Carolina Next

Innovations for Public Good

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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Message from the Chancellor and Provost

KEVIN M. GUSKIEWICZ
Chancellor

CHRISTOPHER CLEMENS
Provost and Chief Academic Officer

In a year marked by our community's resilience and a major shift in how we budget and allocate valuable resources, we are honored to share the remarkable progress the campus made during the 2021 calendar year to advance the mission of teaching, research and public service through our strategic plan, Carolina Next: Innovations for Public Good.

We were most impressed by the depth and breadth of achievements across all eight strategic initiatives. In virtually every case, the results described in this report by December 2021 correctly foreshadowed strong momentum well into 2022. Our second annual digital report also includes links and references to some of the most significant news and developments that occurred in early 2022.

We attribute much of this success to how leadership in the schools, College of Arts & Sciences, centers and institutes have continued to align their resources and talented students, faculty and staff with the strategic plan's initiatives and opportunities. Campus leaders also remain committed to nurturing the stellar cross-disciplinary collaboration that has always set Carolina apart among our public and private peer competitors.

But, as this report details, the University also received tremendous external support including timely federal COVID-19 relief and research grants, continued generous state appropriations from the North Carolina General Assembly, and transformative gifts through the Campaign for Carolina to support student opportunities and faculty research along with other initiatives reflected in our strategic plan that directly benefit the citizens of North Carolina and beyond.

At this writing, the achievements and progress reflected in this report for calendar 2021 showed how our campus meticulously laid the groundwork for many exciting initiatives we will focus on during the new academic year that starts in July 2022. Examples include:

- Launching our IDEAs in Action Curriculum — which focuses on fostering capacities like writing, quantitative reasoning, scientific investigation, ethical citizenship and more — after a yearlong delay because of the COVID-19 pandemic.

- Naming Stanley Ahalt, director of the Renaissance Computing Institute, as the inaugural dean for our new School of Data Science and Society, which will leverage the talents of our world-class faculty across disciplines and focus on the foundations and applications of data science to improve lives in North Carolina and beyond;

- Partnering with the Person County School District to open the Carolina Community Academy, an innovative school for K-2 students at North Elementary in Roxboro that will bring expertise from our School of Education and a campus-wide coalition; and

- Moving forward with major new construction, repair and renovation projects including the Porthole Alley redevelopment and an innovation hub downtown through our joint economic development strategy with the Town of Chapel Hill.

Our Board of Trustees endorsed Carolina Next in January 2020 to help us prioritize where we can achieve the greatest impact serving our campus and our communities. We have always stressed that the rolling three-year structure of the plan must be flexible and adapt to meet short- and long-term challenges, as well as emerging opportunities.

During the rest of 2022, we are focusing on developing key performance indicators for the plan's strategic initiatives and will share those next fall as we explore the full range of options to best position Carolina to become the leading global public research university.

We look forward to continuing the impactful and inspiring work every person in our campus community contributes each day on behalf of Carolina. We are enormously grateful for all that you do for our University and for the people of North Carolina and beyond.

Kevin M. Guskiewicz
Chancellor

J. Christopher Clemens
Provost and Chief Academic Officer

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. But to ensure that we continue to meet the needs of our state and the nation in a fast-changing world, we must identify ways to drive innovation and excellence in all that we do.

Carolina Next: Innovations for Public Good, the University's strategic plan, was designed to guide our decisions and investments to support our efforts to 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 to a fundamental quality essential to Carolina's success — an unwavering commitment to continually reinvent itself.

Developed with broad input from the campus community over two years, Carolina Next turns the University's vision and aspirational goals as a leading global research university into easily understood, measurable and innovative strategic initiatives and opportunities. The plan focuses on areas where we believe the University has the greatest chance to create positive change and shape the future. It was designed for implementation with the understanding that its initiatives will continuously be assessed and refreshed based on changing conditions.

Carolina Next is framed around eight strategic initiatives: (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 fact-based process of determining our status and where our greatest potential for achieving impact exists. This effort included thorough environmental scans that considered the national and global environment; emerging trends, threats and opportunities in higher education; and the strengths and opportunities for change within the University.

Each initiative includes three strategic objectives that articulate major goals. For each objective, we identified strategic opportunities for action now with potential for impactful change. These opportunities include expansion of or enhancements to existing programs aligned with these objectives, and promising new directions identified by the campus community and leadership.

The Purpose of This Report

Carolina Next belongs to all members of the University community and is a transparent working guide for strategic investments.

The 2021 Carolina Next Annual Report describes accomplishments and progress in implementing strategic opportunities during the calendar year.

Carolina Next is not just a central institution-level effort. Schools, the College of Arts & Sciences and other campus units have aligned their own strategic plans with those of the University. The many strategic activities undertaken within the academic, research, public service and operational areas of the University and described in this report are only a few examples of how the goals of Carolina Next are currently being met.

What's Next for Carolina Next

In 2022, our third year of Carolina Next, we continue to examine our challenges and opportunities within this post COVID-19 pandemic environment and look ahead to innovative approaches we might take to increase our impact in priority areas. In the spirit of the evergreen intent of Carolina Next, we will consider that information and the input of our campus community and trustees to adjust or incorporate new goals and actions into the plan. Our focus is expanding beyond monitoring implementation to evaluating the effectiveness and impact of the strategic goals we originally set. We look forward to sharing the results of these assessments and our continuing progress with Carolina Next: Innovations for Public Good.

STRATEGIC INITIATIVE 1

Build Our Community Together

Overview

Nurturing a diverse and inclusive environment is essential to our mission as the nation's first public university. As a leading global public research university, we must confront our past, examine our current practices and move forward with a commitment to building a diverse and inclusive community. With significant input and guidance from our students, faculty and staff, we have begun this work, but there is still much to do. We deliberately chose to make diversity, equity and inclusion the first of eight initiatives in our strategic plan. Build Our Community Together is critical to Carolina's future success. We cannot achieve any of our other initiatives if we do not get this one right. We are committed to creating change, supporting opportunities for important dialogue and doing the work necessary to make the University a place where everyone knows they belong and can thrive.

2021 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.

The University selected a new Vice Provost for Equity and Inclusion and Chief Diversity Officer, reporting to both the Chancellor and Provost, in mid-2021 to lead Carolina's efforts to build a more diverse, equitable and inclusive community in which all students, faculty and staff know that they belong and are equipped to thrive in a global society (see related story).

The University Office for Diversity and Inclusion further developed the campus-wide infrastructure to support the education, training and equity work necessary to build a more inclusive Carolina. Such support included rebuilding the office's staff to enhance service to the campus community and preparing to launch new initiatives. New hires included a Senior Director for Education, Operations and Initiatives, along with two other directors and an assistant director in key program areas as well as an executive assistant.

One 2021 initiative, Carolina Collaborative for Resilience, supported the "Culture of Care: Racial Trauma, Healing and Community Resilience," a three-event webinar series that provided space for education, coping, healing and resilience around identity-based and racial trauma issues. The Center for Faculty Excellence and Student Affairs partnered with the office to launch this event.

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.

Examples of progress during 2021 include the following:

Fellows Program — Diversity and Inclusion launched the DEI Fellows Program, selecting 21 sophomores and juniors interested in advancing diversity, equity, inclusion and belonging at Carolina and in their home communities. Campus experts coach fellows on leadership skills during the yearlong program. Fellows receive mentoring from subject matter experts through weekly workshops and panels, engage in community-based active learning and participate in career networking and coaching. Placements pair fellows with campus offices, departments, schools and business units so they can apply their skills in real-world settings.

Feature

Leah Cox leads Carolina's efforts to continue the work of building a community in which all students, faculty and staff know they belong and are prepared to thrive in a global society.

Cox brings decades of experience to diversity and inclusion leadership post

After a national search, Leah Cox, a higher education leader with over 30 years of experience, was named Vice Provost for Equity and Inclusion and Chief Diversity Officer in June 2021.

Cox serves on both the Chancellor's and Provost's leadership teams and leads the development and implementation of opportunities under Build Our Community Together, the first initiative of the strategic plan, Carolina Next: Innovations for Public Good. She works with senior leaders to establish accountability metrics and to gather data and points of view to assess the current campus culture and climate, set goals and mark progress. Her office also plans to conduct a campus climate survey for students, faculty and staff during 2022.

Cox came to Carolina from Towson University, where she had been the inaugural Vice President for Inclusion and Institutional Equity since 2017 and launched a diversity strategic plan for inclusive excellence and coordinated numerous campus climate studies.

▶ **READ MORE ABOUT THIS STORY**
unc.edu/posts/2021/06/01/leah-cox-named-chief-diversity-officer

Intergroup Relations and Dialogues — Diversity and Inclusion piloted a new dialogue initiative based on an intergroup relations model developed by University of Michigan social scientists that blends theory and experiential learning to foster learning about social identity, social inequality and intergroup relations. The initiative includes training for staff and faculty on how to facilitate discussions about race, religion, sexual orientation and gender identity. Additional support was provided by a North Carolina Campus Compact civil discourse and dialogue mini-grant, which made it possible to introduce the intergroup relations model to DEI fellows.

The Race, Racism and Racial Equity Symposium — Co-sponsored by Diversity and Inclusion, the Jordan Institute for Families and the School of Social Work, this program expanded from one popular inaugural event in 2020 into three virtual symposia. The program's goal remains showcasing faculty, staff, postdoctoral and graduate student scholarship while fostering cross-disciplinary collaboration. Presenters connected race, racism and racial equity issues with the arts, criminal justice, education, the environment and the labor market.

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.

University Communications continued collaborating with Diversity and Inclusion in covering progress with relevant Carolina Next initiatives and regularly promoting Carolina's diversity, equity and inclusion efforts on platforms including the campus homepage, official University social media channels, The Well and the UNC Visitors Center. University Communications reports about and celebrates heritage months, rankings, awards and recognitions, as well as produces stories and profiles about the remarkable achievements of a wide range of diverse students, faculty and staff.

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.

During 2021, the Commission on History, Race and a Way Forward focused on activities including the following:

- Continued to research the names of people reflected on the campus landscape. Following the renaming of four buildings in 2020 (see related story), the commission recommended 10 more names for removal to the Chancellor.

- Hosted a webinar kicking off discussions to educate the campus community about the history of the Unsung Founders Memorial, a gift from the Class of 2002, and its future at Carolina.

- Continued partnering with the Kenan-Flagler Business School and engaging with family members and Chapel Hill Black community leaders on a project to honor the approximately 100 enslaved people buried in Barbee Cemetery at the Dubose House in Meadowmont. Plans include new signage reflecting a comprehensive site history.

- Continued to develop a land acknowledgement in consultation with the North Carolina Commission of Indian Affairs.

The Campus Safety Commission concluded its work in reviewing campus safety issues during summer 2021. University leadership will consider additional initiatives to prioritize building stronger relationships and communications between the campus community and University Police. A search is underway for a new Chief of Police, with a hire expected in 2022.

Feature

Building renamings honor two trailblazers for fostering community

By honoring Hortense McClinton, its first Black professor, and Henry Owl, its first American Indian student, Carolina added diversity to its landscape in 2021. A residence hall and the Student Affairs building now bear the names of these two trailblazing Tar Heels.

Chancellor Kevin Guskiewicz recommended the changes to the Board of Trustees, which voted to add those names to two buildings whose names were removed in 2020. McClinton Residence Hall replaces the former Aycock Residence Hall, and the Henry Owl Building is the new name for the former Carr Building.

"Both Mr. Owl and Professor McClinton are deeply rooted in the history of the University. Naming these two buildings for each of them distinguishes them as people of impact on our campus," said Board of Trustees Chair David Boliek Jr.

This decision advances the first Carolina Next strategic initiative, Build Our Community Together, by promoting belonging across the campus community and follows the trustees' decision in 2020 to lift a moratorium on removing names from buildings and adopt a new policy and process.

McClinton joined the School of Social Work faculty in 1966, retiring in 1984. A Chancellor's advisory committee nominated McClinton, writing that she "overcame the obstacles of a Jim Crow society and distinguished herself as a pioneer in desegregating the social work profession."

Owl was the first American Indian and the first person of color to enroll as a graduate student in 1928. The committee cited his achievements including writing a study of Cherokee history that challenged racist myths of white settler colonialism and fighting courageously for Cherokee Indians' civil rights.

The names of Hortense McClinton and Henry Owl now appear on two buildings whose names were removed in 2020.

UNC Facilities installs the Henry Owl Building sign for the newly named building now home to Student Affairs.

▶ **READ MORE ABOUT THIS STORY**
thewell.unc.edu/2021/12/03/names-of-two-tar-heel-trailblazers-selected-for-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 — In its second year, this initiative expanded teaching and summer research activities to provide students with more opportunities to learn about race, racism and racial equity. Nearly 50 faculty served as teaching fellows, incorporating initiative content into 48 undergraduate courses reaching 1,400 students. Eighteen departments in the College of Arts & Sciences offered these courses, along with the School of Education, School of Social Work and the UNC Hussman School of Journalism and Media.

Course topics included historical context about race and the meanings of monuments and memory in the American South. Students explored archives that address slavery at U.S. universities and attended lectures by artists whose work confronts racial inequality today. The initiative supported teaching fellows who used program content in classes.

The initiative awarded 10 undergraduate fellowships across 11 disciplines and paired those students with five faculty fellows to engage in summer learning opportunities through original and faculty-mentored research. Students met weekly with mentors to develop research plans and receive feedback and guidance. Over 250 people also participated via Zoom in the inaugural fall 2021 undergraduate research symposium highlighting the summer students' scholarship.

Students responding to a survey overwhelmingly said the initiative courses and research activities pushed them to think more critically about race, racism and equity. They agreed the research projects they created or participated in helped their development as junior scholars. Faculty reported students became more knowledgeable and thought more critically about these issues.

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 campus centers that promote belonging and community. In 2021, the University made strategic investments to develop policies and program infrastructure for several campus centers housed in a reorganized structure called Academic and Community Engagement in the Provost's Office that are key sites operating in support of Carolina Next: Innovations for Public Good. The University appointed a new Vice Provost for Academic and Community Engagement to lead those efforts in an expanded role.

The University re-examined policies for academic and community engagement centers to determine needs of the Carolina Women's Center, the newly physically opened Asian American Center (see related story), the American Indian Center, the Carolina Latinx Center and the Sonja Haynes Stone Center for Black Culture and History. Planning also progressed for the UNC Alliance as a new consortium to blend the expertise and resources of four allied centers (Stone Center, Latinx Center, Asian American Center and American Indian Center) to develop effective policies, focus on equity and justice issues and explore how to broaden public conversations. The Stone Center and the Institute for African American Research also merged to create a larger, more versatile unit.

Students chat during a break in their class schedules.

Feature

Asian American Center gives community a place to call their own

Growing up, Selina Shi trashed the Chinese tea eggs her grandmother made for her lunch because a classmate told her they "smelled weird and looked disgusting." Being in the minority often means hiding parts of your heritage, Shi said at the ribbon-cutting ceremony to open the new Asian American Center.

"This center means something different for each student. For me, it's a place where I can be myself — where I know that every aspect of my identity is accepted and celebrated," said Shi, a junior Morehead-Cain Scholar and current chair of the center's student-led campaign team, which helped with fundraising and advocated for a physical space and permanent resources to promote Asian American culture and enrich the broader local community.

Asian students accounted over 11% of the student body in fall 2021, the largest of any ethnic minority group. Creation of the center during the COVID-19 pandemic and a surge in violence against Asian Americans was profound timing, said center director Heidi Kim, Associate Professor of English and Comparative Literature.

"I can't think of a year in history that more clearly demonstrated the need for an Asian American Center that is devoted to supporting the Asian American community and educating our students and our state on the complex and diverse history of Asian America, with all of its painful and glorious moments," Kim said.

The center, located at 215 W. Cameron Ave., plays a key role in fulfilling Carolina Next's first initiative, Build Our Community Together, speakers said.

"More importantly, it moves us toward a University community that is rooted in the virtues of kindness, love and acceptance — a community in which every person truly feels that they belong, truly feels that they add value, truly feels that they are special," said Trustee Gene Davis.

Chancellor Kevin Guskiewicz recalled making dumplings with donor Barb Lee, former Chair of the Board of Visitors, at an early fundraiser and called the 2020 Board of Trustees' vote to establish the center a highlight of his administration.

"There is still much work to be done as we build our community together," he said. "But today is really about celebrating important work of building diversity here on our campus."

Chancellor Kevin Guskiewicz and Director Heidi Kim do the honors at a ribbon-cutting to celebrate the opening of the Asian American Center, which students played a key role in creating.

▶ **READ MORE ABOUT THIS STORY**
unc.edu/posts/2021/08/30/unc-asian-american-center

Other examples of collaborative projects initiated by and among centers in 2021 that increased a sense of belonging and community in a safe and inclusive environment included the following:

- The American Indian Culture Garden developed by the North Carolina Botanical Garden and the American Indian Center that affirms American Indian identity, culture and indigenous and ecological knowledge for American Indian students, faculty, staff and tribal communities and welcomes the broader campus community.

A dancer participates during the annual Carolina Indian Circle Powwow at Hooker Fields.

- A four-event webinar series focusing on race relations between Asian Americans and Black Americans offered by the Asian American Center, Carolina Asia Center, Stone Center and the Center for the Study of the American South that drew over 275 participants.

- La Conferencia, a two-day gathering sponsored by the Latinx Center where 116 students, faculty and staff networked to create a discourse about access, social development, education and cross-cultural understanding in a Latinx-centered setting.

- The Morehead Planetarium and Science Center's "Ode to Rural Imagination: Between Wheat and Revival" that hosted 56 educators, ruralists, artists and campus community members in Saxapahaw to emphasize diversity and celebrate UNC-Chapel Hill's connections with rural North Carolina.

- Health on the Block Initiative, a public service project sponsored by the Carolina Higher Education Opportunity Programs that provided over 100 low-income and underserved campus and community residents with dental examinations, HIV testing, vision screening, mammograms, blood pressure checks and nutrition information.

- "Can We Talk About Race?," an initiative between the Ackland Art Museum and the School of Medicine using art as a catalyst for discussions about racism and racial equity in medical education.

- Critical Discussion Series, bringing campus and local community members together for conversations about diversity, equity and inclusion issues sponsored by the Stone Center. Other Stone Center programs enabled 597 students and faculty to share perspectives, experiences and research through an exhibition, book talks and grant support for joint collegiums.

- The Lesbian, Gay, Bisexual, Transgender and Queer Center continued Safe Zone trainings, which provide information and resources related to sexual orientation, gender identity and gender expression, educated over 1,000 students, faculty and staff in 2021 about issues facing the LGBTQ+ community and how to engage in allyship and support.

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 are highly effective in encouraging underrepresented students to apply, enroll and complete their college degrees. Examples include the following:

Project Uplift — Project Uplift provides rising high school seniors from underrepresented groups an opportunity to experience the academic rigor and social and cultural benefits of a four-year institution. Sponsored by Diversity and Inclusion and Undergraduate Admissions, high-

achieving students from underrepresented groups come to campus for an intensive two-day summer program. About 78% of project participants applied to Carolina for fall 2021 and 59% of them were admitted, an increase over the prior three years. Nearly 67% (190) enrolled at Carolina.

Project Uplift Plus — Project Uplift Plus promotes access to college for outstanding students, especially those underrepresented in postsecondary education. During a five-week academic and cultural summer experience, students take English 100 and engage in college application preparation, research, leadership development and other learning opportunities. About 97% of 2020 participants applied to enter college in fall 2021; 94% were admitted with nearly 66% of them enrolling at Carolina.

The Carolina College Advising Corps — The Corps places recent UNC-Chapel Hill graduates as admissions and financial aid advisors in underserved high schools across North Carolina to reinforce the importance of a college education and guide prospective students through the college admissions process. During 2020–2021, the program included 57 advisers serving nearly 14,000 graduating seniors in 78 under-resourced high schools. The Corps builds a statewide pipeline to college for students and now provides opportunities for advisors to gain AmeriCorps service credit and experience toward graduate study or a career.

Project Uplift students in summer 2019 experience academics and social opportunities at Carolina.

Achieving Carolina Excellence — This initiative assists first-year and transfer students from underrepresented populations with their transition to Carolina and gives them tools for academic, social and emotional success. The program supports academic success, multiculturalism, strong cultural identity and positive self-esteem; introduces students and families to resources and support services; and fosters interactions with students, faculty, staff and community members. In 2021, the program held engagement opportunities and resource expositions during the Week of Welcome.

The Carolina Covenant — The Covenant continues to support the full financial need of academically qualified low-income students through its opportunities to graduate debt-free and participate in academic and other support programs. In 2021, the Covenant:

- Used evidence-based analysis to refine and reform its faculty mentoring program, increasing participation and matching students to faculty in their fields of interest.

- Established a Covenant Alumni Advisory Board to create a support network and inform strategies to help scholars increase career readiness and admission to graduate or professional school.

- Secured a $250,000 grant from Strada Education Network (see related story in Strategic Initiative 3: Enable Career Development) to support a new initiative, Connecting Carolina Covenant Scholars, launched in fall 2021 to address disparities in summer funding and career development experiences.

Emergency Relief Funds — In 2021, the University awarded about $32 million in Higher Education Emergency Relief Fund Emergency Financial Aid Grants to Students from the U.S. Department of Education to offset the effects of the COVID-19 pandemic on qualifying students and support their retention and graduation.

Diversity and Student Success Team — The Graduate School's nationally recognized Diversity and Student Success team empowers students to associate with underrepresented identity groups; provides underrepresented students with access to an interdisciplinary community of scholars who share their identity; and supports retention of underrepresented

students. During the 2020–2021 academic year, the team offered over 140 events that served nearly 1,500 students in the Initiative for Minority Excellence and others who were part of efforts for graduate students with military affiliations, international or first-generation status, as well as for queer graduate and professional students.

Structured Learning Communities — In 2021, The Graduate School was awarded the Educational Testing Service/Council of Graduate Schools Award for Innovation in Promoting Success in Graduate Education for a proposal to develop structured learning communities to combat systemic racism. The goal is to build upon innovative diversity and equity efforts, address systemic racism and create an inclusive and welcoming climate for all graduate students. Examples include creating Black, Indigenous, People of Color (BIPOC) Graduate Student Learning Communities that provide students with tools to successfully navigate the academic continuum and working and learning environments. One project supports Master of Fine Arts students of color in bringing voice and visuals to the lived experiences of BIPOC graduate students.

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.

The University ranked highly in the National Science Foundation's annual Survey of Earned Doctorates for the years 2016–2020, including among the top five in doctorates awarded to Black or African American doctoral recipients at public institutions. The annual survey takes a five-year look at the number of doctoral recipients completing their degrees from hundreds of accredited U.S. institutions.

1.2.3: 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 the Provost, oversees and coordinates assessment of the University's ongoing efforts to realize the educational benefits of diversity to students. This work entails the collection and evaluation of data about progress toward achieving these benefits to inform priorities and decision-making. For the past three years, the working group has reported its assessment efforts to the Chancellor, his Cabinet and, as of 2020, to the campus via the Office of the Provost website. These efforts included reporting on the education students say they hope to receive (in the annual admitted student questionnaire) and related analysis in senior exit surveys; sense of belonging items in the biannual Student Experience in the Research University survey, which also allows benchmarking against peer institutions; assessment of equity and inclusion in student evaluations of teaching; and analysis of course syllabi for evidence of best practices in accessibility and inclusive learning.

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

The Carolina Student Transfer Excellence Program (C-STEP) partners with 14 North Carolina community colleges, most of them in rural counties, to ensure the University meets the needs of talented transfer students before they arrive in Chapel Hill. As of 2021, 85% of C-STEP students have graduated from Carolina.

The Carolina Covenant's mentoring, academic and personal support services and other resources that support low-income students also includes pipeline programs such as the Undergraduate Rural Pathway Medicine Project. This program is currently serving 20 high-performing, low-income undergraduates, ranging from sophomores to

seniors, who are pursuing health careers to work in rural communities. The goal is to increase the number of rural North Carolina students applying to and being accepted in Carolina's School of Medicine.

Three program graduates are currently first-year UNC-Chapel Hill medical students and another is at George Washington University medical school. Another graduate is a second-year dental student at East Carolina University and several others are spending gap years as medical assistants.

In 2021, The Graduate School continued collecting data to assess the impact of dropping the Graduate Record Examination requirement for applications as part of a five-year pilot. The school's Administrative Board approved the change in spring 2020 amid concerns during the COVID-19 pandemic; increasing pressure from competitors that no longer require the GRE, and research that shows the GRE does not predict success in graduate school and suggests that it does not accurately assess the quality of applicants from underrepresented groups.

To date, over 80% of Carolina's graduate programs have opted out of requiring the GRE. Applications for fall 2021 were up by 20% over fall 2020, when those same rates were over 15% higher than fall 2019. These increases are consistent with reports from other institutions that dropped the GRE requirement.

Over 1,500 graduate and professional students who identify as Black, African American, American Indian/Alaska native or multiple races are currently enrolled in Carolina graduate programs.

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.

The University Diversity, Equity and Inclusion Council, which the Chancellor and Provost charged in 2020, advises the Vice Provost for Equity and Inclusion and Chief Diversity Officer and serves as liaisons to schools, the College of Arts & Sciences and other units. The 35-member council helps implement goals articulated in Carolina Next: Innovations for Public Good and promote knowledge, skills and best practices, as well as advises the Chancellor and Provost on structural changes.

In 2021, the Council charged several subcommittees to research key issues and share potential solutions for consideration as formal recommendations:

University Policy Equity Review — Review existing campus-wide policies and procedures to determine potential inequities that would affect all campus community members.

University Data and Metrics — Review data and metrics for students and employees to determine potential disparities in recruitment, retention, graduation and promotion.

Education and Community Engagement — Conduct a comprehensive review of existing educational training programs for students, faculty and staff; recommend comprehensive cultural education programs for students, faculty and staff; and suggest best practices for institutional change.

Organizational Development and Leadership Accountability — Survey and understand current practices, recommendations and plans for the structure, educational development and best practices for schools, units and administrators.

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.

Expanded managing bias training — Building on the success of an initial equity and inclusion training course completed by faculty and staff in 2021, Diversity and Inclusion expanded its online offerings to add a suite of trainings available to faculty, staff, students and senior administrators. Campus stakeholders also participated in tailored workshops and retreats covering topics including "Understanding Microaggressions," "Psychological Safety and Inclusion," "Power and Positionality" and "Inclusive Leadership and Effective Teams."

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.

In 2021, the University Diversity, Equity and Inclusion Council charged two subcommittees with reviewing metrics in use at the University level and within schools and units to track and assess the effectiveness of diversity, equity and inclusion initiatives. One subcommittee was dedicated to examining metrics related to reducing achievement gaps and increasing academic success and completion rates for all students. The other subcommittee concentrated on identifying measures of success in faculty recruitment, retention and equity in tenure and promotion outcomes and faculty salaries. The subcommittees will present recommendations to the council for discussion and adoption in spring 2022.

Diversity and Inclusion worked with Institutional Research and Assessment in 2021 to develop a plan for surveying all faculty, staff and students concerning their perceptions of the campus climate. These surveys, which will gather feedback on a wide range of campus stakeholders, are scheduled to be administered in fall 2022.

The University participated in the 2021 Collaborative on Academic Careers in Higher Education survey of faculty administered by Harvard University. Items from this survey, which assesses faculty perceptions concerning many dimensions of their roles and work environments, help to examine differences in satisfaction across gender, race/ethnicity and other identities at UNC-Chapel Hill and to establish benchmarks with similar institutions.

The Faculty Council's Committee on the Status of Women, Fixed Term Faculty Committee and Faculty Welfare Committee collaborated to review existing data on faculty salary equity by gender and race/ethnicity and explore best practices at other research institutions for establishing ongoing processes for analyzing and monitoring progress in closing gaps.

1.3.4: Foster a culture of accountability for the Carolina community through education and training in diversity, equity and inclusion. Create a common framework and language that exhibits one's knowledge and understanding of diversity, equity and inclusion. Develop annual educational and training goals for all senior leaders that are actionable and measurable.

In fall 2021, a working group appointed by the University Diversity, Equity and Inclusion Council began conducting a review of existing educational training programs for the campus community. The subcommittee will make recommendations during 2022 for a framework to guide programming for students, faculty and staff and to establish and measure the effectiveness of educational and training goals for senior leadership.

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

UNC-Chapel Hill partnered with North Carolina Agricultural and Technical State University to build cross-university research collaborations. Both campuses designated $500,000 for each of two years to pilot a kick-start of cross-linking faculty research projects in four main areas: data science, environment and climate, cybersecurity and health disparities. A joint request for applications produced 31 proposals for evaluation in a two-stage process for funding. The goal is to build capacities for interdisciplinary and diversity-focused research on both campuses. N.C. A&T, the nation's largest HBCU campus, aspires to seek classification as a research-intensive university.

For the first time, the University offered a pro bono coaching program for faculty members representing diverse backgrounds in 2021. In collaboration with a consulting firm, the Office of the Provost and the Vice Provost for Equity and Inclusion and Chief Diversity Officer provided 93 faculty members ranging from assistant professors to full named professors with formal coaching. Participants logged 227 total coaching hours in either group (nearly 39%) or individual (61%) sessions. Nearly 88% of faculty surveyed afterward said they would consider working with a professional coach again in the future.

The Executive Vice Provost offered multiple promotion and tenure workshops in 2021 to diverse faculty groups, including those in Targeting Equity in Access to Mentoring (TEAM) ADVANCE and the Carolina Postdoctoral Program for Faculty Diversity.

1.3.6: 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 for staff created as well.

Targeting Equity in Access to Mentoring (TEAM) ADVANCE, based in the Center for Faculty Excellence, conducted mentoring and development across career stages programs for over 200 faculty members in 2020–2021 as part of its second full year of programming. Early results of this National Science Foundation-funded initiative have helped catalyze a culture of active, equitable and effective mentoring for faculty.

Seventy-three faculty participated in the program's Peer Mentoring Circles; 55 were early career and 18 were mid- or senior-career. Nine small groups of early-career faculty met monthly for discussions facilitated by two experienced mid- or senior-career faculty facilitators through a curriculum supported by professional development workshops. A qualitative study revealed the value of safe spaces for discussion, interdisciplinary networking, connecting with peers of similar social identities and building relationships with senior faculty.

Women ADVANCE Leadership supports mid-career faculty in developing career goals, building a support network and defining leadership identity. Besides learning about leadership values, strengths and influence, 29 of 30 participants started leadership change projects, including re-establishing the Chancellor's Caregiving Working Group and departmental initiatives to advance diversity, equity and inclusion in policies and practices.

As of December 2021, over 100 faculty had received TEAM ADVANCE Faculty Mentor Training, which supports faculty of all career stages in enhancing their skills and capacities for mentoring junior faculty. Participants learned how racial and gender inequities can affect faculty success and qualities of effective mentors, as well as articulated their own mentoring philosophy. Trainers also collaborated with The Graduate School in 2021 to expand instruction in a workshop series for faculty who mentor graduate students.

1.3.7: 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.

Valuing Inclusion To Attain Excellence (VITAE) Hiring Program — After a year-and-a-half pause of this program, the University negotiated 18 new hires in fall 2021 and spring 2022. Several other potential hirings were pending. These gains represent a marked increase touching multiple departments and schools. Of these hires, four are current Carolina Postdoctoral Fellows for Faculty Diversity (see related story.) As of 2020–2021, 125 of the hires over the course of the hiring program's history were tenured UNC-Chapel Hill faculty members. Eighteen others had left, retired or were deceased; an additional 40 had resigned to accept competitive offers.

The Carolina Latinx Center sponsored a 2021 kick-off event to celebrate Latinx Heritage Month in the Pit.

Feature

Photo by Megan May/UNC Research

The 2021–23 Carolina Postdoctoral Program for Faculty Diversity Scholars pose in front of South Building. Back row: Patrece Joseph, Kayla Fike, Earnest Taylor, Tamera Hughes. Front row: Edem Klobodu, Daniella Reboucas and Jamilläh Rodriguez.

Building a rich intellectual community

For almost 40 years, the Carolina Postdoctoral Program for Faculty Diversity has prepared scholars from different backgrounds for faculty careers and the tenure process. Over 204 scholars have participated since 1983, and 69 of them were hired into tenure-track faculty positions at Carolina.

The postdoctoral program welcomes scholars in all disciplines across campus, and the 12-member 2021–2023 cohort includes specialists in epidemiology, pharmacy and marketing. The mission: prepare scholars from diverse backgrounds for possible tenure-track appointments at Carolina and other research universities by guiding fellows through the academic career process. The two-year fellowship includes an annual stipend, travel and professional development.

"It made me fall in love with Carolina," said Hugo Méndez, Assistant Professor of Religious Studies and a 2016–18 cohort member. "It made me excited to be a part of this place. And I think it really equipped me to be very successful once I was hired. … It's part of what gives our faculty the vitality and dynamism that it has, and I think it just ripples across the University."

▶ **READ MORE ABOUT THIS STORY**
unc.edu/discover/building-a-rich-intellectual-community

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.

2021 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 — Thrive Hubs are an innovative and collaborative approach for optimizing holistic student support using a case management strategy from admissions acceptance through graduation. Although ensuring student success is not solely the responsibility of a single campus office, the student experience can be affected by silos, reporting lines and divisions. Hubs are integrated to deliver student support in a sustainable manner that welcomes experimentation, is scalable and focuses on continuous improvement.

Carolina began expanding the Thrive Hub model in 2020, and careful evaluation of those early results informed continued progress in 2021. Highlights included the following:

Key new staff hires — The University further invested in the Thrive Hubs transition with new hires including a Senior Assistant Dean, Hub Director, four Assistant Directors, 10 Thrive Advisors and a Department Manager. Revised performance goals evaluate employees based on knowledge, assessment and data analysis and exploration of diversity, equity and inclusion concepts. Non-essential committee and project work were eliminated so staff can engage more intentionally and increase student contact. Hub employees worked remotely as part of a campus pilot expected to increase satisfaction and retention based on

meeting proven business objectives and increased student demand for virtual advising.

Streamlined graduation review processes — Staff incorporated a newly improved Tar Heel Tracker degree audit tool into graduation review and clearance processes. Staff cleared 99% of 605 December 2021 graduates online instead of manually, reducing by 50% the days needed from six to three. These improvements give valuable time back to Thrive Advisors for meaningful interactions with students.

New online self-service tools — The University introduced a new chatbot to help students find answers to routine questions 24/7 and an enhanced appointment scheduler. These improvements resulted from a partnership joining resources and expertise from the offices of Scholarships and Student Aid, Cashier, Registrar and Undergraduate Education.

Technology solutions to improve advising metrics — In lieu of commercial student success software, campus information technology professionals developed their own dashboards to provide Thrive Advisors with more complete information about students' progress toward their degrees. These dashboards are a work in progress that will be improved with further input from Thrive Advisors.

Additional teaching duties for advisors — During spring and fall 2021, all Thrive Advisors taught a section of "College Thriving," a transition course for first-year students, in addition to advising duties as part of a strategic decision to maximize funding previously committed by the Office of the Provost to enhance these roles. Advisors taught six course sections to prepare for the new case load model implementation in 2022. All new first-year students are required to take "College Thriving" in the new curriculum. Advisors teaching this class in fall 2022 will undergo training sessions this summer. This approach positions advisors to develop relationships with students faster over 15 weeks in a low-pressure classroom setting.

Ongoing strategic planning — Program leadership is examining potential solutions to address three priorities for fully implementing the Thrive Hubs model: adding dynamic office spaces, securing additional resources to meet the rising needs of students interested in health professions and developing more technology infrastructure and tools.

Advisors working in dynamic, agile office spaces can more efficiently and effectively meet the diverse needs of students. Hybrid work schedules, "hoteling" and other options are under consideration.

Thrive Hubs advising staff developed a new flag in the student information system and added questions to surveys used in the "College Thriving" course to glean more insights about why more students plan to major in health professions fields.

Leadership is evaluating options for building real-time data dashboards, course planning and exploration tools to support a holistic case model approach to student success.

Students walk through historic Polk Place on the first day of 2021 fall semester classes.

2.1.2: Incentivize and support faculty engagement for student success.

The new general education curriculum that launches in fall 2022 increases opportunities for faculty to engage with early-career students in courses and on projects, mid-career students in their majors and graduating students with capstone courses and other high-impact experiences. The following components were completed in 2021 and were ready for implementation in 2022–2023:

- **First-year seminars and launch courses requirements** — With all incoming students taking a first-year seminar or a first-year launch course, more faculty than in the past will have the opportunity to teach small groups — 24 in the first-year seminar; 35 in the first-year launch. The increased community and close relationships formed in classrooms among students and faculty over a semester will bring student success to the forefront of these learning experiences.

- **Required "College Thriving" course** — All incoming students — 19 per section — will be taught by academic advisors who offer holistic support as well as some faculty who are eager to engage with students early in their academic career. Students will connect with their academic advisor or faculty instructors over a semester in a formal class setting to discuss topics such as what it is like to be a student in a large public research university, wellness and the science of learning.

- **High-impact experiences** — The new graduation requirement to participate in high-impact experiences including research and discovery aims to involve closely mentored work with faculty.

- **Graduate research consultants** — The Office of Undergraduate Research will provide paid support to graduate students to elevate the research component of a course for undergraduates, benefitting the faculty member, the graduate student consultant and the students.

Feature

Thrive Hubs will help power new undergraduate curriculum launch in 2022

Students studying near the Student Union during spring semester 2021.

Next fall, Carolina undergraduates begin classes that meet general education requirements in a new curriculum that aims to prepare graduates for success in a data-driven world.

The IDEAs in Action Curriculum, approved by Faculty Council in 2019, features changes including a more structured first-year experience; courses covering "focus capacities" such as ethical and civic values; and experiences fostering reflection such as internships, service learning and study abroad. One required course, "Ideas, Information and Inquiry," will be taught by three professors from different disciplines around a common theme. Students will examine and contextualize data using a hands-on approach while learning that difficult problems are often approached using multiple disciplines and perspectives.

The new curriculum has factored heavily into the work for Carolina Next: Innovation for Public Good's second initiative, Strengthen Student Success. In concert with curriculum requirements, the campus has developed a more systematic approach to holistic academic advising using a case load model called Thrive Hubs. This approach allows advisors and faculty to offer student-centered instruction, communication and collaboration throughout the curriculum and foster a closer tie to students' academic performance.

"The Thrive Hubs are our vehicle for interacting with undergraduates from the moment they receive their acceptance letter to Carolina all the way through graduation," said Abigail Panter, Captain of the Strengthen Student Success initiative and Senior Associate Dean for Undergraduate Education in the College of Arts & Sciences.

"The Thrive Hubs allow us to ensure that important messages about students' academic paths are conveyed equally and consistently during all of their Carolina years," Panter said. "For example, there are certain milestones students should be reaching each year. Part of accomplishing these goals requires making sure information and advisors are available to everyone.

"We've developed an entire set of assessment approaches to understand the student learning that occurs for each component of the general education curriculum to prepare Carolina students to be lifelong learners. At the forefront of our minds is not only marking the success of the work we're doing, but also finding ways to share these milestones with everyone to hold ourselves accountable."

▶ **READ MORE ABOUT THIS STORY**
thewell.unc.edu/2021/02/22/ensuring-student-success

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

Grading and course registration — In 2021, the University addressed several barriers to student success through improved policies and processes among the offices of Academic Advising, Undergraduate Curricula and University Registrar for issues including major and minor grade-point average requirements and temporary grade policies. The professional schools and University Registrar also worked to standardize, streamline and measure the pass/fail process across units. In collaboration with Operational Excellence (see also Strategic Initiative 8), the University Registrar implemented a multi-wave course registration process that has resulted in fewer student complaints and more intentional filling of courses. Future projects include redesigning the seat waitlist approaches to better project seat demand over multiple years.

Improved degree audit documentation — As a quality check, the Office of the University Registrar reviews Tar Heel Tracker reports to identify any unfulfilled requirements for students who graduated. Of 606 undergraduates who graduated in December 2021, that check flagged only one issue that was later explained. This partnership of Academic Advising program advisors and University Registrar staff is improving service to students, freeing up valuable time for advisors to interact with students and develop meaningful connections, and ensuring accurate documentation that students have completed all graduation requirements.

2.1.4: Develop and assess ongoing educational resources for faculty and staff in supporting student mental health and well-being to ensure equity across academic disciplines and programs.

Innovative health and well-being resource website — With pandemic-related mental health concerns growing, Student Affairs developed a new Heels Care Network website, which publicly launched in early 2022 with links to 24/7 support, a filterable database of mental health resources to support all campus community members, suicide prevention resources, links to trainings such as Mental Health First Aid, an anonymous care referral form for anyone to report concerns

about a student and a live chat feature staffed by trained student peer supporters. Completing this website fulfilled one of the major recommendations of the 2019 Mental Health Task Force.

Peer support programs — Peers for Progress, developed by the Gillings School of Global Public Health to support trained student peer supporters, created the LSN (Listen, Support, Navigate; pronounced "listen") initiative to support students and help them find mental health resources. The group, which meets biweekly, responds to chat requests on the Heels Care Network website and plans to expand these offerings.

Technology support for mental health services — Initiated an agreement with Uwill, a campus-focused teletherapy program; Counseling and Psychological Services facilitated 127 referrals in 2021.

Evaluation of policies and programs — Partnered with the JED Foundation to become designated as a JED campus. This nationally recognized resource center provides access to experts and resources to help the University enhance its capacity to prevent and respond to mental health issues.

Mental Health Summit — The University hosted its first Mental Health Summit (see related story) in fall 2021, focusing on topics such as prevention and crisis services and fostering a campus culture of compassion and care. Follow-up outcomes included a seminar series in spring 2022 and plans for a colloquium and another seminar series in fall 2022.

Samantha Meltzer-Brody, Psychiatry Department Chair, and summit co-host, speaks about mental health issues on campus at a Board of Trustees meeting.

Counseling and Psychological Services — Carolina significantly improved mental health services available to students with enhanced accessibility, greater ease of navigability and expanded offerings that provided a more supportive, affirmative experience. Counseling and Psychological Services experienced a 28% increase in visits including triage, brief therapy, urgent/crisis and referral management during the first seven months of the 2021–2022 academic year compared to the same period in the prior year.

The University's response to support increased student demand at Counseling and Psychological Services included:

- Committed, at the Chancellor's direction, additional resources in fiscal years 2022 and 2023 through allocations from the campus security fee, which funds campus security initiatives, to increase the number of therapists as well as further fulfill recommendations of the 2019 Mental Health Task Force. This total new investment of over $221,000 funded a therapist for the Multicultural Health Program in fiscal 2022 with expertise and interest in the Asian-American and Pacific Islander communities.

- Received UNC System Board of Governors final approval to increase the mandatory student health fee by $10 in fiscal 2022 to support mental health access, treatment and prevention services and create a long-term funding source for the Multicultural Health Program to enhance support for students of color and diverse communities.

- Embedded a new counselor position at the School of Law to help cultivate a supportive environment. Similar resources are being added in the Gillings School of Global Public Health, Hussman School of Journalism and Media and School of Medicine.

- Implemented ProtoCall, an outside service that picks up calls to the Counseling and Psychological Services phone number after hours and answered 1,015 calls in 2021.

- Offered 43 therapy groups that supported the needs of 327 students in 2021.

- Provided significant on-site support in response to student deaths on campus.

- Developed an agreement with the Department of Psychiatry, School of Medicine, for additional medication management support to begin in fall 2022.

- Partnered with the Eshelman School of Pharmacy to support a Pharm.D. Fellow dedicated to psychiatric services and medication management.

- Collaborated with the School of Social Work to support a Social Work Intern to work with primary-care providers in referring students who have immediate mental health needs for appropriate treatment.

- Participated in two UNC System advisory board projects examining opportunities for shared psychiatry services and using insurance billing that could help cover the costs of providing additional mental health resources.

Feature

Carolina responds to national mental health challenges with summit

When October 12, 2021, University Day, became a mental health day for the campus community, people wrote uplifting messages in chalk on the brick sidewalks.

During a virtual Mental Health Summit in November, students, faculty, staff and parents voiced concerns and diverse perspectives about an ongoing national crisis that reached new levels during the pandemic.

COVID-19 created a "mental health tsunami" on campus, said summit co-host Samantha Meltzer-Brody, Assad Meymandi Distinguished Professor and Psychiatry Department Chair.

Panelists at the summit shared concerns from their groups including timely access to Counseling and Psychological Services; work demand pressures among graduate students already dealing with academic stress; expectations for faculty to both teach and help address students' mental health concerns; and staff coping with added job duties because of vacant positions.

"As chancellor, a professor and a parent, my heart breaks for the suffering that goes unnoticed all too often on our campus," said Chancellor Kevin Guskiewicz. "The solutions to this crisis will not come quickly and easily. It will take a sustained effort."

Summit organizers stressed the event was a response to campus concerns about student suicides during fall 2021, as well as part of an ongoing commitment to address the findings of a Mental Health Task Force's 2019 report with nearly 60 recommendations — two-thirds of which had been enacted or were ongoing last fall.

The summit focused on the mental health of students and how other parts of the Carolina community can help support them. The longest morning session featured the voices of student government leaders, students involved in the Peer2Peer and Healthy Heels Ambassadors programs, student-athletes and a representative from the Latinx student organization Mi Pueblo.

At the summit, University leaders announced next steps including:

- A partnership with the JED Foundation and official designation as a JED campus. JED, a nationally recognized resource center, provides access to experts and will improve the University's ability to prevent and respond to mental health issues.

- Future Mental Health Summit Seminars to address related topics such as faith, addiction and substance use, intimate partner violence and vulnerable populations.

- Upcoming Mental Health Colloquium in fall 2022 to focus on crisis services, prevention and a campus culture of care and compassion.

▶ **READ MORE ABOUT THIS STORY**
thewell.unc.edu/2021/11/16/mental-health-summit-participants-we-need-more-resources-better-communication

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 2021, the University continued to advance the development of data resources to give faculty a more nuanced view of students' backgrounds, educational experiences and progress to degree. Examples of progress included:

• Started designing a single faculty portal with key information and technology to help instructors better understand their students by having access to their course information over time, My Course Analytics Dashboard, Department Profiles and Grade Distribution Dashboards and other resources that currently require going to multiple online locations to access.

• Designed a visualization platform for student evaluations of teaching in collaboration with the Department of Computer Science.

• Conducted technical assistance sessions in response to other institutions' interest in Carolina's My Course Analytics Dashboard. The College of Arts & Sciences collaborated with the Office of Institutional Research and Assessment to conduct the sessions and develop instructions and a video.

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 continued to prepare in 2021 to launch the new general education curriculum, IDEAs in Action (see related story), in fall 2022 for all incoming students. Key features include:

A more structured first-year experience — An undergraduate's transition to Carolina will include learning experiences such as a first-year seminar and launch course, a "College Thriving" course, a multidisciplinary view of a major topic in an "Ideas, Information and Inquiry" course with data literacy, writing and global language.

Courses covering 10 focus capacities — These are the focus capacity areas: Aesthetic and Interpretive Analysis; Creative Expression, Practice and Production; Engagement with the Human Past; Ethical and Civic Values; Global Understanding and Engagement; Natural Scientific Investigation; Power, Difference and Inequality; Quantitative Reasoning; Ways of Knowing; and Empirical Investigation Lab. Recurring capacities that are components in each of these 10 courses include substantial intellectual work, communication and collaboration. The University has articulated student learning outcomes for each capacity that will inform curriculum improvement.

Time for reflection and integration — These experiences cover Research and Discovery, High-Impact Experiences (study abroad, internship, service learning, performance and undergraduate learning assistant), Lifetime Fitness, Communication Beyond Carolina and Campus Life Experience.

Examples of progress toward implementation included:

• Secured approval of the "College Thriving" course curriculum, had a team of pedagogy experts revise material for the course to be high structure, active learning, developed a pilot version for six sections offered in spring 2022, searched for a College Thriving director, and used Canvas, a new learning management system.

• Started recruiting and hiring Thrive Hub advisors, directors and other staff to support students in navigating the new curriculum.

• Launched the IDEAs in Action website.

• Conducted training workshops to introduce advisors, faculty and staff to the new curriculum.

• Developed a planning tool and checklist for incoming transfer students to determine course credits and how they apply to the new curriculum.

• Designed a general education requirements dashboard in in the ConnectCarolina Student Center to enable students to identify their progress in completing the curriculum.

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

Required data literacy course — During 2021, faculty successfully piloted the new data literacy course required in the IDEAs in Action general education curriculum. The course will cover basic information in data structures, collection, ethics, analysis and presentation as well as introduce students to tools professionals use in working with data. The Department of Linguistics, which administers this remote asynchronous learning experience, hired a director to oversee implementation in fall 2022.

Data science minor — This new minor, launched in fall 2021 by the College of Arts & Sciences, introduces students from any discipline to data science methods and applications while also providing opportunities to explore its complex interactions with modern society. The minor allows students to choose coursework from many different departments, encouraging them to explore using data science in their main field of study. Sixty-four seniors were scheduled to graduate with the minor in spring 2022, and the new offering quickly attracted 367 total students. (see also Strategic Initiative 4: Discover)

All students will develop core competencies in:

• **Data and computational thinking** — Computing tools and coding methods needed to gather, manipulate, visualize and analyze data.

• **Data and statistical thinking** — Data-driven statistical analysis, focusing on a hands-on approach to making inferences and predictions to learn from data.

• **Data, culture and society** — The social, political, cultural and ethical dimensions of data.

Data science major — The College of Arts & Sciences proposed a new data science major as part of campus-wide planning for a new School of Data Science and Society, which the Board of Trustees approved a feasibility plan for in 2020. Starting the new major is part of a multi-year phased approach to launching the new school.

2.2.3: Implement a data science Professional Science Master's program.

The original plan to implement a Professional Science Master's degree program shifted to an online Master of Applied Data Science in response to market analyses demonstrating a high demand for this degree credential. The Master of Applied Data Science was developed collaboratively by faculty from the departments of Computer Science, Statistics and Operations Research, and Mathematics in the College of Arts & Sciences; the Department of Biostatistics in the Gillings School of Global Public Health; the School of Information and Library Science; and the planned School of Data Science and Society.

The 30-credit degree program is designed primarily for working professionals to pursue on either a full- and part-time basis. The first cohort is scheduled to begin in fall 2023.

Digital and Lifelong Learning, with technical support from 2U, the University's primary partner to provide online program management services for campuswide digital services, are assisting in the development and launch of this degree program. The Graduate School will initially serve as the temporary home with plans for the program to eventually move to the future School of Data Science and Society.

The School of Information and Library Science celebrates its 90th anniversary throughout the 2021-2022 academic year.

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.

Post-pandemic instructional planning — The Continuity of Teaching Collaboration, developed in the 2020 response to the COVID-19 pandemic, continues to play a key role in identifying training needs and implementing solutions. The group is led by Digital and Lifelong Learning, leveraging a partnership with the Center for Faculty Excellence and Information Technology Services Educational Technologies, and includes faculty and staff representing 16 academic and support units. The group provides a cross-campus voice for instruction in all programs and formats, facilitating communication and supporting quality education through leadership, resources, training, policy recommendations and more. In 2021, Continuity of Teaching maintained the Keep Teaching website, which served as a portal for group training, one-on-one consultations and resources to help instructors navigate changing teaching needs and expectations throughout the evolving pandemic.

Evaluation framework for online courses — In 2021, the Continuity of Teaching Collaboration started developing a framework that leverages the Quality Matters model, a faculty-centered peer review process for defining, training and assessing the quality of online courses. As a first step, Digital and Lifelong Learning sponsored formal training for faculty. Participants spanned instructor and support roles, providing direct training for instructors and deepening support resources available to them. Increasing the number of people certified to facilitate trainings and review courses will help boost the number of trainees and advance development of an overall quality assessment framework.

Instructor training for online summer courses — Summer School and Digital and Lifelong Learning provided an instructor stipend, intensive training over either two or four weeks and instructional design and development support for 60 instructors who developed and taught online courses during summer 2021. Topics included online pedagogy, course design fundamentals, aligning course activities and assessments with course objectives and collaborating with peers as well as instructional designers.

2.3.2: Launch the Digital Lifelong Learning Initiative.

During 2021, Digital and Lifelong Learning continued planning for its reorganization and implementing other activities to promote its mission of working with units to support the development of digital programs and pedagogies as well as other flexible and non-traditional learning experiences for students.

The plan to reorganize units under Digital and Lifelong Learning positions this central office to explore and support growth in programs and services while continuing to assist existing programs. Program leaders in campus units can leverage services including marketing, course development and event management. Summer School moved under Digital and Lifelong Learning in late 2021 to become the first new program area. Four other academic units are considering online graduate degree programs that Digital and Lifelong Learning would support in partnership with 2U.

Digital and Lifelong Learning completed an environmental scan of how campuses support non-degree seeking students. The results will inform updates to policies and systems to better serve all types of visiting students taking credit courses from pre-college through postgraduate degrees. Digital and Lifelong Learning launched "The Download" email newsletter to regularly engage campus stakeholders. These outreach activities prompted more units to seek guidance on developing new programs or formats, as well as to request support of both credit courses and professional continuing education programs.

2.3.3: Complete assessment of new learning management system and implementation of system and tools as appropriate.

Information Technology Services Educational Technologies and Digital and Lifelong Learning piloted the Canvas learning management system for a small number of courses in fall 2021 and expanded the pilot in spring 2022 to include multiple schools and course types. If the pilot remains successful, plans call for making Canvas available across campus as early as fall 2022. The University will also use Canvas in 2U-supported graduate programs and Digital and Lifelong Learning continues to pilot its use for professional continuing education. Making the Canvas platform available across programs and delivery modes will provide more opportunities for sharing resources and create a more consistent experience for faculty and students.

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.

2021 Progress and Accomplishments

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

3.1.1: Adopt Modernizing Student Support Working Group recommendations for student career preparation such as to develop more efficient and integrated partnerships between and across units — for example, more closely aligning College of Arts & Sciences Academic Advising and University Career Services — to optimize all aspects of student navigation from matriculation to graduation.

Partnership with PeopleGrove — A group of 13 campus collaborators developed plans for a networking and career development hub that would integrate the work of campus units and University Career Services. The University will partner with PeopleGrove to launch a technology platform that can serve both students and alumni, with implementation expected in fall 2022.

Graduate School initiatives — The Graduate School established career development programs including:

- CareerWell, which includes initiatives with local companies and is open to graduate students as well as alumni and working professionals.

- Partnerships with campus units such as the Pre-Graduate Education Advisory Program in University Career Services and the Summer Undergraduate Pipeline program, the recruiting arm of the school's Diversity and Student Success initiative.

- Targeted career development opportunities for students supported by fellowship programs.

- Options for specific career paths including the Graduate Certificate in Innovation, Leadership and Management, which is available to all graduate students for instruction on soft skills critical for career success in the private sector. Courses cover communications, leadership, project management, financial accounting and business culture.

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

The campus collaborators group that proposed the networking and career development hub for enrolled students also envisioned offering alumni specialized resources for job hunting and professional development throughout their careers.

Jeanne Brueggemann demonstrates a COVID-19 contract tracing call procedure.

Feature

Strada Network Grant creates new summer career opportunities for Covenant Scholars

Carolina Covenant Scholar and now a first-generation college graduate success story, Tyrell Carter aims to make it easier to start and run a business.

Since the Carolina Covenant started in 2004, the program has enrolled over 10,000 scholars and contributed to dramatically improved graduation rates among low-income students, especially for black and African-American men. The program provides qualifying students the opportunity to earn a Carolina diploma debt-free through a combination of scholarships, work study and grants. Support programs assist students from traditionally underrepresented backgrounds during all aspects of college life.

Now, a $250,000 grant from the Strada Education Network awarded in 2021 supports a new initiative to address disparities in summer funding and career development experiences for Covenant Scholars. Connecting Carolina Covenant Scholars, a new initiative, helps students pursue and secure competitive careers in the post-pandemic economy and aligns with key objectives of the Enable Career Development strategic initiative of Carolina Next: Innovations for Public Good.

Covenant Scholars cited concerns about having to plan their summers around finances, the pros and cons of unpaid internships and feeling behind in career preparation in response to a survey conducted in spring 2021 to assess their experiences, including barriers to success. These students often need to forgo career-advancing experiences — internships, pivotal coursework, undergraduate research and global opportunities — in favor of less meaningful jobs to cover expenses during summer when less financial aid can cover educational-related expenses.

With the Strada Education Network funding, Connecting Carolina Covenant Scholars includes the Career Accelerator Program, which guides students through career readiness experiences offered through University Career Services and connects them to mentors, liaisons in professional schools and alumni in their fields of interest. The grant will support about 50 Covenant Scholars during summer 2022.

"These grant funds from Strada are a critical advancement in making summer opportunities more accessible for low-income students," said Candice Powell, Carolina Covenant Director. "This effort will also help our University continue its commitment to making meaningful career-preparation experiences a part of every Carolina student's story and our work to ensure that income is not a barrier to access, opportunity and engagement."

▶ **READ MORE ABOUT THIS STORY**
   campaign.unc.edu/story/strengthening-student-success

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.

Early impact staff hiring — This initiative responded to employee feedback gathered by Operational Excellence (see Strategic Initiative 8: Optimize Operations), which focuses on creating high-functioning administrative operations to support Carolina's mission. A common theme in feedback from unit-level human resources professionals concerned the difficulty in maintaining top candidates during searches because of the length of time from job posting to hiring. Using weekly meetings and holistic metrics, in addition to monitoring school and division trends, a design team of representatives across campus identified process improvements toward the goal of recruiting and hiring staff employees subject to the State Human Resources Act of North Carolina within 45 days and exempt non-faculty employees exempt within 60 days. Through the end of 2021, these targeted efforts reduced the average time to hire from 76 to 48 days for staff and from 100 days to 54 days for non-faculty. In addition, results from surveys of hiring managers indicate that over 90% hired their first-choice candidate.

Future of Work Design Team — This team developed a campus-wide framework for determining long-term flexible work location options for employees. The design team completed its work in December 2021 and the framework is being implemented in 2022. (see related story and Strategic Initiative 8: Optimize Operations)

Human Resources and Equal Opportunity and Compliance also worked on the following improvements in 2021:

Application improvements — Staff streamlined the process for coding applicants' status in the information system, increasing the efficiency of tracking, and updated and modernized the landing page job seekers use on the careers website.

Flexible work pilot project support — Staff updated the Flexible Work Arrangement Policy and created a pilot project for select departments and units allowing managers to offer employees more scheduling and work location options. Posting the updated policy language, "The University is currently piloting a flexible work arrangements program, and this position may be eligible to participate in the program based on the hiring unit's business needs," helped increase applicant pools for open positions.

Global Hiring Working Group — Staff appointed this group of representatives from seven central offices to address an increase in requests for employees to work abroad. The University may not employ or disburse payroll to people who live outside the United States, including U.S. citizens and foreign nationals. However, there are options for employing foreign individuals for University activities, research and teaching outside the country. The working group launched a Global Employment and Hiring webpage and contracted with Global Upside for professional employer organization services to support its work in reviewing and making recommendations about teleworking requests and if candidates should be hired. Other activity included automating the teleworking request form, standardizing routine export control and science and security questions, and automating workflow to streamline and improve the efficiency of the review process.

Virtual career fair recruiting — Staff representatives attended 14 virtual career fairs with a goal of increasing applicant pool size and to recruit candidates with disabilities, as well as minorities and veterans.

I-9 form and process enhancements — Staff improved the online process for requiring employees to complete a Federal Form I-9 to establish eligibility to work in the United States. The changes contributed to a smoother onboarding process for employees and improved compliance with federal and state Form I-9 and E-Verify requirements, helping Carolina to improve recruitment and retention in the hiring process. For example, when orientation sessions for all new employees moved to a virtual format in July 2020, the staff managing I-9 forms started holding in-person meetings to complete the forms with 753 new hires as of December 2021. That team also managed 117 remote forms for new employees participating in the orientation sessions.

New background check process — By developing and implementing an electronic personnel action request, staff created a new overhauled process for the campus and central units. These changes aimed to reduce administrative burden as well as improve recruiting and reporting by managing the [background check process](#) through ConnectCarolina. Between the launch of the new process in May and December 2021, staff completed 6,183 personnel action requests and identified another 542 unnecessary requests not required under campus policy. Flagging those latter requests saved Carolina at least $33,750 in vendor and internal fees at an average cost of $62.27 per background check. Transitioning to a new background check vendor service in December 2021 further decreased turnaround time and expedited the hiring process. As of February 2022, the vendor switch produced 1,095 completed background checks and reduced turnaround time by an average of .50 business days.

3.2.2: Implement the Talent Management System proposal from Human Resources and Equal Opportunity and Compliance.

Performance module implementation — In 2020, the University successfully launched Carolina Talent, a comprehensive human resources management system to support attracting, developing, engaging and retaining top staff. The next phase, adding a performance management module, streamlined the administrative process to provide a more professional, contemporary approach to evaluating work performance. This rollout included adding performance development plans for all permanent staff employees subject to the State Human Resources Act already linked to the learning module. (see below.) Adding that capability enables managers and employees to seamlessly search for and assign professional development opportunities tied to developmental and career needs.

Learning module enhancements — During 2021, additional schools, divisions and departments started using Carolina Talent to deploy professional development and compliance-related training. Examples include digital accessibility offerings for all staff and faculty, management training at the Eshelman School of Pharmacy and mandatory Clery Act training.

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

New online courses for staff — Human Resources and Equal Opportunity and Compliance created and offered several new online career development courses through Carolina Talent covering topics such as helping employees assess the status of their careers, setting career goals and marketing themselves for career growth at Carolina. Staff designed and developed additional in-person classes being offered in 2022.

Launch Master's in Applied Professional Studies — The UNC System Board of Governors approved a new Master of Applied Professional Studies, an interdisciplinary graduate degree program, in 2021 to serve adult learners seeking a flexible degree tailored to meet their unique career goals. Primary audiences for this program include University staff, military veterans and others who are interested in pursuing promotions or taking their careers in a new direction. At the core of the program are courses in professional fundamentals designed to provide students with skills — communication, leadership, financial and analytical — essential in any workplace.

LinkedIn learning competencies — Human Resources and Equal Opportunity and Compliance worked with LinkedIn Learning to offer employees access to a curated list of courses and videos tied to 27 key professional competencies across many different job types and classifications. Examples of topics include effective leadership, presentation skills, project management, financial and accounting and adaptability. These resources are available through playlists and recommended lists of training opportunities when employees use Carolina Talent Learning.

Feature

Reimagining work at Carolina for a modern workforce

Graphic courtesy of UNC Creative

Prompted partly by lessons from the COVID-19 pandemic, a Future of Work partnership spent 2021 developing long-term plans for on-site, hybrid and remote work that meet business needs, promote cost savings and increase employee retention.

The Future of Work project reimagined work on campus and developed guardrails for flexible arrangements. Driving that process was Operational Excellence, Human Resources and Equal Opportunity and Compliance and Finance and Operations.

Considerations included the end of a Flexible Work Location Pilot that allowed select units to explore hybrid and remote working arrangements based on business needs. A design team developed a Flexible Work Options Playbook to guide managers and staff for a 2022 launch.

"We know the workforce is changing, what people are looking for is changing and technology is changing. We want to create a modern workforce, offering flexible opportunities to our employees," said Becci Menghini, Vice Chancellor for Human Resources and Equal Opportunity and Compliance. "We need to balance that need with ensuring we're maintaining a world-class on-campus experience for our students."

▶ **READ MORE ABOUT THIS STORY**
thewell.unc.edu/2022/02/07/re-imagining-work-at-carolina

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

Digital work life and wellness classes — Human Resources and Equal Opportunity and Compliance added work-life and wellness classes to resources available through Carolina Talent Learning, providing greater visibility to current and upcoming offerings.

Wellness Wednesdays — During fiscal 2021, 510 employees participated in 31 online Wellness Wednesday sessions for an average of 16 participants per session. Between July and December 2021, 710 employees participated in 25 online Wellness Wednesdays with an average of 28 participants per session. Popular topics included unconscious bias, emotional intelligence, resiliency and burnout prevention.

Wellness Champions — During 2021, 31 employees served as Wellness Champions to promote wellness efforts in their school, division or department, up from 18 in 2020. Wellness Champions led a variety of activities including Miles for Wellness teams, mental health first aid training, yoga sessions, monthly wellness emails/newsletters and committee meetings, on-demand ComPsych employee assistance program sessions, a photography contest, trivia via Zoom, a scavenger hunt, wellness Bingo, massage, mindfulness/meditation sessions, gratitude challenge, a book club, community races and recipe exchanges.

Wellness Expo — Organizers converted this annual event, sponsored by Human Resources and Equal Opportunity and Compliance in partnership with 44 other University and community partners, to a virtual Wellness Week in 2021 to include employees working remotely. Over 300 more employees participated virtually — 1,022 total — than in person the previous year. The "Reset, Refocus, Renew, Restart, and Repair" program included 36 live health and wellness topics, fitness and cooking demonstrations.

Lucas Darden, general collections conservation supervisor, repairs a book at his desk in the Walter Royal Davis Library.

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.

The College of Arts & Sciences funded over 50 new permanent faculty positions in 2021, providing opportunities to expand expertise in key areas and meet demands for emerging disciplines.

As part of ongoing budget discussions, University leadership continues to consider how best to build and distribute funds to support critical retentions across schools.

Digital Lifelong Learning and the Center for Faculty Excellence partnered on several key initiatives during 2021, including a consortium and continuing programming to support faculty in teaching in an increasingly hybrid learning environment.

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

UNC-Chapel Hill received an extension to the Targeting Equity in Access to Mentoring (TEAM) ADVANCE grant from the National Science Foundation that has provided models for institutionalizing programs such as peer-mentoring circles and mentor training. Through 2021, this grant supported mentor training for over 100 faculty, helping to build capacity for faculty to support faculty. Most recently, The Graduate School and graduate education programs in the School of Medicine partnered to provide a workshop series for faculty who lead and mentor graduate students. These resources could be expanded to reach more faculty by making them available through the Carolina Talent site.

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.

Digital Lifelong Learning and the Center for Faculty Excellence expanded the 2020 Keep Teaching initiative, developed in response to urgent faculty training needs to convert to remote teaching during the COVID-19 pandemic, into the Continuity of Teaching consortium that will continue to support development of faculty expertise in online and hybrid teaching strategies. The initiative also extended support beyond faculty in the College of Arts & Sciences to include instructors from the professional schools.

The center supports faculty who teach in multiple formats with course design institutes, workshops, consultations and Conversations on Teaching, a weekly drop-in discussion session. The center's new Teaching Fieldnotes project enables faculty to share strategies in managing hybrid teaching and other challenging teaching environments with peers. In 2021, the center's Faculty Showcase on Teaching featured nationally recognized keynote speakers and spotlighted the accomplishments of Carolina teaching faculty during the two-day event, which over 200 participants attended.

The Center for Faculty Excellence, The Graduate School and TEAM ADVANCE have explored using the Carolina Talent employee management system to deliver and track trainings.

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.

Review of tenure and promotion policies — In response to recommendations of the 2019–20 Provost's Promotion and Tenure Task Force, all departments and schools completed reviews and revisions of their promotion and tenure policies and procedures. Notable changes included introducing the variable rack, allowing fixed-term faculty to convert to
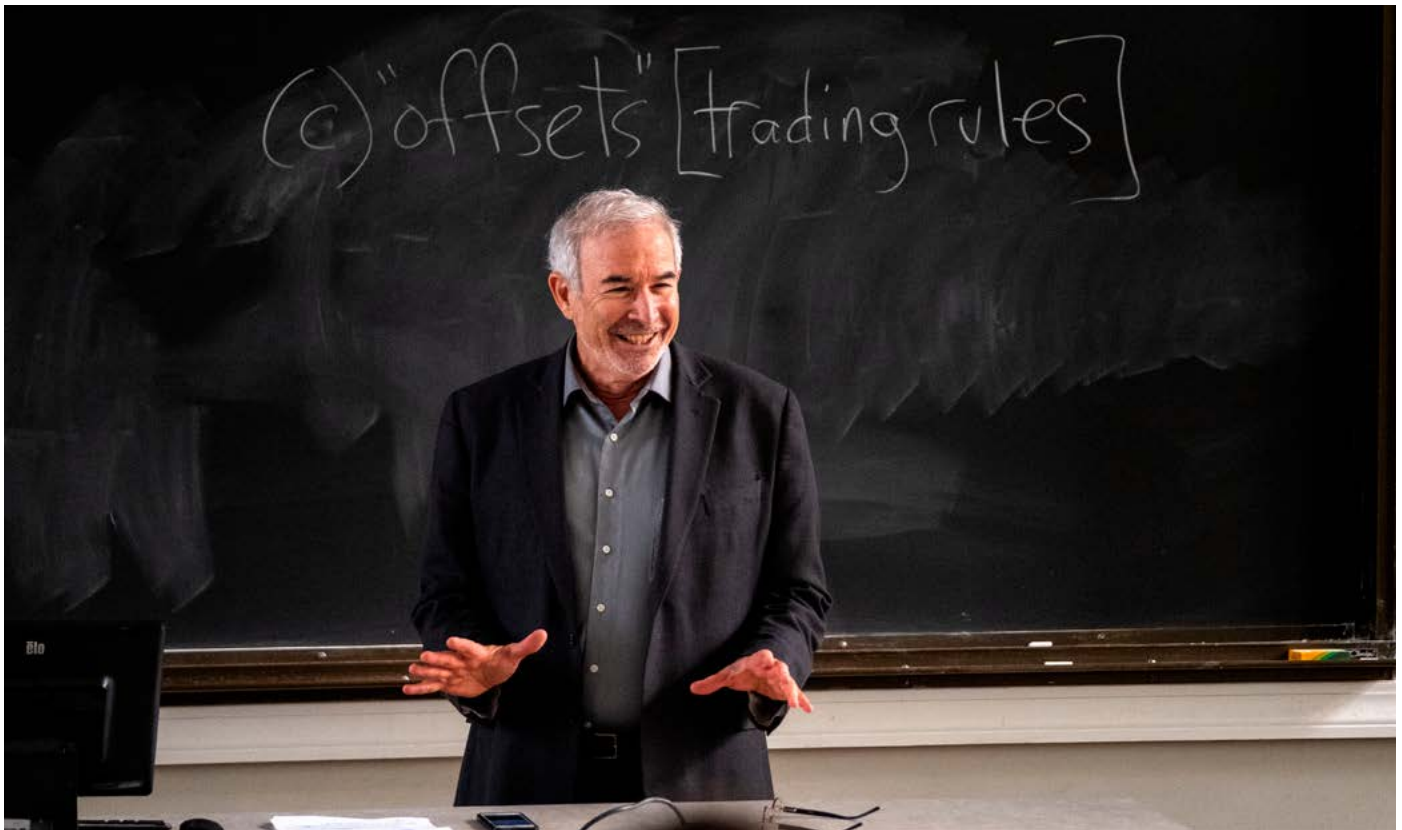
Donald Hornstein, Aubrey L. Brooks Professor of Law, teaches an environmental law class.

tenure-track, and the eliminating the "18-month rule" that delayed promotion of newly hired faculty. Unit leadership also communicated more explicitly the criteria and standards for promotion and tenure with faculty.

Communication of fixed-term faculty issues — The Faculty Governance Fixed-Term Faculty Committee administered a survey and hosted listening sessions to identify the needs of fixed-term faculty across campus. Committee members presented findings about issues such as appointment length, salary and promotion requirements to faculty groups and senior administrators.

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

Support for faculty work wellness includes much of the TEAM ADVANCE activities that promote effective and equitable mentoring practices and support for mentees in developing networks of mentors. TEAM ADVANCE initiatives, which reached over 200 faculty in 2020–2021,

connected faculty across campus about cohort mentoring, leadership training and Peer Mentoring Circles Program activities.

The TEAM ADVANCE professional development workshop series also addressed work-life balance. Analysis of participant feedback pointed to the value of building relationships with peers and senior faculty as well as sharing resources and networking, which further support efforts to sustain TEAM ADVANCE programs.

Support for child and family care is a key component of work wellness for faculty. The Faculty Governance Committee on the Status of Women worked with faculty in the Department of Surgery, School of Medicine to revive a previous campus task force on child care for the campus community including faculty.

Human Resources and Equal Opportunity and Compliance and other campus partners introduced Juggle, a child-care finding app available at a discounted rate, to faculty and staff.

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, researchers and students to respond to significant societal challenges from a wide range of perspectives. In 2021, Carolina's billion-dollar-plus research enterprise ranked as the 13th largest U.S. research university in volume and annual expenditures and 10th for federal funding. The University's successful research enterprise helps advance knowledge and culture, improves the lives of North Carolinians and is a major boon for the state's economy. Over 900 research projects directly addressed the health, education or well-being of Tar Heel residents in 2021. UNC-Chapel Hill has spun out 272 North Carolina businesses that today provide jobs for over 9,500 state residents and generate annual revenues of $13.9 billion. In addition, research on campus in 2021 supported nearly 11,000 North Carolina employees, $385 million in salaries and $96 million in purchases at thousands of businesses in 89 counties.

2021 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.

Planning for the School of Data Science and Society, endorsed by the Board of Trustees in March 2020, continued in 2021 with a full implementation plan scheduled for completion in spring 2022. (see related story) In 2021, University leaders shared updates about the school with faculty and the campus community, and many faculty asked how they could become involved. At this writing, leadership expects an active fall 2022, the original launch date, but with specific timing dependent on a pending state funding request.

Interdisciplinary data science research clusters — The school plans to launch small and large grant programs across campus to encourage research teams in critical areas to use data science to solve complex societal problems. These research programs aim to create convergent research clusters modeled after the highly successful internal Creativity Hubs and UNC Idea grant programs.

With the goal of building the data science community across campus, the University conceived and planned a new monthly seminar series, Carolina Data Science Now, in fall 2021 to highlight data science research already underway across campus and in North Carolina. The program started in January 2022.

Academic program development — In conjunction with long-range plans for the new school, Carolina is developing new Bachelor, Master (online and residential) and Doctoral (Ph.D.) degree programs in data science. Current plans call for the online Master and Bachelor programs to begin in

fall 2023, followed by the other degree programs. (see also Strategic Opportunity 2.2.2)

The University started two programs during the 2021–2022 academic year:

Certificate in Applied Data Science — Drawing on the expertise of the School of Information and Library Science, the University developed a new graduate Certificate in Applied Data Science for launch in spring 2022. This program equips students with the knowledge and skills to succeed in a modern workforce in which data science jobs are on the rise along with a wide range of data-driven professional roles.

Data science minor — The College of Arts & Sciences launched a new data science minor in fall 2021 to introduce undergraduates from any discipline to data science methods and applications. The minor enrolled 367 students including 64 seniors scheduled to graduate in spring 2022. (see also Strategic Opportunity 2.2.2)
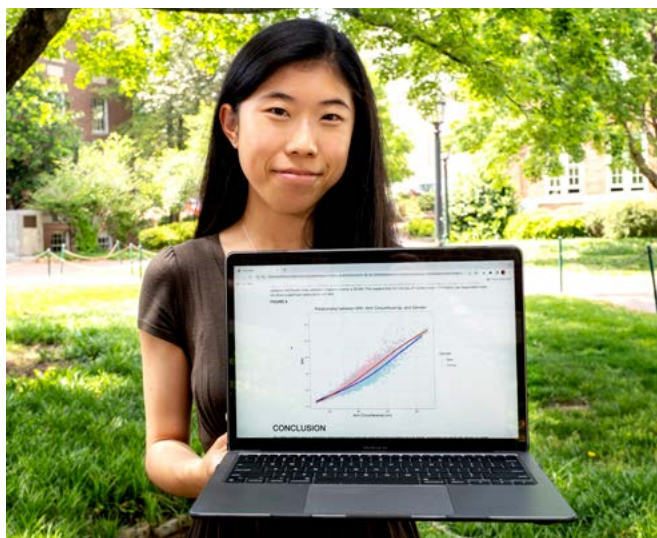
Shara He, a computer science major and one of the first students to graduate with a minor in data science, shows an image from a group project she worked on.

Feature

New data science school to leverage Carolina's many strengths

Graphic courtesy of UNC Creative

Launching in phases beginning in fall 2022, the new School of Data Science and Society will serve faculty, students and researchers.

A new School of Data Science and Society will be porous and open, allowing faculty, students and staff to move in and out of its collaborative environment while pointing everyone to Carolina's data-science research, education of students at all levels and service to the state.

Former Provost Bob Blouin commissioned a steering committee in 2019 that worked with over 100 faculty, staff and students on the school proposal. The Board of Trustees endorsed the school in 2020 as part of Carolina's strategic plan, Carolina Next: Innovations for Public Good and reiterated support in January 2022.

The school's mission is to:

• Deliver knowledge and skills for North Carolina to thrive in a data-driven world.

• Educate a diverse community of students to become the next generation of data science leaders.

• Serve society through innovative research with human-centric and ethical applications in fields such as genomics, health care, robotics and artificial intelligence.

University leaders cite other benefits to North Carolina, including supporting the economic health and well-being of rural and urban communities and developing a critical mass of workforce talent to help attract new industries.

> **READ MORE ABOUT THIS STORY**
> thewell.unc.edu/2022/03/25/new-school-to-leverage-carolinas-data-science-strengths

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

Streamlining clinical trials management — The University licensed OnCore, an enterprise clinical trial management system, and began implementing it into operations in 2021. Efforts to continue adding campus units to this platform continue in 2022. OnCore, which the Lineberger Comprehensive Cancer Center has used for years, will significantly improve and standardize how Carolina manages clinical research. Objectives of this initiative, sponsored by the Office of the Vice Chancellor for Research and the School of Medicine, include improving operational efficiencies and better understanding the full campus clinical research portfolio to strategically pursue growth areas. When fully functional, the system is projected to manage up to 1,000 active protocols annually and nearly 2,000 users.

Building on medical school pilot — This work aligns with a pilot in the School of Medicine's Clinical Research Support Office, a central unit that began operating in 2021 to support all human subjects research with a mission to enhance efficiency, collaboration, financial productivity, compliance and growth. This office is establishing additional standard operating procedures for clinical research in medical school units and partnering with Central UNC Research to improve campus clinical research infrastructure.

New clinical research tools — In 2021, the campus developed new initiatives for implementation in 2022 that include an electronic data capture for Food and Drug Administration-regulated studies, e-Consent and e-Regulatory platforms and technology to electronically store source data. These tools provide better streamlined management of information and regulatory processes. Central UNC Research is also developing a pipeline of staff talent in partnership with Durham Technical Community College.

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

Winston Initiative in Technology and Adolescent Brain Development — The College of Arts & Sciences leads a multi-year research initiative focused on the long-term links between technology use — including the internet and social media — and teen mental health. With a $10 million gift from the Winston Family Foundation, a new national center will further explore those issues and develop educational tools and videos for parents, caregivers and teens about using technology responsibly. (see related story)

Alzheimer's disease research center — School of Medicine faculty partnered with Duke University colleagues to establish a prestigious Alzheimer's Disease Research Center, part of a federally funded national network of similar centers. The Duke-UNC Alzheimer's Disease Research Center, one of 33 nationwide, focuses on identifying age-related changes across the lifespan that affect the development, progression and experience of Alzheimer's and related dementias. National Institutes of Health funding is expected to total $14.8 million over five years. The Duke-UNC center is part of a unique collaboration that began in 2019 between researchers on both campuses and now includes North Carolina Central and East Carolina universities as well as UNC-Pembroke.

Working group in key neuroscience areas — A new multidisciplinary working group conducted an environmental scan to identify areas of strength, competitiveness and opportunities to further advance Carolina's neuroscience strategy. The working group is refining its analysis and will present to other cross-campus working groups to develop recommendations and implementation steps. The Eshelman School of Pharmacy convened the working group in partnership with UNC Research, the Adams School of Denistry, School of Medicine, Gillings School of Global Public Health, School of Social Work and the College of Arts & Sciences.

Feature

Technology's effects on teen brain development focus of new center


A new research center will examine the long-term effects of technology and social media use on teen social and emotional development, thanks to a $10 million gift from the Winston Family Foundation. The Winston National Center on Technology Use, Brain and Psychological Development will create more tools for parents, caregivers and teens to make better-informed choices about how they interact with technology and social media.

James Winston Jr., a director of the Winston Family Foundation, has decades of experience in the addiction field. He has seen powerful and alarming correlates between increased device use and addiction and was driven to jumpstart the original educational initiative, the Winston Family Initiative in Technology and Adolescent Brain Development — or WiFi — in partnership with Carolina in 2018. As the original seed grew and the narrative coalesced around increasing concern for adolescent mental health, it became clear that more needed to be done not only to educate parents, but to establish the neurobiological science behind the trends. The Winston National Center is the next step in that effort.

Mitch Prinstein, John Van Seters Distinguished Professor of Psychology and Neuroscience, and Eva Telzer, Associate Professor of Psychology and Neuroscience, serve as co-directors of the new center. Their preliminary research shows teenagers spend over eight hours daily on cell phones, with considerable time on social media. The Winston National Center will further explore the links between teens' online behavior and mental health symptoms.

▶ **READ MORE ABOUT THIS STORY**
unc.edu/posts/2022/03/22/winston-family-foundation-gift
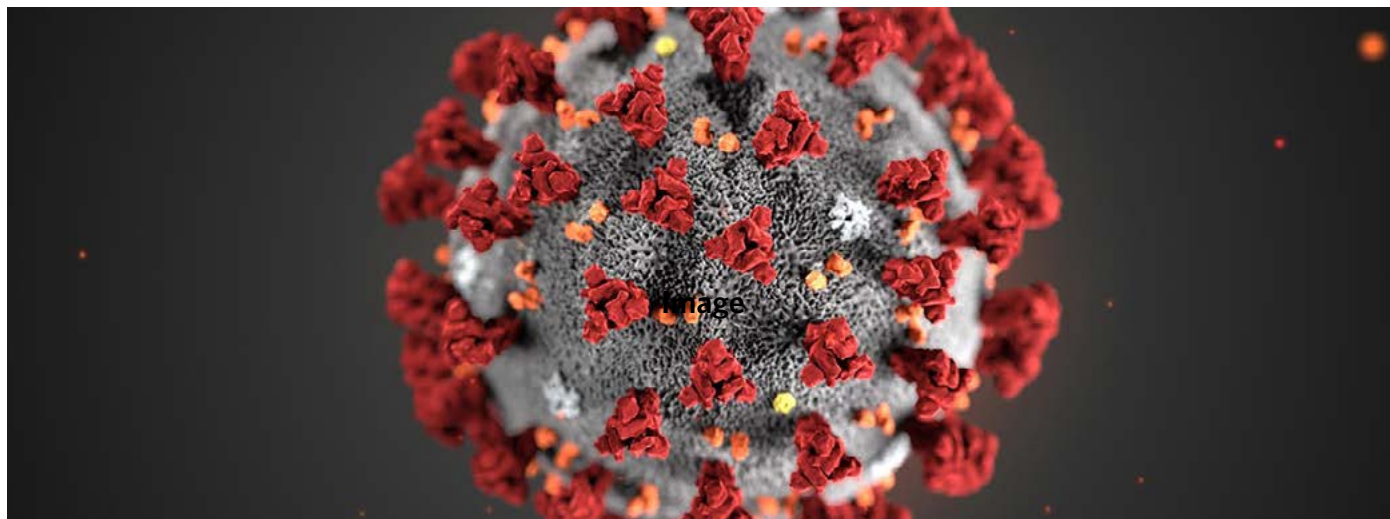
This illustration, created by the Centers for Disease Control and Prevention, reveals ultrastructural morphology exhibited by coronaviruses.

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.

Since the COVID-19 pandemic began, nationally recognized researchers who are part of Carolina's decades-long commitment to the study of infectious diseases secured about $229 million in related research funding spanning a wide range of areas including fundamental mechanisms of virus function, therapies and vaccines, prediction and forecasting, clinical trials and outcomes, and impact studies.

Examples of noteworthy activity during 2021 included the following:

Testing oral antiviral drugs — The Gillings School of Global Public Health and the School of Medicine's Marsico Lung Institute collaborated to show how oral antiviral drugs blocked COVID-19 virus transmission and reduced lung damage. The School of Medicine and the Institute for Global Health and Infectious Diseases led a Phase 2 clinical trial of molnupiravir – a twice-daily pill – for treatment of COVID-19 with industry partners Merck Co. and Ridgeback Biotherapeutics. The Food and Drug Administration later approved the drug in December 2021 for emergency use in treating mild to moderate cases. (Read more here about this work and to watch a video.)

Coronavirus variant sequencing — UNC-Chapel Hill launched a new surveillance program to collect, sequence and share data on COVID-19 samples from North Carolina, providing real-time information on variants circulating in the state. Supported by a $15 million allocation from the North Carolina General Assembly to the campus-based North Carolina Policy Collaboratory, the program created the Coronavirus Variant Sequencing Surveillance Network of virus sequencing hubs at UNC-Chapel Hill, UNC-Charlotte, and East Carolina, Duke and Wake Forest universities. The program coordinates and sequences samples and communicates results to the State Department of Health and Human Services. In December 2021, the network detected the state's first case of the omicron variant.

K-12 support for teachers and students in pandemic — School of Education researchers developed tools and resource guides to help schools, students and teachers address suicide-related risk among school-aged students during the COVID-19 pandemic. Resources include school reintegration guidelines following treatment and virtual reality programs to develop skills following hospitalization. As part of the Responding to an Emerging Epidemic through Science project, researchers and teachers collaborated to build a COVID-19 curriculum to enhance science literacy. The unit contains eight activities featuring ways for learners to engage in modeling practices, systems thinking and argumentation.

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.

Initiative secures $23 million in new funding — READDI, a nonprofit drug research and development organization, aims to develop novel antiviral drugs to combat future emerging pandemics. The initiative spun out of Creativity Hubs, which focus talent and resources on bold ideas. (see Strategic Objective 4.3.2) In 2021, the North Carolina General Assembly appropriated $18 million to support the work of READDI and its management team. RTI International, a nonprofit research institute, awarded $5 million in seed funding to READDI to produce antiviral drugs for the future as the winner of its Forethought Research Collaboration Challenge. This team represents UNC-Chapel Hill, Duke, N.C. Central and N.C. State universities, as well as RTI. (Read more here about this work and to watch a video.)

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 2021, a branch of the Triangle Research Data Center, part of the U.S. Census Bureau's Federal Statistical Research Data Center program, opened at the Carolina Population Center to provide secure access to confidential internal use files from federal agencies. Sample projects led by Carolina researchers link electronic UNC Health Care records to census source microdata and weather-related variables from public data to the bureau's American Community Survey.

Emily Madden works in the Heisse Laboratory, which is part of the READDI global partnership among academia, industry and foundations to develop new antiviral drugs against future pandemics.

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, creative endeavors and thoughtful conversations across disciplines about the American South. In 2021, this initiative secured funding to support graduate assistants conducting research through a partnership among Carolina Performing Arts, University Libraries and the College of Arts & Sciences. Support for the partnership included the following:

- Trustees of the John S. and James L. Knight Foundation made possible recruitment of three graduate assistants for the 2021–2022 academic year and plan a culminating campus event, the Southern Futures Hodding Carter Conversation.

- The Carter Fellow for the College of Arts & Sciences will conduct research, host interviews and develop a roadmap that engages community residents to express shared values and challenges through art.

- The Carter Fellow for the University Libraries will serve as a public history fellow for Carolina's history to pursue research that deepens an understanding of and engagement with the past and experiences of minorities and communities on campus.

- Through coordination with the Commission on History, Race and a Way Forward, the Carter Fellow for Carolina Performing Arts will conduct research and help develop plans for the contextualization of Memorial Hall's history.

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, developed to launch in fall 2022, includes components to engage students in individual and collaborative creative exploration, expression or communication including performance, composition, design, visual art or innovation in developing or practicing methods, techniques or materials. (see Strategic Initiative 2: Strengthen Student Success)

Required focus capacity courses in creative expression, practice and production are designed to challenge students, regardless of their academic interests, to compose, explain and evaluate their own creative research and production. These courses include writing, presentations in a wide range of formats and collaborations in pairs or groups — all designed to help build critical skills for future academic, life and career success. Examples of courses include "Afro-Cuban Dance: History, Theory and Practice," "Photography I," "The Publishing Industry: Editing, Design and Production" and "Introduction to Digital Storytelling."

Beth Grabowski, Kappa Kappa Gamma Distinguished Professor of Art, teaches students during her letterpress class.

Professor of Music Evan Feldman leads students during an intermediate conducting class.

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.

Recent examples of these efforts include the following:

Arts and humanities grant program — UNC Research and the Institute of Arts and Humanities support one-year seed projects for arts and humanistic scholars to produce original work, composition or develop new explorations. Examples include studies on digitizing Pulaar Islamic texts in Senegal and Mali to preserve a vital language from extinction. Other work focused on immigration policy, homophobia, racism and family separation on the life experience of an undocumented youth. These studies blend ethnography, testimonials and cultural analysis to cultivate empathy and understanding.

Studying music as therapy for diabetic children — UNC Research units brought together practitioners and researchers from Carolina's departments of Music, Occupational Therapy and Social Medicine with Appalachian State University colleagues to explore how to grow a research program looking at the therapeutic effects of music on children and families living with Type 1 diabetes.

Other music therapy research interests — This same group will examine inclusive approaches to music therapy training to diversify the ranks of therapists and grow the profession. Understanding and teaching undergraduates and K-12 populations about this career path promotes person-centered care and creative expression. Another project will look at music therapy in addressing health-care worker burnout.

OBJECTIVE 4.3
Lead in solving the world's most challenging problems.

4.3.1: 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 serves as a hub for creative convergence by providing the support, infrastructure and a three-lane framework of "ready, set, go" that teams need to transcend challenges typically associated with transforming ideas originating from faculty research into successful companies.

Milestones in 2021 included:

- Hiring a current faculty member and longtime administrator — now Provost and Chief Academic Officer — as Founding Director, as well as a Director for Programs and Grants as the first staff member.

- Joining Innovate Carolina to manage Carolina's selection as a National Science Foundation Innovation Corps site, part of a larger effort to scale the national innovation network to rapidly advance solutions that benefit society. The I-Corps program represents a major nationally accredited designation in entrepreneurial leadership for UNC-Chapel Hill. The designation comes with $620,000 in funding over five years.

- Awarding project support as a springboard for teams to advance ideas toward commercialization. Such support includes $100,000 over two years to create a resin that absorbs dangerous chemical by-products called per- and polyfluoroalkyl (PFAS) substances to reduce health risks in drinking water and the environment. The research team secured an additional $10 million investment in commercializing the UNC-Chapel Hill technology from the North Carolina General Assembly through the campus-based North Carolina Policy Collaboratory, as well as $125,000 from the North Carolina Water Resources Research Institute to advance PFAS removal from water sources.

- Launching the first two Converge Fund awards, ranging between $10,000 to $30,000 annually, to faculty in the Department of Applied Physical Sciences. The Converge Fund unleashes the entrepreneurial excellence of faculty by removing administrative or other obstacles to success.

The Institute of Convergent Science is a key partner, along with central and unit-based programs, that bridge Carolina's research, translation and innovation ecosystem. Examples of cross-cutting partnerships include:

- Advance Therapeutics, a central UNC Research initiative that provides scientific expertise to support therapeutic-related research translation and organizes and advocates for funding. This team is advancing projects including a therapeutic target for Alzheimer's disease through the Drug Discovery Initiative.

- Drug Discovery Initiative, a partnership among the Eshelman Institute for Innovation, School of Medicine, Lineberger Comprehensive Cancer Center and UNC Research, that provides scientists with tools and capabilities to advance drug discovery and therapies for patients. The UNC CRISPR Screening Facility provides rapid genetic screening, and a partnership with HitGen, a company with DNA-encoded chemical libraries, makes possible rapid identification of drug compounds.

- Pinnacle Hill, a research and development partnership between Carolina and Deerfield Management Co. that focuses on drug research projects originating from discoveries on campus. In 2021, Pinnacle Hill continued to support two projects. The first pursues a potential treatment for Angelman Syndrome, a neurogenetic disorder. The research team has compiled data on the feasibility of this approach in cells and animal models. The second project, which has identified novel intellectual property, advances a possible treatment for multiple myeloma, a devastating bone marrow cancer.

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 to new discoveries into practice.

Creativity Hubs, a pilot funding program sponsored by central UNC Research, awards winning teams $250,000 for each of two years to support novel solutions to major societal challenges that require expertise from different disciplines. Creativity Hub projects involve 71 faculty and members from 24 academic units and 12 centers and institutes. One goal is to help teams sustain and expand activities beyond the initial support period through extramural funding. As of December 2021, five teams secured $48.3 million from outside sponsors. Two examples included:

Chemical Epigenomics Hub — Supported in partnership with the School of Medicine and Institute for Convergent Science, this team develops model systems and uses chemical biology and genetic approaches to explore the relationship between epigenetics and treating disease. The team established various strategies in model systems to study and identify compounds that alter development of and modify cancer cells. The team made new discoveries about how proteins read the epigenome, which has created original scientific directions now well positioned for additional support from new funding sources.

Extreme Events, People and Places Hub — This team is building a database that links information from households and individuals to data on flooding from geophysical models and remote sensing in North Carolina communities affected by hurricanes. Scientists on this project, which previously secured National Science Foundation funding, have developed innovative sensors to measure flooding from tides, rain and wind to study how smaller-scale events affect people's well-being. An interdisciplinary student team won a grant from North Carolina Sea Grant's Coastal Resilience Team Competition for a project based in New Bern that integrates ecosystem mapping, compound flood modeling and community plans.

Photo courtesy of Megan May/UNC Research

Lewis Naisbett-Jones scrubs biofouling off an acoustic receiver placed at an inlet near Morehead City. The receivers track tagged sheepshead fish as part of the Institute of Marine Sciences research about when and from where these fish leave their in-shore habitat.

STRATEGIC INITIATIVE 5

Promote Democracy

Overview

The overreaching goal of the Promote Democracy initiative is to make Carolina — the nation's first public university — a beacon for principled and effective democracy worldwide. This initiative contains three prongs: facilitating avenues for students and the community to become stewards of democracy through increased civic engagement and leadership opportunities; expanding efforts for the campus community to participate in respectful approaches to democratic discourse transcending differences; and identifying and developing the democratic research and curricular enterprise across campus. Carolina is exceptionally well-positioned to achieve this goal through its mission of teaching, research and public service as a leading global, public research university.

2021 Progress and Accomplishments

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

5.1.1: Coordinate a Carolina Civic Engagement initiative involving a diverse array of stakeholders from across campus to organize accessible educational events, voter registration drives and other opportunities for civic education including curricular offerings.

To support the development and ongoing work of a campus-wide Carolina civic engagement initiative, the Provost appointed two groups:

• The Civic Engagement Working Group facilitates information sharing and collaboration among campus groups such as the Promote Democracy Initiative; Program for Public Discourse; Office of Student Life and Leadership; Institute of Politics; NC PIRG Campus Action, a student coalition of North Carolina universities and community colleges; and others. The working group coordinates efforts to promote civic engagement activities and opportunities across campus.

• The Promote Democracy Initiative serves as the central point of contact and support for the wide variety of activities the University undertakes to promote engagement in democracy-related efforts. Previously, no single office provided focused ongoing organizational support and leadership.

Website launch — The Promote Democracy Initiative launched a new democracy.unc.edu website as a central information source on civic engagement, relevant initiatives and upcoming events.

During fall 2021, the website promoted 55 campus events and key dates including:

• Book talks on democracy issues by Carolina Public Humanities.

• First Amendment Day by the Center for Media Law and Policy.

• The Program for Public Discourse's 2021–2022 Abbey Speaker Series (see related story) focusing on the "Democracy and Public Discourse" theme that brought experts from different fields to campus to foster productive dialogue on timely issues across a range of perspectives.

• A two-part seminar on "The Foundations of Higher Education and Their Uncertain Future" by the Royster Society of Fellows in The Graduate School.

• A speaker series presented by the Philosophy, Politics and Economics Program, which offers courses and experiences to provide students with a comprehensive understanding of social, economic, political and moral problems.

• The Race, Racism & Racial Equity Symposium sponsored by the University Office of Diversity and Inclusion, the Jordan Institute for Families and the School of Social Work.

• Sponsors of other promoted events included the Center for Information, Technology and Public Life, Carolina Center for Public Service, Institute of Politics and Office of Student Life and Leadership.

Feature

Major gift creates new speaker series in public discourse program

Photo courtesy of University Development

A major gift from Nancy and Doug Abbey fosters meaningful public discourse about the most pressing issues of the day.

A major gift from Nancy and Doug Abbey fosters meaningful public discourse about the most pressing issues of the day. Their $8 million investment, announced in 2021, established the Abbey Speaker Series in the Program for Public Discourse.

"We embrace the notion that one comes to a more sophisticated, thoughtful, reasoned and successful resolution to a complex issue if there is more diversity of thought brought to bear on the issue," said Nancy Abbey, a 1974 Carolina alumna. "Imagine if every student experienced a welcoming atmosphere in which to express their educated opinion on a subject, where dialogue, debate and listening are valued."

The gift provided another opportunity to fortify the University's commitment to promoting democracy, a strategic initiative in Carolina Next: Innovations for Public Good. The Program for Public Discourse is also one of the College of Arts & Sciences' major strategic priorities, and the program's work is one of the University's means for accomplishing the objective of working constructively across differences in society starting with promoting respect and listening.

Four times each year, the Abbey Speaker Series brings noteworthy scholars to campus — as individuals, in pairs or on panels — to share their perspectives about timely issues while fostering dialogue with others who think differently about the topic. All speaker series events, which are free and open to the public, were related to the program's overall theme, Democracy and Public Discourse, for the 2021–2022 academic year. Topics included "Defining Racial Justice in the 21st Century: Competing Perspectives and Shared Goals," "The Future of Conservatism" and "Social Media and Democracy: Helping or Hurting."

Since the Program for Public Discourse launched in 2019, the program also provides curricular and other extracurricular opportunities for students to practice and investigate public discourse in a cooperative, experiential learning environment. Faculty may receive consultations and classroom workshops on how to teach these deliberative skills, encourage civic engagement and use structured advocacy, rhetoric and dialogue in the classroom.

The Abbeys' investment is part of the Campaign for Carolina, which supports Carolina Next: Innovations for Public Good.

▶ **READ MORE ABOUT THIS STORY**
   publicdiscourse.unc.edu

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

In 2021, Carolina was recognized for the highest 2020 voter turnout award among Atlantic Coast Conference schools by the ALL IN Campus Democracy Challenge, a national, nonpartisan initiative that encourages colleges and universities to improve students' civic learning, political engagement and voter participation. The National Study of Learning, Voting and Engagement reported that 82.4% of eligible Carolina students voted in 2020, up from 24.8% in the 2016 election. Only 66% of U.S. college students voted in the 2020 election, the study found. (see related story)

The website added a "Carolina Votes" tab as a central location for voting information. The team is analyzing website traffic to determine how many people have accessed voting information and other trends.

The Civic Engagement Working Group planned voter registration trainings in 2022 to ensure campus voter registration event organizers were prepared to share the best information about spring and fall elections.

5.1.3: Encourage leadership development including opportunities for students to intern in or work with democracy-related community organizations including electoral campaigns, social movement organizations, local boards or commissions and other government offices. (see also Strategic Initiative 6: Benefit Society)

The Office of Student Life and Leadership in Student Affairs, as well as other groups in partnership with the Promote Democracy Initiative, placed student interns to work in various capacities to promote civic engagement.

The Civic Engagement Working Group and the Promote Democracy Initiative shared information with students, faculty and staff about internships and other work opportunities in civic engagement, elections, social justice efforts and local governments. Those teams identified openings with You Can Vote, Office of Student Life and Leadership and the Campus Votes Project, fellowships

through the Institute of Politics and participation in the North Carolina Campus Compact's Pathways to Achieving Civic Engagement Conference.

In 2021, the Office of Student Life and Leadership in Student Affairs launched "The Carolina Podcast," to share campus happenings related to civic engagement and prompt conversations between cross-campus students, staff, and faculty on their lives, their organizations, their work, and their experiences in leadership. For example, the October 2021 edition focused on Orange County election candidates and interviewed a Carolina alumnus running for a Congressional seat in Connecticut.

5.1.4: Host debates and other opportunities for community leaders and public servants to engage directly with students, staff and faculty.

The University hosted events in 2021 to provide opportunities for community leaders to engage directly with students including:

- The 2021 Senate Town Hall, sponsored by the Institute of Politics, to meet U.S. Senate candidates running in 2022 races.

- "An Evening with Janet Mock," a New York Times best-selling author, writer, director and advocate to engage in dialogue about leveraging voices to enact positive change, sponsored by the Carolina Union's Student Life and Leadership and UNC-Chapel Hill's Queer and/or Transgender People of Color.

- The Latinx Heritage Month, sponsored by the Carolina Latinx Center, with a keynote address by Julian Castro, former U.S. Secretary of Housing and Urban Development and San Antonio mayor.

Feature

Carolina recognized for high student voter turnout in 2020 election

Voter turnout among Carolina students in the 2020 election was so high that it earned the University an award and a platinum seal from a national nonpartisan civic engagement group.

Carolina was recognized with the highest voter turnout award among Atlantic Coast Conference schools during a 2021 Athletic Challenges Awards Ceremony by ALL IN Campus Democracy Challenge. Carolina also earned a platinum seal, which recognizes voting rates of between 80% and 89% among eligible student voters.

According to the National Study of Learning, Voting and Engagement out of Tufts University, 82.4% of eligible Carolina students voted in the November 2020 election. That's up 24.8% from the 2016 election. Overall, the study said 66% of U.S. college students voted in that election.

"I am super thrilled. It was a whole campus effort," said Lawton Ives, a 2020 graduate who served as the campus election engagement project fellow in the Office of Student Life and Leadership. "The way that Student Affairs, the academic side and Athletics all came together to encourage students to vote is really what drove our voting above and beyond the youth excitement that was happening nationwide."

2021 was the first year that ALL IN honored the work of the Athletic Conference Voting Challenges, in which schools competed against their athletics rivals to increase nonpartisan student voter participation. Fifteen ACC schools with about 325,000 students participated.

Many student organizations and campus units launched engagement initiatives. The Office of Student Life and Leadership, for example, hosted several activities to provide support to student organizations. Some of these efforts included:

- TurboVote, which allowed students to register to vote and receive reminders.

- The Civic Engagement Working Group, made up of student leaders who coordinated civic engagement efforts and shared resources and best practices.

- The Heel Talks podcast, which weekly focused on topics such as voting in Orange County.

Promoting democracy is a strategic initiative in Carolina Next: Innovations for Public Good. A key component of this initiative focused on voter education, voter registration efforts and reporting on student engagement during the 2020 election cycle.

▶ **READ MORE ABOUT THIS STORY**
unc.edu/posts/2021/11/11/carolina-recognized-for-high-student-voter-turnout-in-2020-election

Photo courtesy of Donn Young

Associate Professor of History Molly Worthen moderated "Democracy and Public Discourse," a discussion hosted by the Program for Public Discourse 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 foster an environment for discussion and dissent on major campus and public issues; and build the capacity to engage constructively across differences with evidence, intellectual humility and respect.

The Program for Public Discourse offered events in 2021 that focused on facilitating respectful dialogue on public issues including debates, candid panel discussions, lectures and debate or conversation facilitation workshops. Examples included:

• "Debating Public Policy Series: Voting Reform – An Agnostic Dialogue." The dialogue featured UNC-Chapel Hill Political Science Professor Jason Roberts and Republican strategist and alumnus Douglas Heye, who shared their competing perspectives on the contentious issue. Rick Su, a UNC-Chapel Hill Law Professor, moderated.

• Abbey Speaker Series: "Bridging the Rural-Urban Divide." This event, part of the Public Discourse and Democracy theme and co-sponsored by the Arete Initiative at Duke University, convened a panel of experts: Samar Ali, Co-Chair of the Project on Unity & American Democracy and a Research Professor of Law and Political Science at Vanderbilt University; Chris Arnade, a writer and photographer who covers addiction and poverty; and Elizabeth Corey, the Honors Program Director and Associate Professor of Political Science at Baylor University.

• Abbey Speaker Series: "Social Media and Democracy – Helping or Hurting?" This event, part of the Democracy and Public Discourse theme, brought together thought leaders from academia and the tech sector to discuss whether social media can promote, or at least coexist with, democracy. Panelists were Rumman Chowdhury, director of Twitter's Machine Learning Ethics, Transparency & Accountability (META) team, and Siva Vaidhyanathan, Robertson Professor of Media Studies and Director of the Center for Media and Citizenship at the University of Virginia. Moderator was Yascha Mounk, Associate Professor of the Practice of International Affairs at Johns Hopkins University.

5.2.2: Develop opportunities through the new IDEAs in Action General Education Curriculum to allow students to develop democratic competencies regardless of major including strong skills in communicating and listening with different audiences and publics.

To prepare for launching the new curriculum in fall 2022, faculty and staff engaged in campus democracy initiatives attended training and orientation sessions to understand the curriculum and plan to integrate democracy and civic engagement opportunities with requirements and course offerings.

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

The Program for Public Discourse sponsored debates, candid panel discussions, lectures and debate or conversation facilitation workshops, with increased participation compared to 2020. Examples included:

- Overall, events including the Abbey Speaker Series and Debating Public Policy Series attracted 937 participants during fall 2021, up from 270 in spring 2021.

- Over 554 Carolina students attended a program event in fall 2021, compared to 408 in spring 2021.

- Subscribers to the program email list increased to 500.

- Event recordings logged over 1,600 views on the program YouTube channel.

- Over 155 faculty, students, and administrators participated in workshops.

- The program recruited 29 faculty from 19 departments to collaborate as faculty affiliates.

5.2.4: Develop a Dialogues in Global Democracy series that brings scholars, leaders or practitioners to campus for public talks, panel discussions and interactive sessions with groups of faculty and students to share ideas and viewpoints. (see also Initiative 4: Discover and Initiative 7: Globalize.)

UNC Global, the Office of the Vice Provost for Global Affairs and the Promote Democracy Initiative collaborated to review existing global partnerships that provide opportunities for dialogues, including the Royster Society of Fellows and Royster Lecture series sponsored by Carolina and the University of Tübingen in Germany. The University organized virtual dialogues for key faculty members from both institutions to share research interests, expertise and explore future collaborations. Building on the strong long-standing partnership, Carolina and Tübingen committed to intensifying and expanding contact between faculty and students around data science and society.

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

The Center for Faculty Excellence and Program for Public Discourse created a workshop series, "Leading Controversial Conversations: Facilitating Productive Dialogue," to offer in 2022. These workshops aim to empower instructors across the curriculum with tools to facilitate robust discourse across controversial topics. Faculty participants will receive an essential toolkit of deliberative strategies and a new approach to classroom controversies.

Students register to vote during a drive in the Pit.

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: Further develop and support the Center for Information, Technology and Public Life.

The Center for Information, Technology and Public Life sponsored events and its faculty, staff and student affiliates participated in discussions, published and presented research and shared their expertise through a variety of other activities in 2021.

Examples included:

- Hosted a roundtable, "How Did We Get Here?" that addressed the January 6 Capitol attack and put recent events in context for several hundred livestream participants. An anniversary conference co-hosted with George Washington University's Institute for Data, Democracy and Politics revisited how scholarly research helps evaluate such events and how researchers can support democratic norms and institutions in their work.

- Participated in a discussion hosted by the Program for Public Discourse about polarization and increasing animosity in public discourse.

- Organized the Platform Governance Network and its initial conference that included discussions on democracy and constitutionalism and the role of technology platforms.

Center research topics — In a 2021 statement of values, center affiliates committed to research that takes a holistic approach grounded in history, society, culture and politics; analyzes how social differences — including race and ethnicity, gender, class and sexual identity — shape unequal information ecosystem dynamics; prioritizes questions of power, institutions and economic, social, cultural and technological structures; and makes clear foundational

commitments to equality and justice. Affiliated faculty published or presented research at professional conferences or engaged on topics including:

- How online harassers draw from identity-based stereotypes in their attacks but perceive their actions as morally justified and based on the target's actions, rather than their identity.

- How ReOpen activist groups build a narrative and evidence in support of their policy views and how their political organizing affects public health decisions.

- Received a National Science Foundation convergence accelerator grant in a collaboration with Stanford University and the Massachusetts Institute of Technology to investigate effective media literacy interventions for communities that evaluate information differently and began field work in rural Montana.

- Through its Digital Politics program, compiled a state-by-state review of regulation governing election-related speech, offering a national look into how state governments are addressing the challenge of election disinformation in the absence of federal guidance.

Center teaching and public engagement activities included the following:

- Created "Critical Disinformation Studies: A Syllabus" as a teaching resource to anchor disinformation studies in historical case studies and counter the popular view that disinformation is a new social and political phenomenon first observed in the 2016 presidential election.

- Presented on the relationship between institutional trust and public health and the relationship between democratic health and our common well-being.

- Published a "Dis/Organizing Toolkit" with considerations and approaches for community groups deciding how to structure collaborations.

5.3.2: Produce resources, including policy briefings, reports and recommendations to inform decision-making by governmental bodies.

To inform decision-making bodies on the state of civic health on campus, the Promote Democracy Initiative team began planning a civic health survey to measure and report on factors related to civic engagement, student decision making and other democracy-related issues at Carolina.

5.3.3: 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. (see also Initiative 4: Discover and Initiative 7: Globalize.)

To guide the development and support of a democratic research and curricular enterprise at Carolina, the Promote Democracy Initiative organized an interdisciplinary working group of scholars across campus with an interest in producing, engaging in or disseminating research in democracy-related topics. The group identified the following initial focus areas for research: information, technology and public discourse; social justice and civil rights; Carolina's past and future; race, ethnicity and democracy; informing political debates; data for the public good; democratic institutions and systems; and global democracy.

Flag-bearing students process during Carolina's 2021 commemoration of Veterans Day.

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 and continued to influence efforts in 2021 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 skill set 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. At the same time, the University is developing systems, platforms and procedures that support the work across campus.

2021 Progress and Accomplishments

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

6.1.1: Provide a connected and collaborative organizational structure that facilitates a campus-wide approach to public service focused on addressing community challenges and opportunities.

To increase collaboration and connections across the University's community and state engagement initiatives, the Chancellor and Provost reorganized the Carolina Engagement Council. Members represent 27 campus units, and many are involved in Carolina Across 100 and Carolina Next: Innovations for Public Good. The council's roles include identifying and documenting how community engagement and engaged scholarship advance Carolina Next strategic objectives and advising the Carolina Across 100 initiative.

6.1.2: Launch Carolina Across 100, an initiative that aims to reach all 100 North Carolina counties to better understand their needs and expand UNC-Chapel Hill's impact on the state.

Listening and learning — After launching Carolina Across 100 (see related story) in 2021, project leaders asked stakeholders about challenges including COVID-19 facing their communities. Students interviewed 22 local government, nonprofit and private business leaders. Then project leaders created a statewide survey that

yielded nearly 3,000 usable responses from people living in and or serving all 100 counties. Over 300 survey respondents volunteered for interviews. Nearly 70 trained undergraduate and graduate students conducted over 60 interviews including with people living and working in the state's two most economically distressed counties. Drawing on that input, the Engagement Council selected employment instability as the first focus area for Carolina Across 100.

Sharing survey findings — The Carolina Across 100 team shared results with the North Carolina General Assembly's Joint Legislative Commission on Governmental Operations Subcommittee on the Use and Distribution of Federal COVID Funding, North Carolina Chamber, North Carolina Workforce Board Directors, Local Government Federal Credit Union Fellows, the Golden LEAF Foundation, the BlueCross and BlueShield of North Carolina Foundation, Leadership Triangle and a Pathways to Prosperity statewide conference.

The team published a blog series with commentary from faculty and stakeholders and partnered with WRAL.com to promote the initiative. (Watch a video about the project.) Carolina Across 100 and UNC Creative collaborated to develop branding tools and the team developed a Carolina Across 100 – Partnering for the Public Good website.

Campus collaborations — The initiative's first implementation year in 2021 focused on building awareness on campus and connecting with departments, centers, schools and other units. The Department of Public Policy provided data analysis support and proposed opportunities to engage with students taking capstone courses in spring 2022.

Feature

Carolina Across 100 partners with Tar Heel communities

Anita Brown-Graham speaks during a 2022 event at Durham Technical Community College's Orange County campus.

Through a new Carolina Across 100 initiative, the University is enhancing its support to the state's communities.

Carolina Across 100 identifies opportunities and challenges, then leverages campus expertise to address them. The five-year initiative, announced in 2021, identifies common themes and uses interdisciplinary teams to partner with community leaders in creating solutions.

"Carolina Across 100 reaffirms the University's commitment to ensure that research-based insights generated on our campus reach all 100 counties across our state," said Chancellor Kevin Guskiewicz. "We want to better understand the needs within communities so that we will have an even larger impact on our state.."

The University plays a key role in serving the people of North Carolina.

"At every juncture in our history when the state has most needed its flagship university, we have raised our hands to be there," said Anita Brown-Graham, Gladys Hall Coates Distinguished Professor of Public Law and Government in the School of Government, who leads the effort. "Coming out of the COVID-19 pandemic, many communities will face a similarly critical need to rebuild education, economic and other important supports. I could not be prouder that Carolina will be there, again, to support the people who make our campus possible."

Carolina Across 100 leverages the School of Government's ncIMPACT Initiative approach for using cohorts of cross-sector community teams to address a single issue. The work brings together community leaders from local governments, educational institutions, business sectors and civic leaders to serve as a response team in communities.

▶ **READ MORE ABOUT THIS STORY**
thewell.unc.edu/2022/03/17/new-program-connects-youth-to-education-jobs

6.1.3: 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, the nation's largest university-based training, advisory and research organization, advanced Carolina's capacity to serve the state's public officials through several programs and projects in 2021. Examples include:

Local Government Training Initiative — The Center for Public Leadership and Governance launched this initiative to provide career development opportunities for entry- and mid-level local government employees in rural and economically distressed parts of North Carolina. The Golden LEAF Foundation-supported initiative offers individual scholarships for courses, training for supervisors and organizational scholarships for custom training and advising. By late 2021, 1,049 employees from 47 counties received scholarships and the percentage of officials who attended courses from rural and economically distressed areas increased from 24% to 30%.

Center for Public Leadership and Governance — This center established 21 service agreements with local and state government units. These partnerships helped government officials build knowledge, skills and relationships and included support for management and leadership training, community outreach and engagement, board-manager relations and strategic planning.

Support for local governments — The school worked with six statewide agencies and organizations to provide education, advising and support for public officials navigating federal funding from the American Rescue Plan Act of 2021, including a free six-day course that 1,229 officials from all 100 counties attended in person. By December 2021, the school served over 3,000 public officials through related programs and events.

Criminal justice innovation lab — This lab started new projects including the:

- Court Appearance Project, supporting diverse stakeholder teams in Hanover, Orange and Robeson counties to improve court appearance rates and judicial responses to non-appearances.

- Measuring Justice Dashboard, a first-ever public dashboard of state metrics, helping stakeholders better understand state and local systems, see what works and spot areas that may need attention.

- Rural Jail Project, supporting local efforts to manage jail populations and improve pre-trial process.

Development Finance Initiative — This program, which partners with local governments to attract private investment, achieved results including:

- Awarded "Best Adaptive Reuse Project" by the North Carolina Main Street and Rural Planning Center, part of the State Department of Commerce. The Carolina program was among a group of partners that converted the vacant 1910s Grey Mill in downtown Hendersonville into 35 apartments for workforce and moderate-income residents.

- Supported affordable rental housing developments for low-income seniors affected by hurricane-related flooding that broke ground in Lumberton in 2021 and is scheduled to start in Rocky Mount in 2022 in a project with the state's Resilient Communities Program.

- Broke ground and secured private investment to help Kannapolis revitalize downtown.

The 2019 Tar Heel Bus Tour's western route included a stop in Kannapolis for a presentation at City Hall about the Development Finance Initiative's work.

Lead for North Carolina — This program, launched in 2019, placed over 50 recent college graduates in local government fellowships across the state by late 2021. Surveys showed 91% of fellows reported the program improved their plans to work in public service; 94% of host sites reported increased capacity.

Increasing workforce credentials — The ncIMPACT Initiative launched a two-year pilot program to support 15 local collaboratives and increase the number of students completing post-secondary credentials — degrees and certifications — valued in the workforce. These collaboratives contribute to achieving North Carolina's goal of 2 million people between the ages of 25 and 44 who have earned a quality credential or degree by 2030.

Environmental Finance Center data — This center provides analytics expertise to local and state governments. Examples include developing, with support from the Environmental Protection Agency, a user-friendly interface for water and wastewater rate dashboards that allows local governments and utilities to better understand how rates and finances compare to peers.

6.1.4: Expand curricular and co-curricular models for community-based participatory research that can be widely accessed and shared.

Carolina students benefitted from additional research opportunities offered in 2021 that included:

Graduate Certificate in Participatory Research – This interdisciplinary certificate program is for graduate students seeking training in the theoretical bases, rationale, methodologies, challenges and motivations for conducting research in equitable partnership with communities. Forty-one students were active in the program and 33 new students joined during the December 2021 admission cycle.

Carolina Center for Public Service – This campus-wide center awarded $15,700 to seven graduate students for Community Engagement Fellowships and the Mingma Norbu Sherpa Community Engagement Fellowship. APPLES Service Learning, a student-led program, enrolled 374 undergraduates in nine courses that incorporated participatory research.

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.

Southern Futures is a vital resource for understanding the future of the South by empowering leaders, transforming the arts and connecting the campus with communities. In 2021, this partnership:

- Supported College of Arts & Sciences students conducting research about Southern communities. These funds link emerging leaders in different disciplines through shared projects and mentoring networks.

- Continued to support community-engaged scholarship, such as partnering with Carolina archaeologists working with a diverse coalition to develop an accessible trail network, uncover history and spur equitable economic growth in Old Fort.

- Planned to select 20 first-year students in the entering Class of 2022 as Southern Futures Fellows to conduct research and pursue internships, artistic endeavors and public service.

Archaeologist Jennifer Gates-Foster is part of a partnership working to ignite economic development in Old Fort.

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.

Although the COVID-19 pandemic prevented a 2021 Tar Heel Bus Tour, the Chancellor hosted a reunion for 2019 participants who also responded to a new survey. Respondents said their experiences provided a better understanding of state issues, where students call home and Carolina's impact on the state. They also said the bus tour helped increase their collaboration with campus colleagues and community partners and that those connections helped leverage potential new grant and project opportunities. Planning is underway to reinstate the tour in October 2022.

OBJECTIVE 6.2
Achieve impact by providing platforms, processes and policies that support faculty, staff, students and external stakeholders in co-developing solutions that address problems with critical implications for North Carolina and beyond.

6.2.1: Advance the work of the Provost's UNC Rural initiative to connect campus leaders invested in rural partnerships, identifying opportunities to leverage, connect, and support new relationships while strengthening existing relationships.

Rural issues programs — UNC Rural and the Carolina Center for Public Service hosted a webinar series, "Connect, Engage, Transform: Rural Community Partnerships in a Pandemic." Topics included partnering for food security, navigating pathways to college featuring the Carolina College Advising Corps, community supports for farmer stress and UNC Rural reflections and future plans.

Internships in rural communities — The Carolina Center for Public Service received a $100,000 grant from the State Employees Credit Union Foundation that provided internships for 20 undergraduates to work in rural communities during summer 2021 at sites identified through a partnership with Rural Forward North Carolina. The foundation doubled funding for these internships between 2020 and 2021 and will invest $110,000 for summer 2022.

6.2.2: Institutionalize the Office of Interprofessional Education and Practice to enhance collaboration for the advancement of health.

This office played a key role in accomplishments during 2021 that included:

Rural Interprofessional Longitudinal Scholars — This program, which graduated its first cohort in 2021, enables health professions students to serve and learn in underserved rural clinic settings in North Carolina. Funded by the William R. Kenan, Jr. Charitable Trust, the program provides financial support, mentorship and enrichment experiences. In partnership with the Office of Interprofessional Education and Practice and the School of Medicine, the program works with the North Carolina Area Health Education Centers to explore the needs of rural practitioners and patients.

Carolina COVID-19 Student Service Corps — The Carolina Center for Public Service selected the Corps to receive a 2021 Robert E. Bryan Public Service Award for serving as a centralized organizational structure to facilitate coordination across various academic and health-care sectors to reduce challenges created by the COVID-19 pandemic. By the end of 2021, the Corps, part of Interprofessional Education and Practice, had grown to include over 1,500 active student volunteers who contributed over 34,000 hours in service to the state. (see related story)

Youth Justice Clinic — The schools of Law and Social Work collaborated, through coordination that included an Interprofessional Education and Practice Director, to create an innovative interprofessional learning opportunity at the Law School's Youth Justice Clinic to address the needs of children and adolescents in conflict with the law and adults convicted as minors seeking clemency. Master of Social Work and Law students, guided by faculty in both schools, work together to form an advocate team to serve their clients in cases that highlight a wide range of issues that require both legal and social work expertise.

Substance abuse prevention and treatment — The Substance Use and Mental Health Services Administration awarded Carolina $199,000 to develop and disseminate an interprofessional curricula toolkit to train students in Social Work, Dentistry and Dental Hygiene programs to prevent and treat substance use disorders. During its first year, the Interprofessional Substance Use Disorder Education and Training curriculum reached 161 students. The goal is to create a future workforce who understands the complexity of substance use disorders by focusing on how behavioral and oral health providers can routinely diagnose, prevent and treat these disorders.

COVID-19 vaccinations partnership — Interprofessional Education and Practice, UNC Health Care and the Orange County Health Department were among community groups partnering with Kidzu Children's Museum in Chapel Hill to educate caregivers hesitant about COVID-19 vaccinations for children. This collaboration enabled Carolina pre-professional program student volunteers to work alongside museum staff for a variety of educational and vaccine events and programs including Teddy Bear Clinics and Adventure to Immunity.

Feature

Nationally recognized student corps serves campus community during COVID-19

Student volunteer Carla Flores assembles collection kits at the COVID Surveillance Laboratory.

On Jan. 10, 2021, the night before three Carolina Together Testing Program sites opened across campus, first-year pre-nursing student Emmalyn Fleming remembers wrestling with a spreadsheet, hoping it would reveal what would happen the next day.

Fleming was texting with Meg Zomorodi, Assistant Provost for Interprofessional Education and Practice, who had assembled volunteers known as the Carolina COVID-19 Student Services Corps. It was the first winter of the pandemic before the arrival of the first vaccines. The success of Carolina's spring 2021 semester depended on this new testing program. In turn, the testing program depended on these volunteers, an astounding 300 of them who signed up to help.

"We could not figure out all the students that were going to be there at what time," Fleming, one of those volunteers, recalled. "It was stressful but in an exciting way because I was involved in something."

The Carolina COVID-19 Student Services Corps was the biggest challenge yet for the fledgling Office of Interprofessional Education and Practice. The office, created in 2018 by then Executive Vice Chancellor and Provost Bob Blouin, formalized and strengthened grassroots efforts to enhance collaboration among Carolina's health-care professions schools and improve outcomes for patients. At other universities, interprofessional education and practice is limited to health-care provider education. But at Carolina, the education and practice office includes representatives from Kenan-Flagler Business School, health sciences, University Libraries and the School of Education.

"Each school put skin in the game and named directors who work within their schools to make the systemwide changes," said Zomorodi said. "The mission of our office is to be better together. We believe that if we truly work together, we can have better health outcomes as a result."

The Office of Interprofessional Education and Practice was one of five winners of the 2021 George E. Thibault, MD Nexus Award, given by the National Center for Interprofessional Practice and Education. The award "celebrates exemplary interprofessional collaboration in the United States and recognizes those who are thinking and acting differently where practice and education connect in health systems." By spring 2022, the service corps had grown to a student group of over 1,500 active volunteers with over 34,000 hours of service.

▶ **READ MORE ABOUT THIS STORY**
thewell.unc.edu/2021/11/11/to-be-better-together

Photo courtesy of Innovate Carolina

Judy Prasad (center left) and Mireya McKee (center right) and the KickStart Venture Services team will lead the I-Corps site at Carolina.

6.2.3: Expand resources for education and support services of innovation practice and the technology commercialization process for faculty.

National Science Foundation innovation site — The Institute for Convergent Science and Innovate Carolina will manage Carolina's selection as a National Science Foundation Innovation Corps site, part of a larger effort to scale the national innovation network to rapidly advance solutions that benefit society. The I-Corps program represents a major nationally accredited designation in entrepreneurial leadership for UNC-Chapel Hill. The designation comes with $620,000 in funding over five years. (see also Strategic Initiative 4: Discover, Opportunity 4.3.1)

Certificate for Innovation in the Public Good — Innovate Carolina developed the Carolina Graduate Certificate for Innovation in the Public Good for masters and doctoral students to explore and practice skills to help develop solutions to economic, social and ecological challenges. The College of Arts & Sciences' Department of Public Policy, Gillings School of Global Public Health and the School of Education sponsor this program, which emphasizes evidence-based and creative problem-solving approaches, and matches students with community partners including UNC Chatham Hospital, behavioral sciences research company iRT and Girls on the Run Triangle.

UNC-Duke start-up hub — Kickstart Venture Services, a University department that is part of Innovate Carolina, and the Duke Office of Licensing and Ventures are launching an entrepreneurial hub to strengthen and position start-ups for success. Funded by the U.S. Economic Development Administration's Sprint (Scaling Pandemic Resilience Through Innovation and Technology) Challenge award, a national competition, the new hub will boost economic development in the Research Triangle by providing start-ups with entrepreneurial advisers, a joint talent network and access to service providers. Out of 238 grant applications, the pair were one of 44 recipients that received the $750,000 grant, with $400,000 allocated to UNC-Chapel Hill and $350,000 going to Duke.

Venture Catalyst Program — The Venture Catalyst Program, developed by KickStart Venture Services and Innovate Carolina, graduated its first cohort of student fellows, who spent six months working with faculty to develop strategies for moving scientific, technological and social-driven ideas to market. The program matches faculty-founded start-ups with students. Each team pairs with an entrepreneur-in-residence with expertise in the company's field. Teams pursued topics including providing cancer care to patients in low- to middle-income countries, creating therapies that better target genes without causing toxicity and negative side effects and creating better therapies for people with speech disorder.

6.2.4: 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.

Impact dashboard — Innovate Carolina launched an advanced version of its impact dashboard for innovation, entrepreneurship and economic development. The dashboard combines data-driven visualizations of Carolina start-ups, technology and innovation activities with storytelling and examples of the people and programs behind the numbers. Interspersed are stories, videos and pop-ups that provide context and background on innovators, entrepreneurs and programs that drive economic and social impact.

6.2.5: Support and monitor promotion and tenure policies and procedures that recognize engaged scholarship including specific recommendations for engaged research and teaching.

Faculty publish white paper — Carolina faculty collaborated with University of Minnesota colleagues to author "Faculty Engaged Scholarship: Setting Standards and Building Conceptual Clarity," a white paper published in by the Academy of Community Engagement Scholarship. The publication includes case studies of promotion and tenure related to engaged scholarship as well as a framework for different approaches by disciplines.

Thorp Faculty Engaged Scholars — The Carolina Center for Public Service brought together a new class of 10 Thorp Faculty Engaged Scholars who receive funding and other support for two years as they focus on research and scholarship with community partners.

Interdisciplinary teaching and research credentials — Interprofessional Education and Practice partnered with the campus-based North Carolina Translational and Clinical Sciences Institute to create tip sheets about promotion for fixed-term and tenure-track faculty to highlight interdisciplinary teaching and research experience in their portfolios.

6.2.6: Document and assess ongoing community-campus partnerships, especially those in lower-resourced communities. Identify processes and structures for amplifying successful efforts, strengthening existing relationships and implementing opportunities to address community priorities and future partnerships.

Community Engaged Scholars Directory — Launched in 2019, the directory showcases faculty and staff who conduct community-engaged scholarship to help foster stronger connections in this field. In 2021, the directory included 139 faculty and staff from 66 units and logged 2,390 total online searches.

Photo courtesy of Town of Chapel Hill

Carolina and the Town of Chapel Hill work together to promote economic development and have made downtown and Franklin Street a priority.

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 and innovation needs such as creating wet labs and other facilities as well as public-private partnerships such as Pinnacle Hill with Deerfield Management, Qura Therapeutics with ViiV Healthcare, and Eastman Chemical Company.

Town-gown partnership includes Biolabs — As part of major developments announced by the Chancellor and Mayor of Chapel Hill during 2021 in an ongoing partnership to increase the economic vibrancy of downtown, Carolina began a new collaboration with BioLabs, a premier co-working space for life science start-ups, to increase spin-off companies based on faculty research. The goal is to launch one new research-based start-up from UNC-Chapel Hill each month. Once launched, such companies are prime candidates to remain in Chapel Hill and contribute to regional economic growth. This partnership involves accelerator programming, collaboration with Innovate Carolina and education and training for faculty and students. BioLabs is the first business partnering with the University and town in a new innovation district. (see also Strategic Opportunity 6.3.3)

Venture Studio Partnership — UNC Health, UNC Research, the Eshelman Institute for Innovation and Innovate Carolina piloted a venture studio approach with High Alpha Innovation, which generates and validates business ideas, sources entrepreneurial founders and launches and nurtures companies. Twenty-five promising digital health start-up concepts from across campus participated in a pilot. Two of those moved on to a 13-week accelerator with High Alpha and a Sprint Week competition to compress six months of building a business into one

week. A concluding pitch day included presentations to a venture studio investment committee that included venture capitalists and UNC Health executives.

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.

Triangle Venture Alliance — Innovate Carolina led the creation of the Triangle Venture Alliance, a collaboration among angel investor networks created at UNC-Chapel Hill, Duke University and N.C. State University that bolsters start-up companies with connections to the three universities. In 2021, these investor networks jointly invested $2.3 million in start-up companies and continue to collaborate on new deals.

Carolina Angel Network — The network continues to help early-stage start-ups by providing advice, networks and capital to be well positioned for success. The network connects Carolina-affiliated entrepreneurs and start-ups with its member investors. In its five-year history, the network has supported more than 20 start-ups, with members investing over $20 million and generating over $108 million in revenue. The network now is one of the nation's largest angel platforms with 200 investor members and over 100 more involved alumni. In 2021 alone, the network invested a total $5.12 million in 10 start-up company deals.

Students from APPLES talk to passersby on campus about the benefits of participating in service learning. The student-led program connects academic learning to public service .

The UNC Visitors Center, which relocated to downtown, welcomed its 10,000th visitor in 2021.

6.3.3: Launch place-based innovation hubs as a nexus between the university and communities for establishing new partnerships, developing next generation talent and providing support for start-ups and growing enterprises.

The University began executing a joint economic development strategy in 2021 with the Town of Chapel Hill that included creating an innovation hub downtown through a campus process. The hub will house Innovate Carolina, the central team that provides strategic guidance and practical tools and resources to support people and organizations on campus and in the community who make an economic and social impact through innovation, entrepreneurship and economic development. (see also Strategic Opportunity 6.3.1)

The hub will also:

- Serve as a home to other life science and high-tech companies, creating new opportunities for academic-industry collaborations.

- Co-locate Carolina's programs that support innovation, entrepreneurship and its research-to-market pipeline with a start-up accelerator, co-working space and collaborative business environment for industry and community partners.

- Offer the innovation centers of large corporations opportunities to team with Carolina researchers and connect with the University's significant pool of innovation talent to build cross-functional solutions to business and social challenges.

Carolina issued a request for proposal to secure the lease of a 20,000 square-foot space. After reviewing four proposals, leadership submitted a proposal to secure a lease for 136 Rosemary Street/137 East Franklin Street to the UNC System Board of Governors for consideration in 2022. Read here for updates on the current status of the innovation hub.

Chatham County innovation hub — Carolina continues to pursue regional innovation hubs and programs including a new initiative in Chatham County. Positive steps include partnering with Central Carolina Community College to offer an accelerator to local start-ups. The college's Small Business Center received a $50,000 regional impact grant from NC IDEA, an independent foundation dedicated to helping launch high-potential companies, to create a comprehensive business start-up program with Innovate Carolina to target previously underserved prospective business owners.

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.

Photo courtesy of Tracy Ridley

2021 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.

A network of global partnerships underpins Carolina's success as a leading global public research university, supporting both the teaching and research missions. The Office of the Vice Provost for Global Affairs devotes staff time and donor resources to targeted efforts to keep strategic partnerships vibrant and generate new collaborations to help solve shared global problems. Partnership activities in 2021 included:

Esteban Agudo, a third-year Ph.D. student in biology, takes data on fish communities on Roca Pitt, San Cristobal.

Royster Society of Fellows — Doctoral students from around the world came together virtually for the fifth annual Royster Global conference, "Tenacity in Turbulent Times." This event included 14 Carolina Royster Fellows and 15 doctoral students from King's College London, Hamburg University (Germany), Tübingen University (Germany), Tampere University (Finland) and the National University of Singapore. The interdisciplinary conference, sponsored by the Royster Society of Fellows, is an initiative of The Graduate School that aims to increase an understanding of graduate education and foster international connections.

Tübingen University — Leaders from both universities met virtually to renew a Memorandum of Understanding to continue and affirm this partnership, which began with one of Europe's oldest universities in 1986 and a student exchange program. Global Affairs made funding available for online cross enrollment so Carolina students could enroll in virtual courses through Tübingen. The Royster Global program will be held in Tübingen in July 2022 with a focus on data science and democracy. A research dialogue in 2022 will further solidify plans to develop joint projects about applying data science to democratic societies, health and urban planning. UNC Research and Global Affairs partnered with Tübingen to start a seed funding program to support collaborative research projects among faculty at both universities from 2022 to 2024. (see also Strategic Opportunity 7.3.2 and Strategic Objective 4: Discover.)

Universidad San Francisco de Quito — Plans are underway for a 10th anniversary celebration of the Galapagos Science Center in 2022 that will include a joint exhibition of photographs curated by UNC Global and the center that will be displayed in Carolina's FedEx Global Education Center. The research facility on San Cristobal Island, jointly created with the Universidad San Francisco de Quito in Ecuador, is the only university science facility of its kind in the Galapagos.

Collaborative Online International Learning — Global Affairs continued to expand Collaborative Online International Learning course offerings and strengthen partnerships with other universities as part of ongoing efforts to advance the internationalization of the Carolina curriculum. These courses connect faculty and students worldwide through shared learning experiences and cross-institutional collaboration. Since fall 2020, students from 37 partner institutions in 28 countries enrolled in 49 UNC-Chapel Hill courses. Carolina delivered eight courses in partnership with Universidad San Francisco de Quito and seven courses with faculty at King's College London.

Global medicines degree plans — Educators and researchers in PharmAlliance, which includes the Eshelman School of Pharmacy, started plans for a joint master's degree in global medicines development. If approved and offered, this would become Carolina's first joint international graduate degree program. Other alliance partners are Monash University in Australia and University College London. PharmAlliance also created a new funding model to promote collaboration, advance science in priority areas and offer graduate students a unique international cohort experience. The Eshelman school also hired its first PharmAlliance program coordinator.

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

In 2021, Global Affairs continued to increase offerings for cultural exchange under the Diplomacy Initiative, designed to expand opportunities for students and faculty to learn and teach about the role of diplomacy in solving global challenges. The Diplomacy Initiative builds on Carolina's existing strengths including five National Resource Centers for area studies and language learning recognized by the U.S. Department of Education and the unique Curriculum in Peace, War and Defense.

Events and opportunities for students and faculty in 2021 included:

Joseph Sisco Memorial Forum — Through a partnership with the American Academy of Diplomacy, UNC-Chapel Hill hosted this event for the second consecutive year with former U.S. ambassadors, the former administrator of the U.S. Agency for International Development and a former deputy U.S. trade representative. The forum, "Preserving Life: Climate Change, Water and Diplomacy," examined diplomatic approaches to climate and water issues. This event, which 188 campus community members attended,

Jack Leland, right, now a Carolina School of Medicine student, hikes in the Galapagos Islands with fellow students. He counts his six-week study abroad experience in the Galapagos as one of his most transformative adventures.

Vice Provost Barbara Stephenson, left, listens as Marie Yovanovitch, former U.S. ambassador to Ukraine, speaks during Carolina's first Diplomacy Week in 2022.

was an example of how the Diplomacy Initiative highlights cross-disciplinary problem solving with themes spanning the environment, global affairs, policy, human rights, and peace, war and defense.

Diplomatic Discussions launch — This new talk and panel discussion series brings experts and practitioners to campus to share inside perspectives about the world of foreign policy. Events included a panel discussion on U.S.-India relations featuring Taranjit Singh Sandhu, India's ambassador to the U.S., and Ambassador Richard Verma, former U.S. ambassador to India; an expert talk about Russia and diplomatic and security challenges by John Tefft, former U.S. ambassador to the Russian Federation, Lithuania, Georgia and Ukraine; a virtual dialogue about U.S.-Japan relations featuring Koji Tomita, ambassador of Japan to the U.S.; and a livestreamed expert talk, "Bolstering Security and Democracy in Today's Poland," with Stephen Mull, former U.S. ambassador to Poland and University of Virginia global affairs vice provost. Mull met with students of Polish language, history and politics.

Of 10 Diplomatic Discussion events in 2021, Global Affairs hosted six as part of a new cross-branding strategy to support other campus units interested in bringing in foreign policy professionals. Results included a collaboration with

the Krasno Events Series, which annually engages hundreds of students, faculty, staff and community members.

Women's Foreign Policy Group membership — Global Affairs offered a free membership opportunity for all students to join this non-partisan independent nonprofit that seeks to diversify the foreign affairs talent pipeline. Over 90 students registered in fall 2021 and gained access to global issues and professional development events as well as networking and mentoring opportunities.

Other partnerships and programs — Global Affairs supported other programs with area studies centers and campus units like the Ackland Art Museum for its "Buddha, Shiva, Dragon and Lotus" exhibit of Asian art and artifacts. Events focused on global career development including a panel discussion, "Women's Leadership in the Federal Government." A pilot mentoring program launching in 2022 will connect students with senior foreign service officers and national security officials.

New position for cultural exchange programs — Global Affairs planned to hire an International Student and Scholar Program Coordinator to organize support and cultural exchange programs.

Feature

Global and growing

Strengthening Carolina's work with global is among the priorities of [Carolina Next: Innovations for Public Good](#). Early in 2021, as campus continued to navigate the COVID-19 pandemic, Barbara Stephenson, Vice Provost for Global Affairs, spoke to [The Well](#). Following are excerpts:

Why is a global education important for Carolina students?
We see our students as the next generation of leaders, and that means being global leaders. ... The world that these students will graduate into is interconnected in complex ways that affect all kinds of components of their everyday life. To become those global leaders, to tackle the challenges of tomorrow, our students need a global education. Many of those challenges this rising generation will face will be global in nature. Climate change, cybersecurity, the pandemic — these problems are inherently global. They don't live neatly within national borders. To address them successfully, students need to understand how our world is interconnected and to develop the skills to find stakeholders who will be their partners in addressing these challenges.

How does a global education help students support North Carolina?
As North Carolina continues to grow and diversify, student success is inextricably connected to North Carolina's success. We know employers in all sectors and industries are increasingly prioritizing global skills and recognizing the value of a global perspective. A survey a few years ago of U.S. business executives reported that 75% of companies considered a global perspective to be important for their staff. Another survey ... reported that 40% were unable to expand because workers lacked the requisite international experience. Companies and their workers need a global perspective to contribute to the economy in North Carolina and beyond. Part of the reason North Carolina's economy has outperformed others is a focus on education.

Barbara Stephenson, former U.S. ambassador, is Carolina's first Vice Provost for Global Affairs.

▶ **READ MORE ABOUT THIS STORY**
thewell.unc.edu/2021/02/08/global-and-growing

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

Global Affairs worked to strengthen campus offerings related to Asia partly in preparation to apply for a Henry Luce Foundation grant and establish Carolina as the Southeastern U.S. hub for Southeast Asia and as a pan-Asia academic powerhouse.

Examples in 2021 include:

Vietnamese course — Re-establishing Vietnamese as a language offering through virtual instruction during the 2020–2021 academic year was a step toward hosting a Fulbright Language Teaching Assistant for Vietnamese in 2021–2022.

Singapore semester in residence — Plans are underway for a Carolina faculty member in Asian studies to teach and conduct research on Southeast Asia during a semester in residence at the National University of Singapore during 2022–2023.

Japan partnership development — With researchers from Medicine, Public Health, Biomedical Engineering, Nursing and Sociology, Global Affairs formed a Japan Interest Group to explore partnership opportunities with Japanese institutions related to research on the care and support of aging populations.

Southeast Asia study support — To support South Asia study, Global Affairs hired an alumna as the new Southeast Asia coordinator to develop a Luce grant proposal, coordinate events, make connections among students and faculty interested in the region and facilitate opportunities for Southeast Asian and Southeast Asian American students. Other commitments to strengthen the Luce grant application included producing a support letter attesting to the strategic importance Carolina places on enhancing Southeast Asian studies and financial support to teach Vietnamese language.

7.1.4: Enhance global branding of the University.

APLU award — Carolina received the 2021 Institutional Award for Global Learning, Research and Engagement from the Association of Public and Land-Grant Universities. The platinum award is the association's highest award to a member institution in recognition of inclusive and comprehensive efforts to internationalize its campus. (see related story)

Global presence ranking — In fall 2021, Carolina enrolled 2,400 international students from 106 countries — the highest number in campus history — and ranks 27th among host institutions for international scholars in the United States, according to the Institute of International Education's most recent Open Doors Report.

High-profile events — The University hosted or participated in several high-profile events in partnership with respected professional organizations such as the American Academy of Diplomacy, Women's Foreign Policy Group and the American College of National Security.

National podcast partner — Influential foreign affairs practitioners listening to the "General and the Ambassador" podcast series heard "UNC Global at the University of North Carolina at Chapel Hill" announced as a partner of the American Academy of Diplomacy at the beginning and end of each episode.

Kennedy Miller, a senior studying vocal performance and English, was named Carolina's 22nd Marshall Scholar in 2021. The Marshall Scholarship funds graduate studies at institutions in the United Kingdom.

Feature

Carolina receives higher education award for global learning, research, engagement

Carolina received the 2021 Institutional Award for Global Learning, Research and Engagement from the Association of Public and Land-grant Universities to recognize comprehensive efforts to internationalize the campus.

The University was named the platinum winner by the 244-member research, policy and advocacy organization and cited for excellence in inclusivity, internationalization of research and engagement, leadership and pervasiveness and assessment.

"Through the efforts of our exceptional faculty and staff, UNC-Chapel Hill is preparing our students to be global leaders," said Chancellor Kevin Guskiewicz. "A sustained, multi-year focus has helped us infuse the campus with a global mindset, and we are honored that APLU has recognized Carolina's commitment to global learning, research and engagement."

Carolina Next: Innovations for Public Good articulates the Global Guarantee — a promise that a global education is available to every student.

Before the COVID-19 pandemic, 43% of undergraduates studied abroad before graduation, supported by $1 million in annual scholarships. In 2020, 1,162 students took part in global coursework through the Connecting Carolina Classrooms with the World initiative, which introduced virtual study, research and internship abroad options, as well as Collaborative Online International Learning.

Photo courtesy of Nikki Salazar

Nikki Salazar attended the UNC in Sevilla program with the goal of strengthening reading and writing skills in her native tongue. Her travels included cities in Spain, France and Italy.

New global education programs build on a strong foundation of international partnerships, language and area studies and global research. Six area studies centers, five of which are U.S. Department of Education Title VI National Resource Centers — more than any university in the Southeast – provide expertise for faculty and students. Carolina's research presence touches 150 countries and the Institute for Global Health and Infectious Diseases brings together governments, universities and hospitals and clinics in over 50 countries.

▶ **READ MORE ABOUT THIS STORY**
unc.edu/posts/2021/11/18/unc-chapel-hill-receives-platinum-award-for-global-learning-research-and-engagement

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.

In 2021, over 1,000 students took part in global courses through the Connecting Carolina Classrooms with the World, which launched the previous year to expand global learning options on campus. This initiative builds on partnerships with other universities and supports faculty who integrate global content into their courses through three approaches: Collaborative Online International Learning courses; International Dialogues, featuring international guest speakers in classrooms; and Virtual Study Abroad, involving remote coursework, internships and research. Through an expanding menu of global learning opportunities, the University is creating multiple pathways for all students to experience global study. Examples of progress include:

Collaborative Online International Learning — This program continued to grow in 2021 with 693 students enrolled in 28 courses partnered with institutions in 20 countries. Student feedback from course evaluations helped to develop resources and best practice guidelines for instructors and these partnerships have led to new opportunities for faculty members including a Fulbright U.S. Scholar Award.

Virtual Study Abroad — Virtual study abroad continued even as traditional study abroad programs started to reopen. In 2021, 110 Carolina students participated in virtual study, internships and research programs abroad for academic credit.

International Dialogues — Area studies centers offered nine of these courses in 2021, serving over 200 students. The success of a pilot led to individual units offering these course options in 2021–2022 and in some cases faculty funding for courses that follow the International Dialogues model.

Study abroad trends — As expected, participation in study abroad declined due to the COVID-19 pandemic. Global Affairs developed risk management protocols in alignment with UNC System policies and procedures that peers lauded and copied. Study abroad enrollment grew to 79 students in spring 2021 and rose to 142 students the following summer. In fall 2021, 200 students studied abroad, about 60% of pre-pandemic levels. That total included 72 students who participated in the first Carolina Global Launch, the signature education abroad program for admitted first-year students matriculating in the spring semester.

Russian Flagship program — This U.S. Department of Defense-funded language initiative supports motivated undergraduate students from all majors to attain a professional proficiency level in the Russian language. UNC-Chapel Hill's program, the first of its kind in North Carolina and one of only eight U.S. programs, currently has over 60 students, several of whom have received additional funding through prestigious scholarship programs including the Boren for long-term overseas study.

Photo courtesy of Tracy Ridley

Tracy Ridley poses at the Seoul Sky Observatory at the top of the Lotte World Tower during his study abroad travels.

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.

Global learning is integrated throughout the student experience, starting with the general education curriculum required for undergraduates. Connecting Carolina Classrooms with the World opportunities diversified and strengthened global learning. These programs are designed to be inclusive, most do not require an application process or fee and reflect Carolina's undergraduate demographics.

In 2020–21, about 40% of Collaborative Online International Learning course participants were students of color, compared with 44% of total undergraduates of color, and 16% were first-generation college students, compared to Carolina's 19% total. Global learning program surveys indicate students are developing intercultural skills and a global mindset. More than half of student respondents said their perspectives had changed since engaging with their partner institution in online courses.

Global Affairs is building capacity to support faculty with integrating global learning in courses taught on campus. A new Associate Director for Global Education directly assists faculty with pedagogy and oversees co-curricular global programs. A Collaborative Online International Learning Faculty Fellow provided expertise and organized a faculty peer-learning community to exchange lessons and best practices during the 2021–2022 academic year.

Other efforts to integrate global learning into the curriculum in 2021 included:

Global case competition — In fall 2021, the School of Nursing offered "Global and Interprofessional Approaches to Solve Complex Cases" for this first time. Interdisciplinary teams of graduate and undergraduate students analyzed and proposed interventions to solve a global health challenge. These students advance to national global case competition.

Teacher-Student Initiative — UNC World View piloted a new program for high school teachers in eastern North Carolina interested in globalizing their classrooms. As part of this initiative, 12 high school classrooms joined a virtual presentation featuring Aaron Salzberg, Holzworth Distinguished Professor in the Department of Environmental Sciences and director of The Water Institute, about international challenges linked to water security.

Photo courtesy of Nikki Salazar

The UNC in Sevilla cohort shows its enthusiasm at the ancient Roman amphitheater of Itálica.

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

Global Affairs reviewed and updated travel guidance monthly in 2021 in consultation with the Provost and Carolina infectious disease experts and shared those updates along with policies or procedures with the Global Affairs Leadership Group, which includes representatives from over 20 academic programs and professional schools.

A national search is underway for an Associate Director for Global Travel, a new position designed to better support risk management, policy design and implementation and procedures for international travel.

Global Affairs leads an effort to strengthen risk management practices with responsibility for travel approvals shared by faculty, deans and global programs offices. Campus-wide coordination during the COVID-19 pandemic contributed to UNC-Chapel Hill ranking among the top 10% of leading U.S. research universities to resume significant international travel in pursuit of core research and educational missions.

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

7.3.1: Identify opportunities at the country, region and institution level for fruitful global collaboration and partnerships.

Carolina maintains a dynamic portfolio of global partner relations with institutions for joint learning, research and exchange, and Global Affairs works to coordinate those connections to enhance their productivity. For example, Global Affairs identified Japan as a promising location for expanding joint research that improves health care and support for increasing aging populations in that country and North Carolina. While UNC-Chapel Hill has numerous bilateral agreements with Japanese universities, each collaboration is limited to a particular school or department.

In 2021, Global Affairs identified faculty from Dentistry, Medicine, Nursing, Sociology and other disciplines whose research advances the science and treatment for aging

Before the COVID-19 pandemic, Dr. Emily Ciccone, a fellow with Carolina's Division of Infectious Diseases, worked in Uganda studying respiratory illnesses in children with staff of the Kasese Health Centre.

Ioana Costant, director of International Student and Scholar Services, offers the Carolina community her expertise as an immigration attorney and understanding of how international students and scholars contribute to making Carolina a global campus.

populations as well as faculty with direct ties to and top-performing Japanese universities for research productivity and funding in the health sciences. The University hosted the ambassador of Japan to the U.S., during a virtual dialogue about the potential for expanding U.S.-Japan engagement as part of the Diplomatic Discussions series. Global Affairs plans a future roundtable pairing UNC-Chapel Hill and Japanese researchers to explore new opportunities for exchanging research findings, methodologies and practices.

7.3.2: Amplify the virtues of Carolina's culture of low stone walls by supporting and promoting pan-university collaboration in the global research space.

Global Affairs collaborates with UNC Research to facilitate cross-campus, globally partnered programs addressing topics like the societal challenges of aging and data science and society. Leadership teams use joint metrics to track progress on current projects and meet regularly to exchange ideas and opportunities to better connect Carolina researchers across disciplines and borders. (see also Strategic Opportunity 7.1.1)

7.3.3: Build capacity in Global Affairs for identifying global opportunities, enabling pan-university collaboration and effectively telling Carolina's story to enhance the University's ability to work with international partners to address the grand challenges of our time.

Global Affairs hired a Director of Global Partnerships in January 2022 to develop and nurture global partnerships, explore new areas of research collaboration and work closely with faculty to develop their goals for joint projects.

Campus-wide collaboration enhanced the work of International Student and Scholar Services in processing scholar and employment-based visas and for programming to support international scholars and faculty to ensure that Carolina continues to attract the best global talent and engage in productive scholarly and research exchange with global partners. (Read here about how International Scholar Services helps units hire, recruit and enroll faculty, staff and students from around the world.)

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.

2021 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.

Finance and Operations implemented the first phase of a new all-funds budget model in 2021 as a major step forward in addressing an historic decentralized approach that was inefficient, out of date and had been exacerbated further by the COVID-19 pandemic. The all-funds budget model aimed to improve institutional financial planning and campus-wide decision-making, as well as provide flexibility and predictability in funding operational and personnel needs moving forward.

Senior leadership worked with campus leaders to implement intentional and strategic budget reductions to achieve a balanced budget and provide the ability to reinvest in school and unit initiatives that align with the goals of Carolina Next: Innovations for Public Good.
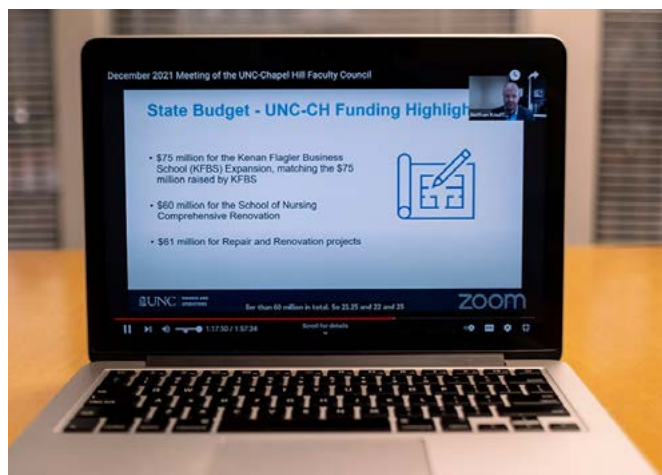
Carolina presented this budget model to the UNC System's Board of Governors as an approach for all UNC campuses. The system office used major elements of UNC-Chapel Hill's plan to propose a similar approach for review and consideration by campus boards of trustees and the Board of Governors in spring 2022. (Read more here.)

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

In 2021, the newly formed Division of Institutional Integrity and Risk Management continued to develop capacity and address important risk-related issues. Examples included:

Expanded support for compliance functions — Created a Chief Compliance Officer position. Launched the central compliance webpage to provide resources and guidance to the campus community. Developed a new export compliance policy and an enterprise-wide program to satisfy U.S. Departments of Commerce, Treasury and North Carolina regulatory requirements. Improved Carolina's risk profile for research by addressing a variety of compliance concerns such as data sharing, contracting and data management plans.

Policy assessment and management — Developed a framework for assessing campus policies for institutional risk. Collaborated with Information Technology Services to conduct a comprehensive audit to identify potential barriers to equity in policy documents and promote equity and accessibility in policy design and review. Implemented a new more effective campus-wide policy management system, saving the University approximately $10,000 annually.

New privacy initiatives — The Institutional Privacy Office received over 700 requests for general consultations in addition to providing information privacy compliance services for the campus community. Those included an extensive review of Health Insurance Portability and Accountability Act (HIPPA)-covered components and

designation; a privacy incident investigation management and breach response process; new privacy-related policies, procedures and trainings for the University and various units; privacy contract reviews and negotiations including data use agreements and business associate agreements; and guidance for data governance review activities, including management of sensitive information.

8.1.3: Continue to support the Campus Safety Commission.

The Campus Safety Commission concluded its work in reviewing campus safety issues during the summer of 2021. University leadership will consider additional initiatives to prioritize building stronger relationships and communications between the campus community and University Police. A search is currently underway for a new Chief of Police, with a hire scheduled to be made in 2022. (see also Strategic Initiative 1: Build Our Community)

8.1.4: Advance and expand the Operational Excellence initiative.

The Operational Excellence team led multiple projects in 2021 to design, implement, execute, assess and continuously improve critical administrative operations and service levels across campus. Examples included:

Support for COVID-19 response — Helped open seven temporary pop-up collection sites and three permanent on-campus collection sites as part of the Carolina Together
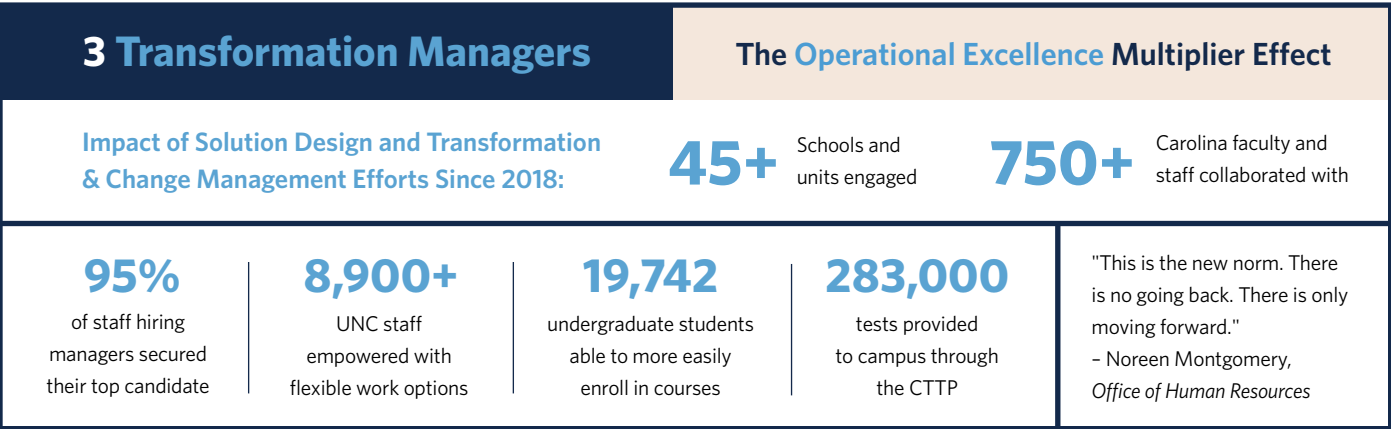
Testing Program and the start of the spring 2021 semester. Worked with the Reese Innovation lab to position Health Greeter Kiosks in August 2021. Designed and coordinated the Carolina Together Ambassador Program, which continually adapted to reflect changing campus operations in fall 2021 including with efforts to promote mask-wearing in indoor spaces and to help de-densify campus dining halls.

Dentistry patient scheduling transformation — Began working with the Adams School of Dentistry to increase patient volume in the student clinic. This project had two phases — patient scheduling and admissions.

Student registration design team — Developed changes to the undergraduate student course registration process for the spring 2022 cycle, which ran from October through November 2021. Goals included improving the experience and satisfaction of students, faculty and staff.

Future of Work design team — See Strategic Opportunity 8.1.7 for a description of the Future of Work design team's accomplishments and Strategic Initiative 3: Enable Career Development for a related story.

Carolina Community Academy — Played a critical role in a partnership with the Person County School District to launch the Carolina Community Academy, an innovative school for K–2 students at North Elementary School in Roxboro opening in August 2022. Carolina will operate as the school district for the academy and the School of Education will lead the initiative with support from a campus coalition. The academy will be the ninth laboratory school the UNC System has created with public school districts.

3 Transformation Managers	**The Operational Excellence Multiplier Effect**	
Impact of Solution Design and Transformation & Change Management Efforts Since 2018:	**45+** Schools and units engaged	**750+** Carolina faculty and staff collaborated with

| **95%** of staff hiring managers secured their top candidate | **8,900+** UNC staff empowered with flexible work options | **19,742** undergraduate students able to more easily enroll in courses | **283,000** tests provided to campus through the CTTP | "This is the new norm. There is no going back. There is only moving forward." – Noreen Montgomery, *Office of Human Resources* |

Source: Operational Excellence website

Feature

Optimizing Carolina's operations

Optimizing Carolina's overall operations to support the mission of teaching, research and public is the eighth initiative in the University's strategic plan, Carolina Next: Innovations for Public Good. In April 2021, Rick Wernoski, Senior Vice Provost for Business Operations, spoke to The Well about how this work underpins and makes possible the success of the other seven Carolina Next initiatives. Following are excerpts:

How will optimizing the University's operations help us?
Optimizing the University's operations will help us create an effective and sustainable organization that is on par or exceeding the gold standard for higher education institutions, with scalable operations and adequate funding for strategic priorities. … The types of operational challenges we are experiencing are not unique to Carolina. Pursuing and achieving operational excellence can set us apart as an institution. We must be innovative and transformative in how we operate, even in the day-to-day work that is the backbone of our institution, with an ability to be nimble in response to changing needs and challenges. The Operational Excellence team has ongoing engagements focused on transforming clinical operations in the Adams School of Dentistry, undergraduate student registration and public-private partnerships.

What are your top priorities to optimize Carolina's operations?
While all of the opportunities under Strategic Initiative 8 are priorities that contribute to Carolina's operations in different and important ways, several have been immediately relevant to the University's pandemic response. A few focusing on continuous improvement of administrative operations have been highly impactful. For example, Information Technology Services' engagement … to "reduce costs and increase research flexibility by adopting a multi-cloud systems and services strategy" has included mission-critical work by the ITS cloud team to help realize the Carolina Together Testing Program and create a foundation for advanced research opportunities. … The OE team supported the COVID-19 response with engagement on high-priority efforts, including the COVID-19 Dashboard, Carolina Together Testing Program, Carolina Together Ambassadors and classroom operations. The importance of "leveraging the automation of student support services" has been highlighted by the pandemic as well, with programs like HeelLife facilitating virtual exploration of opportunities for student engagement at Carolina.

Rick Wernoski leads a team working to optimize Carolina's business operations to create a more effective campus.

▶ **READ MORE ABOUT THIS STORY**
thewell.unc.edu/2021/04/05/optimizing-the-universitys-operations

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

Information Technology Services units made the following advances in 2021:

Research Computing — This unit's mission includes providing cybersecurity infrastructure and operating Secure Research Workspace, which provides a collaborative digital environment for researchers working with regulated data and has become increasingly popular, resulting in numerous partnerships with campus units. For example, much of the data analysis for clinical research on COVID-19 was processed in this secure workspace. Information Technology Services has updated, upgraded and mostly automated operating systems and services for the workspace. In 2022, the University will update the workspace's compliance package to include an external audit as a fundamental due diligence step in its approach to research that depends on regulated data.

Infrastructure and Operations — This unit, which manages data centers and provides around-the-clock support for business computing activities, strengthened the University's presence with the three major cloud infrastructure providers — Amazon Web Services, Microsoft Azure and Google Compute Platform. These resources have enabled research projects to proceed or respond to requests from federal agencies.

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

Information Technology Services continued making progress in 2021 to build on reorganization and staffing additions to further advance the work of a fledgling unit that is the first staffed group with an institutionally focused project portfolio, planning and change management mission. Examples include:

Project Portfolio — Each member of the central unit's leadership team selects, prioritizes and sponsors projects submitted for consideration by lead staff members. These projects aim to improve services, enhance capabilities and

support major campus initiatives. As of February 2022, the portfolio had 30 active projects. The portfolio allows leadership to view projects for their team to help make decisions about priorities and resource allocation.

Project and change management development — Launched in 2021, the Project and Change Management Community of Practice brings together University professionals who work in or are interested in project management and change management for networking and other collaboration.

Applying project and change management — Project Portfolio and the change management initiatives mentioned above worked with information technology teams across campus to complete seven institutionally scoped projects. Initiative leaders are developing an engagement model — lead, consult and coach — to bring the appropriate level of project and change management expertise to each project.
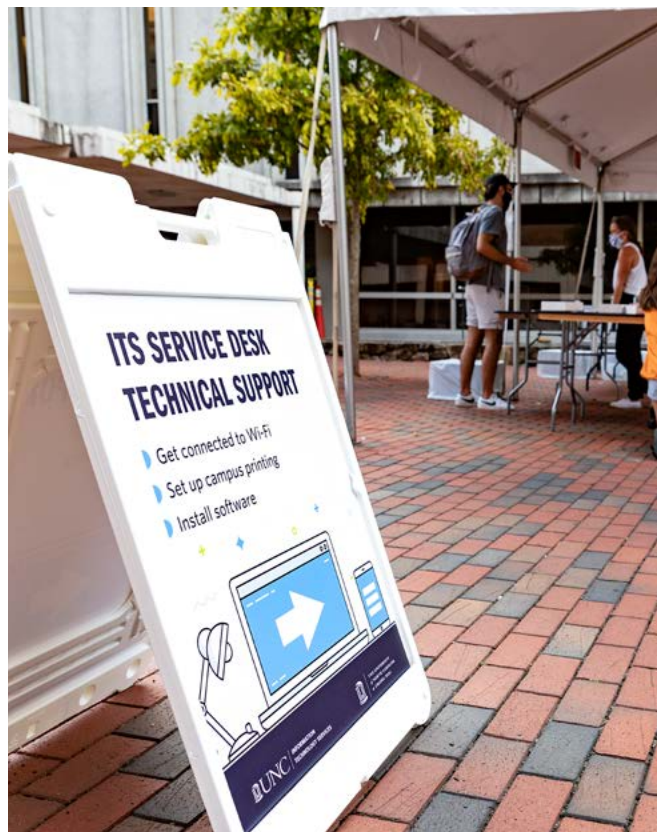
Information Technology Services set up a welcome tent outside the Undergraduate Library for students, faculty and staff when the fall 2021 semester opened.

8.1.7: Pilot a teleworking program that both meets institutional objectives and improves employee engagement.

With the Flexible Work Location Pilot Program that began in July 2021 and expired in March 2022, Operational Excellence partnered with leaders from Human Resources, Equal Opportunity and Compliance, and Finance and Operations to launch the Future of Work Design Team. Comprised of staff of all types from across the University, the design team developed a campus-wide framework to guide managers, staff and non-faculty employees through the process of determining long-term options after that date. The team created a Flexible Work Options Playbook that includes a decision-making framework and implementation resources. The design team completed its work in December 2021 and the framework is being implemented in 2022. (see also Strategic Initiative 3: Enable Career Development, Opportunity 3.2.1)

Photo courtesy of Megan Solloway/UNC-Chapel Hill
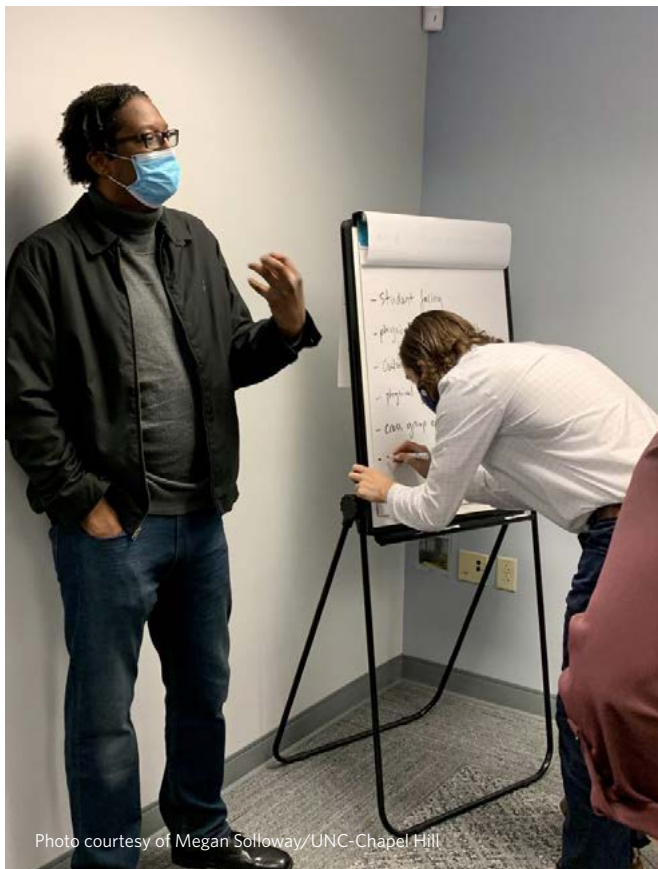
Members of the 2021 Future of Work Design Team discuss flexible work arrangements.

8.1.8: Enhance "compliance-readiness" by aligning routine operations with suitable routine process and procedures.

Code of Conduct — Institutional Integrity and Risk Management is developing a Code of Conduct; fleshing out the role of the Carolina Compliance Council, which provides oversight to emerging compliance issues; creating a central investigative function; and establishing relationships between central and unit compliance functions. (see also 8.1.2)

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

Automated services and online career fairs — Student Affairs Information Technology and central Information Technology Services improved efficiency by automating services including University-approved absence request notifications and student referral forms and related workflow. Such enhancements allow staff to focus more time on meeting the needs of individual students. University Career Services shifted to offering online career fairs, which are more streamlined, automated and accessible by all students including those studying abroad.
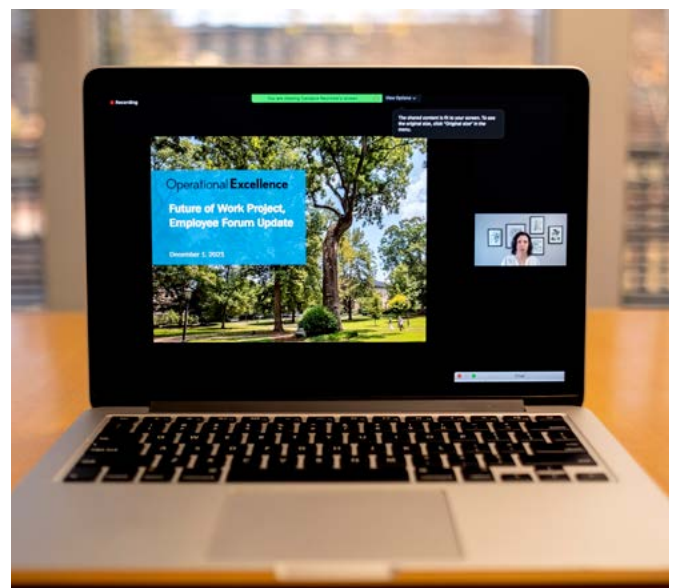
Candace Reynolds, Operational Excellence Transformation Manager, presents to the Employee Forum in 2021.

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

8.2.1: Re-engineer 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.

Meeting growing data needs for decisions — The Office of Institutional Research, Planning and Assessment continued to identify cost-effective ways to implement a multi-year plan to develop the technology and staffing infrastructure necessary to support Carolina's growing needs for data to drive decision-making. Through a collaboration with Information Technology Services, an advanced database specialist joined the team in fall 2021 and began to redesign internal data repositories to increase the office's efficiency in building data visualizations and interactive reports for the campus.

Carolina Analytics Portal — Institutional Research, Planning and Assessment developed plans for creating a dedicated section of the Carolina Analytics Portal to display all campus-wide performance metrics in a central location. These include dashboards displaying trends and progress on the priorities identified in the Carolina Next: Innovations for Public Good and UNC System strategic plans, student success goals, accreditation requirements, faculty and staff indicators and peer benchmarks.

Maintaining accurate student, course data — In collaboration with partners from various campus student service offices, Institutional Research, Planning and Assessment led efforts to improve processes for maintaining the accuracy of student and course data which are critical to ensure that the University receives appropriate funding for enrollments.

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

New governance process — In 2021, Carolina launched a new data governance process, building on previous work by the Enterprise Data Coordinating Committee to speed up data request work and a review of the existing standard and policy by Information Technology Services and the Chief Information Officer. These changes followed years of discussion among campus stakeholders and subject matter experts.

Data Governance Oversight Group — The revised process created this oversight group with subgroups including a request triage team, trustees, subject matter experts and data custodians. Launch of a new website — "Data Governance at UNC: It's Everyone's Responsibility" — and an online request process via ServiceNow mark major improvements in transparency. Requests now have one entry point that both requestors and responders can track. A triage team can review requests and route them for action by a subgroup. That means trustees can focus on referrals involving more complicated requests such as Kenan-Flagler Business School's data warehouse, analytics and dashboard initiatives and a case-management system for the Office of University Counsel. Future priorities include enhanced campus communications about data issues and development of unit-level data custodians.

Read here for more information about Carolina's improvements with data governance

A student stays dry and checks her phone from South Building.

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.

Addressing deferred maintenance needs — The Campus Master Plan guides future planning for development and renewal projects. The plan highlighted the historic challenges posed by deferred maintenance needs that accumulated over time and suggested opportunities for comprehensive renovations that can update learning environments and improve workplaces. The University's Board of Trustees approved planning authority to design comprehensive renovations to Bingham and Coates halls. (see also 8.3.3)

Porthole Alley redevelopment — Facilities staff began designing the Porthole Alley redevelopment, which the 2019 Campus Master Plan highlighted as an opportunity to create a welcoming space to enhance the experiences of visitors to campus as well as a hub to encourage a dynamic mix of uses and programs.

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

The University developed and submitted a 2021-2023 Six Year Capital Plan request to the UNC System that included target renewal, traditional repair and renovation or replacement building projects based on guidance prioritizing health, safety, accessibility and extending a building's useful life. Overall, the request identified total needs exceeding $300 million for 13 projects in nine buildings.

Anna Wu, Associate Vice Chancellor for Facilities Services, makes a point during a community information session that provided feedback for the 2019 Campus Master Plan.

Since Kenan-Flagler Business School relocated from Carroll Hall to the McColl Building in 1997, the growth of degree programs outpaced the structure and the ability to serve talented students who want to major in business. Previous expansions of McColl Hall still left the school without enough space. The Board of Trustees approved the design of a new addition in 2022.

8.3.3: Secure funding to renovate or replace prioritized facilities.

Over the past decade, the University had received about $4 million annually in state funding for repairs and renovations. In 2021, positive results in the final state budget included:

Targeted and traditional project state funding — In response to the 2021-2023 Six Year Capital Plan request (see above), UNC-Chapel Hill received $40.9 million for targeted renovations and $20.5 million for traditional repair and renovation projects such as HVAC systems for Hamilton and Phillips halls, HVAC and fire protection needs for Wilson Library, elevators for Dey and Carroll halls and air handlers replacements in Davie Hall. That funding will come over the next four fiscal years from the North Carolina General Assembly's $250 million appropriation for projects across UNC System campuses.

Enrollment growth state support — The North Carolina budget approved in 2021 also included $60 million to replace Carrington Hall, which houses the School of Nursing, and $75 million for an addition to the McColl

Building for the Kenan-Flagler Business School, which separately raised over $75 million in additional funding as part of the Campaign for Carolina: For All Kind.

Other University-funded projects — To address other urgent needs identified in the current working Campus Master Plan, University leadership committed in 2021 to invest over $51 million in non-state appropriated funds from campus sources to repair and renovate academic and classroom buildings including:

• Morehead Chemistry Laboratories (HVAC and two elevator upgrades completed in 2022).

• Bingham Hall (modernize academic space and upgrade classrooms to active learning environments).

• Coates Building (design planning currently pending).

• Carroll Hall (comprehensive renovation of a fixed-seat lecture hall to an active learning classroom for 210 students) Read more here in a story and watch here for a video about the transformation of the John S. and James L. Knight Foundation Lecture Hall, also known as 111 Carroll Hall.

Appendix

Carolina Next Leadership Teams During 2021

The individuals listed below served on one or more Carolina Next leadership teams during calendar year 2021. Their titles reflect the positions and roles they held within the University at the time of their service on these groups.

ImplementationTeam

- Robert A. Blouin, *Executive Vice Chancellor and Provost*
- Lynn Williford, *Chair, Assistant Provost for Institutional Research, Planning, and Assessment*
- Jane Calloway, *Campus Projects Manager, University Communications*
- Joe Canady, *Senior Continuous Improvement Lead, Operational Excellence*
- Debbi Clarke, *Associate Provost for Strategy and Special Projects*
- Amy Locklear Hertel, *Chief of Staff to the Chancellor*
- Rick Wernoski, *Senior Vice Provost for Business Operations*

Advisory Committee for Academic Year 2020–2021

- Martin Brinkley, Dean, School of Law
- Ryan Collins, Graduate and Professional Student Council President
- Charles Duckett, Board of Trustees member
- Shayna Hill, Chair of the Employee Forum
- Kelly Hopkins, Board of Trustees member
- Amy Johnson, Vice Chancellor for Student Affairs
- Jennifer Larson, Teaching Professor, English and Comparative Literature
- Beth Mayer-Davis, Chair, Department of Nutrition; Professor, Nutrition and Medicine
- Reeves Moseley, Student Body President
- Ron Strauss, Executive Vice Provost, Adams Distinguished Professor, Adams School of Dentistry
- Elaine Westbrooks, Vice Provost and University Librarian

Advisory Committee for Academic Year 2021–2022

- Martin Brinkley, *Dean, School of Law*
- Robert Bryan, *Board of Trustees member*
- R. Gene Davis Jr., *Board of Trustees member*
- Amy Johnson, *Vice Chancellor for Student Affairs*
- Nathan Knuffman, *Vice Chancellor for Finance and Operations*
- Jennifer Larson, *Teaching Professor, English and Comparative Literature, Director of Summer School Administration, Interim Director of Credit Programs*
- Beth Mayer-Davis, *Chair, Department of Nutrition; Professor, Nutrition and Medicine*
- Katie Musgrove, *Chair of the Employee Forum*
- Lamar Richards, *Student Body President*
- Ron Strauss, *Executive Vice Provost, Distinguished Professor, Adams School of Dentistry*
- Neel Swamy, *Graduate and Professional Student Federation President*
- Elaine Westbrooks, *Vice Provost and University Librarian*

Carolina Next Leadership Teams During 2021

Strategic Initiative Captains

Strategic Initiative 1: Build Our Community Together
- Amy Locklear Hertel, *Chief of Staff to the Chancellor*
- Sibby Thompkins-Anderson, S*pecial Advisor to the Provost and Chancellor for Equity and Inclusion, and Interim Chief Diversity Officer (January to June 2021)*
- Leah Cox, *Vice Provost for Equity and Inclusion and Chief Diversity Officer (July to December 2021)*

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

Strategic Initiative 3: Enable Career Development
- Becci Menghini, *Vice Chancellor for Human Resources and Equal Opportunity and Compliance*
- Katie Nolan, *Executive Director of Strategy, Policy, and Special Projects*

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

Strategic Initiative 5: Promote Democracy
- Mary-Rose Papandrea, *Professor, School of Law*

Strategic Initiative 6: Serve to Benefit Society
- Michelle Bolas, *Associate Vice Chancellor for Innovation Strategy & Programs*
- Melissa Carrier, *Adjunct Professor of the Practice, Public Policy, and Director, Office of Social Innovation*

Strategic Initiative 7: Globalize
- Barbara Stephenson, *Vice Provost for Global Affairs and Chief Global Officer*

Strategic Initiative 8: Optimize Operations
- Rick Wernoski, *Senior Vice Provost for Business Operations*

Examples of Carolina Next Performance Indicators by Strategic Initiative

The following are examples of performance indicators the University is considering to assess our progress within the eight Strategic Initiatives.

Strategic Initiative #1 – Build Our Community Together
- Investments that support belonging and community
- Equity in student success
- Campus climate
- Student ratings of the educational benefits of diversity received at Carolina

Strategic Initiative #2 – Strengthen Student Success
- Investments in student mental health services accessibility
- Retention and graduation rates; time-to-degree
- Increase in student-centered services and other experiential learning
- Growth in online delivery of instruction

Strategic Initiative #3 – Enable Career Development
- First destinations of graduates
- Staff use of opportunities for career development
- Faculty satisfaction with support received for teaching, research, and service
- Faculty/staff retention

Strategic Initiative #4 – Discover
- Infrastructure supporting faculty in translating research to address real-world problems
- Collaborative/interdisciplinary research
- Economic impact of Carolina research
- Engagement in strategic research priority areas

Strategic Initiative #5 – Promote Democracy
- Student participation in voting and other democracy-related events
- Faculty professional development for facilitating respectful classroom discussions
- Student engagement in class discussions

Strategic Initiative #6 – Serve to Benefit Society
- Training provided to local and state government officials
- Inventions and start-ups
- Student participation in service learning and other community engagement
- Production of Carolina graduates to meet critical workforce needs in North Carolina

Strategic Initiative #7 – Globalize
- Access to global education
- International students on campus
- Research collaborations between Carolina faculty and global partners
- Collaborative educational partnerships with global institutions

Strategic Initiative #8 – Optimize Operations
- Improvements in administrative operations
- Budget model redesign outcomes
- Facilities maintenance replacement