GENDER	UNDERGRADUATE	GRADUATE
Male	53% (12,594)	43% (2,258)
Female	47% (11,044)	57% (3,021)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 1	HISPANIC: 1	MALE: 7	FEMALE: 5
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Dennis N. Bunker, III	PPT	6/30/21	White	Male
Mrs. Sharon A. Decker	BOG	6/30/23	White	Female
Ms. Susan D. DeVore	BOG	6/30/23	White	Female
Mrs. Theresa J. Drew	BOG	6/30/21	White	Female
Mrs. Christine P. Katziff	BOG	6/30/23	White	Female
Mr. J. (Brett) Keeter	BOG	6/30/21	White	Male
Mr. Fred W. Klein, Jr.	PPT	6/30/23	White	Male
Mr. David W. Mildenberg	BOG	6/30/23	White	Male
Ms. Mary Ann Rouse	BOG	6/30/21	White	Female
Mr. Carlos E. Sanchez	SPKR	6/30/23	Hispanic	Male
Mr. Michael L. Wilson	BOG	6/30/21	White	Male
Mr. Teross W. Young, Jr.	SPKR	6/30/21	African American	Male

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 19,450	UNDERGRADUATE: 16,104	GRADUATE: 3,346
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (48)	0.5% (16)
Asian	5% (841)	3% (105)
Black or African American	30% (4,768)	18% (602)
Hispanic or Latino	12% (1,879)	5% (163)
Native Hawaiian or Other Pacific Islander	0.1% (10)	0.03% (1)
Nonresident Alien	1% (213)	10% (320)
Race/Ethnicity Unknown	1% (134)	3% (106)
Two or more race	5% (848)	2% (73)
White	46% (7,363)	59% (1,960)

GENDER	UNDERGRADUATE	GRADUATE
Male	33% (5,313)	31% (1,021)
Female	67% (10,791)	69% (2,325)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 2	MALE: 5	FEMALE: 7
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mrs. Vanessa Carroll	SPKR	6/30/21	White	Female
Ms. Mae Douglas	BOG	6/30/23	African American	Female
Mrs. Mona Edwards	BOG	6/30/23	African American	Female
Mr. Brad Hayes	BOG	6/30/23	White	Male
Mr. George Hoyle	PPT	6/30/21	White	Male
Mrs. Kathy Manning	BOG	6/30/21	White	Female
Mrs. Betsy S. Oakley	SPKR	6/30/23	White	Female
Mrs. Elizabeth Phillips	PPT	6/30/23	White	Female
Mr. Dean Priddy, Jr.	BOG	6/30/21	White	Male
Mr. Ward Russell	BOG	6/30/21	White	Male
Mrs. Linda Sloan	BOG	6/30/23	White	Female
Mr. David Sprinkle	BOG	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 7,579	UNDERGRADUATE: 6,270	GRADUATE: 1,309
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	14% (875)	9% (119)
Asian	1% (87)	2% (29)
Black or African American	32% (1,983)	29% (385)
Hispanic or Latino	8% (486)	6% (76)
Native Hawaiian or Other Pacific Islander	0.1% (5)	0.2% (2)
Nonresident Alien	1% (80)	1% (11)
Race/Ethnicity Unknown	2% (96)	1% (14)
Two or more race	6% (356)	4% (46)
White	37% (2,302)	48% (627)

GENDER	UNDERGRADUATE	GRADUATE
Male	39% (2,432)	31% (412)
Female	61% (3,838)	69% (897)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 6	AFRICAN AMERICAN: 2	NATIVE AMERICAN*: 4	MALE: 8	FEMALE: 4
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Dr. Wiley G. Barrett	BOG	6/30/21	White	Male
Mr. Edward Brooks	SPKR	6/30/23	Native American*	Male
Mr. Patrick Corso	BOG	6/30/23	White	Male
Mrs. Mickey Gregory	BOG	6/1/23	White	Female
Ms. Allison Harrington	SPKR	6/30/21	White	Female
Gen. Allen Jamerson	BOG	6/30/21	African American	Male
Mr. Alphonzo McRae, Jr.	BOG	6/30/23	Native American*	Male
Mr. Don Metzger	BOG	6/30/21	White	Male
Mrs. Karen L. Sampson	BOG	6/30/21	Native American*	Female
Dr. Bobbi Stanley	BOG	6/30/23	White	Female
Mr. Ronnie Sutton	PPT	6/30/23	Native American*	Male
Dr. Jesse Thomas	PPT	6/30/23	African American	Male

*Native American, as defined by the US Census, are American Indians

UNIVERSITY OF NORTH CAROLINA WILMINGTON

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 17,078	UNDERGRADUATE: 14,421	GRADUATE: 2,657
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (51)	1% (26)
Asian	2% (284)	2% (40)
Black or African American	4% (576)	9% (250)
Hispanic or Latino	7% (1,075)	5% (125)
Native Hawaiian or Other Pacific Islander	0.1% (20)	2% (4)
Nonresident Alien	1% (183)	2% (46)
Race/Ethnicity Unknown	2% (324)	2% (45)
Two or more race	4% (575)	3% (71)
White	79% (11,333)	77% (2,050)

GENDER	UNDERGRADUATE	GRADUATE
Male	37% (5,319)	30% (785)
Female	63% (9,102)	70% (1,872)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 1	MIDDLE EASTERN AMERICAN: 1	MALE: 10	FEMALE: 2
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Ms. Agnes R. Beane	BOG	6/30/23	White	Female
Mr. Dennis P. Burgard	SPKR	6/30/21	White	Male
Mr. Michael R. Drummond	BOG	6/30/21	White	Male
Mr. H. Carlton Fisher	BOG	6/30/21	White	Male
Mrs. Gidget Kidd	BOG	6/30/23	White	Female
Mr. Henry L. Kitchin, Jr.	BOG	6/30/21	White	Male
Mr. Michael Lee	PPT	6/30/23	White	Male
Mr. Henry E. Miller, III	BOG	6/30/23	White	Male
Mr. Robert S. Rippy	PPT	6/30/21	White	Male
Dr. Yousry Sayed	BOG	6/30/23	Middle Eastern American	Male
Mr. Maurice R. Smith	BOG	6/30/21	African American	Male
Mr. Woody White	SPKR	6/30/23	White	Male

UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 1,083	UNDERGRADUATE: 926	GRADUATE: 157
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (8)	-
Asian	2% (23)	4% (6)
Black or African American	8% (73)	11% (17)
Hispanic or Latino	9% (87)	3% (4)
Native Hawaiian or Other Pacific Islander	0.1% (1)	-
Nonresident Alien	2% (19)	13% (21)
Race/Ethnicity Unknown	1% (11)	5% (8)
Two or more race	6% (52)	4% (6)
White	70% (652)	61% (95)

GENDER	UNDERGRADUATE	GRADUATE
Male	43% (398)	48% (76)
Female	57% (528)	52% (81)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	MALE: 7	FEMALE: 4
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Stephen Berlin	BOG	6/30/21	White	Male
Mrs. E. Greer Cawood	BOG	6/30/23	White	Female
Mr. Noel (Skip) Dunn	BOG	6/30/23	White	Male
Ms. Anna Folwell	PPT	6/30/23	White	Female
Mr. Rob King	BOG	6/30/21	White	Male
Mr. Mark Land	BOG	6/30/23	White	Male
Ms. Elizabeth Madden	SPKR	6/30/21	White	Female
Mr. Kyle Petty	PPT	6/30/21	White	Male
Mr. Michael Tiemann	BOG	6/30/21	White	Male
Mr. Ralph Hanes Womble	BOG	6/30/23	White	Male
Mrs. Erna A.P. Womble	BOG	6/30/21	White	Female
Vacant	SPKR	-	-	-

WESTERN CAROLINA UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 11,946	UNDERGRADUATE: 10,292	GRADUATE: 1,654
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (87)	1% (16)
Asian	1% (114)	1% (17)
Black or African American	5% (519)	7% (118)
Hispanic or Latino	7% (760)	6% (100)
Native Hawaiian or Other Pacific Islander	0.04% (4)	-
Nonresident Alien	1% (141)	4% (72)
Race/Ethnicity Unknown	1% (135)	0.1% (1)
Two or more race	4% (391)	3% (44)
White	79% (8,141)	78% (1,286)

GENDER	UNDERGRADUATE	GRADUATE
Male	45% (4,680)	33% (549)
Female	55% (5,612)	67% (1,105)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AMERICAN INDIAN: 2	MALE: 7	FEMALE: 5
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mrs. Haden Boliek	BOG	6/30/21	White	Female
Mrs. Rebecca Brown	PPT	6/30/23	White	Female
Mr. Casey Cooper	BOG	6/30/21	American Indian	Male
Ms. Joyce Dugan	SPKR	6/30/21	American Indian	Female
Mrs. Kathy Greeley	BOG	6/30/23	White	Female
Mr. Timothy Haskett	SPKR	6/30/23	White	Male
Mr. Ken Hughes	BOG	6/30/23	White	Male
Mr. J. Bryant Kinney	BOG	6/30/23	White	Male
Mr. John Lupoli	PPT	6/30/21	White	Male
Mr. Kenny Messer	BOG	6/30/21	White	Male
Mr. Robert Roberts	BOG	6/30/21	White	Male
Mrs. Rebecca Schlosser	BOG	6/30/23	White	Female

WINSTON-SALEM STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 4,992	UNDERGRADUATE: 4,530	GRADUATE: 462
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (17)	0.2% (1)
Asian	1% (32)	5% (21)
Black or African American	79% (3,586)	44% (205)
Hispanic or Latino	4% (167)	3% (14)
Native Hawaiian or Other Pacific Islander	0.02% (1)	-
Nonresident Alien	1% (56)	5% (24)
Race/Ethnicity Unknown	1% (53)	8% (38)
Two or more race	4% (187)	1% (6)
White	10% (431)	33% (153)

GENDER	UNDERGRADUATE	GRADUATE
Male	27% (1,209)	26% (119)
Female	73% (3,321)	74% (343)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 5	AFRICAN AMERICAN: 7	MALE: 8	FEMALE: 4
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Dr. L'Tanya Bailey	PPT	6/30/23	African American	Female
Mr. Robert Barr	SPKR	6/30/21	African American	Male
Mrs. Coretta J. Bigelow	BOG	6/30/23	African American	Female
Mr. Robert C. Clark	BOG	6/30/23	White	Male
Dr. Matthew S. Cullinan	BOG	6/30/23	White	Male
Mr. Kelvin E. Farmer	BOG	6/30/23	African American	Male
Dr. William U. Harris	BOG	6/30/21	African American	Male
Mrs. Kathleen Kelly	BOG	6/30/21	White	Female
Mr. Brent Moore	PPT	6/30/23	African American	Male
Mrs. Drewry Nostitz	BOG	6/30/21	White	Female
Dr. Ricky Sides	SPKR	6/30/21	White	Male
Mr. David Smith	BOG	6/30/21	African American	Male

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 27	WHITE: 18	AFRICAN AMERICAN: 7	AMERICAN INDIAN: 1	ASIAN: 1	MALE: 16	FEMALE: 11
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Dr. Warwick A. Arden	BOG	6/30/21	White	Male
Mr. Richmond Baker	BOG	6/30/23	African American	Male
Ms. Stephanie M. Bass	BOG	6/30/21	White	Female
Dr. Jabbar R. Bennett	BOG	6/30/23	African American	Male
Ms. Paula T. Benson	PPT	6/30/21	White	Female
Dr. Bob (Robert) A. Blouin	BOG	6/30/21	White	Male
Dr. Ellen Collett	SPKR	6/30/21	White	Female
Ms. Lisa Cooper	BOG	6/30/21	White	Female
Mr. Michael G. Dougherty	BOG	6/30/21	White	Male
Dr. Adam Falk	BOG	6/30/23	White	Male
Mr. Robert M. Freeman	SPKR	6/30/21	African American	Male
Ms. Geneva Gee Fulbright	BOG	6/30/21	African American	Female
Dr. Cindy Goodman	BOG	6/30/23	White	Female
Mr. Steve Griffin	SPKR	6/30/21	White	Male
Mr. Hugh A. Holston	BOG	6/30/23	African American	Male
Mr. Vimal Kumar Kolappa	BOG	6/30/21	Asian	Male
Dr. Sally Kornbluth	BOG	6/30/21	White	Female
Ms. Page Ives Lemel	BOG	6/30/21	White	Female
Mr. Alan C. Lewis	BOG	6/30/21	White	Male
Mr. Thomas F. Looney	PPT	6/30/21	White	Male
Dr. Bobby R. Maynor	BOG	6/30/21	American Indian	Male
Mrs. Catherine Mitchell	PPT	6/30/21	White	Female
Ms. Alisa Atkinson McDonald	BOG	6/30/23	African American	Female
Dr. Beryl McEwen	BOG	6/30/21	African American	Female
Dr. Mark W. Morgan	BOG	6/30/21	White	Male
Mr. Nathan Ramsey	BOG	6/30/23	White	Male
Mr. Erik Troan	BOG	6/30/23	White	Male

APPENDIX D:

BOARD OF GOVERNOR AWARD DEMOGRAPHICS

BOARD OF GOVERNORS AWARDS DEMOGRAPHICS

In support of the UNC System’s mission, the Board of Governors honors and recognizes excellence in areas of teaching, research, and public service through the following awards. Four awards are given by the Board of Governors: The Oliver Max Gardner Award, The Governor James E. Holshouser, Jr. Award for Excellence in Public Service, Awards for Excellence in Teaching, and the University Award. In addition, the UNC System Staff Assembly presents annual awards and scholarships: The Erskine B. Bowles Services Award, the Thomas Ross Visionary Leader Award, and the Janet B. Royster Scholarship. The UNC System Office has also established two programs for recent graduates and current students to develop a keener understanding of public higher education in North Carolina: The Presidential Scholar Program and the Marian Drane Graham Scholar Program.

Some award recipients receive a stipend in honor of their work and accomplishments. Below provides information about the amount of the award, the source of the funds, the selection process for each award, and the demographic makeup of each award recipient. Data was obtained from the UNC System Human Resources DataMart and award recipients’ names have been removed.

Award	Amount	Source of Funds
Oliver Max Gardner Award	\$30,000	Endowment – O. Max Gardner Trust
The Governor James E. Holshouser, Jr. Award for Excellence in Public Service	\$7,500	Institutional Trust Funds – with short term investment fund with NC Treasurer
Board of Governors Teaching Awards	\$12,500	Institutional Trust Funds
Awards for Excellence in Teaching	\$115,500	State Funds – Appropriation
Erskine B. Bowles Staff Service Award	\$1,000	Institutional Trust Funds
Thomas W. Ross, Sr. Visionary Leader Award	Non-monetary	N/A
Presidential Scholars	\$150,000	State Funds – President’s Strategic Initiatives
Marian Drane Graham Scholar	\$25,000	Endowment – Frank Porter Graham Trust
University Award	Non-monetary	N/A
Janet B. Royster Scholarship	\$1,000	Institutional Trust Funds – Staff Assembly Fundraising

THE OLIVER MAX GARDNER AWARD

The Gardner Award is an annual award, first presented in 1949. It recognizes a member of the UNC System faculty who, during the current scholastic year, has made “the greatest contribution to the welfare of the human race.” The award is the highest honor the System confers on faculty. All faculty members, from across all 17 constituent institutions, are eligible. The Board of Governors appoints a special committee to review nominations and bring the nomination to the full board for approval.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC-CH	2020	White
Award Recipient #2	ECU	2019	Asian
Award Recipient #3	NCSU	2018	Hispanic & White
Award Recipient #4	UNCP	2017	White
Award Recipient #5	WCU	2016	White
Award Recipient #6	UNCC	2015	Asian
Award Recipient #7	NCSU	2015	White
Award Recipient #8	NCSU	2014	Asian
Award Recipient #9	ECU	2013	White
Award Recipient #10	NCSU	2012	White
Award Recipient #11	UNCC	2011	White
Award Recipient #12	NCAT	2010	Asian
Award Recipient #13	NCSU	2009	White
Award Recipient #14	UNC-CH	2008	White
Award Recipient #15	NCSU	2007	White
Award Recipient #16	NCCU	2006	Black
Award Recipient #17	NCSU	2005	White
Award Recipient #18	ECU	2004	White
Award Recipient #19	NCCU	2004	White
Award Recipient #20	NCSU	2003	White
Award Recipient #21	UNCSA	2002	White
Award Recipient #22	UNC-CH	2002	White
Award Recipient #23	ECU	2001	White
Award Recipient #24	NCSU & UNC-CH	2000	White

THE GOVERNOR JAMES E. HOLSHOUSER, JR. AWARD FOR EXCELLENCE IN PUBLIC SERVICE

The Public Service Award is an annual award, created in 2007, to encourage, identify, recognize, and reward public service by faculty of the University. Faculty of any of the 17 UNC institutions are eligible. Chosen faculty have made sustained, distinguished, and superb achievement in university public service and outreach, and contributions to improving the quality of life of the citizens of North Carolina. The creativity and impact of a nominee’s achievements are of a magnitude that greatly exceeds the normal accomplishments of a productive faculty. The Board of Governors appoints a special committee to review nominations and bring the nomination to the full board for approval.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC Charlotte	2019	White
Award Recipient #2	UNCW	2019	White
Award Recipient #3	WCU	2018	White
Award Recipient #4	NC State	2018	White
Award Recipient #5	ECU	2017	White
Award Recipient #6	NC State	2016	White
Award Recipient #7	ECU	2015	White
Award Recipient #8	WSSU	2015	Black
Award Recipient #9	Appalachian	2015	White
Award Recipient #10	UNCP	2014	White
Award Recipient #11	UNC Charlotte	2012	White
Award Recipient #12	ECU	2011	White
Award Recipient #13	NC State	2010	White
Award Recipient #14	UNC Charlotte	2009	White
Award Recipient #1	ECU	2008	Black
Award Recipient #14	NCCU	2007	Black

AWARDS FOR EXCELLENCE IN TEACHING, 2020

The Teaching Awards were established in 1994 to underscore the importance of teaching and to encourage, identify, recognize, reward, and support good teaching within the University. Every year, a faculty member from each constituent institution receives this award. The selection process is operated at the individual campus level and approved by the Board of Governors.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2020	White
Award Recipient #2	ECU	2020	White
Award Recipient #3	ECSU	2020	White
Award Recipient #4	FSU	2020	Black
Award Recipient #5	N.C. A&T	2020	Black
Award Recipient #6	NCCU	2020	Black
Award Recipient #7	NC State	2020	White
Award Recipient #8	UNCA	2020	Black
Award Recipient #9	UNC-Chapel Hill	2020	White
Award Recipient #10	UNC Charlotte	2020	Black
Award Recipient #11	UNCG	2020	White
Award Recipient #12	UNCP	2020	White
Award Recipient #13	UNCW	2020	White
Award Recipient #14	UNCSA	2020	White
Award Recipient #15	WCU	2020	White
Award Recipient #16	WSSU	2020	White

AWARDS FOR EXCELLENCE IN TEACHING, 2019

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2019	White
Award Recipient #2	ECU	2019	White
Award Recipient #3	ECSU	2019	Black
Award Recipient #4	FSU	2019	Black
Award Recipient #5	N.C. A&T	2019	Black
Award Recipient #6	NCCU	2019	Black
Award Recipient #7	NC State	2019	White
Award Recipient #8	UNCA	2019	Pacific Islander
Award Recipient #9	UNC-Chapel Hill	2019	White
Award Recipient #10	UNC Charlotte	2019	White
Award Recipient #11	UNCG	2019	White
Award Recipient #12	UNCP	2019	White
Award Recipient #13	UNCW	2019	White
Award Recipient #14	UNCSA	2019	White
Award Recipient #15	WCU	2019	White
Award Recipient #16	WSSU	2019	Black
Award Recipient #17	NCSSM	2019	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2018

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2018	Not available
Award Recipient #2	ECU	2018	White
Award Recipient #3	ECSU	2018	Black
Award Recipient #4	FSU	2018	Black
Award Recipient #5	N.C. A&T	2018	Black
Award Recipient #6	NCCU	2018	Black
Award Recipient #7	NC State	2018	White
Award Recipient #8	UNCA	2018	White
Award Recipient #9	UNC-Chapel Hill	2018	White
Award Recipient #10	UNC Charlotte	2018	White
Award Recipient #11	UNCG	2018	White
Award Recipient #12	UNCP	2018	White
Award Recipient #13	UNCW	2018	White
Award Recipient #14	UNCSA	2018	White
Award Recipient #15	WCU	2018	White
Award Recipient #16	WSSU	2018	White
Award Recipient #17	NCSSM	2018	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2017

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2017	White
Award Recipient #2	ECU	2017	White
Award Recipient #3	ECSU	2017	White
Award Recipient #4	FSU	2017	White
Award Recipient #5	N.C. A&T	2017	Black
Award Recipient #6	NCCU	2017	Black
Award Recipient #7	NC State	2017	White
Award Recipient #8	UNCA	2017	White
Award Recipient #9	UNC-Chapel Hill	2017	White
Award Recipient #10	UNC Charlotte	2017	White
Award Recipient #11	UNCG	2017	Black
Award Recipient #12	UNCP	2017	Alaskan Native or American Indian
Award Recipient #13	UNCW	2017	White
Award Recipient #14	UNCSA	2017	White
Award Recipient #15	WCU	2017	White
Award Recipient #16	WSSU	2017	Black
Award Recipient #17	NCSSM	2017	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2016

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2016	Not available
Award Recipient #2	ECU	2016	White
Award Recipient #3	ECSU	2016	Black
Award Recipient #4	FSU	2016	White
Award Recipient #5	N.C. A&T	2016	Asian
Award Recipient #6	NCCU	2016	White
Award Recipient #7	NC State	2016	White
Award Recipient #8	UNCA	2016	White
Award Recipient #9	UNC-Chapel Hill	2016	White
Award Recipient #10	UNC Charlotte	2016	White
Award Recipient #11	UNCG	2016	White
Award Recipient #12	UNCP	2016	White
Award Recipient #13	UNCW	2016	Asian
Award Recipient #14	UNCSA	2016	White
Award Recipient #15	WCU	2016	White
Award Recipient #16	WSSU	2016	Asian
Award Recipient #17	NCSSM	2016	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2015

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2015	White
Award Recipient #2	ECU	2015	White
Award Recipient #3	ECSU	2015	Black
Award Recipient #4	FSU	2015	Black
Award Recipient #5	N.C. A&T	2015	Black
Award Recipient #6	NCCU	2015	Black
Award Recipient #7	NC State	2015	White
Award Recipient #8	UNCA	2015	White
Award Recipient #9	UNC-Chapel Hill	2015	White
Award Recipient #10	UNC Charlotte	2015	White
Award Recipient #11	UNCG	2015	Asian, White
Award Recipient #12	UNCP	2015	Asian
Award Recipient #13	UNCW	2015	White
Award Recipient #14	UNCSA	2015	White
Award Recipient #16	WSSU	2015	White
Award Recipient #17	NCSSM	2015	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2014

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2014	White
Award Recipient #2	ECU	2014	White
Award Recipient #3	ECSU	2014	Other
Award Recipient #4	FSU	2014	White
Award Recipient #5	N.C. A&T	2014	Black
Award Recipient #6	NCCU	2014	Black
Award Recipient #7	NC State	2014	White
Award Recipient #8	UNCA	2014	Black
Award Recipient #9	UNC-Chapel Hill	2014	White
Award Recipient #10	UNC Charlotte	2014	White
Award Recipient #11	UNCG	2014	White
Award Recipient #12	UNCP	2014	White
Award Recipient #13	UNCW	2014	White
Award Recipient #14	UNCSA	2014	White
Award Recipient #15	WCU	2014	White
Award Recipient #16	WSSU	2014	Black
Award Recipient #17	NCSSM	2014	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2013

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2013	White
Award Recipient #2	ECU	2013	White
Award Recipient #3	ECSU	2013	White
Award Recipient #4	FSU	2013	Black
Award Recipient #5	N.C. A&T	2013	Black
Award Recipient #6	NCCU	2013	White
Award Recipient #7	NC State	2013	Black
Award Recipient #8	UNCA	2013	White
Award Recipient #9	UNC-Chapel Hill	2013	White
Award Recipient #10	UNC Charlotte	2013	White
Award Recipient #11	UNCG	2013	White
Award Recipient #12	UNCP	2013	White
Award Recipient #13	UNCW	2013	White
Award Recipient #14	UNCSA	2013	White
Award Recipient #15	WCU	2013	White
Award Recipient #16	WSSU	2013	White
Award Recipient #17	NCSSM	2013	Not available

ERSKINE B. BOWLES STAFF SERVICE AWARD

The Erskine B. Bowles Staff Service Award was established in 2010 by the UNC Staff Assembly to recognize staff employees whose accomplishments are consistent with the goals of the University and the University’s public service mission. An online nomination process is held where nominators provide information regarding the candidate and the candidate is graded on a rubric. A committee then reviews the submissions and selects the winners.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC-Chapel Hill	2019	Black
Award Recipient #2	UNC-Chapel Hill	2018	White
Award Recipient #3	UNCP	2017	Alaskan Native, American Indian, and Black
Award Recipient #4	UNCSA	2016	White
Award Recipient #5	N.C. A&T	2015	Black
Award Recipient #6	N.C. A&T	2014	Black
Award Recipient #7	WSSU	2013	Black
Award Recipient #8	UNCSA	2012	White
Award Recipient #9	UNCA	2011	White
Award Recipient #10	UNCA	2010	White

THOMAS W. ROSS, SR. VISIONARY LEADER AWARD

The University of North Carolina Thomas W. Ross, Sr. Visionary Leader Award was created in 2015 to celebrate a member of the UNC Staff Assembly who has proven to be an exemplary leader and one who inspires a shared vision on their campus and throughout the whole of the UNC Staff Assembly. This individual’s accomplishments are consistent with the leadership characteristics exemplified by Thomas W. Ross, Sr. during his tenure as UNC System President. President Ross modeled the way for others to follow; inspired shared visions of success for students, staff and faculty within the UNC System; challenged, managed and overcame processes and difficult budgetary situations. By encouraging others to act and allowing them the freedom to do so, President Ross showcased his heartfelt support of the campus communities as well as those who worked closely with him at UNC General Administration.

This award is presented annually in recognition of a UNC Staff Assembly delegate who embodies these characteristics, exhibits outstanding leadership on their campus, and demonstrates leadership and engagement in the UNC Staff Assembly. An online nomination process is held where nominators provide information regarding the candidate and the candidate is graded on a rubric. A committee then reviews the submissions and selects the winners.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	WCU	2017	Black

PRESIDENTIAL SCHOLARS

The Presidential Scholars are recent graduates of a UNC System institution who serve a one-year appointment in the President's Office. Working closely with high-ranking university officials, they provide a wide range of professional functions. Through this immersive opportunity, scholars explore the inner workings of the UNC System. They develop a keener understanding of how higher education has transformed North Carolina's economy and why it is critical to our state's future. A hiring committee made up of various UNC System Office staff screens, interviews and selects the Presidential Scholars.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	WCU	2020	White
Award Recipient #2	UNCA	2020	Asian & White
Award Recipient #3	N.C. A&T	2020	Black
Award Recipient #4	UNCW	2019	Black
Award Recipient #5	UNC-Chapel Hill	2019	White
Award Recipient #6	ECSU	2019	Black
Award Recipient #7	UNCP	2018	White
Award Recipient #8	ECU	2018	White
Award Recipient #9	UNC-Chapel Hill	2018	White
Award Recipient #10	UNCW	2018	Black & White
Award Recipient #11	WCU	2017	Black
Award Recipient #12	ECU	2017	White
Award Recipient #13	UNCW	2017	Not available
Award Recipient #14	Appalachian	2017	White
Award Recipient #15	UNC-Chapel Hill	2016	White
Award Recipient #16	UNC-Chapel Hill	2016	White
Award Recipient #17	ECSU	2016	Not available
Award Recipient #18	UNC-Chapel Hill	2015	White
Award Recipient #19	Appalachian	2015	White
Award Recipient #20	UNCA	2015	Not available
Award Recipient #21	NC State	2015	Not available
Award Recipient #22	-	2014	White
Award Recipient #23	UNCA	2011	Not available

MARIAN DRANE GRAHAM SCHOLARS

The Marian Drane Graham Scholars Program is an immersive, experiential learning opportunity. This six-week summer program provides rising UNC System juniors and seniors a chance to develop leadership skills and gain a better understanding of key issues facing public higher education. A hiring committee made up of various UNC System Office staff screens, interviews and selects the and Marian Drane Graham Scholars.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	NCCU	2020	Not available
Award Recipient #2	NCCU	2020	Not available
Award Recipient #3	Appalachian	2020	White
Award Recipient #4	NC State	2020	Not available
Award Recipient #5	UNCA	2020	Black
Award Recipient #6	UNCW	2019	Not available
Award Recipient #7	NC State	2019	White
Award Recipient #8	UNC-Chapel Hill	2019	White
Award Recipient #9	UNCP	2019	Not available
Award Recipient #10	UNC-Chapel Hill	2019	Black
Award Recipient #11	UNCW	2018	Black
Award Recipient #12	UNC-Chapel Hill	2018	White
Award Recipient #13	ECU	2018	Not available
Award Recipient #14	ECU	2018	Black
Award Recipient #15	NC State	2018	Black
Award Recipient #16	NC State	2018	Asian

UNIVERSITY AWARD

The University Award, created in 1979, periodically recognizes illustrious service to higher education and is the highest distinction of this nature that the University bestows. Administrators or faculty members of the University are not eligible for the award, nor are voting members of the Board of Governors or members of the institutional boards of trustees. There is currently no information regarding the demographics of these award recipients.

JANET B. ROYSTER SCHOLARSHIP

The Janet B. Royster (JBR) Memorial Staff Scholarship Fund was created in August of 2011 by the UNC Staff Assembly in memory of UNC-TV employee Janet B. Royster. Ms. Royster represented UNC-TV on the General Administration Staff Forum and was subsequently elected to the UNC Staff Assembly. She served as its first Parliamentarian until her untimely death in June 2011. This scholarship promotes staff development for permanent, full-time, non-faculty employees, as well as recognizes and honors Ms. Royster's leadership and dedication to all UNC employees. A committee reviews and rates the electronic submissions based on a grading rubric. Recently, the committee has readjusted its guidelines to allow up to \$500 per institution, in an effort to guarantee there is one award per institution assuming a qualified applicant has applied.

There is currently no information regarding any award recipient for this award.

Appendix D

Faculty Assembly

Wade Maki - Chair



“What happens at System, doesn’t stay at System”



1

Our Mission

- The mission of the UNC Faculty Assembly is to advise the UNC System President, System Office, and Board of Governors by advocating for the faculty across all campuses in the development of sound policies and practices for world class university education.



2

Tips for success


- Building relationships
- Responsible stewardship of information
- Credible partner



3

At our best


- Advising from a faculty perspective on issues important to the BOG/System office
- Include what faculty will do in support of advice (skin in the game)
- System focus



4


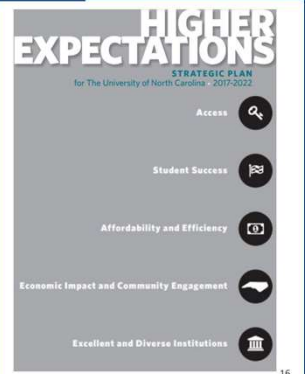
Less effective when

- Issuing “to do lists” to system office
- Campus rather than system lens
- Making statements
- Advice is not aligned



5

UNC Strategic Plan

16

6

Strategic Plan Refresh

A "Refresh" Rather Than a Rewrite

Five themes remain as relevant as ever.
However:

- We've made significant progress on the existing goals and metrics;
- We've implemented new metrics (i.e., incentive compensation); and
- We've identified new priorities (i.e., adult learners; veterans and military-affiliated students; student mental health).

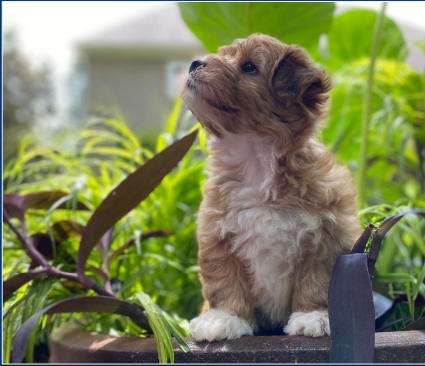
Time to refresh the plan to align five-year System goals with current priorities



THE UNIVERSITY OF NORTH CAROLINA SYSTEM 25

7

Priority topics



8

EDI




Working with D&I council – Andrea Hunter



9

Faculty Welfare

- Faculty salaries & benefits
- Tracking retention? Salary data tools?
- Tenure (ie Kansas)



10

Great Resignation/ Faculty Disengagement

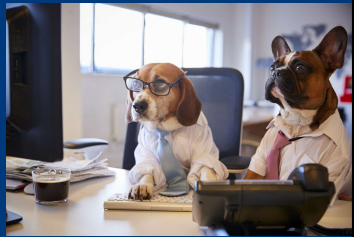
- Collecting data
- Trend is Real
- Identify solutions




11

Faculty Workload

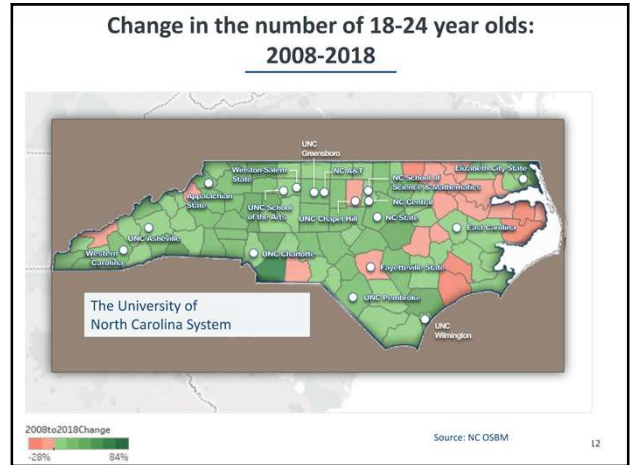
- Bad data
- New data system
- New definition?
- Dashboard?



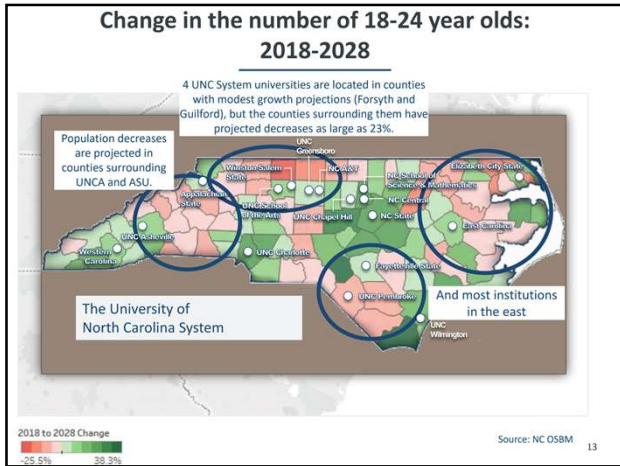
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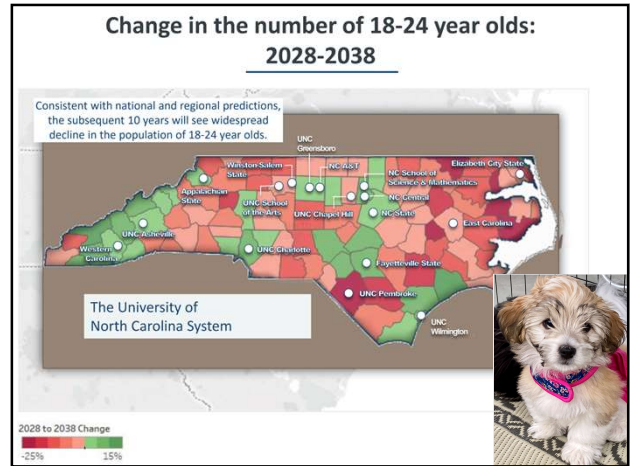
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14



15



16

Fall '22 Enrollments

Institution	New FTE			New Transfer			Total US			Graduate			Total Enrollment		
	Fall 2021	Fall 2022	Change	Fall 2021	Fall 2022	Change	Fall 2021	Fall 2022	Change	Fall 2021	Fall 2022	Change	Fall 2021	Fall 2022	Change
WCU	5,016	5,309	293	1,281	1,188	-93	26,109	26,048	-61	10,153	10,280	127	36,462	36,328	-134
UNC-CH	4,793	4,816	23	6,035	676	66	19,846	20,021	175	11,539	11,845	306	31,185	31,866	681
UNC	4,280	4,187	-93	2,537	2,199	-338	23,823	23,222	-601	6,476	6,202	-274	30,299	29,424	-875
ASU	4,060	3,882	-178	1,425	1,395	-30	18,514	18,495	-19	2,951	1,868	-1,083	20,565	20,353	-212
ECU	4,297	3,854	-443	1,793	1,615	-178	22,791	21,771	-1,020	5,582	5,469	-113	28,373	27,240	-1,133
NCAT	2,968	3,191	223	827	682	-145	11,670	11,827	157	1,605	1,616	11	13,275	13,443	168
UNCW	2,457	2,378	-79	1,884	1,546	-338	14,174	14,020	-154	3,503	3,490	-13	17,677	17,510	-167
UNCG	2,559	2,370	-189	1,437	1,182	-255	11,373	14,299	2,926	3,844	3,215	-629	19,217	18,500	-717
WCU	1,754	1,950	196	955	961	6	10,194	9,994	-200	1,766	1,724	-42	11,960	11,718	-242
UNCJ	1,078	1,066	-12	373	305	-68	5,741	5,455	-286	2,059	1,897	-162	7,800	7,353	-447
WCU	1,320	930	-390	376	351	-25	5,103	4,453	-650	509	477	-32	5,672	4,930	-742
FSU	673	900	227	738	970	232	5,580	5,754	174	1,182	1,023	-159	6,742	6,775	33
UNCP	921	718	-203	689	593	-96	6,309	5,557	-752	2,093	2,011	-82	8,312	7,568	-744
UNCA	608	517	-91	289	252	-37	3,230	2,919	-311	4	1	-3	3,230	2,920	-310
FSU	325	361	36	332	225	-107	2,898	2,834	-64	61	155	94	1,989	2,145	156
UNCA	299	211	-88	35	36	1	940	919	-21	184	187	3	1,177	1,154	-23
Total	37,172	36,378	-794	15,614	14,669	-945	91,659	106,739	15,080	12,591	-2,599	1,013	144,339	139,172	-5,167

Note: Pulled from UNCSD Insight Dashboard at <https://www.unc.edu/insight>. *New Actual beginning of Term Starts at... First week of school. Student Type based on last enrollment status. *New Students exclude transfers.

17

ROI Study

NC SYSTEM EDUCATIONAL CAREER ALIGNMENT

SECTION 8.17.(a) The Board of Governors of The University of North Carolina shall contract with an independent research organization to conduct an evaluation of its current programs at each constituent institution of The University of North Carolina related to its operational costs, student outcomes, and return on investment (ROI) of each program. The evaluation conducted by the independent research organization shall include an analysis of at least the following information by constituent institution and undergraduate and graduate degree programs: (1) The number of students in each program. (2) The number of faculty and other staff employed for each program. (3) The related costs to operate each program, inclusive of total staff compensation and benefits, facility costs, and any other related expenses, including overhead. (4) A detailed correlation between degree of study and directly related career roles and associated expected starting compensation, as well as expected career earnings for students upon completion of those programs. (5) A detailed ROI for each program. (6) ROI for State funding expenditures. (7) ROI for student funding expenditures.

SECTION 8.17.(b) Two years from the date this act becomes law, the Board of Governors shall report to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division of the General Assembly on the results of the evaluation conducted by the independent research organization pursuant to subsection (a) of this

We have issued an RFP for an independent research organization: RFP 68-SOEVAL1121. The RFP is posted online at <https://www.ips.state.nc.us/IPS/AGENCY/PDF/14541800.pdf>

The target date for completion of the project is September 1, 2023.

Source: Public BOG meeting documents

18

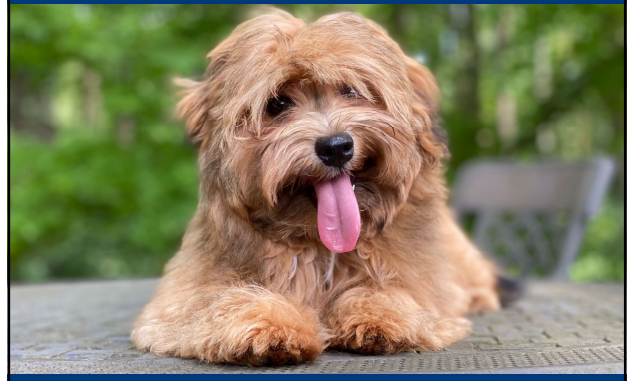
Kitty Hawk

- \$97m in funding
- Retain vs WGU SNH
- Online program services
- Adult learner “part way home” focus?



19

New Funding Model



20

Funding weights

Metric Weighting

*Metrics are weighted based on each goal having equal weight

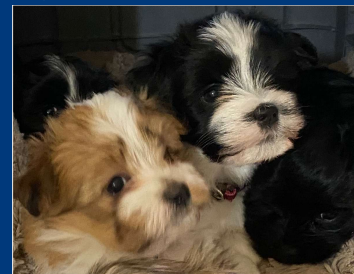
Goal Weight	Goal	Metric	Metric Weight
25%	Increase Undergraduate Student Success	Four-Year Graduation Rate	12.5%
		Undergraduate degree efficiency	12.5%
25%	Increase Affordability	First Time Student Debt at Graduation	16.25%
		Transfer Student Debt at Graduation	8.75%
25%	Improve University Productivity	Education and Related Expenses per Degree	25%
25%	Campus-Selected Goal	Campus-Selected Metric	25%

*Note: Since campus-selected goal cannot be implemented until Year 2 (and incorporated into 2024 Short Session request), the three core goals will each have a weight of 33% in the initial year of implementation.

21

My Personal Goal

- Improve communication flows both directions
- Help delegations improve campus relationships



22

Facing Catastrophies



23

What should we do?



24

Wait for events...or



25

Adapt Quickly



26

Meet in person?



27

Coming soon...



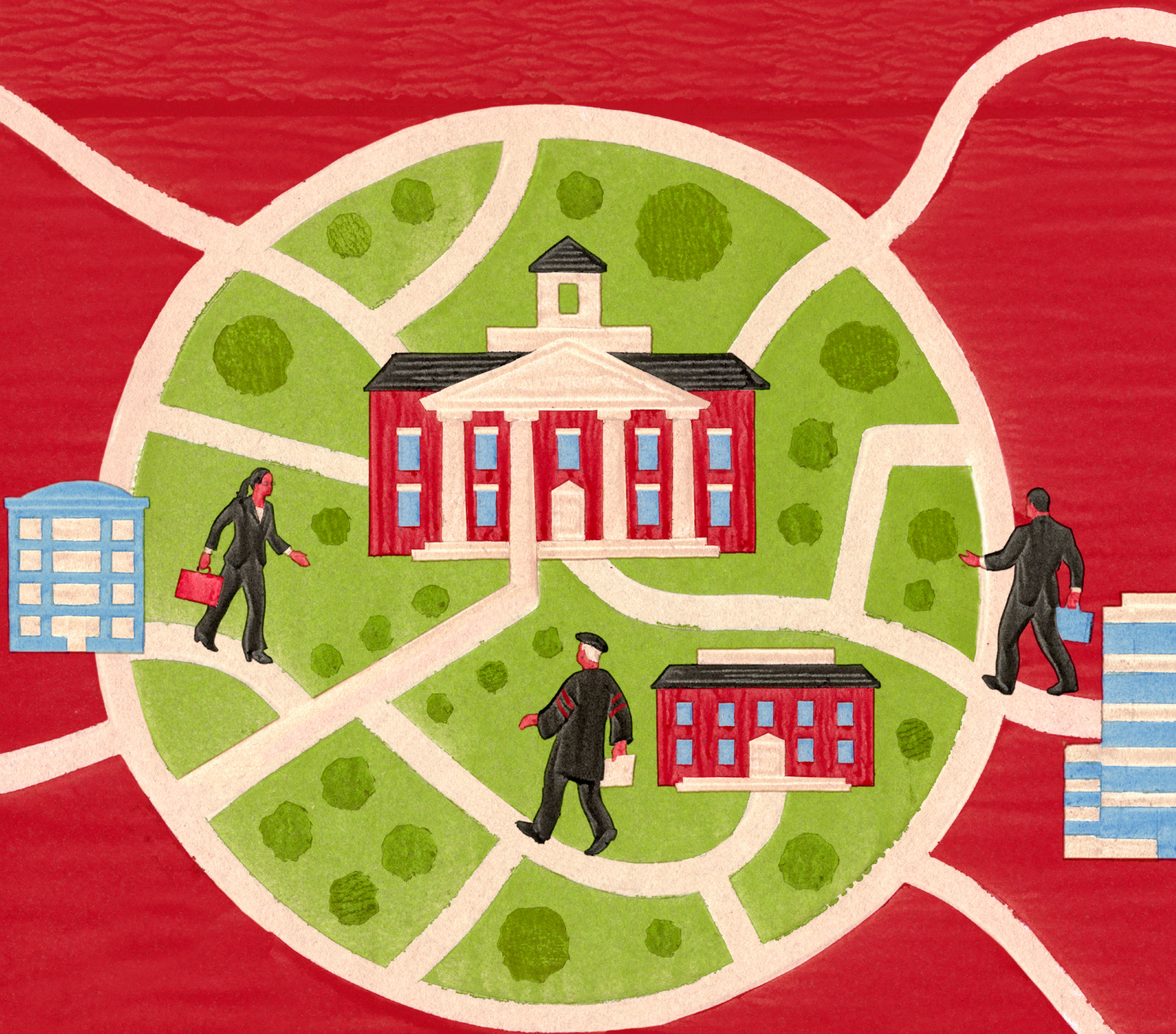
- D&I Council conversation
- Evolving Role of the Chancellors
- President Hans in Dec. (50th anniversary)

28

Questions?



29



Pathways to the university presidency

The future of higher education leadership

A report by Deloitte's Center for Higher Education Excellence in conjunction with
Georgia Tech's Center for 21st Century Universities

ABOUT DELOITTE'S CENTER FOR HIGHER EDUCATION EXCELLENCE

Higher education institutions confront a number of challenges, from dramatic shifts in sources of funding resulting from broader structural changes in the economy, to demands for greater accountability at all levels, to the imperative to increase effectiveness and efficiency through the adoption of modern technology.

Deloitte's Center for Higher Education Excellence produces groundbreaking research to help colleges and universities navigate these challenges and reimagine how they achieve excellence in every aspect of the academy: teaching, learning, and research. Through forums and immersive lab sessions, we engage the higher education community collaboratively on a transformative journey, exploring critical topics, overcoming constraints, and expanding the limits of the art of the possible.

ABOUT THE CENTER FOR 21ST CENTURY UNIVERSITIES AT GEORGIA TECH

The Center for 21st Century Universities (C21U) is Georgia Tech's living laboratory for fundamental change in higher education. Disruptive innovations in higher education are evolving and Georgia Tech is committed to leading the initiatives that will define the next generation of educational practices and technologies. As a research branch of the Office of the Provost, C21U works in tandem with campus administrators and faculty to identify, develop, and test new educational platforms and techniques.

About Deloitte Consulting LLP's Organization Transformation & Talent practice

Digital and emerging technologies, changing market conditions, and regulatory pressures are common external forces that drive business transformation. Internally, new leadership and growth or consolidation strategies (including mergers and acquisitions) often spark transformation. No matter what the driver, the same challenges typically apply: how to align your organization design, talent, leadership, and culture with your business strategy to make the transformation vision a reality, and then sustain it over time. Deloitte OT&T practitioners combine deep transformation experience with practical business acumen. Our organization and people solutions incorporate an array of innovative tools and resources, powered by analytics, to enable sustainable change. Contact the authors for more information or read about Deloitte's Organization Transformation & Talent practice here: <https://www2.deloitte.com/global/en/pages/human-capital/solutions/organization-transformation-talent.html>.

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Key highlights

THE role of the college president has no analog in the modern business world.

It is accountable to a dizzying array of stakeholders and constituents, on campus (students, faculty, and administrative staff) and off; parents who are hyperinvolved in every aspect of their child's experience; community leaders seeking to influence the university's role in town; alumni who want to maintain the experience they had as students; and, in the case of public institutions, political leaders who demand greater accountability even in the face of dwindling state support.

The job requires administrative and financial acumen, fundraising ability, and political deftness. Presidents must be accessible and responsive but also measured and restrained in an era driven by 24/7 news coverage and the inflammatory nature of social media. They often need to balance the pressures of society to improve the "return on investment" of education at their institution as well as manage the pressure from community and political leaders around critical issues such as sexual assault and legalized guns on campus. Presidents must chart a difficult path with their academic deans, providing incentives for individual schools to excel and grow while fostering collaboration and cooperation with each other to drive the overall health of the academy.



The range of leadership skills with which they surround themselves is vast—athletics, academics, finances, marketing, fundraising, and research to name just a few, all housed within a model of shared governance that could drive almost any traditional business leader to distraction.

In this look at the college president, we examine what it's taken to be effective and excel in the role today, and how the dynamics of higher education in America are driving a new set of skills and capabilities for tomorrow's leaders. Deloitte's Center for

Higher Education Excellence, working in partnership with Georgia Tech's Center for 21st Century Universities, conducted this study through a combination of an extensive survey, in-depth interviews, and the first-ever analysis of presidential CVs. Among the highlights of our findings:

- **Varied pathways.** While the provost's office has long been the most frequent stopover point on the way to the presidency, the paths prospective presidents now take are becoming more complex, fragmented, and overlapping. Academic deans are increasingly moving right to the top job and bypassing the provost's office altogether. This is particularly the case at small colleges, where the institution as a whole is akin to the dean's job at a large university.
- **A new role for the provost.** The provost is no longer simply regarded as the No. 2 person on campus. Rather, today's provosts often have a set of skills that complement the president, rather than replicate them. The shift in responsibilities means that the provost's role might not always be the best preparation for the presidency, especially if the provost is involved primarily with academic affairs and internal issues.
- **President as fundraiser-in-chief.** Fundraising is essential from a president's first day in office, according to the survey, and only grows in importance over time in the position. But that doesn't mean presidents are ready and willing to take on fundraising tasks. Despite the attention given to this issue over the past several years,

preparing presidents to cultivate donors hasn't improved much, if at all.

- **A need for formal leadership development.** Investments in leadership often lag behind their importance to presidents. While nearly two-thirds of presidents surveyed said they had coaches or mentors to help them prepare for the role, only one-third indicated that they still receive coaching to succeed in the job. Presidents identified leadership development as the second most important professional training opportunity needed on the job (after fundraising).
- **Emphasis on short-term wins at the cost of long-term planning.** There is increasing pressure on presidents to look for quick wins. As a result, many are looking for the proverbial low-hanging fruit on their campuses where they can show fast results, not only for their own boards but also for search committees for their next job.

Even without the pressures bearing down right now on higher education, many college presidents are likely in the final years of their tenure, given the demographics of those currently in the top job. A wave of departures is expected to come among presidents over the next few years. Where their successors will come from remains a key question for governing boards and other key stakeholders on campuses. What follows is a primer to help leaders recognize the challenges they may face and how to potentially rethink leadership for higher education in the 21st century.

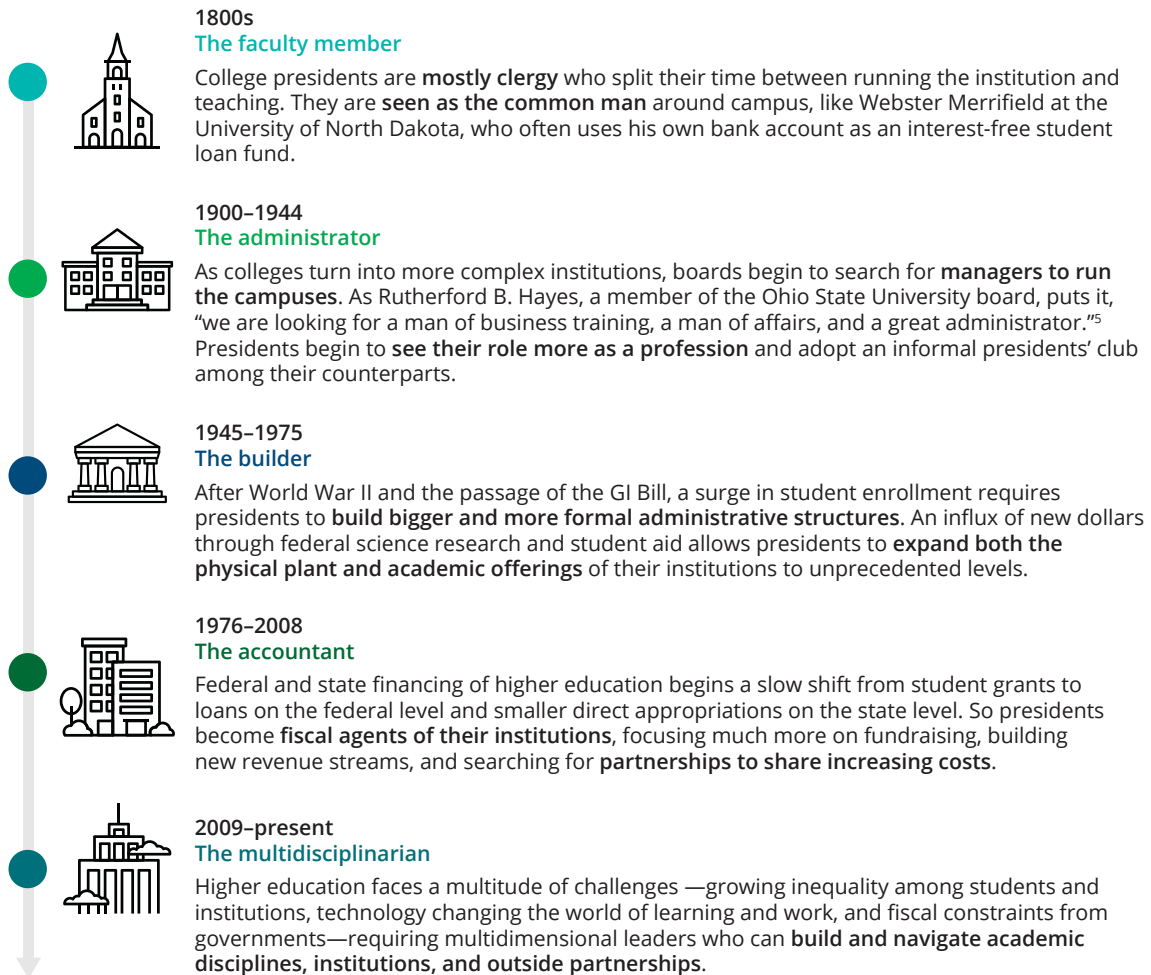
Introduction

WHILE college presidents these days are often compared to corporate CEOs, for much of the early years of American higher education they were often seen as little more than an extension of the faculty. Most presidents were clergymen who regularly taught classes, rare-

ly traveled far from the campus, and even prided themselves on knowing every student by name.

At the turn of the 20th century, the college presidency started to take on an expanded role, as institutions increased their academic offerings. Out went the ministers as presidents and in came

THE EVOLUTION OF THE COLLEGE PRESIDENCY



more professional administrators. When John H. Finley was announced as president of City College of New York in 1903, he received a letter from the University of Chicago’s president assuring him that while “there are plenty of men to be professors; there are only a few to be presidents of colleges and universities.”¹

By the 1930s, a book about college presidents described the job as “the business manager of a great plant, a lobbyist often at the general assembly of the state... and a peripatetic raiser of funds.”² The decades after World War II—with the arrival of Baby Boomers to campuses and new federal spending with the onset of the Cold War—marked a new role for presidents as dominant figures in higher education’s expansion. Indeed, during this era two giants of the college presidency rose to power—the University of California’s Clark Kerr and the Rev. Theodore Hesburgh of Notre Dame.

The economic slowdown of the mid-1970s, and the resulting cuts in federal and state higher-education spending, meant that college governing boards started to look for leaders who could be better fiscal managers and, increasingly, fundraisers. In

1976, Kerr would describe presidents hired in the 1950s, ’60s, and ’70s as “kind of out of date,” adding the presidential type now needed was a “a kind of super-accountant.”

It was in these waning years of the 20th century that the college presidency began to turn into more of a profession sought by academics who switched jobs every few years and navigated through campus bureaucracies to better learn how to run complex institutions. Searches for presidents grew longer and more extensive and were managed by executive search firms that increasingly focused solely on higher education.

In 1986, the American Council on Education (ACE) published its first study of the college president. It found that campus leaders were mostly white males in their early fifties.³ Four in ten presidents at the time were in their forties, and most came to the position through the provost’s office.

In subsequent surveys since then, ACE found that little has changed about the people holding the top job on campuses—except they are graying and not staying in the role as long. Nearly six in ten

METHODOLOGY

Planning for this report began in the spring of 2016, as a joint project between Deloitte’s Center for Higher Education Excellence and Georgia Tech’s Center for 21st Century Universities.

The initial phase included a literature scan of previous research on the state of the college presidency, in part to inform a survey of college presidents that was fielded in August 2016. We would like to thank the following individuals who provided their insight and expertise on the survey questions: Scott Cowen, Richard Ekman, Wes Moore, Carol Quillen, Shelly Weiss Storbeck, and Diana Chapman Walsh.

Surveys were sent via email to 1,031 presidents of four-year colleges and universities. Completed responses were collected from 165 presidents, yielding a 16 percent response rate. Respondents represented 112 private institutions and 51 public institutions.

For the CV analysis, data was collected on 840 presidents, gleaned from publicly available information on institutional websites and through other sources, such as LinkedIn. The following students at the Georgia Institute of Technology assisted in the CV analysis: Rebecca Hull, Jing Li, Sarah Scott, and Lu Yin.

Presidents and trustees—from a diverse representation by geography, institution type (public, private), campus type (single, multiple, online) and student body size—were interviewed by authors and a note-taker from Deloitte between January and March 2017. All interview subjects were offered anonymity to allow them to be frank in our conversations. Some waived the offer, but most of the quotes presented in the report from those interviews are without attribution to maintain consistency.

presidents are in their sixties and their average tenure in the job is seven years, down from eight and a half years a decade ago.⁴

A pipeline running dry

What's worrisome about these trends is that the traditional pipeline to the job risks running dry in the decade ahead, as the enormous demographic and financial challenges facing institutions intensify. Not only are presidents aging, but public flameouts are ending their tenures early. Several presidents have faced high-profile ousters in recent years.

Where their successors will come from is more of an open question among search committees than ever before. While the provost's office remains the most common launching pad for presidencies, there is evidence from surveys of sitting provosts that many no longer aspire to the top job, nor in some instances have the broad set of skills necessary for the changing demands of the role.

Much like at the turn of the 20th century and then again in the 1970s, the college presidency today is

in a state of change. As institutions look to hire the next generation of leaders, what skill sets should they be looking for? Where will presidents come from in the future? What training will they need to succeed and thrive in the top job?

This report aims to answer those questions and more with the results of a groundbreaking study on the future of the college presidency. In 2016, Deloitte's Center for Higher Education Excellence and Georgia Tech's Center for 21st Century Universities embarked on nearly a year of research that included a survey of more than 150 current four-year college and university presidents, in-depth interviews with two dozen presidents and trustees, and data mined from more than 800 CVs of sitting presidents of four-year colleges to get a better sense of their career paths.

Our hope is that this study informs planning for trustees and college executives as they grapple with the coming leadership changes and provides a roadmap for how higher education can better prepare and select its next generation of presidents.

The changing presidency

A HUNDRED years ago, the college presidency was described by academics as a “club” in which members had a similar pedigree and recognized the problems each other was dealing with on their campuses.

The modern college presidency lacks any sort of cohesion.

Our study found that fewer college leaders arrive at the top post in the same way as in the past or agree on the issues that face their campuses. How presidents define their role largely depends on the type of institution where they serve (research university vs. liberal arts college or public vs. private), how long they’ve been in the job, and the route they took to get there.

While the provost’s office has long been the most frequent stopover point on the way to the presidency, the paths prospective presidents now take are becoming more complex, fragmented, and overlapping. Two primary developments seem to be responsible for these varied routes:

1. Academic deans are increasingly moving right to the top job and bypassing the provost’s office altogether. This is particularly the case at small colleges, where the institution as a whole is akin to the dean’s job at a large university. Deans these days are essentially mini-presidents and are seen as academic

entrepreneurs on campuses with decentralized budgeting models. What’s more, they frequently work with advisory boards and are prodigious fundraisers who oversee thousands of students.

The president of a small, liberal arts college told us that the route from dean to president is a recognition that higher education’s often lengthy and sluggish climb to the top of the organization doesn’t work for a new generation of leaders.

While the provost’s office has long been the most frequent stopover point on the way to the presidency, the paths prospective presidents now take are becoming more complex, fragmented, and overlapping.

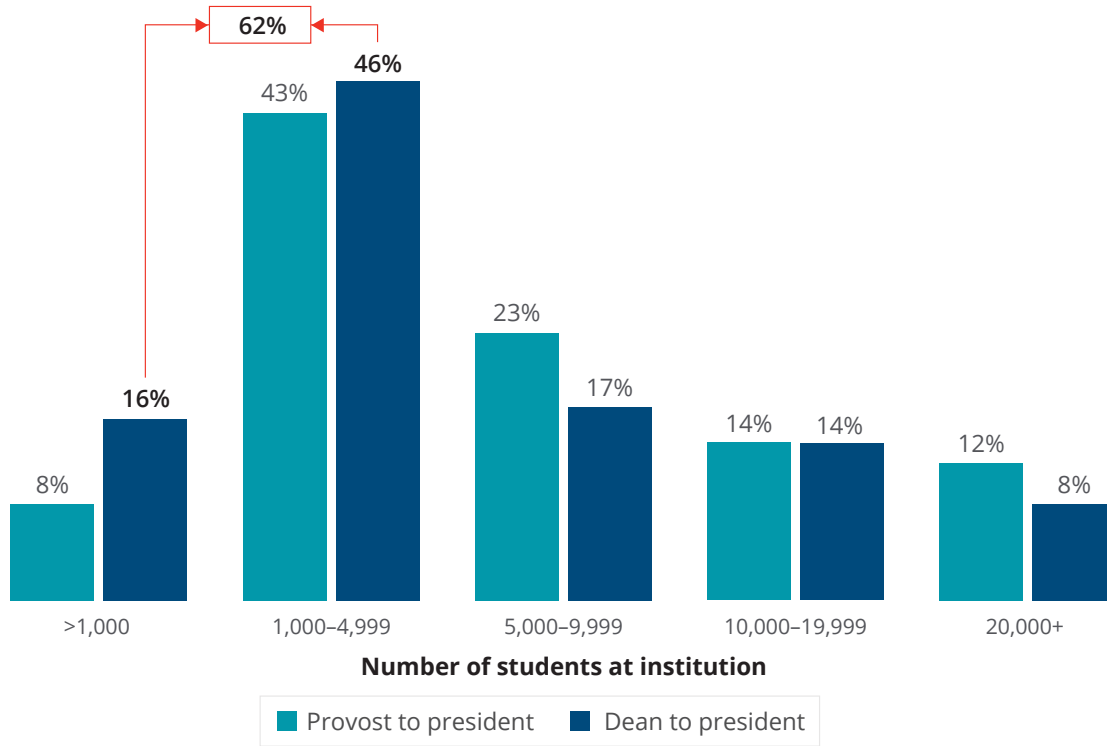
“Highly creative people need faster paths, or they are going to go elsewhere to find them,” the president said. “It is difficult to speed up the traditional route. We need to find ways to promote people more quickly, and need quicker paths to the presidency than provost.”

Of the presidents in our CV analysis who never served as a provost, two-thirds lead institutions with fewer than 5,000 students (see figure 1). Those

who went right from dean to president are newer to the job than those who were provosts first, indicating that this pathway is likely a more recent trend.

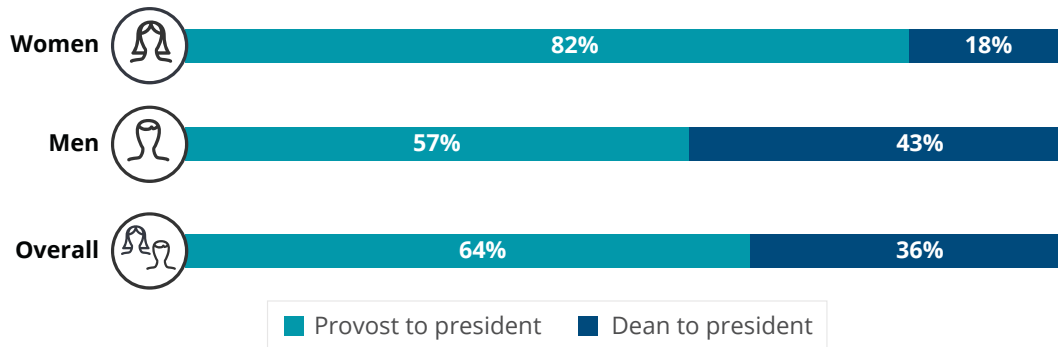
There is also a significant gender gap between the traditional provost pathway and the fast track from dean (see figure 2). It’s much more common for women to stop at the provost’s office on their way to the presidency. According to our

Figure 1. Presidents who did not serve as provosts work at smaller institutions



Deloitte University Press | dupress.deloitte.com

Figure 2. Women more than men still come to the presidency from the provost role



Deloitte University Press | dupress.deloitte.com

study, three times as many men as women went right to the presidency from the dean’s office.

- The provost is no longer simply regarded as the No. 2 person on campus.** Rather, today’s provosts often have a set of skills that complement the president, rather than replicate them. There is a “bit of separation occurring be-

tween the provost and the president,” a trustee at a large public research university told us. The provost is focused “inward and down,” working with faculty and students on the academic experience. Meanwhile, the president is looking “up and out,” focused on relations with the governing board, the public, alumni, and in many cases, political leaders.

This external focus is a critical role for a contemporary president to play in a day and age when social media can turn a minor dustup into a national story and impact an institution's brand almost overnight. The "president owns the brand and the larger experience of 'the university,'" the trustee said.

The shift in responsibilities means that the provost's role might not always be the best preparation for the presidency, especially if the provost is involved primarily with academic affairs and internal issues. In our survey, presidents told us that being an "academic and intellectual leader" ranked last among a set of skills and behaviors most needed when they assumed office. At the top of the list: strategist, communicator, and storyteller (see figure 3).

"Universities have big goals and big aspirations, but can be very linear places with very incremental strategic plans," said the president of a large, public land-grant university. "They need nonlinear planning and a strategy mind-set to reach big goals."

The way presidents view the skills required for the job differs depending on how long they've been in the role.

In general, veteran presidents surveyed tend to think of higher education as a collegial, intellectual community where they are the academic leader. New presidents, meanwhile, see themselves through a financial and operational lens and as a leader who needs to get things done despite the collaborative nature of campuses—a CEO role, not in the top-down sense, but rather a general manager surrounded by a skilled executive team.

These often opposing opinions of the campus leadership role influence the competencies presidents think are required for the job and who they believe

Figure 3. The skills needed most when presidents assume office

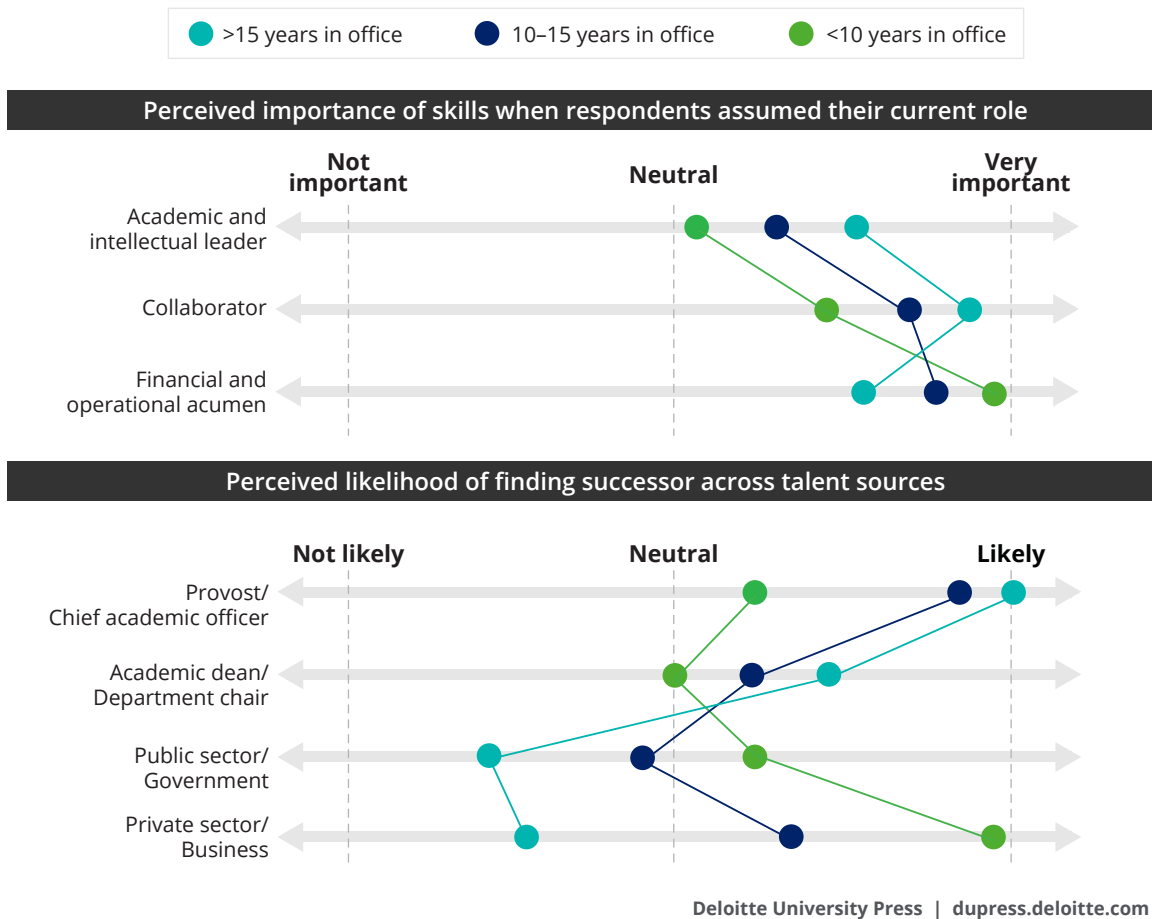
Respondents were asked to rate "the importance of the following knowledge skills and behavior required to be a president when you assumed your current role." (n=165)



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will fill their offices in the future. Presidents in the job for more than 15 years value academic and intellectual skills and consider the provost as their likely successor; presidents with less than a decade of experience say financial and operational acumen is most important and say the person next in line for the role will most likely come from the private sector (see figure 4).

Figure 4. How long presidents have been in office shapes their view of the role



BEST PREP FOR THE PRESIDENCY? TAKE ON A RANGE OF EXTRA WORK

During our interviews, we asked presidents about the advice they would give to others seeking the role. Here's what an experienced president of a large urban public research university told us:

- **Seek breadth and depth.** Get the broad experiences to understand how universities work. "Amazing what you can learn doing things nobody else wants to do," the president said.
- **Look outward.** Gain experience working with external partners and relationship building. "As president, you're the external person, not internal."
- **Acquire budget experience.** Money is the critical tool to realizing any plan as president.

Here are three ways this campus chief told us that great leaders differ from the good ones:

- **Pay attention to the culture and process.** "They matter a lot. If you get the process right, you can do anything."
- **Be a planner.** "Remember, you're always playing chess. Must always be thinking three moves ahead." Don't move from one press release to another. "That means you are reactionary. Publicity will follow if you're being strategic."
- **Have a goal and a pathway to get there.** "If you don't know where you're going, you'll end up somewhere."

President as chief fundraiser

WHERE there is agreement among presidents—no matter the size of the institution or their tenure in the position—is on the outsized role fundraising plays in their job and how many of them still feel unprepared for it. Clark Kerr first recognized the need for the president to be chief fundraiser in the 1970s, when state and federal support for higher education began to wane.⁶ The trends Kerr identified have only accelerated since then, and, in many ways, have been made worse by the flatlining of wages in the United States that have made it difficult for even middle-class families to afford rising tuition prices.

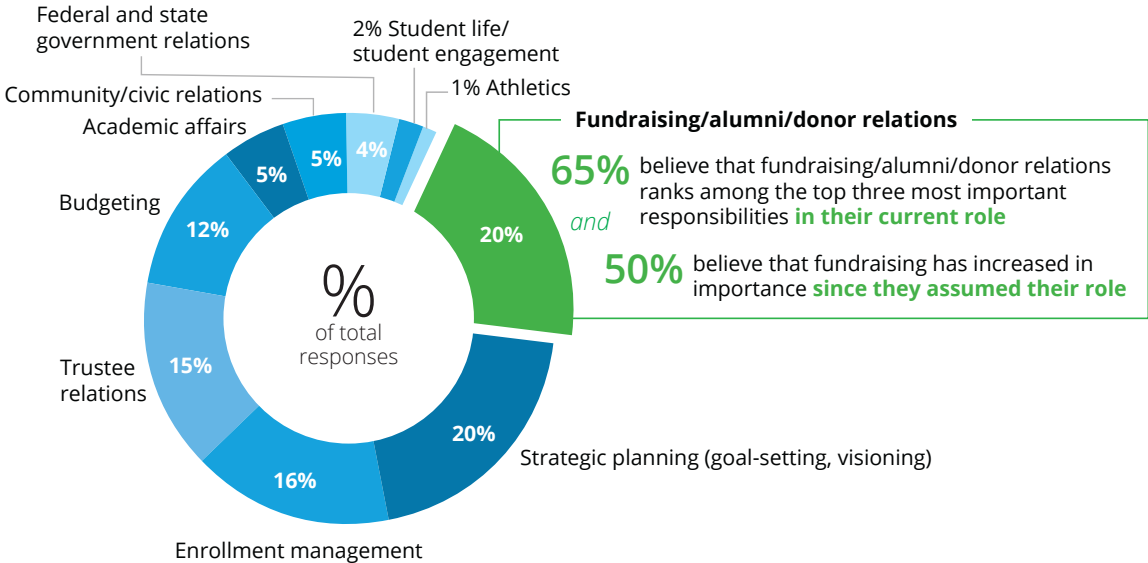
Presidents told us in our survey that “fundraising/alumni relations/donor relations” and “strategic planning” rank as the most important responsibilities in their day-to-day job (see figure 5). Fundraising, in particular, is essential from a president’s first day in office, according to the

Fundraising, in particular, is essential from a president’s first day in office... and only grows in importance over time in the position.

survey, and only grows in importance over time in the position.

But that doesn’t mean presidents are ready and willing to take on fundraising tasks. Past surveys of presidents dating back more than a decade have diagnosed the gap between the importance of fundraising in the top job and the lack of training

Figure 5. Most important responsibilities of presidents, according to respondents



for it. The results of our survey show that despite the attention given to this issue over the past several years, preparing presidents to cultivate donors hasn't improved much, if at all.

Indeed, in our survey a wide gap existed between the perceived importance of fundraising to a president's professional development and the ability of the campus executive to provide oversight

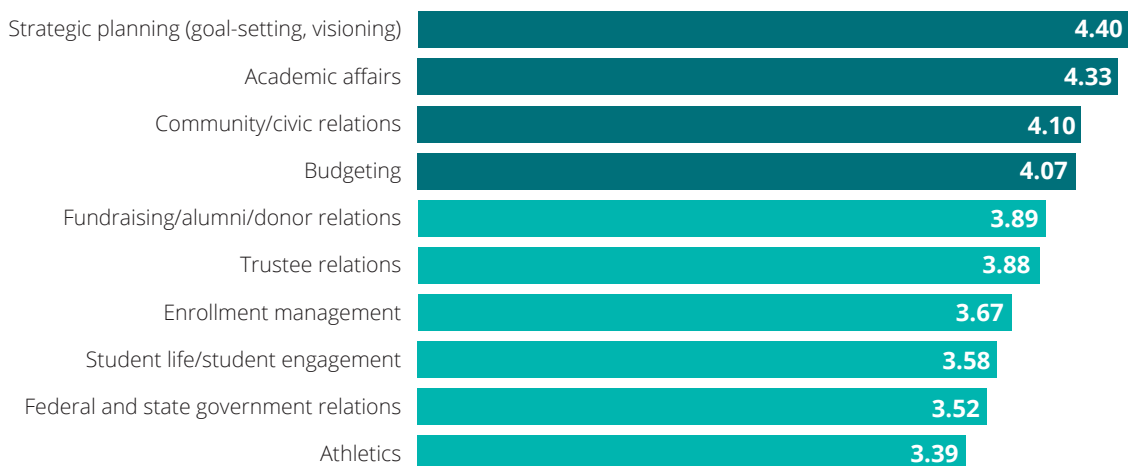
of fundraising. When asked in the survey to gauge their preparedness to provide oversight on a range of campus issues, presidents ranked fundraising and alumni/donor relations sixth out of ten—below strategic planning, community relations, and budgeting. No wonder presidents said fundraising was the most important skill needed for their professional development (see figure 6).

Figure 6. Presidents need the most help on fundraising... and feel ill-prepared to provide oversight to others on development

Respondents were asked to "rate the level of importance for each of the following categories of professional development for your role as president." 1=Not important; 5=Very important. (n=165)



Respondents were asked to "indicate your level of preparedness to provide executive oversight of the following areas." 1=Less prepared; 5=More prepared. (n=165)



Preparing for the presidency

UNLIKE chief executives of Fortune 500 companies who tend to go to business school and are groomed by organizations for the top role, historically being a college president has involved mostly on-the-job training. When institutions were smaller and less complex, presidents could easily move up from the faculty to lead the campus with little instruction. But today's challenging higher-education environment requires leaders who are adept at navigating various stakeholder groups through a period of rapid change.

Even so, no formal training regimen exists to prepare for the presidency. Our survey found that investments in leadership often lag behind their importance to presidents. While nearly two-thirds of presidents in the survey said they had coaches or mentors to help them *prepare* for the role, only one-third indicated that they still receive coaching to *succeed* in the job.

Presidents surveyed identified leadership development as the second most important professional training opportunity needed on the job (after fundraising). "Leadership development is stigmatized in higher education," the president of a public university told us. "There is knowledge out there that can help people become better leaders, but it's vilified among faculty members who don't understand it."

Compare the attitudes toward leadership development in higher education to the corporate world, where, in a survey of 10,000 HR and business leaders by Deloitte, 78 percent identified leadership development as the top issue for companies around the world. Some 84 percent of global organizations offer formal learning programs for leadership development, and US companies spend more than \$31 billion on leadership development programs annually.^{7,8} According to Deloitte's research, lead-

While nearly two-thirds of presidents in the survey said they had coaches or mentors to help them *prepare* for the role, only one-third indicated that they still receive coaching to *succeed* in the job.



ing organizations invest significantly in leadership development by:

- Employing a leadership strategy aligned with the vision and objectives of the business
- Leveraging a data-driven, evidence-based approach to identify leadership potential
- Providing intensive coaching and continuous development experiences at all levels of the organization

By taking these steps, organizations are able to reap the following benefits:

- Clear articulation of the experiences, exposures, expertise, and expectations of effective leaders
- Earlier identification of high-potential talent for development and selection
- Measurable returns on investment spent developing high-potential talent

Companies that demonstrate the highest maturity level in leadership development are 10 times more likely to be highly effective at identifying effective

leaders than other organizations.⁹ High-maturity organizations approach succession management at multiple layers of the organization, not just the top, and approach succession as a continuous process rather than an activity or event.¹⁰

Throughout our interviews with presidents, they often reminded us that the leadership track in higher education is too often seen as a step back from the primary goal in academia: teaching and research. “Colleges are among the few places where taking a leadership position is tantamount to going over to the dark side,” the president of a private research university told us.

FIVE PRACTICES FOR CREATING AN EFFECTIVE LEADERSHIP DEVELOPMENT ECOSYSTEM

Effective leadership development occurs not just in training sessions, but also within the business context. No matter how sophisticated an organization's leadership programs, if the day-to-day workplace does not support leadership development, such efforts will likely produce limited returns.

Up to now, organizations have focused primarily on training the “fish”—the individual leader or high-potential candidate—but have neglected the “pond”—the organizational culture and context—in which the fish swims.

Research by Deloitte shows that organizations that create a “pond” conducive to leadership growth are more likely to grow “larger fish”—stronger leaders—and achieve stronger business results. Leading organizations do this by implementing the following practices:

- **Communicating the leadership profile.** When you define what the organization stands for, and which capabilities enable leaders to execute the strategy, that helps set expectations for what leadership should look and feel like. Leaders should work together to communicate the capabilities, behaviors, and attributes leaders should display. Such stories form the basis for identifying and developing future leaders, and building the leadership pipeline.
- **Cultivating a culture of risk-taking.** To work effectively in fast-changing environments and technologies, budding leaders must learn to take appropriate risks. But the ability to take risks is influenced by the level of risk tolerance in the workplace. An organization that is mature in its approach to leadership will encourage individuals to explore new concepts and ideas every day. In an organization that rewards risk-taking, and recognizes that failure provides valuable lessons, leaders feel encouraged to explore, innovate, and build teams to exploit new ideas.
- **Sharing knowledge for leadership development.** To stay competitive, leaders should be aware of what's going on in the larger organization and beyond. Leaders grow best in a culture where knowledge flows freely. Sharing information about new offerings and services, personnel decisions, or customer feedback in other areas of the organization helps people develop a deeper understanding of the business. It also gives them greater exposure to what is percolating in the organization and broader market. Equally important, when people hear about shared successes and failures, they gain new insights into the activities of leaders and their decision-making processes.
- **Exposing leaders to each other and to enriching experiences.** The most effective way to develop new leaders is to expose them to peers and colleagues, as well as to customer feedback, new external contexts, and social networks. Coaching and mentoring are common ways to expose high-potential leaders to diverse challenges and solutions. Another key practice is to provide an external perspective—for instance, through leadership consortia, externships, or shadowing programs that expose people to the needs of the organization's customers and partners.
- **Creating strong ties between HR and business leaders.** In organizations that are high in leadership maturity, HR uses its expertise in leadership development to collaborate closely with business leaders. Those leaders, in turn, apply and model leadership learning in the workplace. These “power teams” coordinate development efforts, ensure that business leaders go beyond passive sponsorship, and actively work to promote the growth of other leaders. The contact does not always have to be initiated by HR—it can also be brought about by business leaders helping HR.

Source: Andrea Derler, Anthony Abbatiello, and Stacia Sherman Garr, “Better pond, bigger fish: Five ways to nurture developing leaders in an ecosystem for growth,” *Deloitte Review* 20, January 2017, <https://dupress.deloitte.com/dup-us-en/deloitte-review/issue-20/developing-leaders-networks-of-opportunities.html>.

Future challenges for campus leaders

PRESIDENTS are in the midst of a period of rapid change with new challenges coming from nearly every corner of campus. Institutions are welcoming student bodies that are more racially and ethnically diverse than any cohort of students higher education has previously served, and many are arriving with enormous financial need. Technology is transforming how prospective students evaluate and select an institution, how they interact with their peers and faculty, and how faculty provide instruction. Globalization and automation are prompting debates about the very nature of what students need to learn to compete in a new economy.

Many presidents may be in crisis mode or know their next misstep might lead to the end of their tenure. The increased professionalization of the presidency could also mean that many executives expect to lead multiple institutions by the end of their careers.

The ever-changing demands on college presidents and the ambitions of the men and women holding the job are beginning to shift our understanding of the elements necessary to have exceptional chief executives. Our research uncovered four key challenges in play between higher-education institutions and their top leaders that often turn into barriers to successful presidencies:

Short-term thinking. In our interviews, we found increasing pressure on presidents to look for quick wins. As a result, many are looking for the proverbial low-hanging fruit on their campuses where they can show fast results, not only for their own boards but also for search committees for their next job.

“Presidents approach their job with the expectation that they’ll be judged on what they can finish,” said the president of a private university. “They think, ‘I’ll only be here five years, so I should only focus on

what I can do in that time before I move on.’ They run their schools like pseudo-corporations. It’s short-term thinking. You might satisfy the immediate issue of the day, but this is unsustainable as a model.”

The ever-changing demands on college presidents and the ambitions of the men and women holding the job are beginning to shift our understanding of the elements necessary to have exceptional chief executives.

This short-term thinking surfaces in a variety of ways, including academic programming tied to the current job market; technology purchases that simply patch rather than solve problems; enrollment plans that ignore demographic shifts among students; fundraising that focuses on immediate dollars rather than building a pipeline for future commitments; and strategic plans that are completely rewritten each time a new president is installed.

“Presidents need courage to make bets on the long term, while telling the short-term story that creates ongoing support they need,” said the president of a public land-grant university.

Bad fits. The revolving door among presidents means that colleges and universities are looking for presidents more often. In this war for talent, search committees often have outsized ambitions about what they want in their next president, and this lack of alignment tends to lead to bad fits with hires who last only a few years on the job.

A trustee at a private institution that recently hired a president said that while the pool of candidates was “generally good,” he was “surprised that not everybody had all the experiences we were looking for. We did have a few presidents in the pool, but not as many as I thought we would. We thought we would see more wanting to move up the scale. What we had were lots looking at this opportunity as their first-time position.”

Often the market of available candidates is unable to support the aspirations of the search committee or the institution is looking for the wrong kind of president for its most pressing problems.

The president of a private university told us he recently received a call from a search committee looking to hire a president who would turn the university into a national brand. “I know the last president was fired,” the president said. “The individual really sold the opportunity. Selectivity and tuition discount rates were suboptimal for what they wanted to do. He should not have been speaking about his institution in the way he was.”

One attribute of effective presidents is that they are in sync with the DNA of their institutions. But the career climbers among academic administrators too often apply for presidencies at a range of disparate institutions with varying missions and needs because they simply want to be a president somewhere.

A longtime president of a large public university told us that he always wanted to lead a land-grant institution but that many of his counterparts lack a guiding ideology about the mission of their

ARE PRESIDENTS PREPARED FOR A NEW ERA OF STUDENT ACTIVISM?

In recent years, colleges across the country have been roiling with student activism that is largely unfamiliar to presidents who came of age during the student protests of the 1970s, a different kind of era. A number of presidents have been caught up in high-profile debates with students, and a few have been forced to step down as a result.

Today, students—and their parents—tend to view themselves as customers who are always right, especially as the price of higher education continues to climb. What’s unclear is whether presidents are prepared to manage this new generation of students.

In our survey, presidents ranked “student life/student engagement” No. 8 among a list of 10 areas of responsibility in terms of their level of confidence in providing executive oversight.

In many ways, their lack of confidence is a reflection of the importance of student affairs in a president’s daily life. When asked about the most important responsibilities in their current role, only 2 percent of presidents ranked “student life/student engagement” among their top three (only athletics ranked lower).

But several presidents said during our interviews that leaders who ignore the will of students do so at their own peril. “We need to have a profound interest in the role that students play,” said the president of a private university who still teaches once a year to stay connected to the issues facing students.

“Presidents sometimes are tone deaf to the needs of students,” the president said. “Some don’t like spending time with them, and they rely on their senior team to tell them what’s going on. That’s not sustainable. We need to be able to understand ourselves what’s happening in our community.”

campuses. “That’s how you end up with bad fits—a private university provost becomes president at a public land-grant, for example,” the president said. “Even if you’re a wonderful person and an accomplished leader, if you’re a bad fit, you won’t be successful.”

This is particularly relevant to search committees looking for nontraditional candidates who often don’t have experience working in higher education. In our survey, sitting presidents overwhelmingly agreed that campus chiefs need to have previous academic experience. Only 14 percent said private sector or business candidates would be the right fit for their institutions. As one president of a private university told us, the most successful presidents “have a profound respect and belief in the very idea of the university.”

“If you come in with the mind-set that they need to be disrupted, it won’t work,” this president explained. “We are limited by the kind of institutions that we are. We have a thousand-year trajectory that we have to look at, while always acknowledging that there is new technology and new approaches to what we do.”

Good presidents vs. great presidents.

Institutions are increasingly looking for transformational leaders to either take a campus to “the next level” or fix long-standing problems. Great leaders are often described as powerful, stimulating, and exciting. They energize campuses with inspiring narratives. But that doesn’t mean they need to be dominant leaders with the loudest voice, said one president at a public university.

“I personally admire administrators who are deft, who have the ability to handle a problem without broadcasting it to the world that they have a problem and how they are handling it,” they observed. “The best presidents solve the problems that no one ever sees.”

The question for presidents and boards is how fast leaders should move on an agenda. “Academics has a natural ‘constrainer’ feature built in—peer review, shared governance,” said the president of a public land-grant university. “Presidents have to know this and be able to successfully navigate with and against it.”

Various stakeholder groups also have strong opinions about what a new president should do the first day on the job. Presidents are hired in part on the vision and ideas they articulated during the interview process, but then they arrive on a campus that already has projects and plans in progress. The newly installed leader and the board “need to do a careful dance” about priorities, a relatively new president at a small liberal arts college told us. “Boards do a president a real disservice when they hand over strategic plans to be executed. Presidents are not CEOs, their power is more diffused, and they have to get buy-in.”

Great presidents usually spend time setting the groundwork for change before turning into a more disruptive force. Other times presidents need to stabilize the programs or finances before moving on to tackle strategic issues.

Both approaches call for leaders who can stay long enough to have multiple phases to their presidencies. John DeGioia, the president of Georgetown University, is an example of a leader who spent his first years in office balancing the university’s books. DeGioia then turned in recent years to extending the institution’s international reach and global brand while overseeing a \$1.67 billion capital campaign.

“I was in a turnaround, but once things started getting better, expectations changed,” he said. “Presidents need to resist the urge to rush. It is very hard to guide these places through the disruptions.”

According to the president of a large public university, this ability to shift between short-term demands and long-term strategy separates great presidents from good presidents: “Pressure is often focused on achieving short-term goals—good presidents achieve these goals—great presidents find ways to build long-term capacity and success in the institution.”

The search process. Our interviews generated plenty of criticism about the search process for presidents, and whether the system as currently designed produces the best candidates.

For one, boards and search committees often look for new presidents in response to a controversy stirring on campus or to find a leader with a contrasting

style to the one being replaced. A president who works in a large state university system told us that an uptick in student activism recently has meant that leaders with backgrounds in student and legal affairs are popular picks right now, “even though the situation campuses are facing is a narrow aspect of the president’s job, and may be temporary.”

Second, search committees are, at times, designed to fail. In an effort to give everyone a voice in the process, committees usually include a mix of diverse constituencies—faculty members, students, and trustees. While the group might come to an agreement in drafting a prospectus about what it wants

in the next president, many times people on the committee end up evaluating candidates through their own position in the institution’s structure. So committees cast a wide net for candidates, even embracing nontraditional applicants, but in the end compromise on the least offensive hire.

Third, few people on the search committee understand the job they are trying to fill. “This is one of my particular beefs about the search process,” the president of a large public university told us. “They conjure up what they think are the most important qualities, and that’s why candidates probably all end up looking identical after a while.”

A MATTER OF DEBATE: SUCCESSION PLANNING IN HIGHER EDUCATION

Nearly three-quarters of presidents in our survey said they have not identified potential successors. As the tenure of presidents gets shorter, the need to launch a new national search every time a president departs could impede institutional momentum.

The solution increasingly suggested by board members is for higher education to take a page from the playbook of the corporate world and create a de facto CEO succession plan for college presidents. A survey by InterSearch found that 74 percent of North American companies have a succession plan for their top executive. Research by DDI shows that it takes less time for leaders promoted internally to be effective compared with those from the outside.¹¹ What’s more, it takes externally hired leaders two years to catch up to those promoted internally.¹²

One trustee at a university whose president stepped aside suddenly told us the “board was left scrambling and had to turn to someone who didn’t want the job.” As a result, the board put in place succession planning as part of its review process for the new president. “Institutions need to know who is up next for president and provost,” the trustee said.

While succession planning has become more common at large universities among executives right below the presidential level, many senior academic leaders bristle at the suggestion that institutions need to build internal pipelines to the presidency. Perhaps it’s because more than half of the presidents in our survey believe that external candidates make better presidents anyway.

“Succession planning is hard to do in higher education,” said Mary Sue Coleman, president of the American Association of Universities and former president at the University of Michigan at Ann Arbor and the University of Iowa. “We take the attitude that we’re going to do a national search and find the best person.”

The next generation college presidency

EVEN without the pressures bearing down right now on higher education, many college presidents are likely in the final years of their tenure given the demographics of those in the top job. A wave of departures is expected to come among presidents over the next few years.

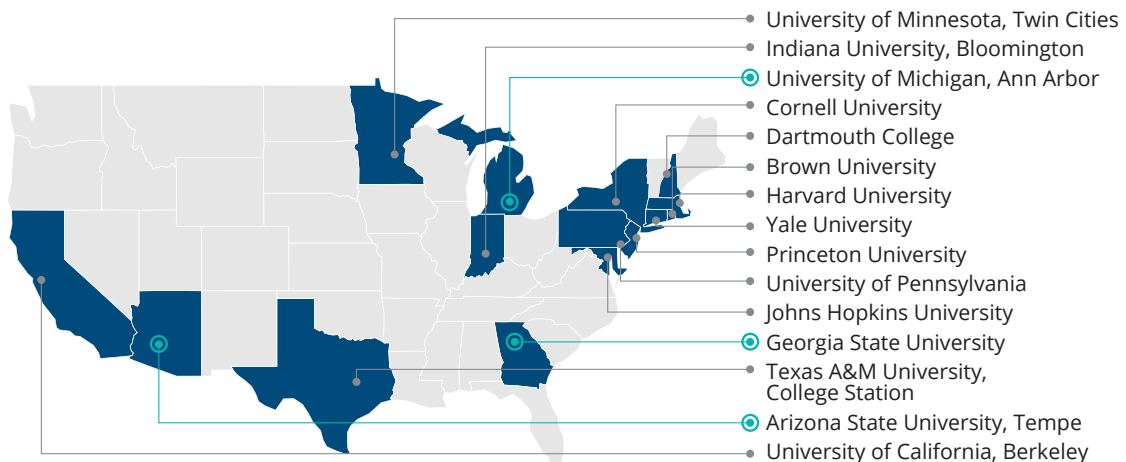
Where their successors will come from remains a key question for governing boards and other key stakeholders on campuses. Presidential transitions, especially if they occur frequently, tend to stunt the growth of an institution. Searches typically take six months or longer; once new presidents arrive, they


HIGHER EDUCATION'S TALENT FACTORIES

Our study of more than 800 CVs of sitting presidents found that many leaders had institutions in common in their employment history. We analyzed the data in the CVs to identify presidential “talent factories.” These are campuses where a number of presidents have held a position as a faculty member, dean, provost, or senior staff at some point in their careers.

Institutions in the Ivy League dominated the list. The University of Michigan at Ann Arbor was the top public institution on the list, perhaps because of its size. (It has 19 schools and colleges.) Two other public institutions made a surprise appearance on the list: Arizona State University and Georgia State University.

The report includes mini-case studies of three of the talent factories: University of Michigan-Ann Arbor, Arizona State, and Georgia State.



 See sidebar for mini-case study

go on “listening tours” for their first year; and then they embark on a lengthy strategic-planning process. By then, 18 to 24 months would have passed since the president started.

In the absence of succession planning in higher education, it’s unlikely that the search process will change much in the years ahead. But based on our research, here are five strategies and approaches that can help improve the pipeline to the presidency and can give the next generation of campus leaders the opportunity for effective tenures:

1. **Develop intentional training and leadership development opportunities aimed at prospective college presidents.** Many leaders in higher education no longer have the time to learn on the job or become adequately trained within the narrow scope of senior-level positions that historically have led to the presidency. Rather, they should consider professional development opportunities that give them the big-picture view of the institution, its various functions and academic disciplines, as well as higher education as an industry. Such programs could evolve at the campus level, like those that have been developed at Georgia State, University of Michigan, and Arizona State (see case studies), or could be national in scope, such as the Aspen Presidential Fellowship for Community College Excellence or the Arizona State-Georgetown University Academy for Innovative Higher Education Leadership.
2. **Align short-term tactics and long-term strategies.** There are few incentives to encourage leaders to experiment with new ideas and models for the future. Too many governing boards and presidents are worried about the near term and thus focus on quick wins that might result in a publicity spike or help in the rankings. Higher education is a long game; the most fundamental role presidents play is unlocking the capacity of the institution to support its mission and the community members engaged in its work. Boards should set clear long-range goals for presidents and evaluate them not only on their annual performance, but also how well they are progressing toward the more distant horizon.

3. **Gain a better understanding of the role of presidents among search committees and set up a transition team to onboard the president.** The group responsible for hiring presidents often lacks deep understanding of the job. The panels should include sitting presidents or former chief executives who can provide

TALENT FACTORY: UNIVERSITY OF MICHIGAN AT ANN ARBOR

A key line in Michigan’s famous fight song, “Hail to the Victors,” is “the leaders and best.” The university has long thought of itself as rising to challenges, “willing to be out there when others aren’t,” said Mary Sue Coleman, Michigan’s president from 2002 to 2014. During Coleman’s tenure, the university defended the use of affirmative action in its admissions policies before the US Supreme Court and entered into a groundbreaking partnership with Google to digitize the print collection of the university library.

The “unique combination” of tackling grand challenges and the decentralized nature of Michigan, with 19 schools, some the size of entire institutions, tends to develop leaders for other colleges and universities, Coleman said. “Our deans had to be entrepreneurs and raise money,” she said.

Although Michigan is among the top universities when it comes to its administrators going elsewhere to become college presidents, Coleman said the university was never intentional about training its leaders. Michigan does have informal leadership programs for department chairs and deans, where they learn about the particulars of university finances and fundraising, among other subjects.

Coleman said those meetings were useful for administrators, but she is skeptical about building more deliberate pathways to the presidency. “I think people need to demonstrate their leadership,” she said. “It’s up to the president and provost to look deep in organizations for people showing leadership ability and give them the opportunities to shine.”

TALENT FACTORY: GEORGIA STATE UNIVERSITY

In recent years, Georgia State University has received plenty of attention for how its innovations around student advising and financial aid have produced big gains in the university's retention and graduation rates. Georgia State was named one of the most innovative universities by *US News & World Report*.¹³ Its president, Mark Becker, was singled out as one of the 10 most innovative college presidents by *Washington Monthly*.¹⁴ And it's a founding member of the University Innovation Alliance.

Such accolades have drawn the attention of other institutions looking for leaders. "They're attracted to candidates from here because of our accomplishments," Becker said. "The publicity has also improved the pools of candidates for administrative positions at Georgia State."

The university also follows a more deliberate path to preparing future leaders. Each month during the academic year, the university hosts a series of gatherings for department chairs and deans about university operations—everything from budgeting to leadership. "We realized we didn't have a lot of bench strength and the only way we'd get it is to develop it," Becker said.

Becker said higher education has a sufficient amount of talent waiting in the wings to fill its leadership void. More faculty members should be encouraged to take on administrative roles, he said, since their pathways tend to be flat unless they assume different tasks. "A lot of people have success in academe but they get bored and stuck in a rut," Becker said. "They have the skills to succeed in administration and there's a broader set of careers out there for them."

the best perspective to the search committee members on the skills and competencies needed in the role. Search committees should also avoid ending their work once the president is

hired. Presidents need assistance in the transition to the role, and search committees should be reconstituted into a transition committee or a transition coach should be hired to help the new president build momentum for the first few months in office.

4. Develop a willingness to look beyond traditional backgrounds.

Search committees pay lip service to nontraditional candidates, but rarely take the risk of actually hiring them. What's more, academic leaders typically bristle at the prospect of a new president who comes from a nontraditional background. Given the diverse set of skills needed to run institutions these days and with provosts increasingly saying they don't want to be presidents, search committees may have little choice but to consider candidates from nontraditional backgrounds. But not hailing from academe doesn't mean candidates are intellectual lightweights or can't adjust to the norms of the academy. After all, intellectuals don't end up just in academia. Being transparent and following a well-publicized process in the search to gain buy-in from stakeholders can be critical to gaining acceptance of these new leaders.

5. Build relationships with various stakeholders both on- and off-campus.

Presidents are hired by a board and report to a board, but when on campus, most of the interaction presidents have is with faculty and students. The latter group, in particular, is gaining influence on campuses, and presidents would be wise to pay attention to the rising activism among their ranks. The presidency has largely become an external job, and as a result, presidents spend their time increasingly off campus. College leaders should spend more time on campus engaging with faculty members and students and weaving themselves into the fabric of the institution they represent on a daily basis.

There is no doubt the life of the college president and the pathway to the top job have evolved greatly over the last century. Further changes can be expected, if not predicted.

“There is no prototype of a president going forward,” the president of a public land-grant university told us. “Presidents need the skill sets of a politician, an

academic, and an entrepreneur. This used to be a reflective life, but now you have to drive so many airplanes, and all at once.”

TALENT FACTORY: ARIZONA STATE UNIVERSITY

As president of Arizona State University since 2002, Michael Crow is one of the longest-serving college presidents in the United States. In that time, he has turned ASU from a middle-of-the-road state institution into a model of public higher education in the 21st century.

But any university is about more than just one person, and a few years ago many leaders and faculty members at ASU began to wonder about what’s next after Crow. “We realized that we needed to embed the mission and the culture throughout the university and have leadership abilities infused throughout the faculty and staff,” said May Busch, an executive in residence in the president’s office.

In that role, Busch, a former Morgan Stanley executive, created a leadership academy for three dozen faculty and staff members who attend three two-day offsite sessions during the academic year. Part of the goal of the program, now in its fifth cohort, is to build better connections between schools, departments, and disciplines across a vast enterprise. “The future is about interdisciplinary thinking and research and people need to be better equipped to think like that,” Busch said.

But Busch said the program is more than just an attempt at succession planning. “Succession planning is just a bunch of names in a drawer,” she said. “We’re trying to develop who can think for themselves and have the behaviors of entrepreneurs.”

The university is now extending the reach of the program, piloting an academy for senior administrators. (The university also runs the Academy for Innovative Higher Education Leadership, a national leadership development program, in partnership with Georgetown University.)

ENDNOTES

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ABOUT THE AUTHORS

Jeffrey J. Selingo

Jeffrey J. Selingo has written about higher education for two decades. He is the author of three books, the newest of which, *There Is Life After College* (HarperCollins, 2016), is a *New York Times* bestseller. Named one of LinkedIn's "must-know influencers" of 2016, Selingo is a visiting scholar at Georgia Tech's Center for 21st Century Universities, a regular contributor to the *Washington Post*, and a special advisor and professor of practice at Arizona State University.

Selingo received a bachelor's degree in journalism from Ithaca College and a master's degree in government from Johns Hopkins University.

Sonny Chheng

Sonny Chheng is a principal in Deloitte Consulting's Human Capital practice. He has 20 years of experience working with clients across geographies and industries to develop and implement the organization and talent solutions needed to deliver the business benefits of their transformation efforts. Areas of focus include change management, leadership alignment, culture transformation, organization strategies, and talent management. Chheng currently serves as Deloitte's human capital leader for higher education and as Deloitte's global advisor for culture transformation. He recently served as Deloitte's global culture leader and strategy and change advisor to two of Deloitte's recent global CEOs.

Chheng earned his MBA from Harvard Business School and economics degree from Harvard College.

Cole Clark

Cole Clark leads client and community outreach and relationships for Deloitte Services LP's Higher Education practice. He has more than 25 years of global experience in education technology and six years of global higher education business application leadership at Oracle Corporation across the major functional areas of the academic enterprise, including student lifecycle, HR, and finance. Clark has been a trusted advisor in the higher education community and a leading voice around transformation, using modern technologies as enablers underneath broader strategies to increase efficiency and effectiveness. In addition to the core business functions of the institution, Clark has experience in areas of the "front office" of higher education including research administration, student engagement, recruitment and retention, and student success.

ACKNOWLEDGEMENTS

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CONTACTS

Jeffrey Bradfield

Vice chairman and national practice leader | Higher education
Principal
Deloitte Consulting LLP
+1 312 486 5230
jbradfield@deloitte.com

Sonny Chheng

Human capital leader | Higher education
Principal
Deloitte Consulting LLP
+1 617 437 2174
schheng@deloitte.com

Cole Clark

Executive director | Higher education
Deloitte Services LP
+1 703 626 4755
coleclark@deloitte.com

Jeffrey J. Selingo

Visiting scholar | Center for 21st Century Universities
Georgia Institute of Technology
+1 202 997 3385
jselingo@cc.gatech.edu

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Appendix F

University of North Carolina

Evaluation of University Programs

Advisory Council Meeting

September 16, 2022

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INSTITUTE



Agenda

The purpose of today's discussion is to gain input from critical university stakeholders as we begin to develop the metric components of the ROI analysis.

1. Project Updates – 15 minutes
2. Overview of Metrics – 30 minutes
3. Meta-Department Update – 10 minutes
4. Discussion and Next Steps – 5 minutes

Project Updates



Updates at a Glance

Project Accomplishments:

- Continued to refine analytical approach and methodology for ROI analysis during calculations of metrics for pilot institutions (UNC-G, NC-A&T, and NC State)
- Mapped meta-departments for pilot and constituent institutions for further validation and input from the Advisory Council (feedback request forthcoming)
- Confirmed use of Tableau for dashboards and began building wireframes for data visualizations
- Continued individual meetings with Chief Academic Officers and institutional leadership teams scheduled across the summer (11 / 16 institutions complete)

Project Timeline Updates:

- **Due to delays and refreshes needed in receiving DoC and FDM data,** our project timeline has pushed back by 5-6 weeks and we are now projecting to complete our Pilot Analysis phase around mid-November and complete all dashboards and final report in the January 2023 timeframe.

Engagement Objectives

The University of North Carolina System is seeking to assess return on investment of degree programs, to the student, institutions, and state.

Our Project Together

In an effort to understand the impact of the State's investments, the **State Legislature funded** a report to **analyze & evaluate post-secondary degree academic programs** offered at each of UNC's 16 constituent institutions, including:

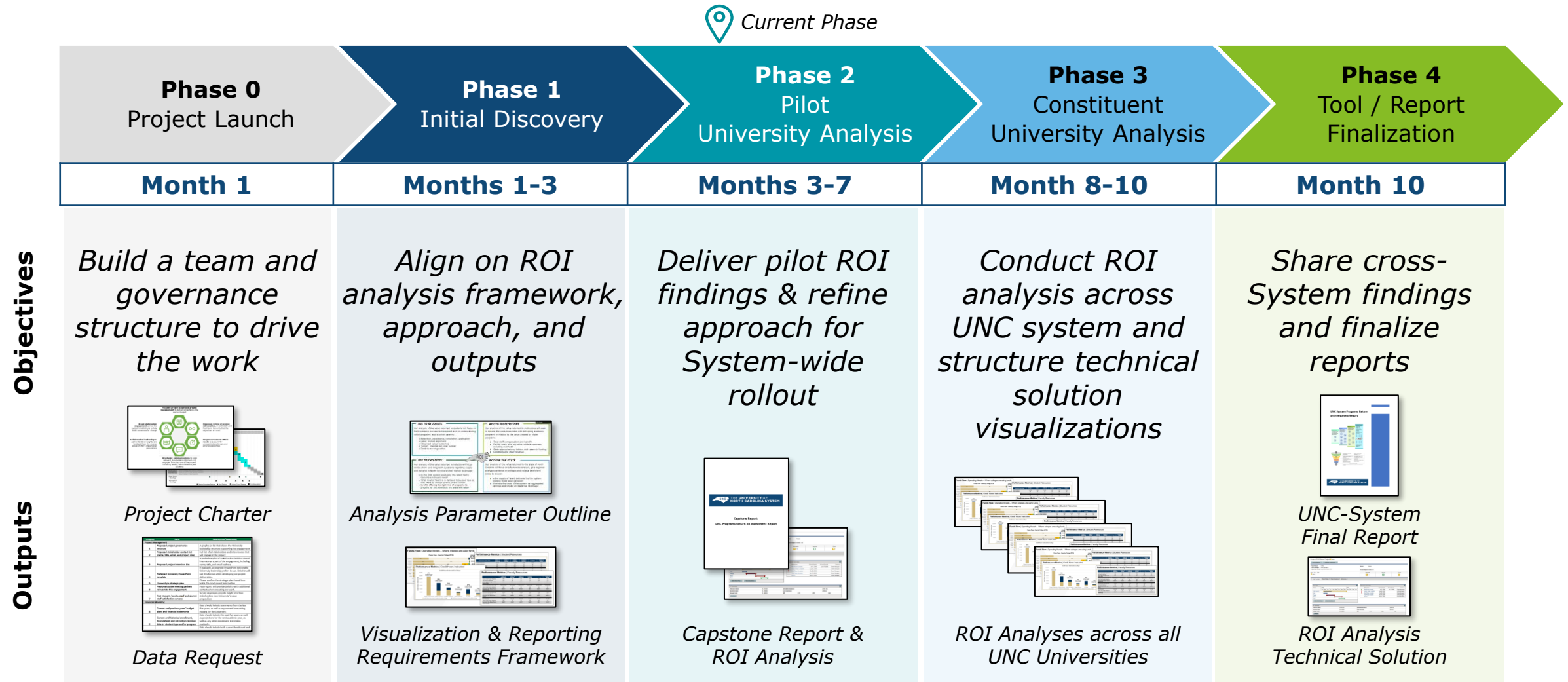
Mandate	Dashboard
1. The number of students in each program	<i>Student ROI</i>
2. The number of faculty and other staff employed for each program	<i>Institutional Context</i>
3. The related costs to operate each program	<i>Institutional Context</i>
4. A detailed correlation between degree of study and career roles and associated expected starting compensation, as well as expected career earnings	<i>Student & State ROI</i>
5. A detailed ROI for each program	<i>All ROI Analyses</i>
6. ROI for State funding expenditures	<i>State ROI</i>
7. ROI for student funding expenditures	<i>Student ROI</i>

Guiding Principles

- 1 Legislative Mandate
- 2 Replicability and data availability
- 3 Allow for meaningful comparisons

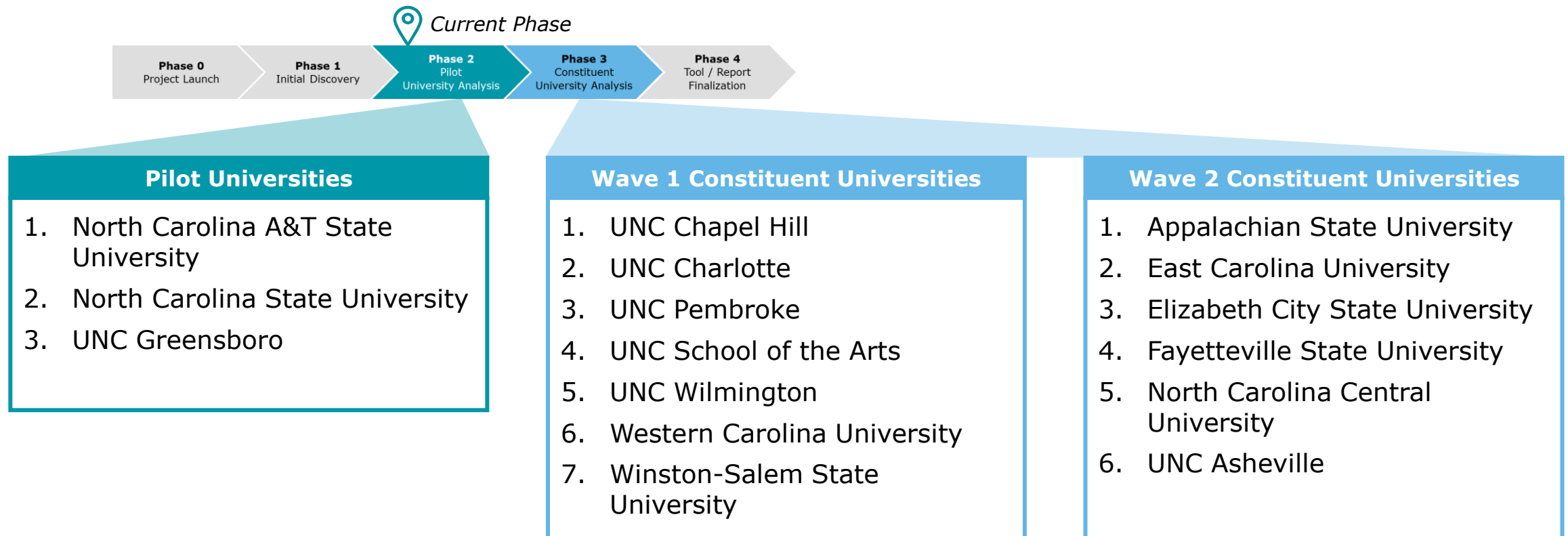
Project Approach and Timeline

Our approach to program evaluation across the System will take place over 36 weeks and conclude with a final report of cross-System ROI findings and the development of a technical tool for reporting.



Timing of Analysis Across Institutions

Institutions across the UNC-System have been divided into three groups to stagger the analysis so the team can iterate on the methodology and solicit feedback and validation from the Advisory Council as metrics are being calculated. The two waves for the Constituent University analysis have been composed to include diverse missions, sizes, and geographic and student characteristics.



Defining the Boundaries of this ROI Study

For the purposes of this study, ROI is narrowly defined to 1) align with the legislative request, 2) utilize existing data from University System data marts, and 3) allow for meaningful comparisons.

Included Measures

- ✓ **Contextual data about each program including** number of students, faculty, and staff
- ✓ **Cost analysis** including costs of instruction by meta-department, costs to student, and state funding appropriation by institution
- ✓ **Student outcomes** including completion rates, career outcomes, and earnings
- ✓ **Institutional outcomes** including credit hours and degrees produced
- ✓ **State outcomes** including alignment with labor demand and retention of talent in-state

Excluded Measures

- ✗ **Student perceptions** of career readiness and value of degree
- ✗ **Civic outcomes** including community engagement, volunteerism, and voting participation
- ✗ **Physical and mental wellbeing** outcomes for students and graduates
- ✗ **Institutional connectedness** including alumni engagement and giving

In future iterations of the ROI study, the UNC System may consider collecting data and including metrics that capture the above measures.

Metrics Overview



Overview of Dashboards

Our multidimensional analysis will be displayed across the below three dashboards and explores both the institutional context and the ROI and its effects on two primary sets of North Carolina stakeholders: students and the State economy.



INSTITUTIONAL CONTEXT

- Provides context about the **operational costs** associated with delivering academic programs in relation to the **activity and production** of those programs
- All metrics use **meta-department** as a proxy for academic program and unit of analysis unless otherwise noted
- Metrics divided across 3 tabs:
 1. Summary
 2. Operating Costs
 3. Academic Production



ROI TO STUDENTS

- Analysis that measures the **costs to students** of completing an academic program in relation to the returned **value obtained from that program**
- Metrics use **2- and 6-digit CIP** to illustrate outcomes across academic programs
- Where possible metrics will also allow for filtering across student demographic characteristics
- Metrics divided across 4 tabs:
 1. Summary
 2. Investment
 3. Return
 4. ROI



ROI TO STATE

- Analysis that measures **government investment** and the value returned to the state through labor and tax **contributions to the state economy**
- Metrics use **2- and 6-digit CIP** to illustrate outcomes across academic programs
- Metrics divided across 4 tabs:
 1. Summary
 2. Government Investment
 3. Return
 4. ROI

Institutional Context Analysis and Visualization Overview

Graphs and tables will be constructed in Tableau to visualize the following metrics for Pilot Institutions:

	Description	Data Sources	Notes
Operating Costs			
Faculty FTE per Program	FTE count of faculty by Meta-Department	<ul style="list-style-type: none"> HRDM – All File 	Analysis splits Faculty FTE count between Tenure-Track and Non-Tenure Track
Salary Expense per Program	Total salary expense by Meta-Department	<ul style="list-style-type: none"> FDM – All File 	'Direct Cost' of Salary & Benefits by Meta-Department
Staff FTE per Program	FTE count of staff by Meta-Department	<ul style="list-style-type: none"> HRDM – All File 	Analysis does not split Staff FTE count between PE and NPE to control for variability in staffing models
Cost per Credit Hour	Sum of direct and indirect costs divided by total number of credits produced	<ul style="list-style-type: none"> FDM – All File HRDM – All File Section Enrollment File 	Costs allocated to the meta-department based on cross-walk among FDM, HRDM, and section-enrollment; Costs account for direct, academic overhead, and institutional overhead for instruction and academic support, and do not include research or public service activities
Academic Production			
Annual Degrees Produced	Total Degrees by Meta Department	<ul style="list-style-type: none"> Undergraduate/Graduate Completer Files 	Degrees split between Undergraduate & Graduate
Credit Hours Produced	Total Credit Hours Produced by Meta-Department	<ul style="list-style-type: none"> Section Enrollment File 	Total credit hours earned between Undergraduate and Graduate by academic year
Completion Rates	Percentage of Students Obtaining a Degree	<ul style="list-style-type: none"> SDM 	Completion not restricted to a set amount of time
Average Time to Degree	Average Time to Degree (TTD) in Years by Meta Department	<ul style="list-style-type: none"> Section Enrollment File 	TTD analysis split between Undergraduate and Graduate; Relies on Calendar Year calculation
Average Class Size	Average Size of Class Section by Meta Department	<ul style="list-style-type: none"> Section Enrollment File 	Select course types were excluded to prevent skewing of results due to small size courses (e.g., Internship, Individual Study, Dissertation)
Student Credit Hours per Faculty FTE	Credit Hours Produced per Faculty FTE in a given Meta Department	<ul style="list-style-type: none"> Section Enrollment File HRDM – All File 	Done on a Meta Department level and will not be able to be split by Degree level

Student ROI Analysis and Visualization Overview

Graphs and tables will be constructed in Tableau to visualize the following metrics for Pilot Institutions:

	Description	Data Sources	Notes
Summary			
Time to Degree	Average Time to Degree (TTD) in Years by 2- and 6- digit CIP	<ul style="list-style-type: none"> SDM 	Relies on Calendar Year calculation (not academic year)
Degrees Produced	Number of degrees produced in program (CIP)	<ul style="list-style-type: none"> SDM 	
Number of Students in Program	Headcount and composition of students enrolled in program (CIP)	<ul style="list-style-type: none"> SDM 	
Completion Rates	Percentage of Students Obtaining a Degree	<ul style="list-style-type: none"> SDM 	Need to determine if we will do a 4 or 6-year completion rate, or no time restriction based on data
Investment			
Average Cost of Attendance	Cost of attendance by program (CIP)	<ul style="list-style-type: none"> SDM 	
Student Assumed out of Pocket Expense	Student and family dollar investment	<ul style="list-style-type: none"> SDM 	
Return			
Incremental Student Post-Graduation Lifetime Earnings	Earning at the end of meaningful periods of time and projected lifetime earnings	<ul style="list-style-type: none"> SDM Commerce Data 	
Program of Study to Employment Alignment	Percentage of students with occupations aligned to their major 1 and 3 years post-graduation	<ul style="list-style-type: none"> Commerce Data BGI Social Profile Data DoC Industry Codes 	
ROI			
Lifetime ROI	Expected lifetime earnings – Total Investment (including opportunity cost)	<ul style="list-style-type: none"> SDM Commerce Data 	Dependent on BGI earnings calculation
Breakeven Analysis	Average number of years for earnings to exceed investment	<ul style="list-style-type: none"> SDM Commerce Data 	Dependent on BGI earnings calculation
Student Debt	Absolute debt at graduation and debt at graduation as a ratio of earnings	<ul style="list-style-type: none"> SDM Commerce Data 	

State ROI Analysis and Visualization Overview

Graphs and tables will be constructed in Tableau to visualize the following metrics for Pilot Institutions:

	Description	Data Sources	Notes
Summary			
Current Workforce Needs	Current workforce gaps filled by graduates and jobs creation	<ul style="list-style-type: none"> Supply/Demand Dashboard of DOC Commerce Data BGI Job Posting Data 	Supply is % of new grads going into each occupation using BGI distribution of occupations by major and the actual distribution of majors. Current demand using BGI vacancy posting data and future demand based on NC government estimates
Projected Workforce Needs	Projected workforce gaps filled by graduates and jobs creation	<ul style="list-style-type: none"> Supply/Demand Dashboard of DOC Commerce Data 	
Share of Graduates in High Demand Occupations	Share of graduates (3 years post graduation) in occupations in the top quartile of job openings or job growth by institution and CIP code	<ul style="list-style-type: none"> BGI Job Posting Data 	
Government Investment			
State Appropriation	State direct investment to UNC institutions	<ul style="list-style-type: none"> Audits SDM – Completers 	Calculation is total state appropriation (per audit) per degree produced; Assesses historical funding allocations, not future changes to funding formula
Total Student Federal Grant Aid	Annual dollars of Pell support generated by students by CIP	<ul style="list-style-type: none"> SDM – Financial Aid 	Utilizes Federal Grant Aid column in SDM – Financial Aid Data
Return			
Economic Mobility	Students moving from low to mid- or high-income brackets	<ul style="list-style-type: none"> SDM Commerce Data 	Limited to population of students for which we have both starting AGI from FAFSA and earnings data (i.e., reside in North Carolina)
ROI			
Retention of Students in the state	In-state students who remain in the state of North Carolina after completion	<ul style="list-style-type: none"> Commerce Data 	
Migration into the State	The number of students from out-of-state who remain after completion	<ul style="list-style-type: none"> Commerce Data 	
Income Tax based State ROI	Comparison of per student state appropriations against income tax based on incremental lifetime earnings	<ul style="list-style-type: none"> Commerce Data SDM 	



Meta-Department Update

Updates to Meta-Department Mapping

Meta-Departments are common buckets of academic departments that have groupings of degrees associated with them to enable cross-campus assessment of costs of instruction. Meta-Departments will be used as the unit of analysis across 'programs' for Institutional Context metrics only.

Introduced Concept

During the July 15th Advisory Council Meeting

Made Minor Framework Adjustments

To reflect feedback from Steering Committee and simplify mappings (e.g., separated Engineering and Architecture)

Mapped Pilot Institutions

And collected feedback and potential changes to assigned course, HR, and finance departments, which will inform pilot metrics calculation

Mapped Constituent Institutions

Next Step: Distribute and collect feedback on meta-department maps with cross-walks between course, HR, and finance departments

Please look out for a follow-up email from our team with an instructional video and review packet. We will schedule Office Hours over the course of the next 2-3 weeks to address questions as you complete your review.

Meta-Department Categories

The follow proposed meta-department categories have been created after review of department structures across the UNC system.

METHODOLOGY



For comparisons across all UNC institutions, all instructed disciplines are mapped to Meta-Departments



The Meta-Departments are grounded in the NCES Classification of Instructional Program (CIP) Codes, and adjusted to fit the unique program offerings that exist across the system



The Meta-Department will be the highest-level unit under which each Finance & H.R. department nests.



Course departments, and by extension programs, will all be mapped to H.R. & Finance Departments that roll up to the Meta-Departments



Before finalization, all mappings will be vetted through System & University Data Owners



META-DEPARTMENT CATEGORIES¹

- Agriculture
- Architecture
- Biological Sciences
- Business
- Communications
- Education
- Engineering
- English and Literature
- Health Professions
- History, Government and Public Administration
- Information Technology
- Languages and Cultural Studies
- Mathematics and Statistics
- Military Science and Technology
- Natural Resources
- Nursing
- Philosophy and Religious Studies
- Physical Sciences
- Psychology
- Social Sciences
- Visual and Performing Arts

¹ Updated as of 9/9/22. List of meta-department descriptions included in the Appendix.



Discussion & Next Steps

Next Steps and Requests for Advisory Council

The team requires the following input from institutions as we progress with the Pilot Institution Analysis:

1 Pilot Institutions Follow-Up (Ad-Hoc)

- A. **Continue to address ad hoc questions about pilot institution data** across student, finance, and HR data terrains or connect team with appropriate data steward

2 Constituent Institutions Follow-Up

- A. **Provide feedback on meta-department mappings by email** to validate that course, HR, and finance departments have been correctly placed

Thank you for your continued partnership. Feel free to reach out with any questions.

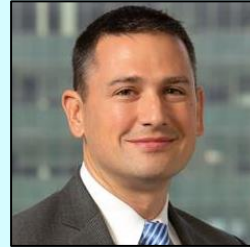
Our Team and Contact Information

The team requires the following additional input and data from pilot institutions to begin analysis:

Engagement Leadership



Scott Friedman
 scottfriedman@deloitte.com



Pete Fritz
 pfritz@deloitte.com



Megan Cluver
 mcluver@deloitte.com

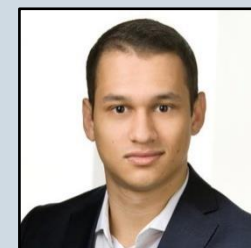
Solution Architects



Katie Hagan
 khagan@rpkgroup.com



Sue Goldberger
 sgoldberger@burningglassinstitute.org

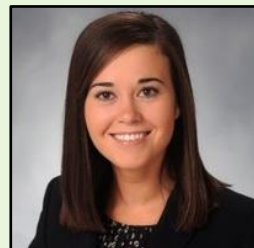


Paul Bashir
 pbashir@deloitte.com



Colin McWilliams
 comcwilliams@deloitte.com

Data Analytics Team



Raven Moody
 rmoody@rpkgroup.com



Kyle Dominy
 kdominy@deloitte.com



Lynnette McLaughlin
 lymclaughlin@deloitte.com



Questions about the Evaluation of University Programs project should be directed to:

- **Jenna Bryant**, University of North Carolina System Project Manager, at jabryant@northcarolina.edu
- **Paul Bashir**, Deloitte Project Manager, pbashir@deloitte.com

Appendix



Meta-Department Description and CIP Codes

Meta Department / Label	CIP Families *	Meta Department Description
Agriculture	01	Agriculture, Animal Sciences, Food Science and Technology, Veterinary Science
Architecture	04	Architecture (all kinds including interior and landscape)
Biological Sciences	26*	Biology, Biochemistry, Botany, Zoology, Biotechnology, Neurobiology, Physiology, Microbiology, Ecology
Business Administration	45*, 52	Business Administration, Operations, Finance, Management, Real Estate, Marketing, Insurance, Taxation, Accounting, Hospitality Operations, Economics
Communications	09, 10	Communications, Journalism, Public Relations, Publishing, Advertising, Digital Communication, Media Studies
Education	13	Education, Curriculum and Instruction, Educational Administration, Special Education, Counseling, Outdoor Education, Human Development
Engineering	14, 15	Engineering (all kinds)
English and Literature	23	English, Literature, Composition, Writing
Health Professions	26*, 31, 34, 51*	Sports Medicine, Kinesiology, Parks/Recreation, Nutrition, Health Services, Allied Health, Communic. Disorders/Diseases, Public Health, Dietetics, Genetic Counseling
History, Government and Public Administration	44*, 45*, 54	History, Public Administration, Public Policy
Information Technology	11, 25	Library Science, Computer Programming, Data Processing, Computer Science, Information Sciences
Languages and Cultural Studies	05, 16	Area Studies, any study of a culture, minoritized population, gender, or group (except religions); All foreign languages
Mathematics and Statistics	27	Mathematics, Statistics
Military Science and Technology	28, 29	All ROTC, Military Science, Military Leadership, Military Technology
Natural Resources	03	Fishing and Fisheries, Forestry, Wildlife, Natural Resources and Conservation
Nursing	51*	Nursing
Philosophy and Religious Studies	38, 39	Philosophy, Religious Studies, Theology, Religious Education, Specific religions
Physical Sciences	40	Chemistry, Physics, Materials Sciences, Astronomy
Psychology	42	Psychology
Social Sciences	19, 43, 44*, 45*	Anthropology, Archeology, Criminology, Criminal Justice, Demography, Geography, Political Science, Sociology, Urban Studies, Family and Consumer Science, Social Work
Visual and Performing Arts	50	Art, Music, Dance, Theatre
College		Any departments that are related to a college or school (within Academic Affairs), but are not clearly assigned to a discipline. These student credit hours and funds will be allocated across the departments within the school/college.
Institution		Any departments that are within Academic Affairs but are not clearly assigned to a discipline. These student credit hours and funds will be allocated across academic departments.

**CIP families were a guide to meta-department creation, but are not perfectly descriptive of the meta-departments. Where this is particularly important, it is noted with an asterisk. CIP families or 6-digit CIP codes were not used exclusively for the mapping because there is not uniformity across institutions in the utilization of the codes. By creating meta-departments and defining them, we hope institutions can reach relative consensus in regards to which broad categories their programs and departments fall.*

Steering Committee Members

The Steering Committee is comprised of system-level leadership:

Members:

1. David English: VP Academic Programs
2. Diane Marian: VP Data & Analytics
3. Andrew Kelly: SVP Strategy & Policy
4. Michael Vollmer: Chief Operating Officer
5. Lindsay McCollum: VP Budget & Finance
6. Dan Harrison: AVP Academic & Regulatory Affairs
7. Rondall Rice: Exec Director for Operations & Admin
8. Jennifer Haygood: SVP Finance & Administration and Chief Financial Officer

Support: Jenna Bryant, Project Coordinator/Engagement Manager

Advisory Council Members

The Advisory Council consists of institution-specific representation:

Members:

1. Mike McKenzie: Vice Provost for Academic Program Development and Strategic Initiatives, Appalachian State University
2. Ying Zhou: Associate Provost for Institutional Planning, Assessment, and Research, East Carolina University
3. Gloria Payne: Vice Provost, Elizabeth City State University
4. Nicole Lucas: Associate Vice Chancellor for Institutional Effectiveness / Institutional Research, Fayetteville State University
5. Arwin Smallwood: Interim Vice Provost for Undergraduate Education, North Carolina A&T State University
6. Sarah Carrigan: Associate Vice Chancellor for Institutional Research, North Carolina Central University
7. Margery Overton: Senior Vice Provost for Institutional Strategy and Analysis, North Carolina State University
8. Jeff Konz: Director of Institutional Research, UNC Asheville
9. Amy Hertel: Executive Vice Provost, UNC Chapel Hill
10. Gregory Weeks: Associate Dean, College of Liberal Arts and Sciences, UNC Charlotte
11. Jodi Pettazzoni: Associate Vice Provost and Director and SACSCOC Liaison, UNC Greensboro
12. Elizabeth Normandy: Associate Vice Chancellor of Planning and Accreditation, UNC Pembroke
13. Patrick Sims: Executive Vice Chancellor & Provost, UNC School of the Arts
14. Andy Mauk: Associate Provost Institutional Research and Planning, UNC Wilmington
15. Carol Burton: Vice Provost for Academic Affairs, Western Carolina University
16. Anthony "Tony" Artimisi: Interim Associate Provost for Academic Strategy and Institutional Effectiveness, Winston-Salem State University
17. Tim Ives: Faculty Assembly Representative, UNC System

Data Owners Group

The Data Owners Group consists of institution-specific data or institutional research representation:

Members:

1. Heather Langdon: Executive Director of Institutional Research, Assessment & Planning, Appalachian State University
2. Beverly King: Director of Institutional Research, East Carolina University
3. Fred Okanda: Director of Office of Institutional Effectiveness, Research, & Assessment, Elizabeth City State University
4. Willie Moore: Director & Chief Data Officer of Institutional Research, Fayetteville State University
5. Lishyung (Lily) Hwang: Director of Institutional Research, North Carolina A&T State University
6. Sandra Davis: Director of Institutional Studies, North Carolina Central University
7. McKinney Austin: Director of Institutional Analytics, North Carolina State University
8. Jeff Konz: Director of Institutional Research, UNC Asheville
9. Rob Ricks: Director of External Reporting, UNC Chapel Hill
10. Wayne Stone: Senior Director for Institutional Research, UNC Charlotte
11. Karen Blackwell: Director of Institutional Research & Enterprise Data Management, UNC Greensboro
12. Chunmei Yao: Director of Institutional Research, UNC Pembroke
13. Elizabeth Davis: Academic Planning & Institutional Research, UNC School of the Arts
14. Michael Smith: Director of Institutional Research & Analytics, UNC Wilmington
15. Tim Metz: Assistant Vice Chancellor for Institutional Planning & Effectiveness, Western Carolina University
16. Becky Mussat-Whitlow: Director of Institutional Effectiveness and Planning, Institutional Assessment, & Research, Winston-Salem State University

Appendix G



Faculty Senate Report Graduate Council September 7, 2022

Graduate Council has not met since the last senate meeting. Below here is a list of upcoming meetings for Graduate Council and Appeals Committee and members of each.

Graduate Council meetings for 2022-2023, 3:00 pm: September 19, October 17, November 21, January 23, 2023 February 20, March 20, and April 17. The Council will meet virtually at <https://uncp.webex.com/meet/grad> in September and discuss future meetings at that time.

Many thanks to our Graduate Council members:

Dr. Irene Pittman Aiken, Chair and Dean of The Graduate School
Dr. Whitney Akers, Clinical Mental Health Counseling
Dr. Suzanne Altobello, Member-at-large
Dr. Gary Anderson, Public Administration
Ms. Christine Bell, Secretary
**Dr. Jeff Bolles, Business Administration
Dr. Serina Cinnamon, Social Studies Education
Ms. Susan Edkins, Athletic Training
Dr. Kelly Ficklin, Elementary Education
Dr. Rita Hagevik, Science Education
Dr. Veronica Hardy, Member-at-large
Dr. Julie Harrison-Swartz, Nursing
Dr. Roger Ladd, English Education
Dr. Naomi Lifschitz-Grant, Art Education
**Dr. Cindy Locklear, *Interim*, Social Work
Dr. Jonathan Ricks, Professional School Counseling
Dr. Marisa Scott, Special Education
Dr. Kim Sellers, Reading Education
**Ms. Hillary Sessions, Mathematics Education
Dr. Thomas Trendowski, Physical Education
**Dr. Joe West, *Interim*, Sport Administration
Dr. Bryan Winters, School Administration
Dr. Velinda Worix, Member-at-large
GSO President or designee

*** designates new member*

Graduate Appeals Committee meets October, February, and June.

Many thanks to our Graduate Appeals Committee members for 2022-2023:

Dr. Irene Aiken, Chair, ex officio member,
Dr. Rebecca Gonzalez Innis,
Dr. Sojin Jang,
Dr. Roger Ladd,
Dr. Summer Woodside, and
Dr. Velinda Worix.

Appendix H

EDUCATOR PREPARATION PROGRAMS

Council for Educator Preparation Programs

April 13, 2022

3 - 5 pm

<https://uncp.zoom.us/my/drloury>

[Slides](#)

Attendance: Not recorded

- I. **Welcome – *Called to order at 3:01 pm, Dr. Loury Floyd***
- II. **Adoption of Agenda – *Adopted by Affirmation, Council Members (2)***
- III. **Approval of Minutes – *Council Members (2)***
 - a. [March 9, 2022](#) **Approved by Affirmation**
- IV. **Dean's Report (15)**
 - a. EPP Admission Process
 - This has not changed, and no changes will be made to our EPP admission requirements without bringing them before this body.
 - However, the process by which we monitor and check those requirements will be changing moving forward, all our students admitted to our initial preparation EPP program will be processed by Brave Educator Dashboard. It will be paperless and our systems with Banner are talking to our Brave Educator Dashboard and to ensure that student success and a seamless progression into our educated preparation program.
 - b. Assessment Leadership Team
 - i. Dean Floyd, Nick Vincett, Mabel Rivera and Lisa Mitchell
 - ii. We will meet twice a month effective Fall 2022
 - c. Branch Alliance for Educator Diversity – *Dr. Tiffany Locklear & Dr. Marisa Scott*
 - i. Proposed Common List of Competencies
 1. Committed to-
 - a. The culturally and linguistically diverse communities that we serve
 - b. *Professional development and a growth mindset*
 - c. *Recognizing own biases and self-reflection, and*

- d. *Challenging inequitable educational structures and practices*
- 2. *Collaboration through-*
 - a. *Reflective practices*
 - b. *Thought partnerships and*
 - c. *Community engagement*
- 3. *Competent in-*
 - a. *Demonstrating pedagogical methods, research practices, and innovative approaches*
 - b. *Modeling evidence-based practices and professional disposition, and*
 - c. *Facilitating discourse from multiple worldviews*

Branch Ed Members consist of: Tiffany, Marisa Co-Leads, and Lamorris, Leslie, Lisa, Nick, Mabel, Kelly, Danielle

d. [Service to Public Schools reporting form](#) – **DUE May 15th**

- We are required to document this work and submit to DPI annually

e. [Licensure Update](#)

- Dr. Olivia Oxendine, serving as a representative
- One of the criticisms of EPPs is that we aren't producing enough teachers
- Moving students through can be a challenge and getting them to completion can be a challenge.

V. Assessment and CAEP Accreditation

a. **EPP Reporting Form - Due May 15th** – *Dr. Mabel Rivera*

- 2021-22 data analysis in progress, ALL key assessment measures must be submitted by May 6th in Taskstream
- Standard 5, Quality Assurance System and Continuous Improvement
 - Program data analysis and review
 - EPP Data Review Form
 - Due on May 15th

b. **Brave Educator Dashboard** – *Dr. Lisa Mitchell & Nick Vincett*

- Technology and Data Q&A Sessions
 - Tuesdays, 2:30 pm – 3:30 pm, no appointment needed, just drop in
 - <https://uncp.webex.com/meet/nicholas.vincett>

c. **Taskstream – ALL Evaluations must be complete by May 6th**

VI. Updates

a. Educator Engagement and Student Success – Dr. Leslie Locklear

- a. Recording a tutorial for the field experience applications
- b. End of Semester Celebration
 - i. May 11th at 5 pm, Thomas School of Business Upchurch Auditorium
 - ii. Student Feedback: Family Friendly Informal Reception
 - iii. Order of Events
 - 1. Welcome
 - 2. Guest Speaker, Tona Jacobs
 - 3. Recognition of Programs
 - 4. Individual Student Pinning
 - 5. School Supply Raffle
 - 6. Closing Remarks
 - 7. Reception to follow
- b. Digital Literacy – Due May 15th**
 - a. All Course tags are due by May 15th
 - b. Be sure to label each assignment with Course Name and Assignment Name
 - c. Contact Amy VB or Serina Cinnamon for any assistance needed
- c. Teacher Recruitment & New Student Orientation**
 - a. Feb 2022
 - i. Branch Ed
 - ii. CAEP Sub-Committee
 - iii. SOE Strategic Plan Committee
 - b. March 2022
 - i. UNCP/FTCC Recruitment Day
 - ii. Richmond Community College Expo
 - iii. PSRC/NCDPI Collaboration
 - iv. Union County Schools On-Campus Visit
 - v. Southeastern Community College MOU Signing
 - vi. Sampson County Schools Recruitment Event
 - c. April 2022
 - i. UNCP Spring Open House
 - ii. NC Teacher Cadet Conference
 - iii. UNCP/RCC Recruitment Day
 - iv. Braves Come Back

VII. Announcements

- **Beginning April 11: Field Placement Applications in the Brave Educator Dashboard**
- **May 6, [Fall 2022 Intern](#) Document Deadline**
- **May 6 ALL Taskstream evaluations complete (see [Checklist](#))**
- **May 11, 5–7pm: End of Semester Celebration and Reception**
 - *RSVP Forthcoming*
- **July 26, Beginning Teacher Leadership Symposium, 9 am – 12 noon, Annex**

VIII. Adjourned at 4:58 pm

Appendix I

Change Faculty Handbook Pages 44 and 45:

From

As tenure-track faculty members do, Lecturers have organizational responsibility for the courses they teach. They also adhere to departmental guidelines for course content if any exist. They perform service for the department or school (including the Faculty Senate and its subcommittees), and can be assigned student advising responsibilities. Supervision and mentoring of lecturers will be done in the same manner as for tenure-track faculty. Lecturers are eligible for long-term contracts and to be promoted to Senior Lecturers. Initial appointment is for a fixed term of one year. Subsequent appointments may be made for fixed terms of from one to five years.

Promotion to Senior Lecturer is based on continued improvement in and demonstration of excellence in teaching with at least satisfactory performance in service activities. After serving as a Lecturer at UNCP for five years, a Lecturer may notify the Chair of his or her department in writing that he or she wishes to apply for promotion to Senior Lecturer; the notification must be made by August 1st of the year in which the evaluation will take place. The evaluation will follow the procedures used for promotion to professorial ranks, with the exception that the applicant's professional academic activities may be evaluated in the place of scholarly achievement.

As tenure-track faculty members do, Senior Lecturers have organizational responsibility for the courses they teach. They also adhere to departmental guidelines for course content if any exist. Senior Lecturers may participate in course and curriculum development and advise students. Senior Lecturers may also contribute to the school or department beyond teaching-related activities through campus service (including the faculty senate and its subcommittees) and academic discipline professional activities. Initial appointment as a Senior Lecturer is for a fixed term of one year. Subsequent appointments may be made for fixed terms of from one to five years.

To

As tenure-track faculty members do, Lecturers have organizational responsibility for the courses they teach. They also adhere to departmental guidelines for course content, if any exist. They perform service for the department or school (including the Faculty Senate and its subcommittees) and can be assigned student advising responsibilities. Supervision and mentoring of lecturers will be done in the same manner as tenure-track faculty. Lecturers are eligible for long-term contracts and to be promoted to Senior Lecturers. **The initial appointment to the rank of Lecturer** is for a fixed term of one year. Subsequent appointments may be made for fixed terms of from one to five years.

Promotion to Senior Lecturer is based on time in the rank of lecturer and an average annual review of at least ~~satisfactory~~ adequate performance. Unless promoted earlier, promotion to the rank of Senior Lecturer will occur at the end of a Lecturer's fifth year after Lecturers provide copies of their Annual Merit Salary Increase Recommendation Form to their Dean, which shows a five-year average annual review status with at least adequate performance.

A written notice from the Dean to the Provost and the Department of Human Resources documenting a Lecturer's less than adequate annual review status will be necessary to stop an automatic promotion to Senior Lecturer at the end of the Lecturer's fifth year. The Lecturer shall be notified in writing by the Dean no later than the last day of class during the spring semester in the event of a promotion denial.

Senior Lecturers, once promoted, will be automatically transitioned to three (minimum), four, or five-year (maximum) contracts at the discretion of the Dean, Provost, or Chancellor. Subsequent appointments may be made for fixed terms from three (minimum), four, or five-year (maximum) contracts at the discretion of the Dean, Provost, or Chancellor. The percentage salary increase associated with promotion to Senior Lecturer status should, whenever possible, mirror the percentage salary increase associated with promotion from Assistant Professor to Associate Professor.

As tenure-track faculty members do, Senior Lecturers have organizational responsibility for the courses they teach. They also adhere to departmental guidelines for course content if any exist. Senior Lecturers may participate in course and curriculum development and advise students. Senior Lecturers may also contribute to the school or department beyond teaching-related activities through campus service (including the faculty senate and its subcommittees) and academic discipline professional activities. Initial appointment as a Senior Lecturer is for a fixed term of **three to five** years. **Years of service as a Senior Lecturer do not accrue towards tenure. All Senior Lecturer contracts are based on department and program continual need and sufficient funding.**