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

2020 ANNUAL REPORT

# CAROLINA NEXT

*Innovations for Public Good*

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# Message from the Chancellor and Provost

**KEVIN M. GUSKIEWICZ**
*Chancellor*

**ROBERT A. BLOUIN**
*Executive Vice Chancellor and Provost*

Despite the challenges of the past year, during which the University faced a global pandemic; racial, political and social tensions; and an economic downturn, we are proud to share with the Carolina community the tremendous progress you have made toward the pursuit of our mission through the University's strategic plan, Carolina Next: Innovations for Public Good.

This report describes a wide range of accomplishments across eight areas that we identified as having great strategic importance to Carolina's future. The incorporation of Carolina Next into the strategic plans of the respective schools, centers and institutes has been wonderful to see, along with the successful integration of shared ideas and resources between units across this University.

From the outset, it was always our intention that Carolina Next not be a comprehensive list of all strategic accomplishments but instead would function as a living, breathing document that would evolve to meet new opportunities and address new challenges. Our commitment to that model served us well this past year as we carefully considered the longer-term implications of the challenges faced on our campus and in society at large. In December 2020, we released an updated plan to reflect changes in each of the eight strategic initiatives.

We will continue to determine whether the opportunities in Carolina Next are in fact the best means of achieving our goals. New strategic opportunities will continuously present themselves and we must always be evaluating and ready to take advantage of them.

This is just the beginning; we feel hopeful and encouraged as we anticipate the future. We look forward to continuing this work with each member of our community in our goal to be the leading global public research university in the nation.

# Preamble

## Introduction

The University of North Carolina at Chapel Hill is a leading public institution of higher education. As the oldest public university in the United States, Carolina has a long tradition of producing highly engaged citizens and leaders, driven by an abiding ethos of service to community, and has played a pivotal role in building a stronger, more diversified economy for the people of North Carolina and beyond. To ensure continued excellence in a fast-changing world, we must keep our sights set high while also making decisive choices about which challenges and opportunities we will tackle.

Carolina Next: Innovations for Public Good, the University's strategic plan, was designed to guide those decisions and investments to ensure that we achieve our highest goals. The plan emerged from the 2017 Blueprint for Next strategic framework that recommitted Carolina to its historic role of service to North Carolina and its people, and to a fundamental quality essential to Carolina's success: an unwavering commitment to continually reinvent itself, building on its strengths, while acknowledging and addressing shortcomings.

In 2018, Provost Robert A. Blouin and a group of administrators and faculty members developed a strategic, concrete plan of implementation and assessment in keeping with this vision and in alignment with the Campus Master Plan and the University of North Carolina System's strategic plan. The result was Carolina Next: Innovations for Public Good.

Carolina Next aims to turn the University's vision and aspirational goals into readily understood, significant, implementable, measurable, strategic initiatives and opportunities. The plan focuses on important challenges and areas where we believe the University has the greatest chance to create change and shape the future. It was designed to support University strategic investment and decision-making during a three-year rolling horizon, with the understanding that its initiatives will continuously be assessed and refreshed with an eye toward change as work is completed and new opportunities emerge.

Carolina Next is framed around eight strategic initiatives that represent the core areas of focus and targeted investments: (1) Build Our Community Together, (2) Strengthen Student Success, (3) Enable Career Development, (4) Discover, (5) Promote Democracy, (6) Serve to Benefit Society, (7) Globalize and (8) Optimize Operations. For each of these major initiatives, we carried out a systematic, thoughtful, fact-based process of determining our status, and where our greatest potential for achieving impact exists. This included comprehensive environmental scans that considered the external macro-environment, both nationally and globally; the emerging trends, threats and opportunities in higher education; the competitive landscape; and, importantly, the strengths and opportunities for change within the University.

Each initiative includes a set of three strategic objectives that articulate the major goals we are pursuing. Within these objectives, we identified strategic opportunities, or actions, that we are executing to bring about change and impact. These opportunities include expansion of or improvements to existing programs within the University that are aligned with these objectives, and promising new initiatives identified by the campus community and leadership.

While most strategic initiatives and objectives will likely hold steady over a period of years, environmental factors will change over time, requiring constant re-examination and refreshing of Carolina Next. After formal approval of the strategic plan in early 2020, the University faced unprecedented challenges in the wake of the global COVID-19 pandemic and the increased recognition of our responsibility to addressing historical and current social injustice within our society. Our ongoing processes for environmental scanning and reviewing our strategic plan prompted us to consider the impact of these events and adjust some of our Strategic Opportunities in a newly focused way. Carolina Next was updated in December 2020 to reflect those modifications.

## The Purpose of This Report

Carolina Next belongs to all members of the University community and is a transparent, working guide that lets everyone see where and why we are making strategic investments. We are strongly committed to continuous assessment of our progress toward achieving the goals articulated in Carolina Next and to reporting our accomplishments to the campus community and constituents on an annual basis through reports like this one. We also use the Carolina Next website, carolinanext.unc.edu, and frequent communications to the campus to keep our stakeholders informed on an ongoing basis.

This inaugural Carolina Next Annual Report describes the major highlights of 2020 work undertaken in relation to the current strategic opportunities. The past year's shifting priorities brought on by COVID-19 and critical needs for community-building moved up the original schedule for some activities, resulting in impressive accomplishments in a very short period of time. Other opportunities we undertook in 2020 are multi-faceted or require incremental changes over a longer timeframe. Even in the midst of constant challenges, the Carolina community pushed forward to make significant progress on implementing many of those strategic efforts, as well.

Carolina Next is not just a central institution-level effort. Schools and other units campus-wide are using this plan to align their own strategic objectives and activities with those of the University. The many exciting opportunities under way within these academic, research, public service, and operational areas of the University that are described in this report are only a few examples of how the goals of Carolina Next are being fulfilled across a wide range of contexts.

## What's Next for Carolina Next

As we enter our second year of Carolina Next, we continue to examine conditions in our external environment and on campus, and their implications for the appropriateness of the strategic activities we are pursuing. In the spirit of the "evergreen" nature of Carolina Next, we will consider that information and the inputs of our campus community to make adjustments or to incorporate new emerging opportunities.

In addition, our focus is now expanding beyond monitoring implementation to evaluating the effectiveness of the opportunities we have pursued and their impact on the strategic goals we set for change. We look forward to sharing in future reports the results of these assessments, improvements we recommend in response to those findings, and our continuing progress in achieving the aspirations that led us to develop Carolina Next: Innovations for Public Good.

## STRATEGIC INITIATIVES & OBJECTIVES

# At a Glance

## Strategic Initiative 1: Build Our Community Together

1. Invest in policies, systems and infrastructure that promote belonging, community, and benefits of diversity, equity, and inclusion.
2. Enhance the educational benefits of diversity, equity, and inclusion through effective student recruitment, enrollment, retention and graduation.
3. Prioritize diversity, equity, and inclusion in teaching, research, and service, and in hiring, evaluation, retention and promotion of under-represented faculty and staff.

## Strategic Initiative 2: Strengthen Student Success

1. Provide a student-centered experience, strengthen success for all students and foster equity in success across student populations.
2. Facilitate learning that is experiential and collaborative, develops individual strengths, and encourages the understanding, ethical use and application of data.
3. Expand digital and remote technologies to increase access and opportunities for Carolina students, as well as all North Carolinians and beyond.

## Strategic Initiative 3: Enable Career Development

1. Integrate career preparation into all students' experiences and extend career development opportunities to alumni.
2. Provide University staff with systematic professional development options, enabling them to grow career opportunities.
3. Create opportunities to develop the careers of faculty and address the changing conditions affecting the professoriate.

## Strategic Initiative 4: Discover

1. Pursue creative collaboration in research and scholarship.
2. Encourage artistic practice and artist-scholar synergies.
3. Lead in solving the world's most challenging problems.

STRATEGIC INITIATIVES & OBJECTIVES

# At a Glance

## Strategic Initiative 5: Promote Democracy

1. Actively engage as diverse citizens responsible for the institutions of American democracy.
2. Work constructively across differences in society, starting by promoting respect and listening.
3. Explore how humanity's highest purposes and potential can be realized through democracy and can help democracy thrive.

## Strategic Initiative 6: Serve to Benefit Society

1. Engage with communities, including grassroots organizations and local governments, to solve problems and improve lives.
2. Achieve impact by providing platforms for faculty to develop solutions that address problems with critical implications for North Carolina and beyond.
3. Grow partnerships with businesses, non-profits, and government to translate and implement research-based ideas and discoveries into practical applications and public use.

## Strategic Initiative 7: Globalize

1. Strengthen global partnerships and bring the world to Carolina with enhanced on-campus global programming.
2. Guarantee that a global education is available to all students.
3. Enhance support to Carolina's international research mission.

## Strategic Initiative 8: Optimize Operations

1. Design, implement, execute, assess, and continuously improve the administrative operations that support the University's mission of teaching, research and public service.
2. Implement a robust data governance structure and process to inform decision-making and drive change.
3. Create and maintain world-class physical facilities and infrastructure in support of our institutional mission.

STRATEGIC INITIATIVE 1

# Build Our Community Together

# Overview

Build Our Community Together was intentionally placed as the first of our eight initiatives, as we understand that it will take all of the campus community — regardless of one's status, position or function — to fully realize the goals of Carolina Next. In order to advance diversity, equity and inclusion at Carolina, everyone should feel and believe that they are a part of the campus community. We aim to bring Carolina together through programs that support students from recruitment and admissions through graduation. We are also prioritizing diversity, equity and inclusion in our teaching, research and service missions, as well as in our hiring, promotion and retention of underrepresented faculty and staff. As such, this initiative outlines investments in policies, systems and infrastructure that support belonging, community and transparency.

# 2020 Progress and Accomplishments

## OBJECTIVE 1.1

Invest in policies, systems, and infrastructure that promote belonging, community and transparency throughout the University community.

**1.1.1: Redefine the role, strategy, and organization of the University Office for Diversity and Inclusion as a central unit that works across schools and units to systematically examine University policies, practices, and infrastructure to advance diversity, equity and inclusion on campus. Accomplishing this will enable us to develop a robust campus infrastructure that supports and enhances the diversity, equity and inclusion work occurring across campus.**

Chancellor Guskiewicz and Provost Blouin hosted listening sessions to discuss the restructuring of the University's Office for Diversity and Inclusion. Input from these sessions was used to develop a new Vice Provost for Equity and Inclusion and Chief Diversity Officer position — with dual reporting lines to the Chancellor and Provost — to lead Carolina's efforts to build and sustain a more diverse and equitable community. The listening sessions also helped Carolina develop a campus-wide infrastructure to support and enhance the University's diversity, equity and inclusion work. A national search for the vice provost was initiated in late 2020 and should be completed by summer 2021.

**1.1.2: Engage the Carolina community to understand what constitutes a sense of belonging on campus and develop best practices for creating such an environment. Part of this critical work will include developing and delivering a series of campus and community seminars on topics such as having difficult conversations, anti-racism and anti-Semitism.**

**The Race, Racism and Racial Equity Symposium** — Co-sponsored by the University Office for Diversity and Inclusion, the Jordan Institute for Families and the School of Social Work, the R3 virtual events showcased faculty, staff, post-doctoral and graduate student scholarship addressing race, racism and racial equity while fostering cross-disciplinary collaboration. In 2020, the R3 series reached more than 2,000 participants.

**Carolina's Black Trailblazers: An Intergenerational Conversation** — A 2020 webinar series sponsored by the Institute for African American Research featured Black alumni and current students who shared their experiences along with their visions for Carolina. Topics included campus racial climate and visions for social equity, sense of belonging and inclusion across Carolina's landscape.



*Michael Eric Dyson, a globally renowned scholar of race, religion and contemporary culture and distinguished professor at Vanderbilt University delivering UNC-Chapel Hill's Martin Luther King, Jr., Keynote Lecture in January 2020.*

**1.1.3: Create a campus communications plan to manage how we connect University members to diversity, equity, and inclusion research, and initiatives happening across campus, specifically recognizing, promoting and amplifying the substantive work already occurring across disciplines.**

The University Office for Diversity and Inclusion partnered with University Communications on a series of feature stories that appeared in the daily campus news site "The Well" and in other messaging to connect the Carolina community to diversity, equity and inclusion efforts across campus. A formal communications plan was developed for implementation in fall 2021.

**1.1.4: Promote and support the work of the Commission on History, Race and a Way Forward and the Campus Safety Commission, which are working to bring to light and teach the full history of the University by ethically engaging with the past, and to build a culture of trust by examining present day campus safety and belonging efforts.**

The Chancellor charged the Commission on History, Race and a Way Forward with exploring, engaging and teaching Carolina's history with race and recommending how the University community must reckon with the past. In collaboration with Kenan-Flagler Business School and UNC Facilities, the commission engaged the local Black community regarding the public memorialization of African Americans buried in a space near campus and those that lived and were enslaved on the land. The commission also developed 10 dossiers explaining the life, career and character of some of the names on our campus, four of which were removed in July 2020.



*In July 2020, the UNC Board of Trustees voted to remove the names Carr, Aycock, Daniels and Ruffin Sr. from campus buildings.*

**1.1.5: Develop and launch a campus-wide shared learning instructional initiative, the Student Learning to Advance Truth and Equity, which focuses on history, race, reckoning and the American South. Further promote and invest in the continued development of the Southern Futures initiative, which is leveraging interdisciplinary expertise on campus to reimagine the American South.**

**Students Learning to Advance Truth and Equity** — This initiative was formed in 2020 within the Institute of African American Research. Twenty-three faculty representing 16 academic fields committed courses from a range of disciplines for the 2020–21 program. In fall 2020, 764 students enrolled and participated in activities designed to expand their grasp of the concepts of race, racism — especially structural racism — and racial equity.

**The Southern Futures Initiative** — Sponsored by the College of Arts & Sciences and University Libraries, Southern Futures aims to promote scholarship about the South. In 2020, Southern Futures hosted summits in which scholars from across the region exchanged ideas and solutions for issues persistent in the American South such as affordable housing, public health, community banking and early childhood education. (*See also Strategic Initiatives 4 and 6.*)

**1.1.6: Make strategic investments in campus centers that foster a sense of belonging and community and thereby create a safe, inclusive environment for UNC-Chapel Hill students, faculty and staff.**

The University continues to invest in creating and maintaining campus centers that promote a sense of belonging and community. These include the Sonja Haynes Stone Center for Black Culture and History, the LGBTQ Center, and others with long histories of supporting faculty, staff and students as well as more recently established centers. In 2020, the University allocated an additional $250,000 each to support the activities of the American Indian Center, the Carolina Latinx Center and the newly approved Asian American Center.



*Carolina Indian Circle Powwow in February 2020.*

**1.1.7: Become skilled at digitizing inclusion by building high impact and inclusive digital communities. Invest in opportunities that make campus connectivity work efficiently for all members of the community.**

After the COVID-related conversion to remote instruction in March 2020, many low-income and rural students living away from campus reported difficulties with internet access. A collaboration among Information Technology Services, the Commission on Campus Equality and Student Equity, Student Government, the offices of the Dean of Students, and Scholarships and Student Aid provided approximately 2,500 students with $200 supplements to help with internet costs during the fall 2020 semester.

## OBJECTIVE 1.2
Enhance the educational benefits of diversity, equity and inclusion through effective student recruitment, enrollment, retention and graduation.

**1.2.1: Continue to invest in current initiatives designed to support and promote underrepresented student recruitment, enrollment, retention and success such as the Carolina College Advising Corps, Project Uplift, Uplift Plus, Summer Bridge, Carolina Firsts, the Carolina Covenant, Peer Mentoring, NC Renaissance and the Initiative for Minority Excellence.**

Carolina continues to invest in current initiatives that have demonstrated their effectiveness in encouraging underrepresented students to apply, enroll and complete their degrees. Examples include the following:

**Summer Bridge** — This program offers incoming students who are first generation or from small rural high schools an introduction to college life with a focus on academic skill enhancement and community building. Students take an English composition course and a math or chemistry course, participate in tutoring and advising sessions, and learn about resources such as the Learning Center, Writing Center and Student Affairs. Historically, retention rates for Summer Bridge participants have matched or exceeded the rate for all students. In fall 2020, 100% of the 2017 participants returned for their fourth year compared to 89% of their entering class.

**Carolina College Advising Corps** — The Corps places recent Carolina graduates as college advisers in selected public high schools across 27 North Carolina counties to support first-generation, low-income and underrepresented students in considering, applying and enrolling in college. Engaging with many students virtually due to the COVID-19 pandemic, advisers conducted more than 12,000 one-on-one meetings with students who otherwise may not have had access to college counseling and interacted with more than 4,600 family members. As a result, over 8,800 North Carolina students submitted at least one college application.

**Carolina Covenant** — The Carolina Covenant supports low-income students' full financial need through grants, scholarships and work-study without loans while providing academic and personal assistance to support their journey to graduation. By fall 2020, the four-year graduation rate gap between non-needy students and Covenant Scholars was reduced from 16 percentage points for the inaugural 2004 entering cohort to 8 percentage points for the 2016 entering cohort.

**Project Uplift** — Project Uplift provides rising high school seniors an opportunity to experience the academic rigor and social and cultural opportunities of a four-year institution. Sponsored by the University Office for Diversity and Inclusion and Undergraduate Admissions, high-achieving students from underrepresented groups come to campus for an intensive two-day program. More than 70% of Project Uplift graduates applied to college for the fall of 2020 and 56% of them were offered admission, an increase over the prior two years. Nearly 67% (238) enrolled at Carolina.

**Project Uplift Plus** — Project Uplift Plus promotes access to college for outstanding students, especially those underrepresented in postsecondary education. This program is an intensive five-week academic experience during which students take English 100, meet with admissions and student aid representatives and get help with SAT/ACT preparation. Nearly 95% of 2019 Project Uplift Plus graduates applied to enter college for the fall of 2020; 78% were admitted with 82% of them enrolling at Carolina.

**Initiative for Minority Excellence** — Sponsored by the Graduate School, IME supports the retention and successful graduation of students who identify as racially/ethnically diverse by building community through programming, peer mentoring and affinity groups.



*Project Uplift students in summer 2019. The 2020 program was offered remotely.*

### 1.2.3: Launch an Educational Benefits of Diversity website that communicates to the Carolina community and the public the University's commitment to assessing the educational benefits of diversity as part of realizing Carolina's mission.

The University has long been committed to providing the educational benefits of diversity to our students. This commitment reflects the University's mission and is a fundamental part of its culture in the classroom and beyond. It is present in the University's academic plans, statements by its leaders, resolutions by its faculty, experiences of its students, and its holistic admissions policies and practices. The Educational Benefits of Diversity Working Group oversees and coordinates assessment of the University's many efforts to realize the educational benefits of diversity for its students. The Working Group engages in the broad collection of data in order to assess the University's progress toward achieving these benefits. The Educational Benefits of Diversity website (provost.unc.edu/ebd) was completed and published in late 2020.

**1.2.4: Continue to invest in and sustain the work of the Educational Benefits of Diversity Working Group. Develop and disseminate reports of findings from this group regarding ongoing assessment of admission and academic policies and practices, and the realization of the educational benefits of diversity for all students.**

The Educational Benefits of Diversity Working Group, chaired by Provost Blouin, reviews policies and practices, measures campus climate and assesses the extent to which students are realizing the educational benefits of diversity through their in- and out-of-class interactions with individuals who are different from themselves. Reports and presentations documenting the group's assessments and findings are published on the Educational Benefits of Diversity website (*see previous page*).

**1.2.5: Explore innovative approaches to admissions that foster excellence and help the University realize our commitment to the educational benefits of diversity, equity and inclusion.**

**Created a writing prompt on diversity and inclusion values** — Undergraduate Admissions adjusted essay prompts to allow applicants to articulate their views on the University's aspirations to build a diverse and inclusive community and encourage applicants to share information to help us learn what being part of such a community means to them. Additionally, students were asked to affirm that "Carolina aspires to build a diverse and inclusive community, and that if I am offered admission and choose to enroll, I will be expected to respect the dignity and humanity of others."

**Changed GRE requirements** — Research indicates that the Graduate Record Examination does not predict success in graduate school and may disadvantage underrepresented, non-traditional and older students. In spring 2020, the Administrative Board of The Graduate School approved a five-year pilot wherein the GRE will not be required in applications to graduate programs. They will collect data to assess the impact of the pilot on admissions, demographics and student success.



## OBJECTIVE 1.3
Prioritize diversity, equity and inclusion in teaching, research and service, and in hiring, evaluation, retention and promotion of underrepresented faculty and staff.

**1.3.1: Establish the University Diversity, Equity and Inclusion Council, composed of chief diversity officers (or representatives charged with this work) from each of the respective schools, colleges and units to work strategically with the University's Chief Diversity Officer, meeting monthly and sharing opportunities, challenges and successes.**

In May 2020, Chancellor Guskiewicz and Provost Blouin formally charged a new Diversity, Equity and Inclusion Council to advise the Chief Diversity Officer and serve as liaisons to schools and colleges across campus. Council members, typically senior administrators in their units, help implement Carolina's diversity, equity and inclusion goals and promote knowledge, skills and best practices. The Council reviews University policies and practices to bring about structural change and promotes a broader definition of diversity to include those with disabilities, veterans, first generation students and members of the LGBTQ+ community.

**1.3.2: Systematically assess and evaluate the University's equity and inclusion, anti-bias and inclusive teaching trainings. Enhance these programs using best practices and provide campus-wide education and training opportunities for students, faculty and staff.**

**Appointed a director of education, community engagement and belonging** — The University Office for Diversity and Inclusion created this new position to assess needs and design diversity, equity and inclusion education and trainings for the campus community. The position was filled in fall 2020.

**Offered a course on managing bias** — The University Office for Diversity and Inclusion's initial course on equity and inclusion training for faculty and staff, taught in fall 2020, helped participants recognize how biases affect their actions and impact others when left unchecked, creating unhealthy work environments and reinforcing unjust practices.

**Created inclusive teaching position** — A faculty fellow for inclusive teaching position was developed by Digital and Lifelong Learning and the Center for Faculty Excellence to promote research-based classroom pedagogies to enhance learning for all students. The first fellow, Professor Viji Sathy from the department of psychology and neuroscience, was appointed in 2020.
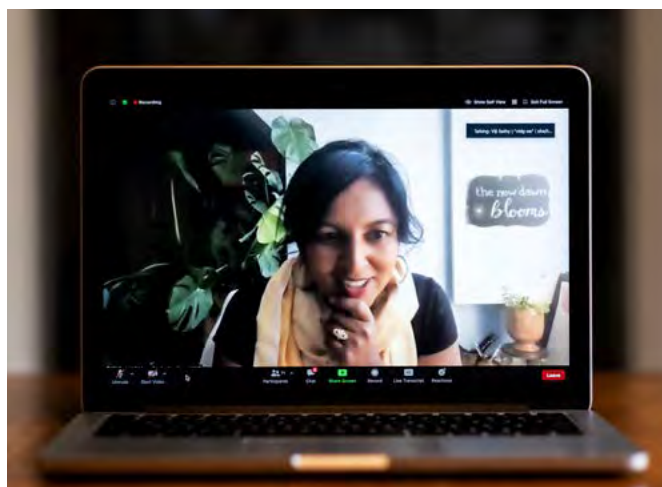


*Professor of the Practice Viji Sathy, the Faculty Fellow for Inclusive Teaching in the Center for Faculty Excellence.*

**1.3.3: Identify and develop contemporary instruments and establish metrics and benchmarks to annually track diversity, equity and inclusion efforts across schools and units.**

Data from several recurring surveys — the COACHE Faculty Survey, Employee Engagement Survey, UNC System Race and Equity Survey and the Student Experience in the Research University — provided metrics and benchmarks for assessing faculty, staff and student perceptions of campus climate and sense of belonging. The survey results also helped identify additional data that should be collected to measure the impact of future efforts. In addition, each academic school and vice chancellor division identified internal metrics and baseline data during 2020.

**1.3.4: Foster a culture of accountability for University leaders, deans, department chairs, and managers through participation in diversity, equity and inclusion training and delivery on school/unit diversity, equity and inclusion commitments.**

**Leadership diversity, equity and inclusion training** — The chancellor and provost sponsored a one-and-a-half-day training for senior leadership through the Racial Equity Institute in July 2020. The goal was to build a shared understanding and common language about the causes and outcomes of racial inequity and how to promote racial equity in departments and units.

**Inclusive excellence training expectations** — The Gillings School of Global Public Health began tracking participation of faculty, staff and students in their inclusive excellence training. Offer letters for new faculty, staff and teaching assistant hires now include expectations for completing this inclusive excellence training with a strong antiracist component.

**The Reckoning Initiative** — University Libraries initiated this comprehensive review of library systems and processes that create and perpetuate inequity to determine how they can be reformed. These include virtual and physical spaces, collections, staffing, language and communication. Staff also participated in extensive training through the Racial Equity Institute and other offerings.

**1.3.7: Develop, implement and measure new strategies to recruit and strengthen infrastructure to retain diverse faculty and staff.**

The College of Arts & Sciences built upon their successful experiences with STEM hiring clusters to recruit a cohort of faculty across several schools who will focus on: (1) Black families and communities; (2) health, wellness and health equity in Black, indigenous and other communities of color; and (3) civil and human rights. Additionally, the College is hiring two faculty members whose work examines slavery in the South, particularly in North Carolina. (*See also Strategic Initiative 3.3.1.*)

**1.3.8: Institutionalize recommendations from TEAM ADVANCE to develop and sustain leadership pathways and mentoring opportunities for women and underrepresented faculty who aspire to leadership roles at Carolina, with similar leadership pathways and mentoring opportunities created for staff. Examples include:**

Funded by the National Science Foundation, the Women ADVANCE Leadership workshop series encouraged and supported more than 60 mid-career women faculty in enhancing their skills and advancing to senior academic leadership, research and teaching positions. Workshop topics in 2020 included "Leading with Values," "Naming Your Strengths and the Power of Feedback" and "The Art of Negotiating and Influencing." (*See also Strategic Initiative 3.3.2.*)

**1.3.9: Evaluate and expand the University's Valuing Inclusion to Attain Excellence Hiring Program (formerly Targeted Hiring Program), Spousal Hiring Program and Carolina Postdoctoral Program for Faculty Diversity to support the recruitment, hiring and retention of diverse faculty.**

**VITAE and Spousal Hiring Program** — In 2020, the provost prioritized continued funding for the VITAE Hiring Program and the Spousal Hiring Program, designed to stimulate diverse and spousal faculty hires and their retention at UNC-Chapel Hill. During 2019–20, 25 new VITAE hiring offers were made, of which 21 were accepted; for the Spousal Hiring Program, nine of the 10 offers made were accepted. (*See also Strategic Initiative 3.*)

**Carolina Postdoctoral Program for Faculty Diversity** — For fiscal year 2020, the chancellor invested more than $100,000 to expand the reach and impact of this program, creating two additional fellowship seats. For many years, the Carolina Postdoctoral Program has recruited and developed scholars from underrepresented populations for possible tenure track appointments at Carolina and other research universities. In 2020, four scholars transitioned from the fellowship to UNC-Chapel Hill faculty positions. Program recruitment efforts focused on STEM and biomedical sciences, disciplines with the most significant challenges and disparities in faculty diversity. Carolina yielded six new scholars in the departments of biology, psychology and neuroscience, epidemiology, allied health sciences, environmental sciences and engineering and romance studies.

STRATEGIC INITIATIVE 2

# Strengthening Student Success

# Overview

Carolina is committed to integrating and enriching the student experience and ensuring that all students have equitable opportunities to thrive on campus and beyond. From the moment of acceptance through graduation, we support all undergraduate, graduate and professional students as they pursue their educational and life goals. Removing barriers and optimizing the support we provide enables them to make timely progress toward their academic degrees and career goals. Further, these services must be contemporary, holistic, student-centered, seamless and consistently delivered.



*With the cancellation of the traditional commencement ceremony in Kenan Stadium due to COVID-19, May 2020 graduates celebrated this milestone in many different ways and settings.*

# 2020 Progress and Accomplishments

## OBJECTIVE 2.1

Provide a student-centered experience, strengthen success for all students and foster equity in success across student populations.

### 2.1.1: Evaluate and implement recommendations from the Modernizing Student Support Working Group, including developing and launching the Thrive Hub Model.

**Thrive Hub Model** — In 2020, Carolina began expansion of the Thrive Hub Model, an innovative approach for optimizing holistic undergraduate student support using a case management strategy from acceptance through graduation. This model delivers integrated services including admissions, new student and family programs, student affairs, career services and advising. Preliminary evaluation results from the original Hardin Hub for Career and Academic Advising pilot are informing this expansion.

**College Thriving course** — The School of Education and the College of Arts & Sciences (Honors Carolina) piloted this course last fall, and it has been proposed as a required course for the new IDEAs in Action general education curriculum to be implemented in 2022. Thrive Hub advisers will teach this course to communicate key concepts of building community, mental health, learning sciences and thriving at a research university.

**Supporting first-generation students** — In 2020, the Modernizing Student Support Working Group conducted a needs assessment of undergraduate and graduate first-generation students at Carolina. The group is working to ensure that first-generation students have equitable opportunities to participate in high-impact activities such as study abroad and internships.

**Identifying barriers to student progress** — The Modernizing Student Support Working Group continued to identify and recommend modifications to policies and procedures that block student progress toward graduation and are not in the best interest of the student.



### 2.1.3: Use innovative, shared and comprehensive processes and systems to enhance student success and degree audit tools.

**Degree audit improvement** — In 2020, the Office of the University Registrar, Academic Advising and academic departments collaborated to upgrade "Tar Heel Tracker," the University's degree-auditing system. Improvements included adding the new general education curriculum requirements, creating visualizations of curriculum progress and incorporating degree programs with complex requirements that formerly required manual graduation auditing.

**"Class Features" registration enhancement** — This new resource increases the information students can review about a course before enrolling. Instructors can offer details about learning expectations that might help students select courses that best fit their learning goals.

## 2.1.4: Address student mental health issues and implement the 2019 recommendations of the Mental Health Task Force.

**COVID-19 Student Care Hub** — In March 2020, Student Affairs and Undergraduate Education staff developed this comprehensive online information resource to guide students in the wake of the pandemic. The Keep Learning website was launched to provide holistic support related to mental health, physical health, academics (e.g., how to learn remotely, stay engaged), finances, study abroad and housing. Student services units formed teams to communicate and address student issues, including referrals to telehealth options. Results from COVID-19 student "check-in" surveys informed staff about students' concerns. Instructors identified students in their courses who exhibited distress after the transition to remote learning and referred them to support services through the COVID-19 Student Care Hub.

**Mental Health Task Force follow-ups** — The Modernizing Student Support Working Group initiated partnerships with Counseling and Psychological Services in Student Affairs and other organizations to share ideas about how to address student mental health issues and implement recommendations of the Mental Health Task Force.

**Multicultural mental health team** — Consistent with recommendations from the Mental Health Task Force, Counseling and Psychological Services obtained permanent funding to hire four new psychiatrists of color to strengthen support for students from marginalized groups.

**Unit-level mental health providers** — Several professional schools, including Kenan-Flagler Business School, the Adams School of Dentistry, the School of Law and the School of Medicine, appointed dedicated mental health providers.

**Carolina Peer Support Collaborative** — Sponsored by the UNC Peer Support Program in the Gillings School of Global Public Health, the collaborative began in 2020 as a means of sharing ideas for addressing student, staff and faculty mental health by building a peer support infrastructure. It includes representatives from all five health sciences schools, the College of Arts & Sciences, The Graduate School, Student Affairs and other units.

**Carolina Collaborative for Resilience** — Designed in fall 2020, this program links students who have experienced racial traumas with University support, including faculty members and other professionals.

**2.1.5: Deploy technologies for all faculty members to allow faculty to better understand the students they teach, including the My Course Analytics Dashboard, an inclusive teaching tool.**

During 2020, several data resources were created or enhanced to give faculty a more nuanced understanding of Carolina students' backgrounds, educational experiences and progress to degree. These upgrades were achieved through strategic data-driven decisions by campus leadership, data visualization tools and staff training. A new central website, the Carolina Analytics Portal (See also *Strategic Initiative #8*), was developed as an Operational Excellence-led initiative to provide a single location for online institutional reports. Dashboards developed for faculty include the following:

**My Course Analytics Dashboard** — This tool provides instructors with information on the diversity within their classes that they can use to support their instructional goals and promote inclusive teaching and learning. The Center for Faculty Excellence supports instructors in using their data with consultations, workshops and web resources.

**Grade distribution dashboard** — Leadership can use this data to evaluate grade distributions across course sections, levels and years. Data visualizations can be disaggregated to examine trends by demographic and other student characteristics and to identify classes with high failure rates where additional support may be needed.

**Department profiles dashboard** — These dynamic reports describe the students majoring in each department in terms of academic background, demographic characteristics, academic standing, participation in high impact educational experiences and outcomes.

**COVID check-in survey results** — A summary of student responses to the spring 2020 survey concerning the impact of the multiple transitions and stress students experienced amid the COVID-19 pandemic are available in the portal.

## OBJECTIVE 2.2

Facilitate learning that is experiential and collaborative, develops individual strengths, and encourages the understanding, ethical use and application of data.

**2.2.1: Implement the IDEAs in Action general education curriculum.**

The University's new general education curriculum, IDEAs in Action, which is scheduled for implementation in fall 2022, includes a heightened focus on student-centered, experiential learning and data analysis skills. Dozens of faculty and staff members participated in the efforts described below to develop courses and the infrastructure for oversight and assessment of the curriculum.

**Course reviews** — Faculty teams reviewed syllabi from more than 2,000 courses proposed for the new general education curriculum.

**"Ideas, Information and Inquiry" courses** — Faculty teams developed proposals and piloted new interdisciplinary classes that introduce students to the foundations of data science, global awareness, principles of evidence and collaboration.

**High-impact experiences** — Curricular experts developed descriptions and learning outcome goals for experiences in the new curriculum including:

- Internships
- Performance creation or production
- Undergraduate learning/teaching assistant
- Project-based courses
- Active research involvement
- Public service
- Study abroad
- Collaborative online international learning

**Curriculum governance and assessment processes** — A faculty-elected General Education Oversight Committee guided implementation, assisted by the Office of Institutional Research, Planning and Assessment, in developing methodology for assessing student learning outcomes.

**Communication and marketing** — The College of Arts & Sciences developed a strategy for student-centered communications about the objectives and benefits of the new curriculum.

**Technology systems** — The Arts & Sciences Information Services group developed dashboards to monitor course enrollment, class scheduling, student progress and enrollment history for the new curriculum.
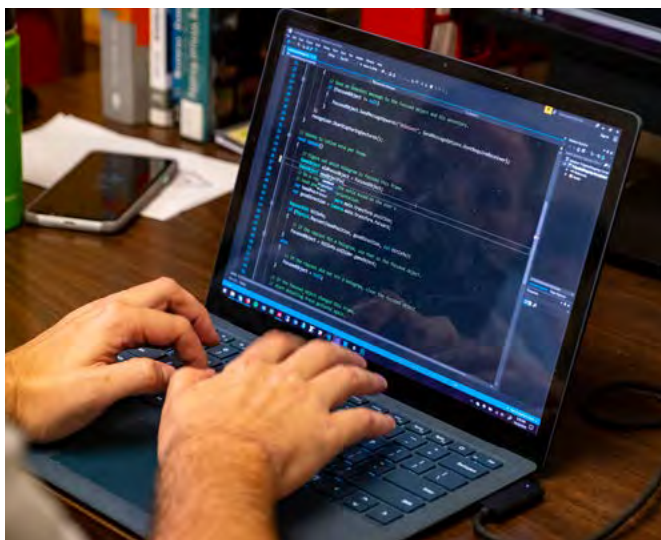


### 2.2.2: Assure that every graduate of UNC-Chapel Hill is data literate.

The College of Arts & Sciences created a required one-credit-hour data literacy course within the IDEAs in Action curriculum. In addition, College faculty developed a new interdisciplinary data science minor, starting in fall 2021, to help undergraduate students learn the basics of data wrangling, manipulation, visualization, and analysis, as well as how these methods impact the larger world.

## OBJECTIVE 2.3
Expand digital and remote technologies to increase access and opportunities for Carolina students, as well as for all the people of North Carolina and beyond.

### 2.3.1: Train Carolina faculty members in state-of-the-art pedagogies for remote learning to increase equity in educational access, flexibility for faculty and students, and the breadth of course and program offerings.

The University's urgent response to the pandemic accelerated plans to provide instructors with training and support for remote learning pedagogies. This work occurred in three phases:

**Emergency response phase** — In March 2020, the Center for Faculty Excellence, Digital and Lifelong Learning, ITS and OASIS partnered to create a cross-campus, collaborative training and support team. Their multi-pronged approach included delivery of self-guided resources through the Keep Teaching website, direct training sessions for instructors, one-on-one consultations with instructors and discussion forums for instructors to interact with each other.



*Todd Nicolet, Vice Provost for Digital and Lifelong Learning, led campus-wide training to support instructors transitioning to remote teaching in response to the COVID-19 pandemic.*

*Professors Marianne Gingher (left) and Lois Boynton participating in a March 2020 training session for remote teaching sponsored by the Center for Faculty Excellence.*

**Remote instruction preparation and support** — The team created models for supporting remote course development and delivery. Models included teaching assistant professional development, instructor training, group and individual instructional design consultations and portable video capture kits. This work contributed to the development of remote delivery modes for more than 200 courses.

**Post-pandemic instructional planning** — The Continuity of Teaching team is actively developing support services to help instructors continue expanding pedagogical approaches that increase equity, flexibility and quality of learning.

### 2.3.2: Launch the Digital Residential and Non-Residential Lifelong Learning Initiative.

The Digital and Lifelong Learning Initiative is a strategic effort to coordinate online and flexible learning programs ranging from non-credit professional education seminars to degree programs. Efforts in 2020 included:

**Alignment of related functions** — Incorporated the Carolina Office for Online Learning and the Friday Center for Continuing Education in conjunction with the establishment of University-wide 2U services to form a coherent organization to deliver core services and support.

**Summer courses** — Developed recommendations for adjusting summer session support to position the campus for opportunities through the Digital and Lifelong Learning Initiative.

**Transition to remote learning** — Led the Continuity of Teaching team and managed the transition to remote instruction in response to pandemic (*See also Strategic Opportunity 2.3.1*).

**Non-degree seeking students** — Examined the needs and opportunities for developing programs targeting this population.

**Engaging with campus units** — Met with academic units across campus to identify programmatic priorities and support needs.

### 2.3.3: Assess and select technology partners, including Online Program Managers and student success tools, to fast-track the digital residential and non-residential needs for remote courses.

In November 2020, the University contracted with 2U, a leading provider of online program support services, to serve as a primary partner for pan-University digitals services. UNC-Chapel Hill is the first institution to develop a partnership of this scope. Key services include:

• Support models for online graduate degree and professional programs at competitive rates.
• Commitment to developing in-house capacity.
• Data sharing to support research about online instruction that leverages Carolina's programs.
• Annual market feasibility analysis across all potential online offerings at Carolina.

STRATEGIC INITIATIVE 3

# Enable Career Development

# Overview

Our greatest asset as a University is our people. Developing them is at the heart of what we do as an organization, and it is critical that we foster growth opportunities for our students, staff, faculty and alumni. To prepare students for success beyond Carolina, we must provide them with skills to adapt within a rapidly changing world and workplace. Increasing competition to attract and retain the best faculty and staff compels us to invest in quality professional development and mentoring opportunities to help them reach their full career potential here at Carolina.
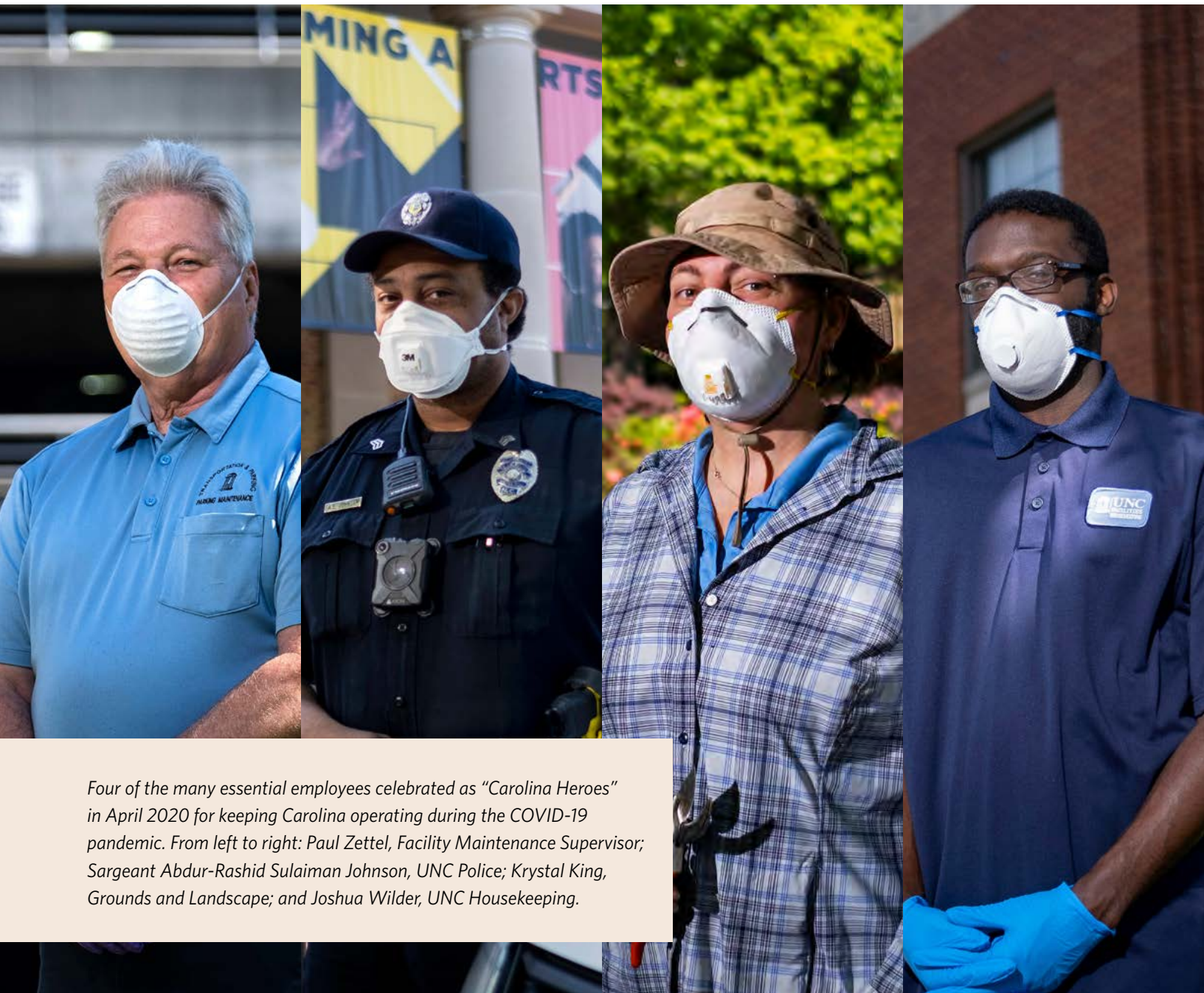


*Four of the many essential employees celebrated as "Carolina Heroes" in April 2020 for keeping Carolina operating during the COVID-19 pandemic. From left to right: Paul Zettel, Facility Maintenance Supervisor; Sargeant Abdur-Rashid Sulaiman Johnson, UNC Police; Krystal King, Grounds and Landscape; and Joshua Wilder, UNC Housekeeping.*

# 2020 Progress and Accomplishments

## OBJECTIVE 3.1

Integrate career preparation into all students' experiences and extend career development opportunities to alumni.

### 3.1.2: Develop digital offerings in lifelong learning to enhance careers of alumni.

UNC's "Experience Collider" is a strategy to provide alumni with an online gateway to engaging and supporting students as the primary force driving the UNC job economy. Through the collaborative efforts of Digital and Lifelong Learning, University Career Services, UNC General Alumni Association, Information Technology Services, Office of University Development and other campus units, a prototype of the Experience Collider was initiated, and a mobile version went live in September 2020 within the Honors Carolina Go Anywhere initiative. Two key initial components of this strategy are:

**Career Coach** — This app was jointly developed by Microsoft and LinkedIn to engage students from their first year throughout their years as alumni and was implemented by the University in partnership with the UNC System in September 2020. With this app, students can explore jobs, build their network by connecting directly with UNC alumni through LinkedIn, identify skill gaps and discover learning resources to support their career goals.

**The UNC Success Network** — Including a technology platform in partnership with PeopleGrove, this network serves as a resource web and mobile hub to meet student and alumni career needs and advancement goals with coaching, learning and engagement opportunities tailored to users' interests and majors. An initial version was prototyped based on the success with the Honors Carolina Go Anywhere initiative and is ready for implementation in 2021.

## OBJECTIVE 3.2

Provide University staff with systematic professional development options, enabling them to grow career opportunities.

### 3.2.2: Implement the Talent Management System proposal from the Office of Human Resources.

In summer 2020, the University began implementing Carolina Talent, a comprehensive human resources talent management system to support attracting, developing, engaging and retaining top staff. The new system offers many benefits, including:

**Recruiting and onboarding module** — Provides a new, attractive and intuitive front door to the University for job applicants and enables hiring managers to more efficiently review those applications and engage with applicants.

**Performance management module** — Streamlines the administrative process, helping to place more emphasis on quality performance conversations between managers and employees.
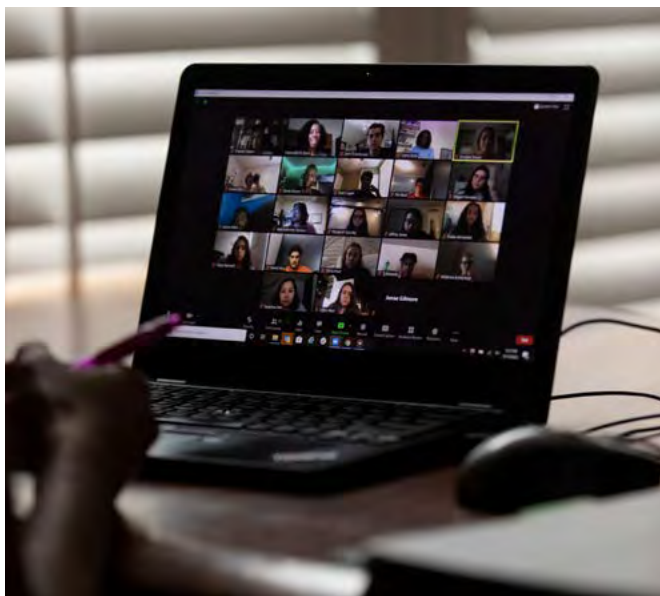
### 3.2.3: Develop digital lifelong learning programs and other professional development opportunities to facilitate career advancement for staff.

The 2020 implementation of the Carolina Talent learning module has provided a more robust platform for storing and distributing online professional development content. Advantages include:

**Simplifies administration of required training** — Facilitates training for search committees, Clery Act compliance and other mandates. Training can be assigned to specific employees, with automated notifications, reminders and completions tracking.

**Improves the user experience** — Users can quickly search for, identify and access digital content related to their interests, such as the LinkedIn Learning videos/courses that are available on demand via computer, tablet and smartphone.

**Growing Your Career at Carolina** — A site with additional online classroom and other resources to enable staff to identify their strengths and match them to career opportunities, navigate the internal application process, engage in effective networking, build skills in their current role and prepare for future roles.

### 3.2.4: Encourage and promote work-life balance for staff.

The Office of Human Resources and the Employee Forum have been adept at converting traditional employee appreciation and wellness events to virtual/digital formats to ensure these programs continue during the pandemic. Other resources that were enhanced to support staff work-life balance during 2020 included:

**Online Work/Life webinars** — A partnership between the Office of Human Resources and ComPsych, an employee assistance program, to provide staff with webinars on work/life topics such as finance, healthy eating, mindfulness, family matters, dealing with stress and emotional intelligence.

**Wellness Champions program** — Developed by the department of Work/Life and Wellness with representatives from 18 schools and divisions. Champions lead wellness committees for their schools or divisions and sponsor several wellness initiatives annually.

**Employee Forum wellness updates** — The Office of Human Resources' Work/Life and Wellness program manager communicates and promotes these important efforts monthly.



*The Carolina Talent learning modules implemented in 2020 greatly expanded training capacity and enabled employees to access digital content in their areas of interest.*

## OBJECTIVE 3.3

Create opportunities to develop the careers of faculty and address the changing conditions affecting the professoriate.

### 3.3.1: Recruit and retain top talent among the faculty ranks.

**Cluster hiring** — Building upon prior successes with cluster hiring in STEM disciplines, the College of Arts & Sciences developed a new Racial Equity cluster for up to six tenure-track faculty. The new hires will deepen and expand research and teaching in health, wellness and equity in communities of color, as well as in Black and indigenous families and communities. The College also initiated recruitment for two tenure-track positions focused on slavery in the United States within the departments of History and African, African American and Diaspora Studies. (*See also Strategic Initiative 1.3.7.*)

**Monitoring retention outcomes** — To assess efforts to retain top faculty, the Office of the Provost tracks the outcomes of retention counteroffers made to faculty being recruited by other institutions. In 2018–19 and 2019–20, the University retained 80% and 84%, respectively, of the faculty to whom counteroffers were made.

**Faculty Recruitment Initiatives** — The Provost prioritized continued funding for the VITAE Hiring Program, which stands for Valuing Inclusion to Attain Excellence, and the Spousal Hiring Program, both of which are designed to stimulate diverse and spousal faculty hires and their retention at UNC-Chapel Hill. During 2019–20, 25 new VITAE hiring offers were made, of which 21 were accepted; for the Spousal Hiring Program, nine of the 10 offers were accepted. (*See also Strategic Initiative 1.3.9.*)

### 3.3.2: Create leadership pathways and mentoring for our underrepresented faculty who aspire to assume leadership roles on campus or within higher education.

The Women ADVANCE Leadership initiative provided cohorts of mid-career women and underrepresented faculty with opportunities to learn from successful women leaders in STEM fields and participate in leadership development workshops. (*See also Strategic Initiative 1.3.8.*)

### 3.3.3: Promote and integrate the Center for Faculty Excellence and Carolina Office for Lifelong Learning for course development and teaching strategies and coordinate with the Office of Human Resources and the Academic Personnel Office to provide more management training opportunities for faculty.

In response to the COVID-19 pandemic, the Center for Faculty Excellence, Carolina Office for Lifelong Learning, ITS Educational Technologies, OASIS, the College of Arts & Sciences' Office of Instructional Innovation, and University Libraries developed a joint plan and strategy to provide training and support for Carolina faculty to finish teaching spring 2020 courses remotely using Zoom and Sakai. These groups formed the Continuity Teaching Committee that meets weekly to address specific issues. Major accomplishments include:

**Keep Teaching website** — Established online resources on remote teaching and learning for instructors.

**Trainings for remote teaching** — From March to June 2020, 1,647 faculty members participated in 63 remote teaching workshops. UNC Accessibility Resources and Services and Digital Accessibility Office worked to ensure student accommodation needs would be met.

**Essentials for Remote Teaching** — An online course produced in 2020 by the Center for Faculty Excellence, accessible through Sakai.

**Modes of teaching** — Established specific modes of teaching, created new online resources and training workshops, and provided support to in-person and remote course instructors from summer to fall 2020. The Center for Faculty Excellence also created implementation guides.

**Summer School 2021 initiative** — In fall 2020, the Digital and Lifelong Learning team organized training through a funded initiative to support Summer School 2021 instructors in creating high-caliber Sakai course sites using a team of part-time instructional designers and videographers.



*Faculty, instructors and teaching assistants prepare to deliver their courses remotely using Zoom and Sakai in a March 2020 training session.*

### 3.3.4: Assess the effectiveness of, and update or change, the policies and practices associated with both tenure-track and fixed-term promotion and tenure.

**Task Force on Promotion and Tenure Policies and Practices** — The 2020 task force report offered nearly 50 recommendations for issues such as timing of promotion and tenure decisions, review and reporting processes, recruitment practices, faculty tracks, faculty and administrator orientation, underrepresented faculty experiences and mentoring.

**COVID-19 tenure clock extensions** — One-year extensions were approved in spring 2020 in consideration of the additional challenges faculty faced in delivering instruction and managing other responsibilities remotely.

**Expansion of peer review of teaching for promotion of fixed-term faculty** — In 2020, the Center for Faculty Excellence partnered with the College of Arts & Sciences to expand traditional peer observations to include review of syllabi and dossiers covering teaching, advising, service, mentoring and scholarship of teaching. New models, observation evaluation templates and resources were developed to support these efforts.

### 3.3.5: Encourage and promote work/life balance for faculty.

The COVID-19 pandemic underscored the importance of promoting work-life balance for faculty amid increased workloads, additional childcare and home-schooling responsibilities and stress. Examples of efforts to support work/life balance included:

**UNC Health/School of Medicine well-being program** — Developed online resources and tools for co-workers, leaders and individuals concerning emotional well-being, stress reduction, peer support and prevention and treatment of professional burn-out.

**TEAM ADVANCE peer mentoring circles** — Initiated programs to create supportive connections for over 50 early career faculty across campus.

**Carolina Peer Support Collaborative** — Launched in April 2020 to provide opportunities for campus units to share ideas, models and lessons learned in building a peer support infrastructure to address student, staff and faculty mental health. CPSC currently includes representative from a variety of schools, campus organizations, and administrative and student support units.

**Supporting faculty research resilience** — An intervention by the College of Arts & Sciences to provide small research re-start grants and course releases to faculty whose research and scholarship agendas were disrupted by caregiving responsibilities during the pandemic.

**Faculty support hub** — Created through collaborations between the Center for Faculty Excellence, the Office of the Provost, the Office of Faculty Governance, and faculty and staff across campus to centralize online resources to address faculty well-being, racism and equity, career development, and teaching and learning.

STRATEGIC INITIATIVE 4

# Discover

# Overview

The Discover initiative creates and develops the conditions for discovery by sustaining robust, multi-stranded, creatively adaptable research, scholarly and artistic missions. It provides organization, programming and infrastructure to enable Carolina scholars and researchers to respond to major societal challenges. In 2020, Carolina faculty confronted the COVID-19 pandemic through the expansion of access to testing and health care to vulnerable communities, addressing COVID-19-related concerns through a humanistic lens, conducting fundamental research, and developing and testing therapies. The impact of our COVID-19 scholarship is reflected in our ranking as the top university in the United States for coronavirus research by Microsoft Academic and the receipt of $80 million in COVID-19-related research funding.
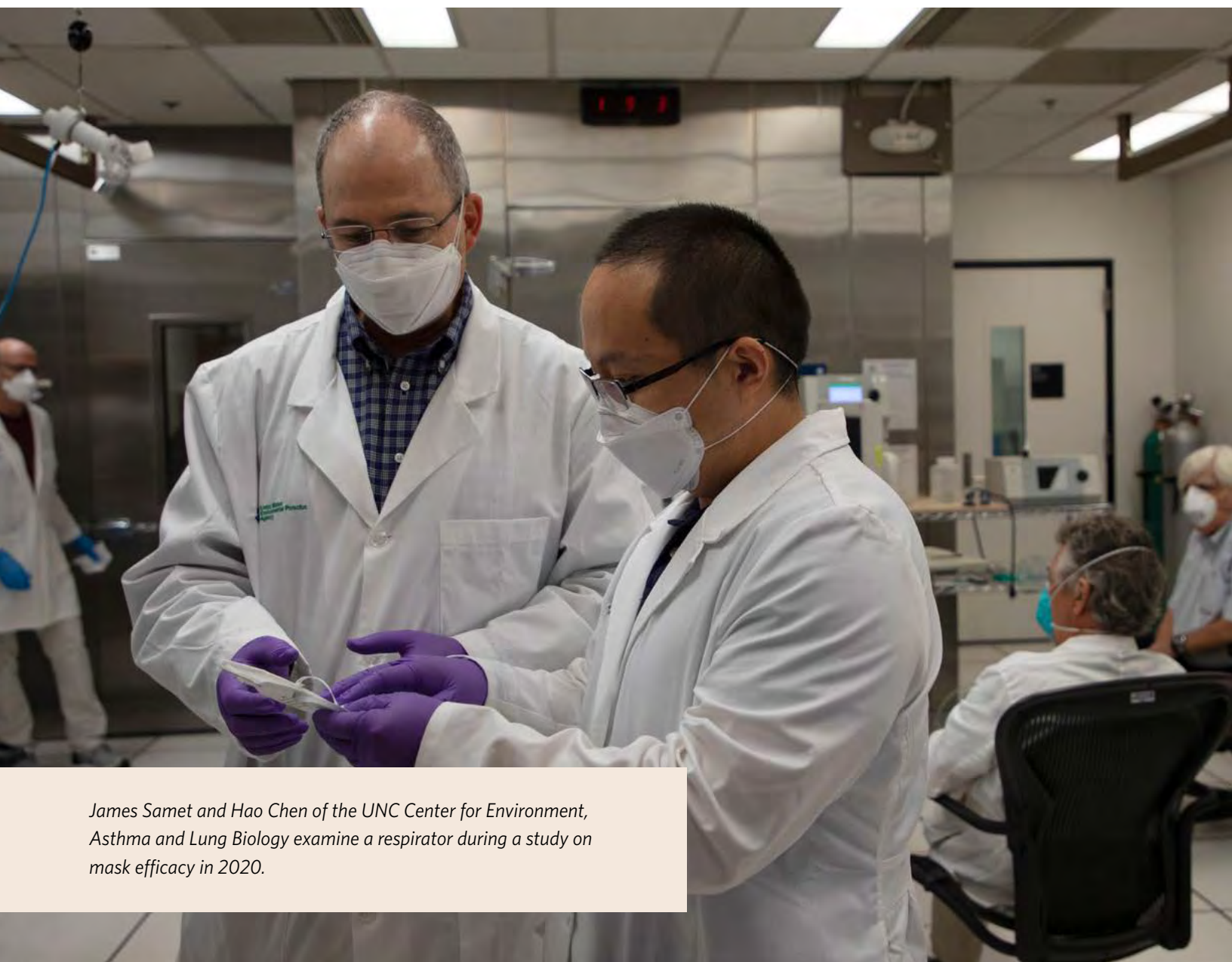


*James Samet and Hao Chen of the UNC Center for Environment, Asthma and Lung Biology examine a respirator during a study on mask efficacy in 2020.*

# 2020 Progress and Accomplishments

## OBJECTIVE 4.1
Pursue creative collaboration in research and scholarship.

### 4.1.1: Develop the implementation plan for a new School of Data Science and Society.

In spring 2020, the UNC-Chapel Hill Board of Trustees endorsed the Data Science@Carolina Steering Committee's draft feasibility plan and proposed the creation of a School of Data Science and Society. Carolina has a bold, broad and ambitious vision to:

**Support the economic health and well-being of rural and urban communities** — Apply data science knowledge, principles and tools to address issues impacting North Carolina's regional, national and global competitiveness.

**Implement data literacy programs and develop a critical mass of workforce talent** — Provide courses for undergraduate students and graduate degrees in data science to support North Carolina industries.

**Implement data-driven research** — Build upon Carolina's research strengths in data science and diverse disciplines to support innovation and economic development around specific challenges.

**Extend Carolina's leadership as a public institution through research and "Data for Public Good"** — Create strategic partnerships with North Carolina communities, businesses, nonprofits and government to translate discoveries into practical applications that address societal needs, equity and the ethics of data science.

### 4.1.2: Implement the clinical trial management system for the University and initiate the Clinical Research Support Organization as a pilot in the School of Medicine to enhance clinical research and clinical decision support.

The Clinical Research Support Organization promotes clinical research in the School of Medicine and the health care system through data services, regulations and compliance; research finance; personnel development and training; and tools and resources. In 2020, CRSO established a multidisciplinary review process to oversee the reopening of clinical research studies in the context of COVID-19 and promote understanding and implementation of the guidelines by all School of Medicine research teams.



*Rick Leuttich and colleagues at the Renaissance Computing Institute use computer modeling to predict storm surge from hurricanes and the areas affected.*

### 4.1.3: Initiate studies to explore focus areas and enhance capabilities in brain neuroscience.

Brain neuroscience research is conducted across the University, with major clusters in the School of Medicine, the Eshelman School of Pharmacy, the College of Arts & Sciences and pan-university centers. Carolina's neuroscience community has recognized strengths in opioid addiction; brain injury; autism spectrum disorders; brain development; drug discovery and chemical tool building; and animal and human imaging. New hires in 2020 continue to bolster neuroscience research strengths in areas such as the neurobiology of pain perception, the neural circuits underlying motor control and the genetics of pediatric seizure disorders. The University continues to define strategic growth and needs for new faculty to catalyze translational research in key neuroscience areas.



*Ralph Baric in the Gillings School of Global Public Health is a national leader in coronavirus biology, development of models to study coronavirus, and testing to identify new COVID-19 therapies.*

### 4.1.4: Support research for the prevention, treatment and cure of COVID-19, including the development of therapies and vaccines, testing and assessment to prevent community spread, and addressing public health and economic impacts.

Carolina's long-term commitment to the study of infectious disease mobilized our researchers to support efforts to understand and treat COVID-19. Examples:

**Gillings School of Global Public Health** — Faculty made significant contributions to the research on coronavirus biology, vaccine development and implementation, transmission, COVID-19 therapies, pandemic ethics, community impact, racial and ethnic minority disparities, and other areas.

**School of Medicine** — The school's infectious diseases division administers COVID-19 related clinical trials, which includes inpatient and outpatient treatment studies, vaccine trials, monoclonal antibody and convalescent serum studies, and epidemiological and prevention studies.

**The NC Policy Collaboratory** — With funding from the Federal CARES Act, the Collaboratory facilitated the support of 45 COVID-19 projects at Carolina. Projects include development of novel therapeutics, vaccines, testing and surveillance, and community-based research, including COVID-19 transmission and the financial impact of the pandemic on essential workers and vulnerable populations.

### 4.1.5: UNC Rapidly Emerging Antiviral Drug Discovery Initiative: Develop five novel antiviral drugs to Phase I/II in five years to be ready for use in the next pandemic by academic and industry partners working collaboratively through READDI.

READDI is a global partnership between academia, industry and foundations to develop novel antiviral drugs against future emerging pandemics. It began as a Creativity Hub project (see Objective 4.3) to develop a platform to discover drugs that manipulate host cellular responses against virus families. The initiative is a collaboration between the Eshelman Institute for Innovation, UNC School of Medicine and Gillings School of Global Public Health. The READDI

initiative raises funds; establishes collaborations with pandemic virus experts and clinical researchers; and facilitates drug discovery, development and manufacturing expertise. Partnerships were established with pharmaceutical companies, including Takeda and Calibr; with RTI International providing regulatory guidance; and with Durham-based Patheon to manufacture READDI drugs.



*Dr. Giselle Corbie-Smith in the School of Medicine is co-leading a large NIH-funded project to assess and expand access to COVID-19 testing for underserved and vulnerable communities.*

## 4.1.6: Host a Statistical Research Data Center whereby researchers across disciplines can access non-public microdata from the U.S. Census Bureau's economic and demographic surveys and censuses, administrative data and restricted use data from federal agencies.

In 2020, Carolina obtained Census Bureau approval to open a branch lab of the Federal Statistical Research Data Centers that will provide secure access to confidential internal use files from various federal statistical agencies. Carolina's branch will be housed at the Carolina Population Center as part of the Triangle Research Data Center Office.

## 4.1.7: Implement the Southern Futures Initiative to connect the arts, history, public health, and entrepreneurship, supported by world-class archives and library expertise with the people and communities who own them.

Southern Futures aims to cultivate vibrant scholarship about the American South. It provides seed funding for students to conduct research related to communities in the American South. UNC-Chapel Hill is a participant in a $150,000 grant from the Andrew M. Mellon Foundation to understand how coastal communities across the South are adapting to climate challenges. With a focus on humanities, questions generated by archival research, oral history and anthropology, the project is helping to guide future interventions and support for people living in coastal regions. (*See also Strategic Initiatives 1 and 6.*)

# OBJECTIVE 4.2
Encourage artistic practice and artist-scholar synergies.

**4.2.1: Implement IDEAs in Action General Education Curriculum's Focus Capacity. Develop an inclusive, contemporary student-centered General Education curriculum that leverages creative expression, practice and production.**

The IDEAs in Action curriculum, approved in 2019, is designed to engage students in individual and collaborative creative exploration, expression or communication. These include performance, composition, design, visual art or innovation in the development or practice of methods, techniques or materials. Students will explore the value of aesthetic and the processes and practices they can use to produce meaningful expression with lasting impact. Instructors will guide students to compose, design, present or perform a work resulting from immersion in a creative process using appropriate media, tools and techniques, and to critically analyze their own and others' creative work.



**4.2.2: Broaden our expectations of research teams to include foundational contributions from transformative and dynamic artists, creative humanists and performers to reflect the University's pursuit of new knowledge.**

The University develops interdisciplinary programs and courses that connect and communicate the work of artists, humanists and scientists. Students learn how the arts cross various aspects of everyday life and how academic scholarship approaches these interdisciplinary connections. Recent examples include:

**"Digital Intimacy, Imagination and Isolation"** — A project that explored how musicians, writers and essential workers are using digital technology to overcome isolation and connect with each other during the COVID-19 pandemic.

**"Edges of Time"** — A play supported by an Institute for the Arts and Humanities fellowship that explores the role of investigative journalism, the history of Black New York newspapers and the impact of McCarthyism on the Civil Rights Movement in the 1950s.

**The Arts and Humanities Research grant program** — Co-supported by the Office of the Vice Chancellor for Research and the Institute for the Arts and Humanities, this program promotes research, scholarly, creative and artistic pursuits in the fine arts and humanities.

*The Genome Sciences Center*

## OBJECTIVE 4.3
## Lead in Problem Solving

**Develop the three lanes of the Institute for Convergent Science — convergent commons, pre-commercial demonstration and commercial launch — where compelling problems, innovation frameworks and integrated teams converge to deliver solutions to the world.**

The Institute for Convergent Science is a joint initiative of the College of Arts & Sciences, Innovate Carolina, and the OVCR to provide a hub for creative convergence and to help faculty bridge basic research to commercialization beyond the University. ICS's three-lane innovation framework will avoid many of the problems associated with transitioning ideas to successful companies: (1) convergence, which occurs in a creative and programmable commons; (2) pre-commercial demonstration, which happens in dedicated research space with internal funding and the guidance and support of on-site innovation experts; and (3) commercial launch, which can be started by leasing space in Innovate Carolina's KickStart Accelerator.

**4.3.2: Enable faculty-driven interdisciplinary projects such as Creativity Hubs, idea grants and other campus and unit-based initiatives to concentrate talent and resources on bold ideas free from typical organizational boundaries, with the goal of moving new discoveries into practice.**

The Creativity Hubs, a pilot funding program sponsored by the OVCR, awards winning teams $250,000 per year for two years to support novel ideas requiring expertise from different disciplines to solve important problems. The Creativity Hubs' current projects involve members from 24 academic units and 12 centers and institutes. One of the program's major goals is to help teams sustain and expand activities beyond the funding support period through extramural awards. As of December 2020, $22.3 million in grant funding had been awarded to Creativity Hub teams from extramural sponsors. Examples include:

**$2 million from the NSF** — For new chemical and molecular designs that desalinate and capture heavy metals from water.

**$8.9 million from the NIH** — To examine metabolic challenges of obesity in relation to cardiovascular diseases.

**$3.5 million from the NSF** — To enhance and grow the convergent research of the Dynamics of Extreme Events, People and Places Hub.

STRATEGIC INITIATIVE 5

# Promote Democracy

# Overview

As a leading global, public research university, Carolina plays a key role in the exchange of ideas and the education of informed citizens. We are exceptionally well-positioned to address contemporary public issues and challenges through education, research and service. A Carolina education must focus on the skills needed for public engagement, including listening, perspective-taking, civil discussion and frank disagreement, along with critical evaluation of evidence. This academic training must be paired with participation, listening and public-spirited problem-solving in the political and civic sphere.

# 2020 Progress and Accomplishments

## OBJECTIVE 5.1
Actively engage as diverse citizens responsible for the institutions of American democracy.

**5.1.1: Coordinate a Carolina Votes initiative. Involve Faculty Governance, Employee Forum, Student Government, Graduate and Professional Student Federation, Campus Y, and Carolina Center for Public Service, among others, to organize educational events, voter registration and voter education. Emphasize engagement via alternative methods during the pandemic.**

The Carolina Votes Initiative, led by political science professors Chris Clark and Jason Roberts, provided information through a variety of methods to all students, staff and faculty about early voting in Chapel Hill, as well as voting options for those registered in other places.

**Communications to students** — The COVID-19-related move to remote instruction in early fall 2020 made it particularly important to inform students about the variety of ways they could register and vote in the November 2020 election. The Hussman School of Journalism and Media supported Carolina Votes by publishing a dedicated website to inform students about their voting options.

**You Can Vote collaboration** — Carolina Votes worked with national organizations such as You Can Vote to disseminate information about voting opportunities and to encourage students to vote. The Carolina Center for Public Service in partnership with You Can Vote offered the series "How Do I Vote in 2020?" During virtual office hours, students learned how to vote and become fully informed in what was, for many, their first national election.

**Promoting debates** — The Carolina Center for Public Service and the University Office for Diversity and Inclusion organized two watch parties for the Presidential and Vice Presidential debates.

**NC College Voter Summit** — A large team of students and staff connected to the UNC Civic Engagement Working Group participated in this event. A student team from Carolina won a grant through a voter engagement planning competition to support voter engagement efforts at the University.

**Student-Led initiatives** — Carolina Union's Office of Student Life and Leadership, through their Student Coordinator for Civic Engagement, promoted a text bot to help Carolina students get important voting information. A working group also contacted professors of large lecture classes about sharing voting registration information with students.

**Carolina Athletics Voting Initiative** — Carolina Athletics encouraged student-athletes, coaches and staff to exercise their civic responsibility to vote through web pages and social media with voter registration information and reminders to make their voices heard. Political Science Professor Jason Roberts held two information sessions about the election process and how to be an informed voter. Twenty-five student-athlete teams had all of their eligible voters registered, and many teams went to vote as a group.
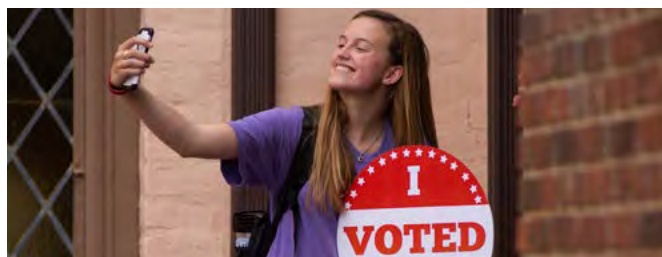
**5.1.2: Measure student, staff and faculty understanding of, and participation in, the 2020 elections.**

UNC-Chapel Hill arranged a collaboration with the Orange County Board of Elections to measure student, faculty and staff participation in the 2020 elections using voting records. The results will be reviewed in 2021.

**5.1.4: Provide opportunities for students to intern in, or work with, democracy-related community organizations, including electoral campaigns, social movement organizations and government offices through the Carolina Center for Public Service and the Campus Y.**

**Government experiences** — APPLES Service-Learning program offered several Jesse White Internships to provide Carolina undergraduate students with opportunities to intern with public officials and/or in local governments.

**Rural community engagement** — The Carolina Center for Public Service obtained grant funding to offer the inaugural year of the State Employees Credit Union Public Fellows Intern Program in summer 2020. This program gave nine undergraduate students the opportunity to work full-time in partnership with community organizations in rural North Carolina.

**Civic engagement** — A diverse team with members representing the Carolina Center for Public Service, Campus Y, Program in Public Discourse, Student Life and Leadership, Lead for NC and Carolina Public Humanities participated in the 2020 Civic Engagement Institute organized by the NC Campus Compact and entitled "Engagement 2.0: Civics, Civility, and Civil Discourse." Staff and faculty participants received exposure and training in a wide range of models for how to engage in dialogue to promote democracy.

## OBJECTIVE 5.2
Work constructively across differences in society, starting by promoting respect and listening.

**5.2.1: Provide opportunities for conversations on and off campus that bring students, staff and faculty into respectful dialogue with people they disagree with; facilitate campus forums to promote honest, frank discussion and dissent on major campus and public issues; build the capacity to engage constructively across differences with evidence, intellectual humility and respect. Involve the Institute of Politics; Roosevelt Institute; UNC Young Democrats; UNC College Republicans; Black Student Movement; Campus Y; Institute for the Arts and Humanities; Philosophy, Politics and Economics; Program for Public Discourse; Southern Futures; and other campus units.**

**Post-election discussions** — The University sponsored a number of events to promote dialogue following the November election, including a cross-cutting conversation "What Happened? What's Next?" The School of Law, Carolina Center for Public Service, Graduate and Professional Student Federation, Office of Student Life and Leadership, UNC General Alumni Association and Undergraduate Student Government sponsored a six-part event, "Post-Election 2020: Carolina Law and Politics Experts Answer Your Questions" throughout November 2020. The Carolina Center for Public Service offered a series of "Living Room Conversations" about the 2020 election outcomes, both to small cohorts of classes and through open-enrollment conversation events.

**Study of campus climate for free speech** — Professors Tim Ryan (Political Science), Jennifer Larson (English and Comparative Literature) and Mark McNeilly (Kenan-Flagler Business School) published the results of their survey of UNC-Chapel Hill undergraduates' perceptions of free speech and constructive dialogue in their classes. Students reported that the majority of their professors do try to discuss both sides of political issues and encourage

diverse opinions. While students who identify as conservative reported experiencing more challenges with these class dialogues, students across the political spectrum desired more opportunities to engage with those who think differently. The results were presented to the Faculty Executive Committee, Faculty Council, the Martin Center for Academic Renewal and the Governance Committee of the Board of Governors. The report also received national attention in The Atlantic and other publications.



### 5.2.4: Conceptualize and develop the UNC Program for Public Discourse, emphasizing respectful dialogue in classes and public events.

The Program for Public Discourse was established in 2020 to support a strong culture of debate and deliberation at Carolina through curricular and extracurricular programs, outreach to faculty, and opportunities for students. Political Science professor Sarah Truel was selected as the director of the program, and several major virtual events were held in 2020, including:

• Meritocracy in Higher Education
• What Principles Should Guide our Lockdown Strategies for COVID-19?
• Political Philosophers Robert P. George and Cornel West in Conversation
• Free Speech on Campus
• Public Discourse Post Election: Is Dialogue Possible?

The Program for Public Discourse also secured an $8 million gift to launch the Abbey Speaker Series to foster meaningful public discourse about the most pressing issues of the day.

### 5.2.6: Provide voluntary mentorship and training for instructors to encourage respectful, evidence-based debate and discussion across major differences in the classroom (in partnership with the School of Law; Program for Public Discourse; Department of Communication; IDEAs in Action; Ideas, Information and Inquiry courses; and first-year seminars).

The Program in Public Discourse, the School of Law and the Carolina Center for Public Service collaborated to develop trainings and opportunities to enable faculty to foster respectful debate in the classroom.

## OBJECTIVE 5.3
Explore how humanity's highest purposes and potential can be realized through democracy and can help the democracy thrive.

### 5.3.1: Develop and support a democracy track in the IDEAs in Action General Education curriculum to allow students to focus on democratic competencies regardless of major.

The College of Arts & Sciences developed the "Ethical and Civic Values' Focus Capacity" requirement for the new curriculum to be implemented beginning with the entering class of 2022. With the Carolina Center for Public Service, faculty in the College submitted proposals to two foundations to obtain funding to support student-learning activities that encourage development of democratic competencies.



### 5.3.3: Develop and support the Center for Information, Technology and Public Life.

In its first year, the Center for Information, Technology and Public Life hired a staff director and initiated activities in several schools. Its goals are to:

• Tackle research questions with real-world implications for information gathering, social media regulation, democratic governance, journalism and civic understanding.

• Understand information environments as a baseline for emergent research on the interaction of information and technology, particularly in the context of misinformation, partisanship, polarization, propaganda and political institutions.

• Make research and data publicly available to inform technological development, journalistic best practices and policymaking.

CITAP accomplishments in 2020 included:

• A whitepaper with recommendations for technology platform companies on securing and supporting a healthy election.

• An op-ed published in Slate that distinguished between "disinformation" as an isolated problem in political discourse and its relationship to social identity and racial division in political life, including understanding people who engage with and spread disinformation not just as "dupes," but on their own terms.

• A whitepaper tracing the relationships among targeted platform ads, the decline of local news, and rise of disinformation, with recommendations on interrupting these vicious cycles. CITAP research cited Twitter and Facebook in support of the Honest Ads Act to prevent foreign interference in elections and improve the transparency of online political advertisements.

STRATEGIC INITIATIVE 6

# Serve to Benefit Society

# Overview

The Serve to Benefit Society strategic initiative brings people, knowledge, methods and programs together to accelerate the University's human, economic and social impact. The COVID-19 pandemic and societal issues that emerged during 2020 prompted the University to work across boundaries to share its expertise, knowledge and resources with communities. Consistent with Carolina's mission, faculty, students and staff are forging deeper, more intentional community-engaged partnerships, developing future innovators and entrepreneurs with the mindset and skillset to tackle complex challenges, launching new companies that create jobs, translating basic science into market-ready solutions, and providing professional services that include clinical, outreach and training programs across the state.

*Postdoctoral researcher Stacy Zhang of the UNC Institute of Marine Sciences, which serves the state by conducting cutting-edge research that helps preserve our coastlines and keep North Carolinians safe.*

# 2020 Progress and Accomplishments

## OBJECTIVE 6.1
Engage with communities, including grassroots organizations and local governments, to solve problems and improve lives.

### 6.1.3: Document and assess ongoing community-campus partnerships, especially those in lower-resourced communities, to amplify successful efforts, strengthen existing relationships, and identify opportunities to address community priorities and future partnerships.

**Mapping rural partnerships** — To assess Carolina's strengths and opportunities for rural partnerships, UNC Rural collaborated with Innovate Carolina fellows and the School of Education to conduct pilot mapping. The pilot will help identify the University's existing community partnerships and generate data for a dashboard to tell the story of these partnerships across North Carolina.

**Assessing student service partnerships** — A Carolina Center for Public Service survey of community partners who provide service opportunities for students revealed that 84% perceived Carolina students as making significant contributions to their organizations, and 87% were satisfied with their work. Focus groups provided feedback on strengthening partnerships, promoting opportunities, and ensuring that students have orientation and reflection opportunities during their experiences.





*UNC-Chapel Hill supported community needs for COVID-19 testing and supplies in Chatham County.*

### 6.1.4: Encourage community-based participatory research.

**Community engagement core** — The Gillings School of Global Public Health's Center for Health Promotion and Disease Prevention delivered workshops and trainings for Carolina faculty and community partners and connected communities with local food resources through a mobile app designed to help food pantries identify and eliminate food waste. HPDP also helped host the Chatham Health Alliance Resource Hub team to provide COVID testing information, PPE and other supplies.

**Graduate Certificate in Participatory Research** — This program provides interdisciplinary training in the theoretical bases, rationale, methodologies, challenges and motivations for carrying out research in equitable partnership with communities. In 2020, the GCPR program enrolled graduate students across 10 different programs and provided seed grant awards for research, stipends for community experts and participatory research workshops.

**6.1.5: Bring together UNC-Chapel Hill's unrivaled southern expertise and resources for building transformative relationships among campus, the state and the region through the Southern Futures initiative.**

Southern Futures is a vital resource for understanding the future of the South where all communities flourish. In 2020, it provided funds to students in the College of Arts & Sciences who are conducting research related to communities in the American South. These funds link emerging leaders in different disciplines through shared projects, mentoring networks and a common mission to advance UNC-Chapel Hill's public role in the region. In partnership with The Graduate School, Southern Futures created a NSF framework to train students to be Boundary Spanners scholars using humanistic and data analysis tools to support teams addressing COVID-19-related concerns in North Carolina communities. (*See also Strategic Initiatives 1 and 4.*)

**6.1.6: Institutionalize the Tar Heel Bus Tour and create opportunities for participants to continue to connect to the experience through their campus roles and responsibilities including teaching and research.**

After the successful return of the Tar Heel Bus Tour in 2019, the event was postponed in 2020 due to the COVID-19 pandemic. To plan for future tours, the advisory board reviewed results from interviews and surveys of 2019 participants about how the tour informed their teaching, research and/or service, and led to collaborations with each other and with the communities visited. The University is reconnecting with those communities to learn how they have fared during the pandemic and how Carolina might support them.



# OBJECTIVE 6.2
Achieve impact by providing platforms for faculty to develop solutions that address problems with critical implications for North Carolina and beyond.

**6.2.1: Launch the Provost's UNC Rural initiative.**

**Listening tours with partners** — Input from campus and community partners during 2020 helped shape the work of the Provost's UNC Rural initiative, which reflects Carolina's commitment to authentic and sustainable partnerships.

**Partner and community support** — With the Carolina Center for Public Service, UNC Rural co-hosted the "Connect, Engage, Transform" conference to provide networking, sharing and connections for partners. When the COVID-19 pandemic hit, UNC Rural reached out to individual communities to learn about their immediate needs and launched rural response grants with CCPS.

**Interdisciplinary collaborations** — UNC Rural helped guide connections for community engagement for the Office of Interprofessional Education and Practice's Carolina Student Service Corps and the Gillings School of Global Public Health's COVID-19 dashboard projects. They also secured funding with IPEP for a Whole Community Health program to build local capacity and connect work to CCPS Faculty Engaged Scholars.

## 6.2.2: Advance the work of the Office of Interprofessional Education and Practice.

IPEP is a partnership between the schools of business, dentistry, education, medicine, nursing, pharmacy, public health and social work; the department of allied health sciences; and the health sciences library to improve health outcomes through interprofessional collaboration. In 2020, the IPEP team implemented several new initiatives:

**Core IPEP activities** — Every school in the collaborative began integrating the core activities into their curricula, aimed at producing a workforce that is collaborative practice-ready.

**Student training activities** — "Meet Your Neighbors" was delivered to 798 health professions students. "Can you hear me now?" focused on bystander training and reached 492 students; and the "Better Together" series engaged 846 students. Other opportunities related to trauma-informed care, geriatrics, care transitions, telehealth and growth mindset activities drew 1,198 students.

**Student pandemic support services** — Clinical deans met weekly to help health professional students design or engage in clinical activities during the pandemic, including the re-creation of the Carolina COVID-19 Student Services Corps and the Interprofessional Vaccine effort.



*During 2020, student volunteers supported the campus community in a variety of ways, including preparing COVID-19 test packs.*

## 6.2.4: Increase infrastructure support during the technology development stage, including increasing faculty participation in Pathways to Impact™.

Innovate Carolina made significant progress toward increasing pre-commercial and pre-launch support for faculty who are translating research into solutions.

**Pathways-to-Impact™** — Prototyped and focus-group tested, this blended-learning platform supports faculty innovators with online resources to translate their IP-based ideas into real-world impact faster. In 2020, the team developed a minimal viable product and conducted customer discovery workshops with key faculty inventors, associate deans for research, department chairs and administrators in risk management.

**Institute for Convergent Science** — Innovate Carolina is a key partner in developing the institute and its physical home in the Genome Sciences Building. In 2020, the KickStart Venture Services team opened and is now at near capacity with seven companies occupying space. A Venture Fellows program was launched to provide nascent companies with support from postdocs and professional students in areas of market research, customer discovery, data analysis and technical assistance. Numerous workshops and trainings, pairings with mentors and advisors, connections with investors and key industry partners, and other supportive services have been critical to faculty entrepreneurs in a very intensive year for life-science commercialization.

## 6.2.5: Operationalize systems to collectively gather, analyze, share and act upon data that can drive greater impact from UNC-Chapel Hill's engagement in North Carolina.

Innovate Carolina continued to strengthen and expand engagement with its proprietary impact measurement systems consisting of dashboards, networks and databases. These systems allow people at the University to gather, analyze, share and act upon data that can drive greater impact from UNC-Chapel Hill's engagement in North Carolina. The initial research and development for engagement impact metrics were completed.

## OBJECTIVE 6.3

Grow partnerships with businesses, nonprofits, and government to translate and implement research-based ideas and discoveries into practical applications and public use.

**6.3.1: Coordinate and develop major corporate partnership strategies to enable physical infrastructure for research facilities as well as public-private partnerships such as Pinnacle Hill with Deerfield Management and Qura Therapeutics with ViiV Healthcare and Eastman Chemical Company.**

**Industry-academia research** — UNC-Chapel Hill entered into a new five-year partnership with BASF Corporation to jointly address global challenges such as climate change, food security and scarcity of resources. Six new research projects that focused on plant biology, chemistry and pharmacology began in 2020.

**Oncology patient care** — The NC Translational and Clinical Sciences Institute's FastTraCS team began a collaboration with Teleflex Corporation to explore unmet vascular needs in this area.

**Kidney disease care** — The Office of Technology Commercialization in collaboration with the Eshelman Institute for Innovation and the UNC Kidney Center initiated discussions with an industry partner to improve care for end-stage renal disease. The program will also engage industry to develop underrepresented minority talent.

**6.3.2: Expand proof-of-concept and investment funding that moves critical ideas to impact through such programs as the Carolina Angel Network and Carolina Research Ventures.**

Innovate Carolina led the creation of the Triangle Venture Alliance, a collaboration among angel investor networks created at UNC-Chapel Hill, Duke University and NC State University that bolsters startup companies with connections to the three institutions. In 2020, these investor networks made eight joint investments in companies and continue to collaborate on new deals.

**6.3.3: Develop the type and amount of investment, such as venture philanthropy and public investment in UNC-Chapel Hill programs, that support the pipeline of noncommercial solutions to address complex community problems.**

In 2020, the University supported non-commercial solutions to complex community problems through its fundraising initiative For All Kind: The Campaign for Carolina. This included philanthropic support from individual donors, corporations, foundations and organizations, plus venture philanthropy (impact for the social good) and public investment (philanthropy from a public institution) such as the following:

- $29 million from the N.C. Legislature in coronavirus relief funds through the NC Policy Collaboratory to support 85 research projects.

- $906,635 from the John M. Belk Endowment to support educational attainment with myFutureNC facilitated by the ncIMPACT initiative.

- $351,121 from the Charles Koch Foundation to support citation and policing work facilitated by the Criminal Justice Innovation Lab.

- $150,000 from the Golden LEAF Foundation to support the work of fellows facilitated by the Lead for North Carolina program.

- $100,000 from Prudential to support the Advanced Leadership Corps Ambassador program facilitated by the Center for Public Leadership and Governance.

*By employing wastewater epidemiology — proven useful in outbreaks of polio and opioid use — Carolina researchers are leading a statewide collaboration tracking novel coronavirus outbreaks across North Carolina, gaining insight that testing individuals does not offer.*

## 6.3.4: Strengthen the network, capacity, and capabilities of North Carolina public officials who partner with the University to meet the acute needs of their communities, as well as the challenges of post-COVID-19 recovery and renewal.

The School of Government and its centers provided programming and other opportunities to strengthen the capability of public officials to serve their communities in 2020.

**Center for Public Leadership and Governance** — Hosted seminars for 100 local elected leaders on guiding communities through COVID-19 and the Local Government Federal Credit Union Fellows Alumni Leadership Conference for 179 public professionals on leading amidst uncertainty, diversity and inclusion, resiliency and cybersecurity.

**Lead for North Carolina** — Supported 28 young leaders working as fellows with local governments to strengthen public institutions, support communities and cultivate future public service leaders. The program also partnered with the North Carolina Office of Strategic Partnerships to launch the NC COVID-19 Response Corps to link local governments and nonprofits with student interns.

**Development Finance Initiative** — Advanced 34 community partnerships to help North Carolina communities attract private investment.

**ncIMPACT Initiative** — Held the Opioid Response Summit, where 10 community teams collaborated to tackle North Carolina's opioid crisis.

**Criminal Justice Innovation Lab** — Initiated a project with the North Carolina Association of Chiefs of Police to improve policing practices through implementation and rigorous evaluation of a model citation in lieu of arrest policy.

STRATEGIC INITIATIVE 7

# Globalize

# Overview

The goal of the Globalize initiative is to maintain and enhance Carolina's work with global partners to educate our students and to address the most pressing challenges of our time. Even when external forces impede travel, we must find innovative ways to conduct international work. We remain committed to our promise to make a transformative global education available to all students.

# 2020 Progress and Accomplishments

## OBJECTIVE 7.1
Strengthen global partnerships and bring the world to Carolina with enhanced on-campus global programming.

### 7.1.1: Preserve and, where possible, strengthen Carolina's ability to work with partners around the world.

During 2020, the Office of the Vice Provost for Global Affairs implemented virtual academic programming involving partner institutions, including collaborative online international learning; virtual study abroad, including credit-bearing international research opportunities; and international dialogues. Additionally, the OVPGA supported the University's strategic partnerships and nurtured emerging partnerships of significance to Carolina's mission.



*The Graduate School's Royster Society of Fellows launched an international podcast series in fall 2020.*

**The Global Partnership Roundtable** — The OVPGA convened this group to devise ways to keep partnerships alive despite closed borders and other COVID-19 disruptions.

**The UNC-King's College London Strategic Alliance** — The Alliance adapted to the COVID-19 period with a robust response to regular programming supported by the Global Partnership and Programs team in collaboration with the Institute for the Arts and Humanities and academic departments. The pivoted programming provided summer 2020 funding to 20 Carolina graduate students.

**The Royster Society of Fellows** — This group organized graduate student international conferences and offered students opportunities for virtual engagement, including the launch of a podcast series in fall 2020.

**Health professions global partnerships** — In the spirit of the PharmAlliance — a groundbreaking partnership between pharmacy schools at Carolina, Monash University and University College London — the OVPGA and its GPP team supported the launch of the DentAlliance. This initiative aligns dental schools at UNC-Chapel Hill, King's College London, National University of Singapore and the University of Melbourne to advance and transform research, education and practice in dentistry and oral and craniofacial health sciences.

**Global partnership strategy development** — The Gillings School of Global Public Health's global team is planning partnership models that support the school's mission. The School of Social Work also developed a global strategy modeled on principles in the Globalize Initiative.

### 7.1.2: Enhance global programming on campus, with increased opportunities for cultural exchange.

In 2020, the OVPGA bolstered global programming on campus despite constrained travel.

**U.S. Diplomacy** — The OVPGA collaborated with the American Academy of Diplomacy to present the 2020 Joseph J. Sisco Memorial Forum in fall 2020 with nearly 200 live participants. The OVPGA also partnered with the AAD on the production of The General and the Ambassador, a well-recognized foreign affairs podcast series. This project is part of a wider initiative to strengthen Carolina's capacity for educating students about the practice and theory of U.S. diplomacy.

**Virtual events** — The area studies centers offered vibrant virtual programming. Events included annual programming such as Global Career Night, Europe Week and the Learning Through Languages High School Research Symposium, as well as public events featuring ambassadors and journalists. Additionally, the centers organized film screenings, panels and other events.

### 7.1.3: Develop and execute initial phase of institutional strategy for Asia.

The OVPGA collaborated across campus to develop and execute the initial phase of the institutional strategy for Asia.

**Developing partnerships** — The faculty director of the Modern Indian Studies initiative identified institutes, embassies, and campus partners who can advance Carolina's work related to India and launched a new webinar series.

**Area expertise** — Collaboration is underway with Southeast Asian specialists to strengthen Carolina's work in this geographic area, as well as to position Carolina competitively to apply for a Luce Foundation grant.

**The PharmAlliance and the DentAlliance** — These initiatives are showcasing Carolina's strengths in the health sciences and contributing to a well-rounded and robust UNC-Chapel Hill Asia strategy.

### 7.1.4: Enhance global branding of the University.

**Programming** — The partnership established with the American Academy of Diplomacy through the Joseph J. Sisco Memorial Forum and The General and the Ambassador podcast programming advanced Carolina's reputation in international affairs.

**Communications** — The GPP communications team worked closely with University Communications, the University Development Office, UNC Global units and other campus communicators to promote global achievements and initiatives. For example, UNC Global published global rankings and supported units in the FedEx Global Education Center with campus news articles and collaborated on larger global content. The team amplified the value of global education and key initiatives and redesigned the UNC Global campus and worldwide e-message.

**Speaking engagements** — Barbara Stephenson, Vice Provost for Global Affairs, represented and elevated the University's global brand through speaking engagements including events hosted by the NC Coalition for Global Competitiveness, World View, Carolina Career Community, the Kenan-Flagler Business School's undergraduate program and the Naples World Affairs Council. She also regularly engages with large audiences through UNC Global events.

**Media coverage** — OVPGA staff garnered positive attention for global initiatives. Vice Provost Barbara Stephenson was featured in Global Ties U.S. Heather Ward, associate dean for study abroad and international exchanges in the College of Arts & Sciences, delivered professional talks to international education administrators at conferences. Director of Global Relations Katie Bowler Young was featured in International Educator.

# OBJECTIVE 7.2
Guarantee that a global education is available to all students.

## 7.2.1: Offer all Carolina students the best menu of global opportunities possible.

With student access to traditional study abroad severely reduced, the OVPGA and the College of Arts & Sciences ensured continued access to a global education through a new initiative, Connecting Carolina Classrooms with the World, which launched:

**Collaborative Online International Learning** — The OVPGA introduced COIL, supporting 21 courses across 13 areas of study at the undergraduate, graduate, and professional levels, with nearly 450 enrolled students this year. Most students reported interest in taking another COIL course, and only 11% of COIL students had studied abroad at UNC-Chapel Hill, demonstrating that this form of global education is expanding access. COIL is widely recognized as inclusive, high-impact learning, with fewer barriers to global learning opportunities.

**Virtual Study Abroad** — In fall 2020, the Study Abroad office enrolled 27 undergraduate students and 1 graduate student virtually in programs at the SOAS University of London, Universidad San Francisco de Quito, National University of Singapore and City University of London. Participants chose virtual programs to advance language skills, experience another culture and enhance employability.

**International Dialogues** — International Dialogues was organized through UNC-Chapel Hill's six area studies centers and supported by the College of Arts & Sciences to bring the world to Carolina. UNC-Chapel Hill instructors invited guest speakers from organizations and institutions around the world to meet virtually with Carolina students. More than 400 students participated in 14 courses in fall 2020.

## 7.2.2: Diversify and strengthen global learning across the Carolina curriculum on campus and abroad, including through enhanced support to faculty for developing new, revised, globally partnered and interdisciplinary global resources.

**Curriculum development** — The OVPGA supported faculty and graduate students in global curriculum development through Connecting Carolina Classrooms with the World. This partnership has been instrumental to faculty with international colleagues, for COIL courses and to offer virtual study abroad course offerings. University Libraries have provided support and resources to strengthen COIL courses.

**General Education requirements** — The OVPGA also secured approval from the Administrative Boards of the College for undergraduate COIL courses to meet the Experiential Education requirement of the General Education curriculum. With the current difficulties of obtaining EE credit this academic year, the approval was especially important for students approaching graduation.

**Research opportunities** — The OVPGA and Study Abroad offered virtual research opportunities that were integrated with the curriculum for advancing students toward their degrees.

**Study abroad re-entry** — The Study Abroad Office and Kenan-Flagler Business School global programs resumed limited in-person study abroad programs in countries with strong COVID-suppression records in fall 2020.
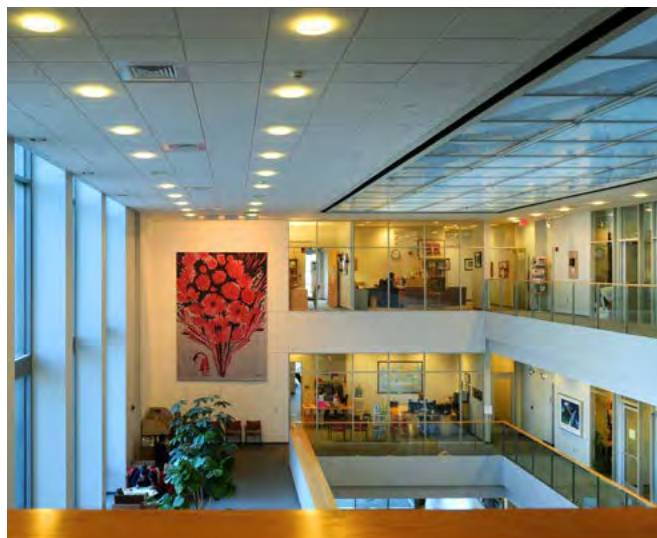
### 7.2.3: Obtain broad campus support for revised and strengthened policies and procedures for student international travel.

The pandemic underscored the need for revised and strengthened policies and procedures to enable Carolina to resume essential education- and research-related international travel with proper risk-management practices in place.

**Risk management** — In collaboration with the Study Abroad Office and Office of University Counsel, OVPGA used regular meetings of the Risk Management Advisory Committee for International Educational Travel and the Global Affairs Leadership Group to review and revise an increasingly comprehensive set of processes for re-opening international travel to faculty, post-docs, graduate students and staff. The Study Abroad Office, with financial support from OVPGA/ the Chancellor's Global Education Fund, worked with professional schools, OUC, Dean of Students Office and other units to develop pan-University training to reduce risks for faculty and staff leading study abroad programs. Additionally, the OVPGA and OUC developed standardized contracts and releases for study abroad programs.

**Travel policies** — The OVPGA published and maintains a webpage outlining travel policies, as well as the processes various segments of the Carolina community must follow to request an exception to travel internationally. This will become the foundation of a comprehensive international travel approval policy over the longer term.

**Travel guidance** — The OVPGA regularly communicates with the Provost's Leadership Council, the Global Affairs Leadership Group, and other relevant groups and units on campus regarding international travel matters, such as guidance for international students and scholars and the approval process for international travel exceptions.

The OVPGA has also worked closely with OUC, Study Abroad and other key stakeholders during this complex period to create a path for long-term University travel policies and practices. Carolina is at the forefront in adopting the standards of education abroad developed by the Forum on Education Abroad, enabling the University to resume risk-managed international travel essential to its research and educational missions.

# OBJECTIVE 7.3
Enhance support of Carolina's international research mission.

### 7.3.1: Develop, with broad university buy-in, standard operating procedures, clear policies and roadmaps for researchers seeking to establish operations abroad.

Progress was made in clarifying options for employment abroad, an issue that became urgent in the last year as members of the campus community faced closed borders and other impediments to traveling to campus. OVPGA and stakeholders responsible for key UNC-Chapel Hill administrative processes concluded a contract with a professional employment organization with global capacity. The fees associated with this practice — in excess of 100% in some cases — have made its use financially infeasible in most cases, however.

### 7.3.2: Provide a platform to showcase Carolina's strengths in global research.

OVPGA featured UNC-Chapel Hill's global research enterprise in every gathering of the Global Leadership Council, starting with a solo appearance of Dr. Myron Cohen, director of Carolina's Institute for Global Health and Infectious Diseases. UNC School of Medicine Professors Ralph Baric and William Fisher were featured the week after their work on remdesivir was highlighted in the Oval Office by U.S. National Institute of Allergy and Infectious Diseases Director Dr. Anthony Fauci. Other topics included a deep dive into READDI and a look at Carolina researchers' work in a variety of areas of interest in vaccine research.

### 7.3.3: Establish a Global Seed Fund to support researchers seeking to establish new international research operations.

Working with the Office of University Development, OVP-GA established a goal for the final phase of the Campaign for Carolina to raise $5 million for a Global Seed Fund to support researchers. This Global Seed Fund has been incorporated into development campaign materials and shared with the Global Leadership Council, including during gatherings which showcased UNC-Chapel Hill's world-class strength in research.

STRATEGIC INITIATIVE 8

# Optimize Operations
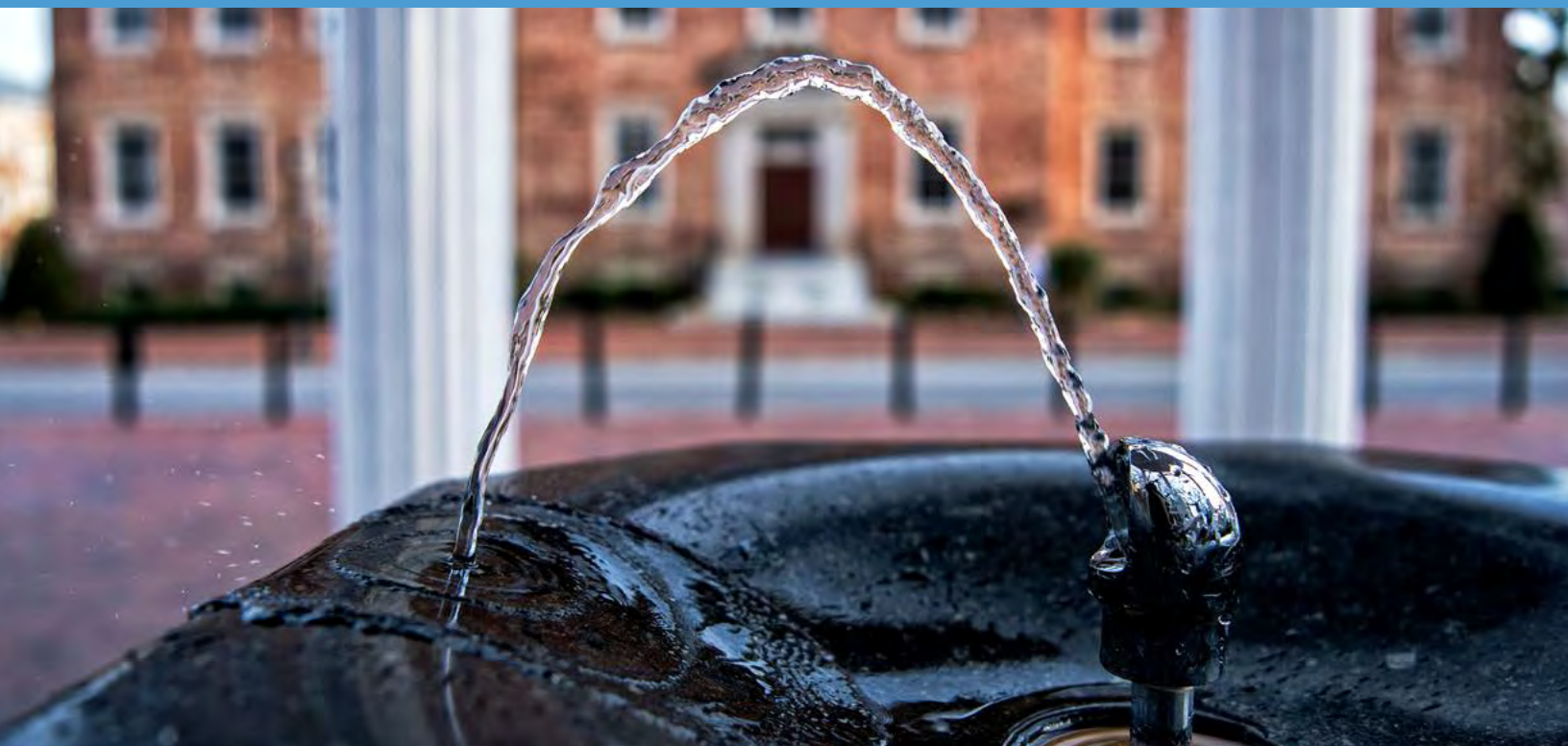
# Overview

Optimizing finance, administration and business operations is essential for an effective and sustainable organization. At Carolina, we must continue to develop high-functioning collaborative administrative operations that empower individuals to drive change in support of the University's key mission of teaching, service and research. We must be innovative and transformative in how we operate, and able to pivot at any time to meet new needs and challenges.

# 2020 Progress and Accomplishments

## OBJECTIVE 8.1

Design, implement, execute, assess, and continuously improve the administrative operations that support the University's mission of teaching, research and public service.

### 8.1.1: Implement a new budget model.

After over two years of extensive efforts led by the Vice Chancellor for Finance and Operations and in collaboration with administrators across campus, the University implemented a new all-funds budget model beginning with the current fiscal year (FY20–21) to improve institutional financial planning and campus-wide decision-making. As part of the new budget model, the chancellor established spending levels to assure financial sustainability for the University and every campus unit presented its proposals to manage within these levels to the chancellor in early 2021. The chancellor's final decisions are reflected in the FY21 and FY22 budgets provided to campus units.

### 8.1.2: Create a Division of Institutional Integrity and Risk Management.

The Division of Institutional Integrity and Risk Management was established in early 2020 with the hiring of a new vice chancellor to oversee several critical functions that have historically been decentralized at Carolina, including: central compliance; public safety; environment, health and safety; emergency management; and ethics education and policy management. The new University-wide enterprise risk management operation will better position Carolina to identify, assess, manage, and mitigate risks that could impede the University's academic mission or strategic objectives.





*(top) Steve Agostini, Associate Vice Chancellor for Finance and Budget, instrumental in developing a new budget process. (bottom) George Battle III, new Vice Chancellor for Institutional Integrity and Risk Management.*

### 8.1.3: Continue to support the Campus Safety Commission.

The Campus Safety Commission, established in 2019 to enhance trust between members of the Carolina community and UNC Police, presented a Campus Summit on Safety and Belonging in January 2020 to report feedback from extensive campus listening sessions. The CSC's first report established a roadmap for their work in six areas: police behavior, sexual violence, communications, physical safety, anti-racism activism and safety of marginalized communities.

To provide greater transparency and to support the rebuilding of community trust, UNC Police now present regular updates on campus safety initiatives to the CSC. They also offer technical assistance with law enforcement and public safety matters and help identify training opportunities for employees and students.

### 8.1.4: Advance and expand the Operational Excellence initiative.

Operational Excellence led multiple projects in 2020 to improve service levels across campus using OE Service Model approaches. Examples included:

**Research design team** — Implemented a federal and non-profit "playbook" and engagement partnership to improve the pre-award and award setup process.

**Data use and literacy design team** — Launched a Salary Dashboard to provide reports that previously took 8-10 weeks to obtain and the Carolina Analytics Portal, a one-stop site for institutional dashboards (*See also Strategic Initiative 2*).

**Exchange visitor (J-1) design team** — Developed a playbook to improve J-1 exchange visitor process, identify efficiencies and enhancements, and improve the experience for scholars, faculty and staff.

**Advisory and facilitation engagements** — Supported teams involved in implementing the IDEAs in Action General Education curriculum, Modernizing Student Support and Student Payments Working Group.

**Support for COVID-19 response** — Facilitated Roadmap Implementation Team projects such as the Student Care Hub, Carolina Together Website, and cross-campus efforts to reimagine classroom operations to fit Community Standards and new modes of instruction.

### 8.1.5: Create a lean management culture through the development and implementation of a lean management training program.

Operational Excellence initiated the development of a Lean Management training program curriculum modeled after successful efforts at UNC Health and peer institutions. The training will teach employees at the manager level how to become successful project improvement leaders. Operational Excellence Transformation Managers will also provide coaching to engage teams in workshops and project-related tasks to execute a lean improvement project. The curriculum will be piloted to better understand the necessary and existing infrastructure for ensuring a sustainable and impactful training program.



*Fall 2020 lecture class taught by Professor Sherry Salyer with seating set up for social distancing.*

### 8.1.7: Reduce costs and increase research flexibility by adopting a multi-cloud systems and services strategy.

UNC-Chapel Hill's multi-cloud systems and services strategy, led by Information Technology Services, delivered both conceptual and future-oriented gains during 2020.

**Large scale research studies** — With Microsoft Azure cloud services, the University is supporting researchers at the Gillings School of Global Public Health in carrying out a multi-year, multi-institutional and multi-million-dollar NIH Back Pain Consortium project to identify effective non-opioid therapies.

**Clinical innovations** — Through Google Compute Platform, not only has the University spread computational high throughput workloads but has successfully applied this resource to pioneer the use of machine learning for dental research and clinical innovation.

**Administrative applications** — The ITS cloud team provided essential and mission critical expertise in its use of Amazon AWS in building the Carolina Together Testing Program, creating a foundation for advanced research opportunities.

### 8.1.8: Create a nimble approach, inclusive of distributed technology units, in planning and executing institutional technology projects.

In 2020, Information Technology Services shifted staffing resources to increase its capacity to plan and carry out institutional technology projects with more speed and efficiency. They established the first director of project portfolio and change management position and moved the Change Management team from Enterprise Applications to align with this unit. Although still in its infancy, this new unit is the first staffed group with an institutionally focused project portfolio, planning and change management mission.

### 8.1.11: Leverage automation of student support services, freeing staff for critical face-to-face interactions.

Student Affairs units implemented a number of technology solutions in 2020 that enable students and employees to access services and information themselves, allowing staff to focus more of their time on direct interactions with students. Examples of these improvements include:

**Workflow automation** — Student Affairs' Finance and Human Resources offices implemented the Rapid Administrative Service Request workflow tool to automate all submissions and requests, minimizing administrative responsibilities for student-facing staff.

**Health records management** — Campus Health Services' Counseling and Psychological Services implemented eClinicalWorks to track students' health needs and billing.

**Career self-services** — University Career Services implemented Handshake for career fair scheduling, CQI for behavioral interview preparation and Career Dimensions to encourage earlier decision-making.

**Accessibility requests** — Accessibility Resources and Services implemented the Yellow Schedule to allow students to request accommodations and schedule appointments. They also utilize CART Services for captioning of classes for students rather than utilizing a staff FTE for this need.

**Student activities information** — The Carolina Union provides the HeelLife web application for students to learn about programs and opportunities for engagement in groups and organizations.

**Online wellness resources** — Student Wellness adopted EverFi software to provide online information on overall well-being and prevention of sexual assault and substance misuse.

## OBJECTIVE 8.2
Implement a robust data governance structure and process to inform decision-making and drive change.

**8.2.1: Reengineer the Office of Institutional Research and Assessment to become the Office of Institutional Research, Planning and Assessment, furthering its role in planning, program evaluation and university metrics.**

In 2020, IRPA assumed responsibility for coordination of the Carolina Next strategic plan and evaluation of the new IDEAs in Action General Education curriculum. Examples of other actions taken to increase the office's support for campus planning and decision-making included:

**Data analytics** — Repurposed existing staff resources to focus on business intelligence, which increased the production of dashboards to provide critical information to additional audiences.

**Carolina Together COVID-19 dashboard** — Developed an online dashboard to support Roadmap Implementation Team planning and to communicate key metrics transparently to the public. It received over 600,000 views between its launch in mid-August and the end of December 2020.

**COVID-related assessment and evaluation** — Administered check-in surveys of student well-being during 2020 and provided analysis to help target outreach efforts to students reporting stress related to finances, mental health, remote instruction and family issues.

**8.2.2: Modernize administrative data governance workflow and tracking to expedite internal and external acceptable use agreements.**

In 2020, the University's Enterprise Data Coordinating Committee completed a major data governance redesign to facilitate faster workflow for data requests:

**Oversight of data request review process** — A new Data Governance Oversight Group was developed to evaluate and expedite non-routine and external data requests.

**Data custodian role** — A new role was created at the major campus unit level to handle routine requests and unit personnel access to tiered data elements, alleviating load on data stewards.

**Sensitivity-based data identification** — The Enterprise Data Coordinating Committee began evaluation of the most common data elements for reclassification in a new tier-based access model.

## OBJECTIVE 8.3
Create and maintain world-class physical facilities and infrastructure in support of our institutional mission.

### 8.3.2: Identify and prioritize facilities to be renovated or replaced.

Facilities Services created a prioritization matrix for targeted and comprehensive renovations that evaluated building conditions and type, utilization, and importance to enrollment or research growth, risk management and ease of implementation.

### 8.3.3: Secure funding to renovate or replace prioritized facilities.

The highest priorities identified through the process described above were included in the University's 2021-23 Capital Budget Priorities and 2021-27 Six-Year Capital Plan submission to the Board of Governors at the end of 2020. These included targeted repair or replacement projects, new construction projects that have received advance planning appropriations from the General Assembly, and Repair and Renovation projects over $100K that focus on major repair needs. The prioritized projects include:

- Advance Planning Funds for New Construction Projects previously authorized by the General Assembly: Kenan-Flagler Business School
- Targeted Renovations: Six projects totaling $35.5 million
- Repair and Renovations Projects: 29 projects totaling $20.4 million
- Comprehensive Renovation and Modernization Project: Carrington Hall Renovation

# Appendix

# Carolina Next Leadership Teams During 2020

## ImplementationTeam

- Robert A. Blouin, *Executive Vice Chancellor and Provost*
- Lynn Williford, *Chair, Assistant Provost for Institutional Research, Planning, & Assessment*
- Rick Wernoski, *Senior Vice Provost for Business Operations*
- Amy Locklear Hertel, *Chief of Staff to the Chancellor*
- Debbi Clarke, *Associate Provost, Strategy and Special Projects*
- Joe Canady, *Administrative Director and Project Manager*
- Tania deLuzuriaga, *Director of Communications, University Communications*
- Oreyane Tate, *Chancellor's Fellow*

## Advisory Committee

- Martin Brinkley, *Dean, School of Law*
- Ryan Collins, *Graduate & Professional Student Federation President*
- Charles Duckett, *UNC-Chapel Hill Board of Trustees*
- Shayna Hill, *Chair, Employee Forum*
- Kelly Hopkins, *UNC-Chapel Hill Board of Trustees*
- Amy Johnson, *Vice Chancellor for Student Affairs*
- Jennifer Larson, *Teaching Associate Professor, English & Comparative Literature, College of Arts & Sciences*
- Beth Mayer-Davis, *Professor, Nutrition, Gillings School of Global Public Health*
- Reeves Moseley, *Student Body President*
- Ronald Strauss, *Executive Vice Provost*
- Elaine Westbrooks, *Vice Provost for University Libraries and University Librarian*

## Strategic Initiative Captains and Objective Leads

**Strategic Initiative 1: Build Our Community Together**
- Amy Locklear Hertel (Co-Captain), *Chief of Staff to the Chancellor*
- Sibby Anderson-Thompkins (Co-Captain), *Special Advisor to the Provost and Chancellor for Equity and Inclusion, and Interim Chief Diversity Officer*

**1.1 Together create conditions on campus that enable each other to thrive and feel like we all belong.**
- Deb Aikat, *Associate Professor, Hussman School of Journalism & Media*
- Debbi Clarke, *Associate Provost, Strategy & Special Projects*
- Sylvia Frazier-Bowers, *Assistant Dean, Inclusive Excellence and Equity Initiatives and Associate Professor, Orthodontics, Adams School of Dentistry*
- Terri Phoenix, *Director, LGBTQ Center*

**1.2. Enhance the educational benefits of diversity and inclusion through effective retention, recruitment and enrollment.**
- Marcus Collins, *Associate Dean and Director, Student Success & Academic Counseling, College of Arts & Sciences*
- Shauna Cooper, *Associate Professor, Director of Diversity Initiatives, Psychology and Neuroscience, College of Arts & Sciences*
- Yolanda Keith, *Program Director, Carolina College Advising Corps*
- Shielda Rodgers, *Associate Professor and Associate Dean, School of Nursing*
- Niklaus Steiner, *Director, Center for Global Initiatives, UNC Global*

**1.3 Prioritize diversity, equity and inclusion in teaching, research and service as well as in hiring, evaluation and promotion.**
- Rumay Alexander, *Clinical Professor, School of Nursing*
- Sabrina Burmeister, *Associate Professor, Biology, College of Arts & Sciences*
- Kauline Cipriani, *Associate Professor and Assistant Dean for Inclusive Excellence, Gillings School of Global Public Health*
- OJ McGhee, *Instructional Media Services Manager, Gillings School of Global Public Health*
- Viji Sathy, *Teaching Professor, Psychology and Neuroscience, College of Arts & Sciences*
- Brandon Washington, *Associate Vice Chancellor, Equal Opportunity and Compliance, Human Resources and Equal Opportunity and Compliance*

# Carolina Next Leadership Teams During 2020

**Strategic Initiative 2: Strengthen Student Success**
- Abigail Panter (Captain), *Senior Associate Dean for Undergraduate Education and Professor, Psychology and Neuroscience, College of Arts & Sciences*

**2.1. Provide a student-centered experience, strengthen success for all students and foster equity in success across student populations.**
- Steve Farmer, *Vice Provost for Enrollment and Undergraduate Admissions*
- Mitch Prinstein, *Professor, Psychology and Neuroscience, College of Arts & Sciences*
- Elaine Westbrooks, *Vice Provost of University Libraries and University Librarian*

**2.2. Facilitate learning that is experiential and collaborative, develops individual strengths and encourages the understanding, use and application of data.**
- Wendy Cox, *Clinical Associate Professor, Associate Dean for Professional Education, Eshelman School of Pharmacy*
- Lynn Blanchard, *Director, Carolina Center for Public Service*
- Meg Zomorodi, *Assistant Provost for Interprofessional Education and Practice and Professor, School of Nursing*

**2.3. Expand digital technologies to increase access and opportunities for all North Carolinians and beyond.**
- Kelly Hogan, *Teaching Professor, Biology, and Associate Dean of Instructional Innovation, College of Arts & Sciences*
- Suzanne Barbour, *Dean of The Graduate School*
- Jeff Greene, *Professor and Associate Dean for Academic Affairs and Director of Graduate Studies, School of Education*
- Todd Nicolet, *Vice Provost for Digital and Lifelong Learning*

**Strategic Initiative 3: Enable Career Development**
- Becci Menghini (Co-Captain), *Vice Chancellor for Human Resources and Equal Opportunity and Compliance*
- Katie Nolan (Co-Captain), *Associate Director, Title IX Programs, Equal Opportunity and Compliance*

**3.1. Fully integrate career preparation into all students' experiences, and extend career development opportunities to alumni.**
- Todd Ballenger, *Director of Alumni and Career Networks, UNC Honors, College of Arts & Sciences*
- Anna Millar, *Assistant Dean, Undergraduate Business Program, Kenan-Flagler Business School*

**3.2. Provide University staff with systematic professional development opportunities, enabling them to continuously advance their careers.**
- Mark Haapala, *Director, Organization and Professional Development, Human Resources and Equal Opportunity and Compliance*
- Shayna Hill, *Chair, UNC-Chapel Hill Employee Forum*

**3.3. Create opportunities to develop the careers of faculty and address the changing conditions affecting the professoriate.**
- Erin Malloy, *Professor, Psychiatry, School of Medicine, and Director, Center for Faculty Excellence*
- Lachonya Williams, *Assistant Provost for Academic Personnel*

**Strategic Initiative 4: Discover**
- Terry Magnuson (Co-Captain), *Vice Chancellor for Research and Professor, Genetics, School of Medicine*
- Joyce Tan (Co-Captain), *Associate Vice Chancellor for Research and Research Associate Professor, Genetics, School of Medicine*

**4.1. Pursue creative collaborations in research and scholarship.**
- Blossom Damania, *Professor and Vice Dean for Research, School of Medicine*
- Elizabeth Frankenberg, *Professor, Sociology, College of Arts & Sciences, and Director, Carolina Population Center*

**4.2. Encourage artistic practice and artist-scholar synergies.**
- Elizabeth Engelhardt, *Senior Associate Dean for Fine Arts & Humanities, Professor, American Studies, College of Arts & Sciences*
- Jacqueline Lawton, *Assistant Professor, Dramatic Art, College of Arts & Sciences*

**4.3. Lead in solving the world's most challenging problems.**
- Chris Clemens, *Senior Associate Dean for Research & Innovation and Professor, Physics and Astronomy, College of Arts & Sciences*
- Bob Duronio, *Professor, Biology, College of Arts & Sciences, and Director, Integrative Program for Biological and Genome Sciences*
- Caleb King, *Executive Director, Institute for Convergent Science*

**Strategic Initiative 5: Promote Democracy**
- Andrew Perrin (Co-Captain), *Director of the Arts and Humanities Institute and Professor, Sociology*
- Mary-Rose Papandrea (Co-Captain), *Associate Dean for Academic Affairs and Professor, School of Law*

**5.1. Actively engage as diverse citizens responsible for the institutions of American democracy.**
- Chris Clark, *Associate Professor, Political Science, College of Arts & Sciences*
- Jason Roberts, *Professor, Political Science, College of Arts & Sciences*

# Carolina Next Leadership Teams During 2020

**5.2 Work constructively across differences in society, starting by promoting respect and listening.**

- Anita Brown-Graham, *Professor and Program Director for ncIMPACT, School of Government*
- Amy Blank Wilson, *Assistant Professor, School of Social Work*

**5.3 Explore how humanity's highest purposes and potential can be realized through democracy and can help the democracy thrive.**

- Daniel Kreiss, *Associate Professor, Hussman School of Journalism and Media*
- Rick Su, *Professor, School of Law*

**Strategic Initiative 6: Serve to Benefit Society**

- Judith Cone (Captain), *Vice Chancellor for Innovation, Entrepreneurship & Economic Development*

**6.1. Engage with communities and local governments to solve problems and improve lives.**

- Michelle Bolas (Co-Captain), *Associate Vice Chancellor for IEED*
- Melissa Carrier (Co-Captain), *Director, Social Innovation Initiative*
- Lynn Blanchard, *Director, Carolina Center for Public Service, Clinical Associate Professor, Health Behavior, Gillings School of Global Public Health*
- Peg Carlson, *Professor of the Practice and Director, Center for Public Leadership and Governance, School of Government*
- Malinda Maynor Lowery, *Professor, History, College of Arts & Sciences, and Director, Center for the Study of the American South*

**6.2. Achieve impact for North Carolina by supporting faculty who conduct results-driven research on problems with critical implications for the state.**

- Todd BenDor, *Director of the Odum Institute, Professor, City and Regional Planning*
- Meg Zomorodi, *Professor, School of Nursing, and Assistant Provost, Interprofessional Education and Practice*

**6.3. Grow partnerships with businesses, nonprofits and government to translate and implement discoveries into practical applications and public use.**

- Joonhyung Cho, *Director of Business Development/Industry Relations, University Development*
- Bryant Moore, *Director of Strategic Partnerships, Innovation, Entrepreneurship and Economic Development*

**Strategic Initiative 7: Globalize**

- Barbara Stephenson (Captain), *Vice Provost for Global Affairs and Chief Global Officer*

**7.1. Guarantee that a global education is available to all students.**

- Heather Ward, *Associate Dean for Study Abroad and International Exchanges, College of Arts & Sciences*

**7.2. Bring the world to North Carolina with strengthened partnerships and enhanced campus-wide international programming.**

- Katie Bowler-Young, *Interim Senior Director for Global Partnerships and Programs*

**7.3. Increase impact abroad and at home by scaling select global initiatives.**

- Raymond Farrow, *Associate Provost for Global Affairs, UNC Global*

**Strategic Initiative 8: Optimize Operations**

- Rick Wernoski (Captain), *Senior Vice Provost for Business Operations*

**8.1. Transform the administrative operations that support the University's mission of teaching, research and public service.**

- Steve Agostini, *Associate Vice Chancellor for Finance and Budget, Finance and Operations*
- Kate Henz, *Senior Associate Dean for Operations and Strategy, College of Arts & Sciences*

**8.2 Implement a robust data governance structure and process to inform decision- making and drive change.**

- Lukasz Mazur, *Associate Professor and Director of Healthcare Engineering Division, School of Medicine*
- Rachel Serrano, *Director, Enterprise Reporting & Analytics, Information Technology Services*

**8.3. Create and maintain world-class physical facilities and infrastructure in support of our institutional mission.**

- Rob Kark, *Assistant Dean for Planning, School of Medicine*
- Anna Wu, *Associate Vice Chancellor for Facilities Services, Finance and Operations*

# Status of All Carolina Next Strategic Opportunities

*As of December 31, 2020*

The inaugural Carolina Next Annual Report focuses on the activities and accomplishments related to the eight major initiatives of the strategic plan from its approval in January 2020 to December 2020. From the beginning, we anticipated that some Strategic Opportunities would require planning and collaboration efforts extending beyond the first year or that circumstances might arise that would prompt us to revisit our plans. To promote transparency, we have listed below all Carolina Next Strategic Opportunities and their status at the end of calendar year 2020. Work carried out for the Opportunities marked as "Completed" or "Initiated" was described in Strategic Initiative sections of this report. "Planning" indicates that some progress was made in reviewing the requirements and developing an action plan for implementing the Opportunity in 2021 or beyond. Other notes identify Opportunities for which planning will begin in 2021 or that require updates or modifications.

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### Strategic Initiative 1: Build Our Community Together

**Objective 1.1: Invest in policies, systems, and infrastructure that promote belonging, community and transparency throughout the University community.**

1.1.1: Redefine the role, strategy, and organization of the University Office for Diversity and Inclusion as a central unit that works across schools and units to systematically examine university policies, practices, and infrastructure to advance diversity, equity and inclusion on campus. Accomplishing this will enable us to develop a robust campus infrastructure that supports and enhances the diversity, equity and inclusion work occurring across campus. *Status: Initiated*

1.1.2: Engage the Carolina community to understand what constitutes a sense of belonging on campus and develop best practices for creating such an environment. Part of this critical work will include developing and delivering a series of campus and community seminars on topics such as having difficult conversations, anti-racism and anti-Semitism. *Status: Initiated*

1.1.3: Create a campus communications plan to manage how we connect university members to the diversity, equity, and inclusion research and initiatives happening across campus, specifically recognizing, promoting and amplifying the substantive work already occurring across disciplines. *Status: Initiated*

1.1.4: Promote and support the work of the Commission on History, Race and A Way Forward and the Campus Safety Commission, which are working to bring to light and teach the full history of the University by ethically engaging with the past, and to build a culture of trust by examining present day campus safety and belonging efforts. *Status: Initiated*

1.1.5: Develop and launch a campus-wide shared learning instructional initiative, the Student Learning to Advance Truth and Equity, that focuses on history, race, reckoning and the American South. Further promote and invest in the continued development of the Southern Futures initiative, which is leveraging inter-disciplinary expertise on campus to reimagine the American South. *Status: Initiated*

1.1.6: Make strategic investments in campus centers that foster a sense of belonging and community and thereby create a safe, inclusive environment for UNC-Chapel Hill students, faculty and staff. *Status: Initiated*

1.1.7: Become skilled at digitizing inclusion by building high impact and inclusive digital communities. Invest in opportunities that make campus connectivity work efficiently for all members of the community. *Status: Initiated*

**Objective 1.2: Enhance the educational benefits of diversity, equity and inclusion through effective student recruitment, enrollment, retention and graduation.**

1.2.1: Continue to invest in current initiatives designed to support and promote underrepresented student recruitment, enrollment, retention, and success such as the Carolina College Advising Corps, Project Uplift, Uplift Plus, Summer Bridge, Carolina Firsts, the Carolina Covenant, Peer Mentoring, NC Renaissance and the Initiative for Minority Excellence. *Status: Initiated*

1.2.2: Systematically assess and advance current recruitment and retention initiatives' effectiveness in creating a sense of belonging and connection and fostering equity in achievement across populations. *Status: Planning*

1.2.3: Launch an Educational Benefits of Diversity website that communicates to the Carolina community and the public the university's commitment to assessing the educational benefits of diversity as part of realizing Carolina's mission. *Status: Completed*

# Status of All Carolina Next Strategic Opportunities

*As of December 31, 2020*

1.2.4: Continue to invest in and sustain the work of the Educational Benefits of Diversity Working Group. Develop and disseminate reports of findings from this group regarding ongoing assessment of admission and academic policies and practices, and the realization of the educational benefits of diversity for all students. ***Status: Initiated***

1.2.5: Explore innovative approaches to admissions that foster excellence and help the University realize our commitment to the educational benefits of diversity, equity and inclusion. ***Status: Initiated***

**Objective 1.3: Prioritize diversity, equity, and inclusion in teaching, research and service, and in hiring, evaluation, retention and promotion of under-represented faculty and staff.**

1.3.1: Establish the University Diversity, Equity & Inclusion Council, composed of chief diversity officers (or representatives charged with this work) from each of the respective schools, colleges and units to work strategically with the University's Chief Diversity Officer, meeting monthly and sharing opportunities, challenges and successes. ***Status: Initiated***

1.3.2: Systematically assess and evaluate the University's equity and inclusion, anti-bias and inclusive teaching trainings. Enhance these programs using best practices and provide campus-wide education and training opportunities for students, faculty and staff. ***Status: Initiated***

1.3.3: Develop contemporary instruments and establish metrics and benchmarks to annually track diversity, equity and inclusion efforts across schools and units. ***Status: Initiated***

1.3.4: Foster a culture of accountability for university leaders, deans, department chairs, and managers through participation in diversity, equity, and inclusion training and delivery on school/unit diversity, equity and inclusion commitments. ***Status: Initiated***

1.3.5: Invest in annual diversity, equity and inclusion training for senior leaders that provides a common framework and language that enables leadership to fully engage in this work. ***Status: Combining with 1.3.4***

1.3.6: Develop and implement a senior leader accountability program that creates leadership accountability for building and sustaining a culture of diversity, equity and inclusion at Carolina. ***Status: Combining with 1.3.4***

1.3.7: Develop, implement and measure new strategies to recruit and strengthen infrastructure to retain diverse faculty and staff. ***Status: Initiated***

1.3.8: Institutionalize recommendations from UNC ADVANCE to develop and sustain leadership pathways and mentoring opportunities for women and underrepresented faculty who aspire to leadership roles at Carolina, with similar leadership pathways and mentoring opportunities for staff created as well. ***Status: Initiated***

1.3.9: Evaluate and expand the University's VITAE Program (Valuing Inclusion to Attain Excellence, formerly Targeted Hiring Program) and the Carolina Postdoctoral Program for Faculty Diversity, to support the recruitment, hiring and retention of diverse faculty. ***Status: Initiated***

**Strategic Initiative 2:  Strengthen Student Success**

**Objective 1.3: Provide a student-centered experience, strengthen success for all students and foster equity in success across student populations.**

2.1.1: Evaluate and implement recommendations from the Modernizing Student Support Working Group, including developing and launching the Thrive Hub Model. ***Status: Initiated***

2.1.2: Incentivize and support faculty engagement for student success. ***Status: Planning will begin in 2021***

2.1.3: Use innovative, shared and comprehensive processes and systems to enhance student success and degree audit tools. ***Status: Initiated***

2.1.4: Address student mental health issues and implement recommendations of the Mental Health Task Force. ***Status: Initiated***

2.1.5: Deploy technologies for all faculty members to allow faculty to better understand the students they teach, including the My Course Analytics Dashboard, an inclusive teaching tool. ***Status: Initiated***

2.1.6: Launch the Master's in Applied Professional Studies program. ***Status: Planning***

**Objective 2.2: Facilitate learning that is experiential and collaborative, develops individual strengths and encourages the understanding, ethical use and application of data.**

2.2.1: Implement the IDEAs in Action General Education Curriculum. ***Status: Initiated***

2.2.2: Assure that every graduate of UNC-Chapel Hill is data literate. ***Status: Initiated***

2.2.3: Create a school of data science. ***Status: Planning***

2.2.4: Implement a data science Professional Science Master's program. ***Status: Planning***

# Status of All Carolina Next Strategic Opportunities

*As of December 31, 2020*

**Objective 2.3: Expand digital and remote technologies to increase access and opportunities for Carolina students, as well as for all the people of North Carolina and beyond.**

2.3.1: Train Carolina faculty members in state-of-the-art pedagogies for remote learning to increase equity in educational access, flexibility for faculty and students, and breadth of course and program offerings. ***Status: Planning***

2.3.2: Launch the Digital Residential and Non-Residential Lifelong Learning Initiative. ***Status: Planning***

2.3.3: Assess and select technology partners, including Online Program Managers and student success tools, to fast-track the digital residential and non-residential needs for remote courses. ***Status: Planning***

2.3.4: Develop and implement the integration of Carolina Courses Online with the Carolina Office for Online Learning. ***Status: Updating due to discontinuation of these courses.***

## Strategic Initiative 3:  Enable Career Development

**Objective 3.1: Integrate career preparation into all students' experiences and extend career development opportunities to alumni.**

3.1.1: Adopt Modernizing Student Support recommendations for student career preparation, i.e., develop more efficient and integrated partnerships between and across units, such as between the College of Arts & Sciences Advising and University Career Services, to optimize all aspects of student navigation from matriculation to graduation. ***Status: Planning will begin in 2021***

3.1.2: Develop digital offerings in lifelong learning to advance careers of alumni. ***Status: Initiated***

**Objective 3.2: Provide University staff with systematic professional development options, enabling them to grow career opportunities.**

3.2.1: Recruit and retain top talent at all levels of staff employment. ***Status: Planning***

3.2.2: Implement the Talent Management System proposal from Office of Human Resources. ***Status: Initiated***

3.2.3: Develop digital lifelong learning programs and other professional development opportunities to facilitate career advancement for staff. ***Status: Initiated***

3.2.4: Encourage and promote work-life balance for staff. ***Status: Initiated***

**Objective 3.3: Create opportunities to develop the careers of faculty and address the changing conditions affecting the professoriate.**

3.3.1: Recruit and retain top talent among the faculty ranks. ***Status: Initiated***

3.3.2: Create leadership pathways and mentoring for our underrepresented faculty who aspire to assume leadership roles on campus or within higher education. ***Status: Initiated***

3.3.3: Promote and integrate the Center for Faculty Excellence and Carolina Office for Lifelong Learning for course development and teaching strategies, and coordinate with Office of Human Resources and Academic Personnel Office to provide more management training opportunities for faculty. ***Status: Initiated***

3.3.4: Assess the effectiveness of, and update or change, the policies and practices associated with both tenure-track and fixed term promotion and tenure. ***Status: Initiated***

3.3.5: Encourage and promote work-life balance for faculty. ***Status: Initiated***

## Strategic Initiative 4:  Discover

**Objective 4.1: Pursue creative collaboration in research and scholarship.**

4.1.1: Develop the implementation plan for a new School of Data Science and Society. ***Status: Initiated***

4.1.2: Implement the clinical trial management system for the University and initiate the Clinical Research Support Organization as a pilot in the School of Medicine to enhance clinical research and clinical decision support. ***Status: Initiated***

4.1.3: Initiate studies to explore focus areas and enhance capabilities in brain neuroscience. ***Status: Initiated***

4.1.4: Support research for the prevention, treatment, and cure of COVID-19, including the development of therapies and vaccines, testing and assessment to prevent community spread, and addressing public health and economic impacts. ***Status: Initiated***

4.1.5: UNC Rapidly Emerging Antiviral Drug Discovery Initiative (READDI): Develop five novel anti-viral drugs to Phase I/II in five years to be ready for use in the next pandemic by academic and industry partners working collaboratively through UNC's Rapidly Emerging Antiviral Drug Discovery Initiative (READDI). ***Status: Initiated***

# Status of All Carolina Next Strategic Opportunities

*As of December 31, 2020*

4.1.6: Host a Statistical Research Data Center whereby researchers across disciplines can access non-public microdata from the Census Bureau's economic and demographic surveys and censuses, administrative data and restricted use data from federal agencies. ***Status: Initiated***

4.1.7: Implement the Southern Futures Initiative to connect the arts, history, public health, and entrepreneurship, supported by world-class archives and library expertise with the people and communities who own them. ***Status: Initiated***

**Objective 4.2: Encourage artistic practice and artist-scholar synergies.**

4.2.1: Implement IDEAs in Action General Education Curriculum's Focus Capacity. Develop an inclusive, contemporary, student-centered General Education Curriculum that leverages creative expression, practice and production. ***Status: Initiated***

4.2.2: Broaden our expectations of research teams to include foundational contributions from transformative and dynamic artists, creative humanists and performers to reflect the University's pursuit of new knowledge. ***Status: Initiated***

4.2.3: Update the concept of Arts Everywhere as a comprehensive initiative to make the arts a fundamental part of University culture and daily campus life. ***Status: Planning will begin in 2021***

**Objective 4.3: Lead in solving the world's most challenging problems.**

4.3.1: Develop and implement the three lanes of the Institute for Convergent Science — Convergent Commons, Pre-commercial Demonstration and Commercial Launch — where compelling problems, innovation frameworks and integrated teams converge to deliver solutions to the world. ***Status: Initiated***

4.3.2: Enable faculty-driven interdisciplinary projects such as Creativity Hubs, Idea Grants and other campus and unit-based initiatives to concentrate talent and resources on bold ideas free from typical organizational boundaries, with the goal of moving new discoveries into practice. ***Status: Initiated***

**Strategic Initiative 5:  Promote Democracy**

**Objective 5.1: Actively engage as diverse citizens responsible for the institutions of American democracy.**

5.1.1: Coordinate a "Carolina Votes" initiative. Involve Faculty Governance, Employee Forum, Student Government, GPSF, Campus Y and Carolina Center for Public Service, among others, to organize educational events,

voter registration and voter education. Emphasize engagement via alternative methods during the pandemic. ***Status: Completed***

5.1.2: Measure student, staff and faculty understanding of and participation in the 2020 elections. ***Status: Initiated***

5.1.3: Encourage and assess student, staff, and faculty participation in the 2020 Census. ***Status: Activities for this decennial event could not be completed before the Census deadline due to COVID limitations.***

5.1.4: Provide opportunities for students to intern in, or work with, democracy-related community organizations, including electoral campaigns, social movement organizations and government offices through the Carolina Center for Public Service and the Campus Y. ***Status: Initiated***

5.1.5: Host (virtually or in person) debates and other opportunities for candidates for public office to engage directly with students, staff and faculty. ***Status: Planning for the 2022 election will begin in 2021***

**Objective 5.2: Work constructively across differences in society, starting by promoting respect and listening.**

5.2.1: Provide opportunities for conversations on- and off-campus that bring students, staff and faculty into respectful dialogue with people they disagree with; facilitate campus forums to promote honest, frank discussion and dissent on major campus and public issues; build the capacity to engage constructively across differences with evidence, intellectual humility, and respect. Involve the Institute of Politics, Roosevelt Institute, College Democrats and Republicans, Black Student Movement, Campus Y, Institute for the Arts and Humanities, Philosophy, Politics & Economics, Program for Public Discourse, Southern Futures and other campus units. ***Status: Initiated***

5.2.2: Develop a faculty expert response system to provide evidence-based context for visiting speakers, along with mechanisms for audience feedback, to promote greater speaker quality and audience participation. ***Status: Planning will begin in 2021***

5.2.3: Develop the Communication Beyond Carolina capacity requirement in the IDEAs in Action General Education Curriculum to provide all undergraduates with strong skills in communication and listening with different audiences and publics. ***Status: Planning***

5.2.4: Conceptualize and develop the UNC Program for Public Discourse, emphasizing respectful dialogue in classes and public events. ***Status: Initiated***

5.2.5: Develop a Dialogues in Global Democracy series: bring pairs of scholars, leaders or practitioners to campus for 1-2 day visiting events. They would each give public talks in which they engaged with one another's ideas

# Status of All Carolina Next Strategic Opportunities

*As of December 31, 2020*

and viewpoints in public. In addition, they would spend time with groups of students and faculty thoughtfully and carefully considering the implications and synergies between their viewpoints. ***Status: Planning will begin in 2021***

5.2.6: Provide voluntary mentorship and training for instructors to encourage respectful, evidence-based debate and discussion across major differences in the classroom. ***Status: Initiated***

**Objective 5.3: Explore how humanity's highest purposes and potential can be realized through democracy and can help the democracy thrive.**

5.3.1: Develop and support a Democracy Track in the IDEAs in Action General Education Curriculum to allow students to focus on democratic competencies regardless of major. ***Status: Initiated***

5.3.2: Develop and support a Global Democracy Training Program/ Certificates available for graduate students across all units. ***Status: Planning***

5.3.3: Develop and support the Center for Information, Technology and Public Life. ***Status: Initiated***

5.3.4: Create a Carolina Civic Health Project to collect data about civic engagement, knowledge, opinions, and ideas in North Carolina communities (data will be available for public analysis and will also be the basis for an annual Carolina Civic Health Report published by UNC). ***Status: Planning***

5.3.5: Through the Carolina Civic Health Project, produce high quality resources, policy briefings, reports, recommendations, etc. for the state legislature, and potentially for more national forums with respect to democratic functioning. ***Status: Planning will begin in 2021***

5.3.6: Create a Democracy Research Hub to support interdisciplinary, collaborative research on democratic governance, systems, and culture, with the goal of making Carolina the leader in research on democracy and building democracy research teams across schools and involving undergraduate and graduate students alongside faculty. ***Status: Planning will begin in 2021***

**Strategic Initiative 6: Serve to Benefit Society**

**Objective 6.1: Engage with communities including grassroots organizations and local governments to solve problems and improve lives.**

6.1.1: Provide high-level organizational leadership that encourages and supports a pan-university approach to public service focused on addressing community challenges and opportunities. ***Status: Initiated***

6.1.2: Implement recommendations for recognizing engaged scholarship and collaboration in promotion and tenure policies and procedures. ***Status: Planning***

6.1.3: Document and assess ongoing community-campus partnerships, especially those in lower-resourced communities, to amplify successful efforts, strengthen existing relationships, and identify opportunities to address community priorities and future partnerships. ***Status: Initiated***

6.1.4: Encourage community-based participatory research. ***Status: Initiated***

6.1.5: Bring together UNC-Chapel Hill's unrivaled expertise and resources for building transformative relationships among campus, the state and the region through the Southern Futures initiative. ***Status: Initiated***

6.1.6: Institutionalize the Tar Heel Bus Tour and create opportunities for participants to continue to connect to the experience through their campus roles and responsibilities, including teaching and research. ***Status: Initiated***

**Objective 6.2: Achieve impact by providing platforms for faculty to develop solutions that address problems with critical implications for North Carolina and beyond.**

6.2.1: Launch the Provost's UNC Rural Initiative. ***Status: Initiated***

6.2.2: Advance the work of the Office of Interprofessional Education and Practice. ***Status: Initiated***

6.2.3: Apply the learnings from international collaborative research activities to problems facing the state of North Carolina. ***Status: Planning will begin in 2021***

6.2.4: Increase infrastructure support during the technology development stage including increasing faculty participation in Pathways to Impact. ***Status: Initiated***

6.2.5: Operationalize systems to collectively gather, analyze, share and act upon data that can drive greater impact from UNC-Chapel Hill's engagement in North Carolina. ***Status: Initiated***

**Objective 6.3: Grow partnerships with businesses, non-profits, and government to translate and implement research-based ideas and discoveries into practical applications and public use.**

6.3.1: Coordinate and develop major corporate partnership strategies to enable physical infrastructure for research facilities as well as public-private partnerships such as Pinnacle Hill with Deerfield Management, Qura Therapeutics with ViiV Healthcare and Eastman Chemical Company. ***Status: Initiated***

# Status of All Carolina Next Strategic Opportunities

*As of December 31, 2020*

6.3.2: Expand proof-of-concept and investment funding that move critical ideas to impact through such programs as the Carolina Angel Network and Carolina Research Ventures. ***Status: Initiated***

6.3.3: Develop the type and amount of investment such as venture philanthropy and public investment in UNC-Chapel Hill programs that support the pipeline of noncommercial solutions to address complex community problems. ***Status: Initiated***

6.3.4: Strengthen the network, capacity and capabilities of North Carolina public officials who partner with the University to meet the acute needs of their communities, as well as the challenges of post-COVID-19 recovery and renewal. ***Status: Initiated***

6.3.5: Establish operations and secure funding for UNC READDI, a UNC-led consortium designed to discover and develop drugs for clinical testing in anticipation of future viral pandemics. ***Status: Initiated***

## Strategic Initiative 7: Globalize

**Objective 7.1: Strengthen global partnerships and bring the world to Carolina with enhanced on-campus global programming.**

7.1.1: Preserve and, where possible, strengthen Carolina's ability to work with partners around the world. ***Status: Initiated***

7.1.2: Enhance global programming on campus, with increased opportunities for cultural exchange. ***Status: Initiated***

7.1.3: Develop and execute initial phase of institutional strategy for Asia. ***Status: Initiated***

7.1.4: Enhance global branding of the University. ***Status: Initiated***

**Objective 7.2: Guarantee that a global education is available to all students.**

7.2.1: Offer all Carolina students the best menu of global opportunities possible. ***Status: Initiated***

7.2.2: Diversify and strengthen global learning across the Carolina curriculum on campus and abroad, including through enhanced support to faculty for developing new, revised, globally partnered and interdisciplinary global resources. ***Status: Initiated***

7.2.3: Obtain broad campus support for revised and strengthened policies and procedures for student international travel. ***Status: Initiated***

**Objective 7.3: Enhance support of Carolina's international research mission.**

7.3.1: Develop, with broad university buy-in, standard operating procedures, clear policies and roadmaps for researchers seeking to establish operations abroad. ***Status: Initiated***

7.3.2: Provide platform to showcase Carolina's strengths in global research. ***Status: Initiated***

7.3.3: Establish a Global Seed Fund to support researchers seeking to establish new international research operations. ***Status: Initiated***

## Strategic Initiative 8: Optimize Operations

**Objective 8.1: Design, implement, execute, assess, and continuously improve the administrative operations that support the University's mission of teaching, research and public service.**

8.1.1: Implement a new budget model. ***Status: Initiated***

8.1.2: Create an Office of Institutional Integrity and Risk Management. ***Status: Initiated***

8.1.3: Continue to support the Campus Safety Commission. ***Status: Initiated***

8.1.4: Advance and expand the Operational Excellence initiative. ***Status: Initiated***

8.1.5: Create a Lean Management culture through the development/ implementation of Lean Management training program. ***Status: Initiated***

8.1.6: Realign spend authority policies. ***Status: Initiated***

8.1.7: Reduce costs and increase research flexibility by adopting a multi-cloud systems and services strategy. ***Status: Initiated***

8.1.8: Create a nimble approach, inclusive of distributed technology units, in planning and executing institutional technology projects. ***Status: Initiated***

8.1.9: Develop a teleworking program that improves employee engagement. ***Status: Will be discussed in 2021***

8.1.10: Enhance "compliance-readiness" by aligning routine operations with suitable routine process and procedures. ***Status: Initiated***

8.1.11: Leverage automation of student support services, freeing staff for critical face-to-face interactions. ***Status: Initiated***

# Status of All Carolina Next Strategic Opportunities

*As of December 31, 2020*

**Objective 8.2: Implement a robust data governance structure and process to inform decision-making and drive change.**

8.2.1: Reengineer the Office of Institutional Research and Assessment to become the Office of Institutional Research, Planning, and Assessment, furthering its role in planning, program evaluation and university metrics. ***Status: Initiated***

8.2.2: Modernize administrative data governance workflow and tracking to expedite internal and external acceptable use agreements. ***Status: Initiated***

**Objective 8.3: Create and maintain world-class physical facilities and infrastructure in support of our institutional mission.**

8.3.1: Create a working Master Plan from the existing 2019 Campus Master Plan. ***Status: Initiated***

8.3.2: Identify and prioritize facilities to be renovated or replaced. ***Status: Initiated***

8.3.3: Secure funding to renovate or replace prioritized facilities. ***Status: Initiated***

THE UNIVERSITY
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*at* CHAPEL HILL