

BOARD OF GOVERNORS MEETING

The University of North Carolina

September 13, 2002

The Board of Governors met in regular session on September 13, 2002, in the Board Room of the General Administration Building, Chapel Hill. Mr. Wilson, the chairman, called the meeting to order at 10:15 a.m.

INVOCATION

Mrs. Robinson gave the invocation:

One year and two days ago we in America returned to our places of worship to find comfort and solace as we faced an America tragedy we never envisioned. Regardless of your faith or religion, the September 11, 2001, terrorism, especially the loss of numerous lives strengthened the bond that exists between us all. We are Americans. We are Americans who believe in freedom, we are Americans who believe in giving and sharing life, we are Americans who believe that regardless of who you are, you are entitled to life and to have the best quality of life that education, economics, religion, and social support can render. Today, I ask you to join me as I acknowledge my faith in my God in remembering those who lost their lives on September 11, 2001, and remembering their families and loved ones who mourn, but more so for those of us who still have life and the opportunity to make a difference in our communities, our state, our country, and the world. Let us pray.

God of all, we ask today for special blessings for those who lost loved ones on a sad day in 2001 for America. We ask especially that you restore them, restore their faith in you, and restore their faith in their country, in the world, and in the goodness of mankind.

We ask also that you bless America, bless us as Americans, and people of all nations with a love that surpasses all understanding, with an understanding that surpasses all hatred, and with a healing that can soothe all hurt. We ask for healing of our nation, our communities, and our homes. In my Bible your word says we must call those things that not be as they were. We speak healing today. We must not speak sickness, distress, anger, and terror into existence, but healing for our hearts, our minds, for we must have faith if our nation and we are to be healed.

And the Lord we ask for peace. Relieve the burdens of stress that would keep us from perfect peace, regardless of what issues we face while we are beset with problems of hatred for those about whom we know little, with problems of economic depression that deny the very essence of life, health, human services, and education to those who need it most, with politics that would divide us, and with a leadership that sees war, not peace as the answer. We ask for peace. We ask for wisdom. Let us know that real leaders are endowed with a special wisdom that exceeds all knowledge and experience. Wisdom that

comes from the heart and you. We ask that you grant our President and Congress that special wisdom, that you grant our Governor and Legislature wisdom as they make decisions that determine the quality of education for so many, that you grant wisdom to the hearts and minds of those who lead our universities, our President, our chancellors, and trustees. Impart wisdom into the minds of students as they seek knowledge and then Lord makes us as governors, wise. Give us wisdom as servants of your people. Servants of these universities we love and revere, but most important as servants of the thousands of young minds who must have the opportunity to learn, to grow, and to make a difference in our world. We ask for special blessings for our chair and on today's meeting that we might make wise decisions for those we serve. Amen.

ROLL CALL

Mr. Aldridge called the roll and the following members were present:

J. Bradley Wilson	Dudley E. Flood
Bradley T. Adcock	Hannah D. Gage
G. Irvin Aldridge	Willie J. Gilchrist
James G. Babb	James E. Holshouser, Jr.
J. Addison Bell	Peter Keber
F. Edward Broadwell, Jr.	Teena S. Little
William T. Brown	Charles H. Mercer, Jr.
Angela R. Bryant	Barbara S. Perry
William L. Burns, Jr.	Patsy B. Perry
C. C. Cameron	Jim W. Phillips, Jr.
Anne W. Cates	H. D. Reaves, Jr.
John F.A.V. Cecil	Gladys Ashe Robinson
Bert Collins	J. Craig Souza
John W. Davis III	Priscilla P. Taylor
Jonathan L. Ducoté	Robert F. Warwick
Ray S. Farris	Ruth Dial Woods

The following members were absent:

H. Frank Grainger
Benjamin S. Ruffin

The chair stated that Mr. Grainger, who was ill, had an excused absence under the provisions of the statute.

MINUTES

Chairman Wilson noted a correction to the draft minutes dealing with the roll call vote on Mr. Farris' resolution and said a corrected copy of that page was included in each

member's folder. On motion of Mr. Collins, seconded by Mr. Davis, the minutes of the meeting of August 9, 2002, were approved as corrected.

* * *

As a matter of protocol, Chairman Wilson advised the members on several procedural issues that are designed to help the conduct of the board's business at future meetings run smoother. He called attention to The Code and encouraged all members to review it and familiarize themselves with its provisions. Specifically, Chairman Wilson said the following procedures would be required in handling resolutions and other action items that might be brought directly to the board without first going through a standing committee as prescribed by

The Code:

- Motions coming to the floor without being first processed through a standing committee will be ruled out of order and then assigned to a standing committee.
- In accordance with The Code provisions, a member may, with a two-thirds vote of the voting members present, make a motion to bring it to the board, and if that motion passes, the issue will properly be before the board for action and debate.
- The chair will then call a recess in order to have the resolution typed, copied, and distributed to each member of the board, as well as the media. In the interim, other matters on the board's agenda will be continued. In the event the board has considered all other matters before it, the members will be asked to "stand at ease" until such time as it takes to get the resolution typed, copied, and distributed.
- After everyone has had an opportunity to read the proposed resolution, the board will then proceed to debate and to take action to vote the matter up or down.

Chairman Wilson informed the members that in November an authority on parliamentary procedures will conduct a training workshop on basic fundamental parliamentary procedure. The workshop will be required for all officers and committee chairs. All other members of the board are urged to attend and participate.

The chairman pledged to do everything in his power to make sure members were fully informed and had before them pertinent information on all matters prior to taking action. He urged the president, by alerting him when she had additional information, and her cabinet (by

raising their hands) to intervene as necessary to make sure the board had before it all the facts pertinent to the discussion and a subsequent vote on a matter. He reminded the members to make sure that he, as chair, was following proper procedure and doing the job they had elected him to do.

PRESIDENT'S REPORT

President Broad acknowledged her fifth year as President of The University of North Carolina and gave a detailed report on major accomplishments and initiatives for the University and discussed what lies ahead. (For the President's complete report, see Appendix A.)

On behalf of the members of the board, Chairman Wilson thanked President Broad for her leadership over the past five years and for her timely report.

ADMINISTRATIVE ACTION ITEMS

Chairman Wilson called attention to the Administrative Action Items listed on the agenda and inquired if any member wished to have items removed for further discussion. Mr. Keber moved, seconded by Dr. Gilchrist, that the following Administrative Action Items be approved by consent:

- | | | |
|-----------|-----------------------------------------------------------------------------------------------------------------------|------------|
| a. (B/F) | Authorization of New Capital Improvements Project,
ECU | Appendix B |
| b. (B/F) | Authorization to Establish the Master of Arts in Arts
Administration, UNCC | Appendix C |
| c. (EPPP) | Authorization to Establish the Master of Science in
Optics, UNCC | Appendix D |
| d. (EPPP) | Authorization to Establish the Master of Arts in
Religious Studies, UNCC | Appendix E |
| e. (EPPP) | Authorization to Establish the Center for Domestic and
International Criminal Justice Research and Policy,
NCCU | Appendix F |
| f. (EPPP) | Authorization to Establish the Center for Women's
Health and Wellness, UNCG | Appendix G |
| g. (EPPP) | Approval of the Request for IT Management Flexibility,
UNCW | Appendix H |
| h. (P/T) | Approval of the Institutional Plan for Management | |

i. (P/T)	Flexibility to Appoint and Fix Compensation, UNCC Approval of the Institutional Plan for Management Flexibility to Appoint and Fix Compensation, UNCG	Appendix I Appendix J
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The motion carried.

REPORT OF COMMITTEE ON EDUCATIONAL PLANNING, POLICIES, AND PROGRAMS

Mr. Reaves, chair of the Committee on Educational Planning, Policies, and Programs, presented the committee's report. He called attention to Institutional Profiles, University of North Carolina, 2002-2003 Edition provided to each member and said the publication contained a wealth of information concerning the University and what it has to offer students.

Resolution on Academic Freedom

Mr. Reaves reminded the members that at its special called meeting held on August 22, the committee considered the resolution on academic freedom which was referred to committee from the August 9 meeting of the Board of Governors. He said the resolution was slightly different than the one presented by Mr. Farris in August and noted that a copy had been provided to each member. On behalf of the committee, Mr. Reaves presented the following resolution:

Whereas, The University of North Carolina, the oldest public university in America, has throughout its history supported and endorsed the free exchange of ideas; and

Whereas, it is a primary responsibility of the University's faculty to extend and enhance the intellectual horizons of the students in the University's constituent institutions; and

Whereas, as part of their university experience, students are expected to be challenged by the introduction of new ideas, philosophies, and practices; and

Whereas, University administrators and this Board of Governors have an abiding duty to ensure that the environment at the University of North Carolina is conducive to the exercise of academic freedom; and

Whereas, The Code, which governs the affairs of the University, contains an emphatic expression of the Board of Governors' commitment to the values of academic freedom and the freedom of inquiry; and

Whereas, the Board of Governors is entrusted with oversight and governance of the constituent institutions of the University of North Carolina; and

Whereas, any challenge to the academic freedom of one of the University's constituent institutions is a challenge to all of those institutions; and

Whereas, individuals and groups have attempted to override decisions made by faculty and administrators in the execution of their academic responsibilities; and

Whereas, the American Association of University Professors asserts that, "The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research"; and

Whereas, the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the accrediting body for the University of North Carolina, mandates that "Faculty and students **must** be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research. . . . [and] the board **must** not be subject to undue pressure from political, religious, or other external bodies. . . .[and] should protect the administration from similar pressures";

Now therefore, be it resolved, that the Board of Governors reaffirms its commitment to academic freedom and to its current and longstanding statement on academic freedom and responsibility found in The Code as set forth below:

ACADEMIC FREEDOM AND TENURE

SECTION 600. FREEDOM AND RESPONSIBILITY IN THE UNIVERSITY COMMUNITY.

(1) The University of North Carolina is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. The University therefore supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors.

(2) The University and each constituent institution shall protect faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth.

(3) Faculty and students of the University of North Carolina shall share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

SECTION 601. ACADEMIC FREEDOM AND RESPONSIBILITY OF FACULTY.

(1) It is the policy of the University of North Carolina to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of the academic staffs of the constituent institutions. Members of the faculty are expected to recognize that accuracy, forthrightness, and dignity befit their association with the University and their position as men and women of learning. They should not represent themselves, without authorization, as spokesmen for the University of North Carolina or any of its constituent institutions.

(2) The University and its constituent institutions shall not penalize or discipline members of their faculties because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

Mr. Reaves urged the members to review the proceedings of the special meeting and called attention to the statements made in support of the resolution, as contained in the notebooks under the Planning Committee agenda.

On behalf of the unanimous vote of the committee at its meeting on August 22, Mr. Reaves moved that the resolution on academic freedom be approved. Chairman Wilson stated that since this was a committee report, it did not require a second to the motion.

Chairman Wilson thanked Mr. Farris for his leadership in crafting the resolution, for reminding the board of the importance of academic freedom, and for helping the board focus on its long-standing policy on that matter. He also thanked Chairman Reaves for his leadership in conducting the committee's special called meeting and for the many long hours devoted to bringing this resolution to the full board.

There being no discussion on the resolution, Chairman Wilson put the motion and it carried.

Report on Center for School Leadership Development

Mr. Reaves reminded the members that, in accordance with a request from the General Assembly, a report documenting activities undertaken by the Center for School Leadership Development to improve professional development and lay the foundation for closing the achievement gap in selected school systems is due in Raleigh by September 15. He

said a copy of the report was provided in each member's notebook and pointed out that the report provides an account of documented information regarding this effort and what needs to be done to make progress. Mr. Reaves reminded the members that the State Board of Education will review the report and report its findings back to the Board of Governors.

On behalf of the Committee on Educational Planning, Policies, and Programs, Mr. Reaves moved that the report from the Center for School Leadership Development be approved and sent to the State Board of Education and the General Assembly. There being no discussion, Chairman Wilson put the motion and it carried. (Appendix K)

REPORT OF COMMITTEE ON UNIVERSITY GOVERNANCE

Dr. Brown, chair of the Committee on University Governance, presented the committee's report.

Election to Board of Trustees – North Carolina Central University

On behalf of the committee, Dr. Brown moved that Eddie L. Long of Lithonia, Georgia, be elected to the Board of Trustees of North Carolina Central University, for a partial term ending June 30, 2005. There being no objection, the motion was put and it carried.

Appointment to Board of Trustees – Pitt County Memorial Hospital

Dr. Brown moved that David Womack of Greenville be appointed to the Board of Trustees of the Pitt County Memorial Hospital, for a partial term ending February 28, 2006. There being no objection, the motion was put and it carried.

Appointments to Educational Advisory Council – North Carolina School of Science and Mathematics

On behalf of the committee, Dr. Brown moved that Gerry M. Madrazo, Jr., of Chapel Hill and Thomas R. Miller of Durham be appointed to the Educational Advisory Council of the North Carolina School of Science and Mathematics, each for a partial term ending June 30, 2003. There being no objection, the motion was put and it carried.

Vacancies on Boards

Dr. Brown announced vacancies on the following boards:

Board of Trustees - North Carolina School of the Arts
(One partial term ending June 30, 2005)

Board of Directors - Research Triangle Foundation
(Two terms ending October 31, 2002)

Membership - Research Triangle Institute Corporation
(Two terms ending October 31, 2002)

REPORT OF COMMITTEE ON BUDGET AND FINANCE

Clarification of Use of Funds for the Association of Student Governments

Mr. Bell, chair of the Committee on Budget and Finance, reported that at the committee's meeting on the preceding day, the committee discussed the need to clarify the board's intent regarding the use of funds that were provided to the Association of Student Governments. He reminded the members that when the board approved the \$1 fee for this purpose last spring, it was intended that the Association would be managed by the students rather than by a professional and that any of the budget spent on personnel should be for support staff, not professional staff. He called attention to a policy revision that specifically addresses the issue and gave notice that the matter would be presented for action at the next meeting of the board. Mr. Bell noted the only change was to item 7 and it states,

The ASG shall be administered by the officers and directors of the ASG. Any employees of the ASG shall be clerical in nature. The Association shall not employ an executive director or other persons with substantive policy or lobbying duties.

Mr. Bell thanked Mr. Ducoté for his valuable assistance and input on the matter.

REPORT OF COMMITTEE ON THE FUTURE OF INFORMATION TECHNOLOGY

Mr. Cecil, chair of the Committee on the Future of Information Technology, reported the committee's first meeting on August 8, 2002, was devoted to its mission: to address the University's future direction, opportunities, and challenges in the use of information

technology to advance the teaching, research, and service missions of the University, as well as improving the administrative function. He said the committee's second meeting on September 12, 2002, was held at the Microelectronics Center of North Carolina (MCNC) offices in the Research Triangle Park. The committee took a tour of the facility and heard three discussions centered on strategic plans for the High Performance Computing and Communications Division (HPCC) of MCNC, including the North Carolina Research and Educational Network (NCREN), the North Carolina Supercomputing Center (NCSC), and ended with discussions about the North Carolina Bioinformatics grid (NC Biogrid). Mr. Cecil said the thrust of the meeting was to understand how MCNC could assist the University in delivering distance learning courses all across North Carolina, through the use of the supercomputer, as well as through the network itself. The next meeting will center on the end users of MCNC's information technology services.

REPORT OF COMMITTEE ON HEALTH AFFAIRS

Mr. Cecil, chair of the Committee on Health Affairs, reported the committee met on the preceding day and heard presentations from members of the health care system and received the UNC Health Care Annual Report. Dean Houpt, Peter Barnes, Eric Munson, as well as Charles Ayscue, were in attendance at the meeting. The new vice chancellor for health sciences at East Carolina University, Dr. Michael Lewis, discussed the priorities of the Health Affairs Program at ECU, mainly in the area of primary health care, nursing, allied health opportunities in eastern North Carolina, and the Health Sciences Library.

At the next meeting, the committee hopes to tour the Women's and Children's Hospital on the Chapel Hill campus to learn more about the integration between Rex Hospital and UNC and how they are serving the markets. After that, the committee hopes to go to Greenville to take a closer look at the health care initiatives at ECU.

REPORT OF COMMITTEE ON TUITION AND FEES POLICIES

Mr. Cecil, chair of the Committee on Tuition and Fees Policies, reported the committee heard presentations of statistical data by Vice President Jeff Davies and Associate Vice President Robert Kanoy, including a discussion of setting tuition limits. He said in October there would be a full discussion on the 12-point funding matrix and in November the committee would have a draft policy on tuition and fees to review.

REPORT OF COMMITTEE ON PUBLIC AFFAIRS

Chairman Wilson informed the members that Mr. Phillips, the first chair of the Committee on Public Affairs, would be stepping down from that position. He thanked him for his organizational skills and for leading the committee and the board through numerous legislative issues, debates, and discussions, including the bond referendum.

Mr. Phillips reported the committee had met earlier in the day and heard a progress report on the budget and other activities in the General Assembly. The members of the board were urged to stay focused on the University's budget and to thank the legislators for their support whenever they had occasion to see them. Mr. Phillips said Vice President Milliken planned to mail, within the next week or so, a report on the results of the recent primary elections.

On a personal note, Mr. Phillips thanked former Chairman Ruffin for giving him the opportunity to chair the Public Affairs Committee and for the opportunity to work with the members of the committee. He thanked Vice President J. B. Milliken, Vickie McNeil, Joni Worthington, Mark Fleming and all of the staff for their outstanding work and commitment. He particularly thanked the members of the Board of Governors for their determined and never-ending support of the University.

REPORT OF COMMITTEE ON COMMITTEES

Mr. Phillips, chair of the Committee on Committees, thanked the members of the committee who served with him (Mr. Adcock, Ms. Bryant, Mrs. Gage, and Mrs. Little). He reported that when the committee began its work, it set several goals for itself and said its' recommendations would reflect the diversity of the board in the makeup of the committees, provide as many two-year terms as possible, and minimize the need to move people off committees in the middle of their term. Mr. Phillips said he was pleased the committee was able to attain most of its goals.

On behalf of the committee, Mr. Phillips presented and moved approval of the committee's recommendations. He added that Vice Chair Little's Committee on Code Revision is in the process of looking at a number of things and the composition of the standing committees is one of the items being considered. The motion was put and carried. Mrs. Cates voted no. (For the Standing Committee list as reconstituted, see Appendix L)

Chairman Wilson reminded the members that each committee was asked to meet immediately following the board meeting for the purpose of electing officers.

RESOLUTION HONORING THE 30TH ANNIVERSARY OF THE FACULTY**ASSEMBLY**

At the chair's request, Mr. Souza called on President Broad for the purpose of recognition of the 30th Anniversary of the Faculty Assembly of the University of North Carolina. President Broad said the Faculty Assembly was celebrating its 30th Anniversary. She expressed appreciation to the members of the Faculty Assembly for the manner in which they communicate with the president and provide advice and consultation.

On behalf of the members of the Board of Governors, Mrs. Cates presented and moved approval of a resolution honoring the Faculty Assembly of the University of North Carolina. Mr. Burns seconded the motion and it carried. (Appendix M)

Chairman Wilson introduced the members of the Faculty Assembly in attendance at the meeting:

Chair Richard Veit of UNC Wilmington
 Vice Chair George Conklin of North Carolina Central University
 Dr. Mary Adams, Chair of the Personnel and Tenure Committee, Western Carolina University
 Dr. Dwayne Davis, Chair of the Budget Committee, UNC Asheville
 Dr. Bonnie Kelly, Faculty Development, UNC Pembroke
 Dr. Don Lisnierski, Faculty Welfare and Benefits, UNC Asheville
 Dr. Jeff Passe, Governance, UNC Charlotte
 Dr. Jose D'Arruda, Technology, UNC Pembroke

CHAIRMAN'S REPORT

Chairman Wilson acknowledged the chancellors and thanked them for their presence at the meeting. Following up on remarks made at the previous meeting, he said it is helpful for the members of the board to have the opportunity to meet informally with the chancellors on the Thursday evenings preceding the board meetings. He said the board's committee meetings are open and he invited the chancellors to attend when they were able to do so.

Chairman Wilson thanked Chancellor Ammons and the members of his staff for the invitation to visit North Carolina Central University several weeks ago. He said he was grateful for the opportunity to spend a morning visiting with the chancellor one-on-one, visiting with the members of his cabinet, students, faculty and staff, and ending the visit with a wonderful lunch. Chairman Wilson said he welcomed and looked forward to the opportunity over the next year to visit all of the campuses and to spend at least a half a day on each campus.

Resolution Honoring Vice President Ronald G. Penny

President Broad expressed appreciation to Vice President Ronald G. Penny, who will join Chancellor James Ammons at North Carolina Central University as a faculty member and Chair of the Department of Public Administration on September 23. The president said Vice President Penny has been an important part of the operations of the Office of the President and has provided leadership in the Human Resources Division, guiding some very important initiatives.

At the chair's request, Mr. Adcock presented and moved approval of a resolution honoring Vice President Ronald G. Penny. Mr. Aldridge seconded the motion and it carried.

(Appendix N)

In his remarks to the board, Vice President Penny said,

Thank you very much for this honor today. It has been a pleasure working with you, with President Broad, and her leadership team. She had taught me a great deal in observing her guidance and skill in leading this great University and that will certainly be with me wherever I go.

I extend my thanks to my colleagues—those on the campuses and those here in the Office of the President for assisting me in all that we have accomplished. But most of all I extend my thanks to them for their dedication to this University and the ideals that it stands for.

As a student of two of these campuses, as a parent, a taxpayer, an administrator, and a teacher on two of these campuses, I thank this Board of Governors for the opportunity to serve and I thank you most of all for your steadfast dedication to this University, to our students, to the citizens of the State of North Carolina. The people of this state still believe in the greatness of this institution, the greatness of this University, the great minds that it brings to this state, and how it touches the lives of the people of this state to make it better for all of us. You the members of this Board of Governors should be proud of all you do to make this the greatest University and to make this the continuing source of pride for all the citizens of the state.

I have a special thank you for my staff in the Human Resources Division—for their diligence and their dedication to duty. I have worked with 130,000 state employees as the State Personnel Director—these are indeed eight of the finest examples of educators and public servants that this state has to offer and I thank you for allowing me to work with you.

Anytime you endeavor to take on a new task you sometimes question whether or not this is the right move. Well, I had one of those moments last Wednesday as I was walking through a row of students. At 8:00 p.m. on a Wednesday night I was reminded by them

that they had come from a long day of work and they had come to class after work—a long day and a hard drive. But that night, just as in other nights, some students told of the issues that were pressing on their minds and we discussed those issues and we all grew. That night, like any other night, some students looked at the lesson from a different perspective and challenged common notions and we debated the issues and we all grew. That night, like any other night, some students sat quietly in the midst of all the other students hoping that I would not see them or call upon them—and then their hopes failed when they were dashed to the rocks and I called upon them. A timid voice grew into a confident roar and they forgot the long day and the hard drive and I got my answer. This is where I belong.

I welcome you to come to my class. It begins promptly at 6:00 p.m. No excuses!

Appointment to Committees

Without objection, Chairman Wilson named the following persons to serve on the 2003 Oliver Max Gardner Award Committee:

Dr. Gilchrist, Chair
Mr. Broadwell
Mr. Cameron
Mr. Grainger
Dr. Taylor

Chairman Wilson appointed Jonathan Ducoté to the Committee on Educational Planning, Policies, and Programs, and assigned Vice Chair Little and Governor Holshouser to the Committee on Budget and Finance.

The chair also confirmed the membership of the Committee on Health Affairs:

Mr. Cecil, Chair
Mr. Aldridge
Mr. Burns
Mr. Cameron
Mr. Keber
Dr. Perry
Mrs. Robinson
Mr. Souza
Dr. Taylor
Mr. Warwick
Dr. Woods

Chairman Wilson thanked Mr. Babb for agreeing to chair the Committee on Public Affairs and confirmed the following membership:

Mr. Babb, Chair
Mr. Bell
Ms. Bryant
Mrs. Cates
Dr. Flood
Mr. Grainger
Gov. Holshouser
Mrs. Little
Mr. Mercer

Revised Meeting Schedule

Chairman Wilson called attention to the revised Board of Governors meeting schedule that was in each member's folder and asked members to take particular note of the change for July and August 2003.

Presentation by Council of UNC Alumni Association Presidents

Mr. Robert Kennel, Executive Director of the Council of UNC Alumni Association Presidents, and Misty Hathcock, President of the Council, joined Chairman Wilson at the podium for a presentation. Mr. Kennel said most people have a favorite team and the Council of UNC Alumni Association Presidents as alumni of the UNC system views the Board of Governors as its "team." He said it makes the Council proud as alumni to see the Board of Governors, as during the last couple of meetings, come together, debating issues, and reiterating the right thing to do in the right way. He said the Council of UNC Alumni Association Presidents are non-paid elected representatives who are proud to go out and lobby on behalf of the University.

On behalf of the Council, Mr. Kennel presented a basketball (containing colors of all of the UNC schools) to Chairman Wilson to "honor" and "enable" him in his role as Chairman of the Board of Governors. Chairman Wilson thanked Mr. Kennel, Ms. Hathcock, and all the members of the Council for all they do in support of the University.

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On motion of Mr. Aldridge, seconded by Mr. Burns, the board voted to convene in closed session pursuant to North Carolina General Statutes Sections 143-318.11(a)(5) and 143-318.11(a)(6). The motion carried.

CLOSED SESSION

APPROVAL OF MINUTES OF CLOSED SESSION

In accordance with procedures established to comply with the Open Meetings Law, Dr. Brown moved, seconded by Mr. Cecil that the closed session minutes for August 9, 2002, be approved. The motion carried.

REPORT OF COMMITTEE ON PERSONNEL AND TENURE

Mr. Souza, chair of the Committee on Personnel and Tenure, presented the committee's report, subject to approval in open session.

Summary Personnel Report

Mr. Souza said the committee's report included three campus administrative appointments and three administrative appointments in the UNC Office of the President.

In addition, the report included recommendations for appointments, promotions, conferrals of tenure, and appointments to distinguished professorships at East Carolina University, UNC Chapel Hill, UNC Charlotte, and UNC Greensboro.

REPORT OF COMMITTEE ON BUDGET AND FINANCE

Acquisition of Property – UNC Wilmington

Mr. Bell, chair of the Committee on Budget and Finance presented a request from the University of North Carolina at Wilmington to acquire a 3.5-acre parcel located at the Myrtle Grove site in Wilmington. On behalf of the committee, Mr. Bell moved that the request be

approved and transmitted to the Council of State for final action. There being no objection, the motion carried.

* * *

On motion of Mr. Davis and duly seconded, the board voted to reconvene in open session. The motion carried.

RESUMPTION OF OPEN SESSION

REPORT OF COMMITTEE ON PERSONNEL AND TENURE

Summary Personnel Report

Mr. Souza, chair of the Committee on Personnel and Tenure, presented the committee's report. He said the report included three campus administrative appointments and three administrative appointments in the UNC Office of the President:

- Ronald G. Penny, Chair of Public Administration, Immigration Attorney for the University, and Associate Professor – North Carolina Central University
- Lucy J. Reuben, Vice Chancellor for Academic Affairs and Provost, and Professor – North Carolina Central University
- John C. Gilligan, Vice Chancellor for Research and Graduate Studies – North Carolina State University
- Susan C. Gallagher, Assistant to the Vice President, University-School Programs – Office of the President
- Michael J. Gilligan, Deputy Director for Development and Partnerships, James B. Hunt, Jr., Institute for Educational Development – Office of the President
- Tammy King, Policy Associate, Southeast Center for Teaching Quality, University-School Programs – Office of the President

In addition, the report included recommendations for appointments, promotions, and conferrals of tenure at East Carolina University, UNC Chapel Hill, UNC Charlotte, and UNC Greensboro.

On behalf of the committee, Mr. Souza moved that the committee's report be approved. The motion carried. (Appendix O)

Mr. Souza pointed out that the consent agenda items I and J, on Institutional Plans for Management Flexibility, are significant and said those items grant management flexibility for personnel management to the campuses. The two campuses approved on the preceding day were UNC Charlotte and UNC Greensboro.

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There being no other business the meeting adjourned at 12:12 p.m.

Secretary

APPENDICES

(All appendices are a part of the official record of the meeting.)

Appendix A	President's Report	Attached
Appendix B	Authorization of New Capital Improvements Project, ECU	Attached
Appendix C	Authorization to Establish the Master of Arts in Arts Administration, UNCC	Attached
Appendix D	Authorization to Establish the Master of Science in Optics, UNCC	Attached
Appendix E	Authorization to Establish the Master of Arts in Religious Studies, UNCC	Attached
Appendix F	Authorization to Establish the Center for Domestic and International Criminal Justice Research and Policy, NCCU	Attached
Appendix G	Authorization to Establish the Center for Women's Health and Wellness, UNCG	Attached
Appendix H	Approval of the Request for IT Management Flexibility, UNCW	Attached
Appendix I	Approval of the Institutional Plan for Management Flexibility to Appoint and Fix Compensation, UNCC	Attached
Appendix J	Approval of the Institutional Plan for Management Flexibility to Appoint and Fix Compensation, UNCG	Attached
Appendix K	Report on Center for School Leadership	Attached
Appendix L	Report of Committee on Committees	Attached
Appendix M	Resolution Honoring the Faculty Assembly of the University of North Carolina	Attached
Appendix N	Resolution Honoring Ronald G. Penny	Attached
Appendix O	Summary Personnel Report	Attached

APPEDIX A

Molly Corbett Broad
Five-year Report on the State of the University
UNC General Administration Building Board Room
September 13, 2002
10: 00 a.m.

Thank you, Mr. Chairman.

Across our 16 campuses, this has been a week of solemn reflection, as the nation has observed with collective sorrow the one-year anniversary of last September's terrorist attacks. This country and, indeed, the world have been forever altered in ways we could not have imagined a year ago. The very public debate we've witnessed concerning the University's proper role in examining this changed world order has revealed to all of us just how raw the memories and emotions surrounding 9-11 remain.

Moreover, relentless changes in the world order also continue to have painful repercussions for North Carolina and her people, and the *future* impacts of that global transformation will surely bring further change. Against such a backdrop, it is appropriate today for us to ask ourselves, "How will this great University translate the strength and foresight embodied in our long history into the capacity to help North Carolina meet the challenges of an uncertain future?"

It is hard for me to believe that five years have now passed since I became president of the University of North Carolina. It has been my greatest privilege. As we prepare for the daunting challenges ahead, it seems a fitting time to pause, to take stock, and to acknowledge just how much we have achieved in this short timeframe, even as we extend our grasp toward a greater tomorrow. In my inaugural address, for example, I touched upon several critically important issues that ultimately were incorporated into a set of Strategic Directions adopted by the Board of Governors. They included:

- A commitment to expand affordable access to North Carolinians of all races, cultures, ages, and geographic locations;

- A commitment to support and extend the excellence of our academic programs and our research mission;
- A commitment to help strengthen the state’s public schools; and
- A commitment to improve our intellectual productivity and our capacity through collaborative partnerships that span business and government, as well as education.

How do we as a University gauge our progress in carrying out these commitments?

Expanding Access

Through word and deed, this Board of Governors has made sustaining and expanding affordable access to UNC its highest priority. We are now one of the fastest-growing universities in America, and federal projections and recent experience support estimates that our campuses will continue to experience extraordinary enrollment growth over the next decade. Since 1997, our University-wide enrollment has grown by more than 17,600 students—the equivalent of adding the entire student bodies of UNC Wilmington and North Carolina Central University. Minority enrollment is growing at nearly double the rate of the overall student body, despite early concerns that changes in the nation’s legal landscape might have a chilling effect on the educational aspirations of our state’s minority students. We are proud of our demonstrated success in making this University more accessible and more welcoming to students of color.

Several important developments have made such dramatic growth possible. First, without question, we are witnessing the very positive response to the promise of access and opportunity conveyed during the 2000 bond campaign, when the voters of North Carolina overwhelmingly approved the \$3.1-billion higher education bond issue. The rebuilding and expansion made possible by this bond issue will contribute significantly to defining the sort of institution this University will be in the years ahead. And thanks to some important legislative support, we also are seeing very tangible results in our efforts to help our seven “focused-growth” campuses build greater capacity in enrollment management, fundraising, and operations.

Second, during a period of declining state resources, the Governor and the General Assembly have steadfastly supported our requests for full state funding for budgeted enrollment growth, including students served at a distance. The long-term importance of this achievement cannot be overstated. Given the diverse and rapidly changing educational needs of North Carolina's workforce, reliable state funding for the delivery of all academic degree programs—whether instruction is delivered on UNC campuses, utilizing community college facilities and 2+2 programs, or in students' workplace or homes—will ensure that our citizens are equipped to compete and prosper in a knowledge economy.

To that end, UNC campuses are carefully tailoring distance education offerings to address the state's most critical needs, especially in the areas of teacher education, health professions, and information technology. Our campuses now offer more than 35 on-line degree programs. Demand for distance programs continues to grow, and demographic and survey data confirm that they are primarily utilized by older, non-traditional students who otherwise would not have access to a UNC education. We are heartened that legislative leaders have pledged to have future funding for UNC enrollment growth incorporated into the state's continuation budget.

And third, the expanded availability of financial aid and other resources has helped keep the net cost of a UNC education within the reach of all North Carolinians. The UNC Need-based Grant Program, first implemented three years ago with funds from the General Assembly, is making significant resources available to the University's neediest in-state students. And as required by the Board of Governors, all campus-initiated tuition increases include an aid component sufficient to hold harmless all students who qualify for need-based aid. To maximize the impact of this financial aid, we also are using a \$7-million federal GEAR UP grant to help increase the number of low-income North Carolinians who pursue and complete a college education. And our PATHWAYS program has joined with the College Foundation of North Carolina to create a nationally

recognized, one-stop website that provides all the information students and their parents need to plan for, apply for, and pay for college.

Sustaining Excellence

We know that our economic future as a state will hinge on the educational opportunities and choices these students elect. This is why we have added more than 120 new degree programs during these five years—roughly half of them at the master’s level—to serve the growing and changing needs of a 21st-century North Carolina. Our “focused-growth” campuses, in particular, have expanded the depth and breadth of their academic offerings. We have established some 35 campus-based or inter-institutional research and public services centers that draw on the expertise of faculty on virtually every campus. And over the past five years, UNC campuses have conferred more than *160,000* degrees, building the versatile, highly trained talent pool that will make new levels of innovation and economic growth possible.

Everywhere I go, people are prompted—when they hear I am from the University of North Carolina—to comment favorably about some singular accomplishment of the faculty, to offer praise for alumni who are contributing impressively in professional or service roles, to acknowledge some research breakthrough or “best practice” attributed to one of our campuses. One need only skim the local newspaper or read the latest magazine rankings—whether for best regional institutions, best national institutions, best hospitals, or best value—to know that UNC campuses are admired around the world for the brilliance in our faculty ranks and student bodies, for the significance of our scientific discoveries, and for our social and economic contributions to the state and nation. This is also a testament to the leadership of our chancellors, and I am most grateful to have such a strong administrative team. I am immensely proud that—time and again—our faculty and students step to the fore to lend their expertise and know-how to serve the common good. We saw them on the front lines after Hurricane Floyd. We witnessed their response following 9-11. Such extraordinary individual achievements and contributions are what continue to make this University great. Our job is to create the environment in which extraordinary individual pursuits can be nurtured, supported, and successful.

Strengthening the Schools

Across UNC, we also are working diligently to carry out our pledge to be a committed partner in the improvement of the public schools. Soon after my arrival, we created the UNC Center for School Leadership Development to focus and align varied University resources on professional development for teachers, administrators, and other educational leaders. Last year alone, more than 15,000 teachers and other school personnel from across the state participated in professional development activities sponsored by various center units.

In partnership with the schools and community colleges, UNC campuses are working to expand 2+2 teacher-preparation programs and other options for entering teaching. Two years ago, in cooperation with the state Department of Public Instruction, UNC launched NC TEACH, a federally funded program designed to attract more mid-career professionals into teaching. NC TEACHERs from this pilot program are now employed in nearly 150 public schools in 74 counties, and this remarkable program is preparing more math and science teachers than any other single teacher education program in North Carolina. And last fall, this board established the James B. Hunt, Jr., Institute for Educational Leadership and Policy to promote strong public policies built on a research foundation.

That's the good news. The more sobering challenge is that the teacher-supply crisis we saw on the horizon five years ago is now upon us. We know that insisting on first-rate schools for all children is absolutely critical to our state's future; and we know that student achievement depends most of all on the quality of the teacher corps. In school systems across this state, administrators are struggling to find qualified applicants to fill existing vacancies, a task made more difficult by the fact that up to 50 percent of new teachers now leave the profession within five years.

The state Department of Public Instruction projects that in the immediate years ahead, North Carolina schools will need to hire at least 12,000 new teachers annually. But we

have only a fraction of that number in the pipeline. In concert with the public schools, we must work even harder in the months and years ahead to find new and better ways to recruit, train, and promote the professional growth of outstanding teachers and school administrators. North Carolina's children deserve no less. And quite literally, their future depends on our success in this effort.

Improving Productivity and Capacity

To leverage scarce state resources, we also have launched a number of initiatives and partnerships to improve our productivity and capacity. We have secured increased managerial flexibility in key operational areas, positioning our campuses to operate more effectively in a competitive environment. As noted earlier, the expansion of our distance-learning efforts has been advanced by collaboration with the public schools and community colleges, as well as new technologies and the very active participation of UNC-TV. We are investing more than \$80 million—made available through an earlier appropriation and the higher education bond program—to bring the technology infrastructure of every UNC campus to a common baseline standard. We also are making other very targeted IT investments to enhance the excellence of our research and our teaching, as well as to improve the efficiency of our support services. To maintain momentum and focus in these efforts, Chairman Wilson has established a special task force to examine both the near-term and future requirements and strategies for the use of IT within the University.

Over the long course of history, North Carolina's government leaders have supported and invested in this University at levels and in ways that are the envy of other universities around the country. And we are profoundly grateful for that ongoing commitment. Yet, knowing that even with the benefit of a stable, robust economy in North Carolina, state appropriations alone could be inadequate to achieve our goals for extending student access and building academic programs of excellence, we set out to diversify our revenue streams. Financial necessity has accelerated the pace of that revenue diversification. Every single campus is working to build its private fund-raising capacity to provide the margin of excellence we can never look to the state to provide. The addition of a federal

relations component to our Public Affairs efforts has helped channel more federal funds to the University and provided us a stronger voice in national policy deliberations.

External grant funds to UNC faculty are growing at three times the rate of state appropriations, and UNC now ranks third nationally among public university systems in the level of external support for research and other sponsored programs. Such support has grown from \$528 million in fiscal 1997 to \$768 million in fiscal 2001. This year's numbers are expected to show similar gains. Increasingly, our campuses are redirecting and targeting resources to research areas of potential importance to North Carolina's future, particularly emerging biotechnology fields. If we can sustain this pace of advances and investments in genomics and bioinformatics for the next five years, North Carolina will have achieved a leading national and international position in what is already being called the Biotechnology Century. Spurred by the deciphering of the human genome, biotechnology is undergoing the same sort of explosive growth and world-altering impact that accompanied the rise of information technologies. And in a related vein, the passage of our Millennial Campus legislation is enabling more campus-based public-private partnerships that foster research and the transfer of other new technologies to the marketplace.

Focusing on the Future

We must not allow the state's current budget crisis to detract from these and other remarkable achievements—or the higher goals and aspirations we hold for this great University. As we turn our focus to the future, however, we must prepare for a period of sustained and rapid change, while candidly acknowledging that North Carolina is in the midst of another fundamental transformation with long-term implications for the University. Over the past decade, North Carolina has lost nearly 120,000 manufacturing jobs. Roughly half were lost in the past year alone. These jobs—generally high-wage and low-skill—were part of North Carolina's economic foundation, and they are gone forever.

Such harsh realities lend focus and clarity to what must be done to ensure that this painful scenario is not repeated. The knowledge economy brings with it the threshold requirement of higher education to be competitive. And the pending retirement of baby boomers will only heighten the growing demand for highly trained workers. By 2020, even the nation's youngest boomers will be well beyond their prime working years. The ramifications? If the U.S. maintains current levels of educational attainment, and if trends in the growth of jobs requiring at least some college training continue, by 2020 this country will face a shortage of about 12 million college-educated workers. The economic implications for North Carolina, which until this year trailed the nation in educational attainment, are obvious.

The rate of change within higher education has never been higher, but from great challenges come greater opportunities. This University must address the current challenges, but we must also look beyond them to prepare for the decade after this one. That imperative motivates us now to invest in capital facilities and infrastructure that will serve not only the current generation, but also generations to come. It is such abiding faith and determination that has enabled universities to endure over many centuries.

As it has done for more than 200 years, this University must once again prove that North Carolina's deep-rooted belief in the power of education has not been misplaced. In doing so, we must draw upon all of our historic ties, historic strengths, and our common historic mission. We must and *will* look to the horizon with a keen eye and a deep conviction about our duty and our boundless potential to help build a stronger future for all citizens across the entire geography of North Carolina. It will not be easy, but with clear vision, common purpose, and uncommon devotion, we can do it. We *must* do it if North Carolina is to prosper in the years ahead.

APPENDIX B

Authorization of New Capital Improvements Project – East Carolina University

East Carolina University has requested authority to establish a new capital improvements project for renovations to the Garrett Hall lobby and adjacent spaces.

The project would provide for modifications to the porch to provide an accessible entry for the mobility impaired, the addition of energy efficient windows and lighting, replacement of HVAC ductwork and air handling units and modifications to the electrical service, repairs to the ceiling and walls, replacement of ceramic tile and carpet, and upgrading toilets to improve accessibility for the mobility impaired. The project, estimated to cost \$436,000, would be financed from housing receipts.

It is recommended that the project be authorized and that the method of financing, as proposed by East Carolina University, be approved.

APPENDIX C

Request for Authorization to Establish a Master of Arts in Arts Administration Degree at The University of North Carolina at Charlotte

Introduction

UNC-Charlotte notified the UNC Office of the President of its intent to plan a Master of Arts degree in Arts Administration (CIP# 50.0704) on November 14, 2001. The university requests authorization to establish the program in January 2003.

Program Description

The proposed degree program will offer professional and academic training in the administration and leadership of visual arts organizations through interdisciplinary course offerings from the Department of Art (which will administer the program), the Master of Public Administration program, the departments of Communications Studies, English, and Anthropology, and other units. The program will prepare students to be effective leaders and managers in arts organizations such as museums and galleries, community non-profit organizations, and arts foundations. Students will study the handling, care, research, and exhibition of art objects; fiscal management, fund raising, promotion, and public relations; promoting arts while developing sensitivity to a region's cultural needs and community issues; and diversity of artistic expression in contemporary society.

Program Need

The arts fields have grown dramatically over the last 30 years, creating the demand for professionals with both management skills and artistic sensibilities to manage arts organizations. In particular, the City of Charlotte has promoted the arts as a way to improve communities, hosting a National Endowment for the Arts forum in 1996 for national and local leaders from the arts, education, business, and government. Recent reports from the RAND organization have noted that arts organizations often lack the expertise and human resources needed to provide leadership and effective management. Local arts and business communities have encouraged development of this degree to support the growing number of arts institutions in the region. The number of undergraduates at UNCC seeking an art major (262 upper division majors in fall 2001—by far the largest program among UNC institutions) provides a substantial pool from which to draw enrollment for the proposed degree. By the fourth year of the program, and enrollment of 12 full-time and 14 part-time students is anticipated.

Resources

A program coordinator and a museum/gallery director will be hired from internally reallocated funds and from enrollment growth funds; no other state funds are requested. Current facilities are adequate for starting the program. Additional funding and support will come from partnerships with local businesses and organizations and a variety of grant opportunities.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Arts in Arts Administration degree at The University of North Carolina at Charlotte effective January 2003.

APPENDIX D

Request for Authorization to Establish a Master of Science Degree in Optics at The University of North Carolina at Charlotte

Introduction

UNC-Charlotte notified the UNC Office of the President of its intent to plan a Master of Science degree in Optics (CIP# 40.0807) on June 12, 2001. The university requests authorization to establish the program in January 2003.

Program Description

The proposed degree program is an interdisciplinary program involving six science and engineering departments (Physics and Optical Science, Chemistry, Mathematics, Electrical and Computer Engineering, Mechanical Engineering and Engineering Science, and Computer Science), the Center for Optoelectronics and Optical Communications, and the Center for Precision Metrology. Administered through the Department of Physics and Optical Science, the program will educate scientists and engineers to lead advances in optical technology. Two major initiatives at UNCC support establishment of this program: The Charlotte Institute for Technology Innovation and The Center for Optoelectronics and Optical Communications, and implementation of the proposed degree program is regarded as crucial to the success of these initiatives

Program Need

During the last decade, UNCC has been building infrastructure that allows it to take advantage of emerging optical technologies. A 1998 report by the National Research Council states that optics is rapidly becoming an important focus for new business in the global economy. Optics-related companies in the U.S., now totaling more than 5,000, have a net financial impact that exceeds \$50 billion annually. A ten-fold growth in the optical communication industry is predicted over the next five years. The region served by UNCC is rapidly becoming a world center for optical fiber technology. Currently, 33 faculty and approximately 50 graduate students in six academic departments work in areas of applied optical science and technology. It is anticipated that by the fourth year of the program, 25 full-time and 6 part-time students would be enrolled.

Resources

Administration of the program will be through an existing department. For more than a decade UNCC has been building infrastructure needed to implement the proposed program. Association with the recently established Center for Optoelectronics and Optical Communications further reduces the need for startup funding. Current faculty are sufficient to teach program courses. New funding will consist of enrollment increase funds, external grants, and internal reallocations; no other state funds are requested.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Science in Optics degree at The University of North Carolina at Charlotte effective January 2003.

APPENDIX E

Request for Authorization to Establish a Master of Arts in Religious Studies Degree at The University of North Carolina at Charlotte

Introduction

UNC-Charlotte notified the UNC Office of the President of its intent to plan a Master of Arts degree in Religious Studies (CIP# 38.0201) on June 12, 2001. The university requests authorization to establish the program in January 2003.

Program Description

The proposed degree program is intended for students who wish to continue the academic study of religion at the graduate level. Students will pursue the degree (a) to prepare for graduate work at the Ph.D. level; (b) to prepare for teaching at community colleges or for adjunct teaching at colleges and universities; (c) to prepare for professional work in non-academic positions; or (d) to continue their liberal arts education at the graduate level. The program will cross-list courses with master's programs in Liberal Studies, English, History, and Sociology. The Department of Religious Studies has a deep commitment to international studies and multi-culturalism in education, with faculty who specialize in religions of East and South Asia, Middle East, Africa, Europe, and the Islamic world. Comparative courses present a broad understanding of diverse cultures that goes beyond the religious dimension.

Program Need

This program has been identified in UNCC's academic plans as a priority for development. The number of undergraduate religious studies majors at UNCC has doubled within the last ten years, and in one survey over 70 individuals indicated interest in enrolling in the program. Within four years enrollment in the program is anticipated to be 8 full-time and 30 part-time students. The program will enhance campus diversity, as African Americans have constituted more than 40 percent of the students in recent undergraduate Religious Studies seminars. Religion, although extremely important to the history, culture, and politics of the United States, receives only limited attention in public education. The program will meet a significant societal need for liberally educated citizens who understand the relationship of religion to public life. In addition to preparing students for advanced graduate study and teaching, the program will provide graduates with knowledge useful in vocational fields such as social work and counseling, broadcast and print journalism, law, international business, and foreign service.

Resources

No new faculty positions are required. Facilities and library holdings are adequate, and the department will have additional space as new buildings funded from the bond referendum are constructed. Enrollment increase funds generated after the first three years of the program will be sufficient to meet any additional costs.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Arts in Religious Studies degree at The University of North Carolina at Charlotte effective January 2003.

APPENDIX F

August 26, 2002

MEMORANDUM

To: Committee on Educational Planning, Policies and Programs

From: Molly Corbett Broad

Subject: Establishment of the Center for Domestic and International Criminal Justice Research and Policy at North Carolina Central University

Request to Establish

In June 1999, North Carolina Central University received authorization to plan the Center for Domestic and International Criminal Justice Research and Policy. The planning is now complete, and NCCU has submitted a request to establish this unit as an institutional research center. The following sections briefly summarize the information provided by NCCU to satisfy the requirements of *Chapter 1200.6[R] in the University of North Carolina Policy Manual*.

Goals and Objectives

The center's mission is to address crime prevention and control issues from an interdisciplinary perspective in North Carolina, the United States, and internationally (with an emphasis on Africa) through the promotion of active learning, scholarship, and service to advance the general welfare of the citizenry. Specifically, the center will:

- Conduct and support research to advance our understanding of the nature of crime and delinquency, with emphasis on the impact of crime on African Americans and other ethnic communities;
- Initiate an interdisciplinary approach to address crime related to quality of life issues in both urban and rural communities in the United States and internationally;
- Initiate proactive efforts to impact public policy where criminal justice and related quality of life issues are concerned on local, state, and federal levels of domestic and international governments;
- Provide a forum where faculty and students can apply their academic and research skills to real-time problem solving and community development;
- Provide a forum for the exchange of information concerning crime prevention and control between the United States and the international community.

Relevance to Institutional Mission; Relationship with Existing Academic Units

The center results from NCCU's efforts to address social justice and quality of life issues posed by economic and social changes and globalization. The center will comprise the research arm of the Department of Criminal Justice and serve as host to entities that promote public safety through crime prevention and control. The only UNC unit with a similar mission is the North Carolina Center for Crime and Justice Research at North Carolina State University. That center is currently in the planning phase. If both are established, opportunities for collaboration and complimentary work would exist, as the NCCU center differs from the proposed NCSU center by emphasizing African American and other ethnic populations, juvenile justice, and international, comparative initiatives. Within NCCU, the center is expected to collaborate with the School of Law, School of Business, Office of International Affairs, Department of Mathematics and Computer Sciences, Department of Geography, and Public Administration Program.

Anticipated Effects on Instructional Programs

The center will significantly impact instructional programs at NCCU. Consistent with the expected increase in student enrollment at NCCU, the Department of Criminal Justice is a target for growth. The Center will serve as a medium through which undergraduate and graduate students will be engaged in active scholarship through participation in ongoing research and colloquia. Specifically, advanced and specialty courses will be developed in order for the department to be responsive to changing trends and emerging issues within criminal justice and related disciplines. It is envisioned that with the center's international focus, an international concentration within the graduate program will be developed. Similarly, the Graduate Program in Criminal Justice is about to initiate planning for significant curriculum revisions. The status of the center will factor into curriculum revisions and the overall vision for the department. In addition, student and faculty exchanges with institutions in Africa will be pursued. The center will also explore the development of summer institutes once established.

Administrative Structure

Dr. Harvey McMurray, Associate Professor of Criminal Justice, will serve as the center's initial Director for year one of the center's operations. Dr. McMurray served in Kampala, Uganda as a Senior Fulbright Scholar and has established working relationships with the United Nations African Institute for the Prevention of Crime and Treatment of Offenders; Makerere University, Uganda; National Teachers College at Kabele, Uganda; the Uganda Police Force, the South African Police Service, the U.S. Information Agency; the U.S. Department of State, and the United Nations Commission on Crime Prevention and Criminal Justice. After the center's first year of operations a search for a permanent Director will take place. The center would be a unit of the Department of Criminal Justice, a unit within the College of Arts and Sciences, and the Director will report to the department's Chair.

An advisory Board, composed of experts in criminal justice and related disciplines locally, nationally, and internationally, would oversee the center's programs and facilitate the center's outreach activities.

Budget and Anticipated Sources of Funding

The center's first- and second-year budgets, expected to be \$150,000 each, will be derive from Juvenile Justice Institute (an externally funded institute within the Department of Criminal Justice) and NCCU institutional funds. Support from these sources will increase by an estimated \$10,000 per year in succeeding years. Starting in its third year of operations, the center expects to receive \$105,000 in external funding, which is expected to increase to \$148,000 in year four and \$164,000 in year five. No additional state funding is requested with this establishment.

Space and Capital Needs

The center would be located in the Whiting Criminal Justice Building, which currently houses the Juvenile Justice Institute. No additional space or furnishings are needed to support the center's operations.

Recommendation

It is recommended that North Carolina Central University be authorized to establish the Center for Domestic and International Criminal Justice Research and Policy.

APPENDIX G

August 26, 2002

MEMORANDUM

To: Committee on Educational Planning, Policies and Programs

From: Molly Corbett Broad

Subject: Establishment of the Center for Women's Health and Wellness at the University of North Carolina at Greensboro

Request to Establish

In March 2002, the University of North Carolina at Greensboro received authorization to plan the Center for Women's Health and Wellness. The planning is now complete, and UNCG has submitted a request to establish this unit as an institutional research center. The following sections briefly summarize the information provided by UNCG to satisfy the requirements of *Administrative Memorandum #373*.

Goals and Objectives

The mission of the Center for Women's Health and Wellness is to advance the understanding of the health and wellness of all women through collaborative research and educational programs. The center will have a strong emphasis on the promotion of positive health, quality of life, and sense of well-being for girls and women of all ages and all backgrounds and communities. Specifically, the center will:

- Promote and enhance ongoing research within the School of Health and Human Performance related to women's health and wellness;
- Foster collaborative research on women's health and wellness within the School of Health and Human Performance, within the University, and with community partners;
- Disseminate research-based information on women's health and wellness to researchers and scholars, practicing professionals, and the general public.

These activities will further the many ongoing activities within the School of Health and Human Performance that relate to the center's mission. The establishment of the center will facilitate collaborative planning, research activities, and efforts to obtain external funding. It also will enhance communication and collaborative activities across the campus and with community health programs and women's organizations.

Relevance to Institutional Mission; Relationship with Existing Academic Units

The center advances the research mission of the University, particularly the School of Health and Human Performance. As the former women's college of the UNC system, UNCG has a strong tradition in women's health and wellness. The center will cooperate with several UNCG units such as the Center for the Study of Social Issues; the Institute for Health, Science, and Society; and the schools of Nursing and Human Environmental Sciences. The only UNC unit with a similar mission is the Center for Advancement of Women's Health at ECU. That center is currently in the planning phase. The proposed missions of the two centers differ considerably, however, as each capitalizes on the strengths and traditions of its home institution and the resources of its regional community. The UNCG center would draw upon UNCG's strengths in education and social-behavioral sciences, as well as its tradition of fostering women's education and development. The proposed ECU center would emphasize medical sciences, patient care, and health services provision, which build on the strengths of ECU's medical school. Each center would serve a different geographic region and is committed to collaborating with the other on issues related to women's health and wellness.

Anticipated Effects on Instructional Programs

The center will not offer degree programs or faculty appointments. The center's collaborative research opportunities and educational programs will enhance the graduate programs in all departments in the School of Health and Human Performance. Faculty affiliated with the center may offer workshops or special courses, and opportunities for independent and collaborative projects will be enhanced.

Administrative Structure

The center's Director, Diane L. Gill, Professor of Exercise and Sports Science, will report to the Dean of the School of Health and Human Performance. A Policy Board, chaired by the Director and composed of representatives from the five departments within the School of Health and Human Performance (Communication Sciences and Disorders; Dance; Exercise, and Sports Science; Public Health Education; Recreation, Parks, and Tourism; and the Hospitality program), will guide the center's operations and policies. An Advisory Board, composed of UNCG faculty not affiliated with the School of Health and Human Performance, community representatives affiliated with programs dealing with women's health and wellness, and three to five external advisors who are nationally recognized experts on women's health and wellness research, will provide counsel on policies and activities and facilitate collaborative efforts with the University and larger community.

Budget and Anticipated Sources of Funding

The center's first-year budget is expected to be \$40,000 and will come from the School of Health and Human Performance and the Provost's Office. The center's second-year budget is expected to be \$100,000, increasing to \$280,000 in the center's fifth year. As the center expands, it is expected that external funds will provide support for operating costs and

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faculty research. Women's health and wellness is a major initiative of the Dean of the School of Health and Human Performance, and funding for the center is a high priority in ongoing School development efforts. No additional state funding is requested with this establishment.

Space and Capital Needs

Laboratory space for the center's operations and office space for the center's faculty and staff is available in the Health and Human Performance building. Needs for additional furniture, computers, and office space renovations are minimal and covered in the center's budget. As the center's activities and responsibilities expand, space needs are expected to increase and to be filled by UNCG.

Recommendation

It is recommended that the University of North Carolina at Greensboro be authorized to establish the Center for Women's Health and Wellness.

APPENDIX H

Spring 2002
Dr. Robert E. Tyndall

The University of North Carolina at Wilmington Information Technology Management Flexibility

Section I: The Context of Our Management Philosophy

The University of North Carolina at Wilmington, like many institutions of higher education throughout the nation, is attempting to define a vital balance between access to an unlimited quantity of information and ideas while maintaining coherence and quality in its academic programs. Maintaining the institution's commitment to excellence in teaching, research and scholarship essential to a comprehensive university of the new millennium will require persistent and thoughtful attention to the power of information technologies.

In an effort to manage necessary change strategically and to align the full range of opportunities afforded by information technologies, the University of North Carolina at Wilmington undertook a comprehensive study of integrated planning, budgeting, goal development, structures and policies related to information technologies to determine how each aligns with the planning processes and goals of the University. The study, released in 1998 and revised in 2001, linked UNCW planning with the strategic direction of the Board of Governors and UNC IT strategies. The Chancellor established a committee, *The Chancellor's Steering Committee on Information Technologies*, comprised of internal and external experts, to recommend a planning and management model that would unify the disparate elements of IT planning and operations. The charge to the committee was as follows:

- 1) assess the University's ability to meet and extend the capacities of students to utilize IT resources,
- 2) establish quality technical support systems designed to extend access to university programs via web-based courses and related services,
- 3) recommend standards to ensure economies in operations, allow for interoperability, ensure privacy and security of information and allow for related efficiencies,
- 4) define organizational structures, processes and policies necessary to manage, coordinate and align technology resources and services, and
- 5) identify incentives to stimulate and focus the use of information technologies in all aspects of campus operations. The University also considered sanctions to discourage wasteful, illegal and unethical practices at odds with responsible use policies or law.

The eight-month study conducted by the CSIT resulted in a series of major recommendations that included a call for the complete overhaul of structures, policies and practices and the creation of a new division, the Information Technology Systems Division.

Organizing Principles of the UNCW, IT Strategic Plan

In an effort to ensure coherence in the daily operations of the University's IT planning and support units, it was deemed necessary to frame activities and actions with a set of organizing principles.

Eight organizing principles emerged to serve as the framework for UNCW's strategic plan. These principles are as follows:

- Technology literacy in the new millennium of globally networked information and communication is a prerequisite for an informed and productive life in a democratic "learning society."

- A well managed and supported institutional intranet is a necessary component of any institutional service support system designed by a public educational institution to meet the twin needs of campus-based learning and life long learning.
- “Information Technology makes possible an unprecedented decentralization of technical power to individual option while at the same time it requires a coordinated infrastructure to permit the effective individual exercise of that power.” [Batin, Patricia garden/dkescop/kmo.shtml.]
- Change management is necessary and critical. These aspects of change management that require standardization are institutionalized by requiring formal processes for selecting, developing, customizing, and implementing mission-critical technology resources.
- All students and employees should have convenient access to a personal computer with a basic collection of productivity software that is connected to the institution’s networks at any time and from almost any place they are working.
- An institution should contain overall IT support costs and improve the quality of its IT support services by centrally supporting selected configurations of personal computer hardware and productivity software to be replaced/updated on a technological life cycle basis.
- Funding for an institution’s central IT support should be on a recurring life-cycle basis to the extent possible and should not overly rely on one-time sources or depreciation schedules not attuned to the rapid pace of technological change.
- An institution’s total IT investment should serve institutionally strategic interests while being administered with enough flexibility and participatory processes to encourage and support innovation and entrepreneurship in the departments.

Taken together these principles have shaped an integrated, strategic plan at UNCW which operationalizes the vision of the Board of Governors to “use the power of information technology guided by IT strategies and more effective educational, administrative and business practices to enable the University to respond to the competitive global environment of the 21st century.” [UNC, BOG Long Range Plan 2002-2007].

Core Concepts of the UNCW IT Management Plan: “Managing Necessary Change in the Knowledge Ecology”

In academic terms, the revolution in human communications and resource sharing is enabling the evolution of a learning society that values new, interconnected patterns to solve problems requiring collaboration across the traditional boundaries of knowledge. This new environment constitutes a “knowledge ecology” in which people, information and processes are inter-connected across the knowledge enterprise in a heretofore impossible manner through a hyper linked network of information and communication tools [George Por, “Designing Knowledge Ecosystems for Communities of Practice,” October 15, 1997]. *Creating an organizational structure and operational policies and processes that combine the concept of a knowledge ecology with the power of Internet technologies into a change management strategy provides UNCW opportunities to transform services and support functions across the institutional spectrums.* The concept of the knowledge ecology is central to understanding UNCW’s approach to managing IT resources. An environment of rapid and pervasive change requires a different type of organizational structure and processes to manage the diverse activities related to change. Change management requires that an organization’s structure be flexible, relationships adaptable and that work is focused more on process management and alignment than on task management. *The knowledge ecology combines a social network of individuals with a physical network of information management systems and tools.*

In 1999, UNCW became the first UNC campus to adopt the “Blended Mode University” concept, to compliment and further define the “knowledge ecology”. The Blended Mode model ensures that students have equal access in an online, virtual environment to the support services of the University such as Career Counseling, Registration, Admissions, payment, library resources, as well as other services accessible in the traditional environment. From its first online course, UNCW has been committed to the creation of courses that allows all requirements to meet online and which leads to either a constellation of related courses or complete degree programs. Because UNCW was among the first universities in the nation to adopt these approaches to IT management, the university entered the new millennium with a strategic plan that established a systemic approach to the campus as the focus of change (*Managing Necessary Change in the Knowledge Ecology*, Tyndall 1999).

In 2000, the UNCW Quality Planning Council, the Chancellor’s Cabinet and the Board of Trustees adopted the IT Strategic Principles outlined earlier and seventy-two specific objectives intended to support full implementation of the IT Strategic Plan. These were revised in 2001.

Unique Program Features of IT Management

A number of unique program features emerged as UNCW has implemented its plan. The nine program features listed represent a rich sample of efforts that have given the overall plan substance and life.

- UNCW was among the first UNC campuses to establish a Computer Replacement Life Cycle Plan for the campus. This required establishing a replacement formula and replacement cycle and the adoption of a baseline campus standard for desktop, laptop and handheld computing devices.
- As a corollary to the PC Life Cycle Replacement Plan, the university also established one of the UNC system’s first Comprehensive **Classroom Technology Assistance Plans**. The plan defined baseline technology for classrooms across the UNCW campus designed to support teaching and learning with technology. One hundred classrooms were identified and a \$1.5 million dollar assistance plan was set in motion to equip, connect and install the equipment.
- UNCW was among the first campuses to establish a guaranteed universal access standard for students and faculty that ensured a pervasive fiber, wireless and cellular campus network coupled with web-mail and OWA access from off campus.
- In 2001, UNCW began eliminating fourteen e-mail clients and implemented Outlook to improve communications and efficiencies. In 2002, UNCW reorganized its computer lab management processes resulting in a standard classification scheme, shared lab management system and a campus committed to prohibiting additional fixed labs and moving towards a mobile computing environment.
- Another area of note is UNCW’s enterprise applications management process, which tracks applications. New applications are tracked through a campus approval process to ensure compatibility, cost efficiencies and a system for managing license and maintenance costs.
- UNCW was the first and only institution to review all campus IT committees and reorganize and align committees to reflect the realities of functioning in the fluid environment of IT. Forty-nine discreet committees were collapsed into eight campus committees, with a steering committee to ensure coordination among these committees.
- The University also established a review process in the new division to assess the creation of positions and hiring of all on-faculty positions to prevent duplication and fragmentation of roles.

- In 2001, UNCW began the process of reviewing all IT policies and distinguishing between policies and administrative procedures or provisions. Hundreds of pages of what had been called “policies” were reorganized into two categories, *The Responsible Use of Electronic Resources* and *The Responsible Management of Information Technology Resources*.
- In 2001, UNCW expanded its commitment to support for faculty and students by authorizing the construction of a new Technology Assistance Center, Center for Technology Innovation and the TLT Development and Production Lab for faculty and a Technology Assistance Center for students.

In aggregate these efforts represent planning and implementation on many fronts to bring coherence and order to the management of IT resources. *These actions, and others cited elsewhere in this document, demonstrate the scope and depth of efforts at the University of North Carolina at Wilmington to use and manage its information technology resources. These efforts will ensure that citizens of North Carolina can experience the vision of the founders of the university system, to provide access to the rich resources and opportunities our institutions represent.*

Section II:

Linking the IT Plan of UNCW to the Strategic Directions of the Board of Governors and the UNC IT Strategy

The strategic direction of the Board of Governors and the UNC IT Strategy has been consciously considered in every phase of development and implementation of the revised UNCW strategic plan. We have amended our plan as appropriate as new elements of the UNC IT Strategy have been revealed.

Without the partnership with UNC and the leadership of the Board of Governors, the comprehensive network upgrades to our infrastructure would not have been possible. As a direct result of these funds and those provided by the Bond Referendum, UNCW will be able to upgrade its entire fiber network and ensure that all new facilities are connected at the standards established by the Net Study Committee. UNCW was the first full-fiber campus in North Carolina in 1992; thus the recent upgrades have been necessary and timely

UNCW is a pilot site for the Perspective Student Portal and e-procurement and has a collaborative e-learning program in Nursing with UNCC. *Because of our strong, positive relationship with the agencies in UNC-OP, UNCW has fully embraced a collaborative approach to the OP e-learning goals that call for a collaborative approach to course development within an umbrella degree.* Today, UNCW has approximately 2000 students enrolled in online courses.

UNCW has made major progress toward implementing the “baseline” web services identified in the Web Student Services Project. The university is on or ahead of schedule in the implementation of web for services in admissions, transfer services, orientation, financial aid, residents’ life, advising, registration, records, student life, career services, alumni services, student accounts and campus bookstore services. As a full member of the Alliance, the University has committed to full implementation of web services and was one of the first UNC campuses to go live with Pipeline.

UNCW is a full participant in the TLT Collaborative, designed to “ensure faculty and students effectively use the world’s leading edge tools and resources to enhance the educational process, from course planning and content development through pedagogical process and assessment credit.” *The assessment pilot for TLT is hosted at UNCW. UNCW faculty and staff recently produced a report in response to a request by the Vice Chancellor for Academic Affairs and the Vice Chancellor for Information Technology Systems, which makes recommendations for significant reorganization of UNCW’s teaching and learning with technology support efforts. In response to the study a new Integrated IT Resource Inventory has been placed online, a new TLT Development and Production Center for faculty has been designed and a Technology Assistance Center for students is being built.* The Center for Teaching Excellence and the Technology College are also being reorganized in response to the study recommendations.

UNCW has been a leader in the implementation of new and more efficient administrative systems. As a member of the Alliance, UNCW endorsed the Statement of Strategic Intent Supporting Migration to Banner/Oracle and has secured support from the UNCW Chancellor's Cabinet and the Chancellor for a four-year migration plan funded as an "off the top" priority of the University. In light of current funding circumstances, this is a major commitment to ensure that our administrative systems meet the needs of current and future users.

Our plans are consistent with the UNC-OP, IT Strategy "to ensure that all UNC campuses have the technologies to effectively and efficiently manage routine business and student functions, from registering for courses to making a donation."

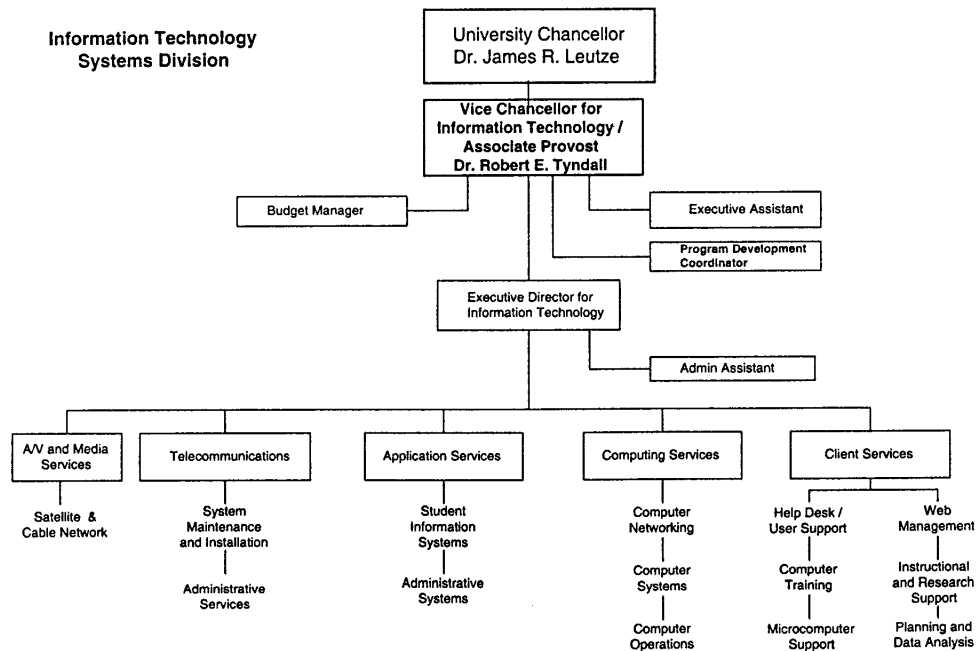
In summary, UNCW is:

- 1) taking aggressive action to improve access to information technologies,
- 2) guaranteeing support in the continuous development of online literacy and
- 3) providing campus-wide support to both faculty and students for online distributed learning,
- 4) providing integrated access to knowledge resources in support of teaching, research and service,
- 5) standardizing and authorizing core IT planning and operation processes,
- 6) developing and implementing policies and procedures to ensure central support of critical university networks and core computing systems and is providing distributed support for desktop, lab and mobile computing environments,
- 7) ensuring universal access to IT resources, and
- 8) realizing economies in operations and leveraged purchasing processes.

Section III

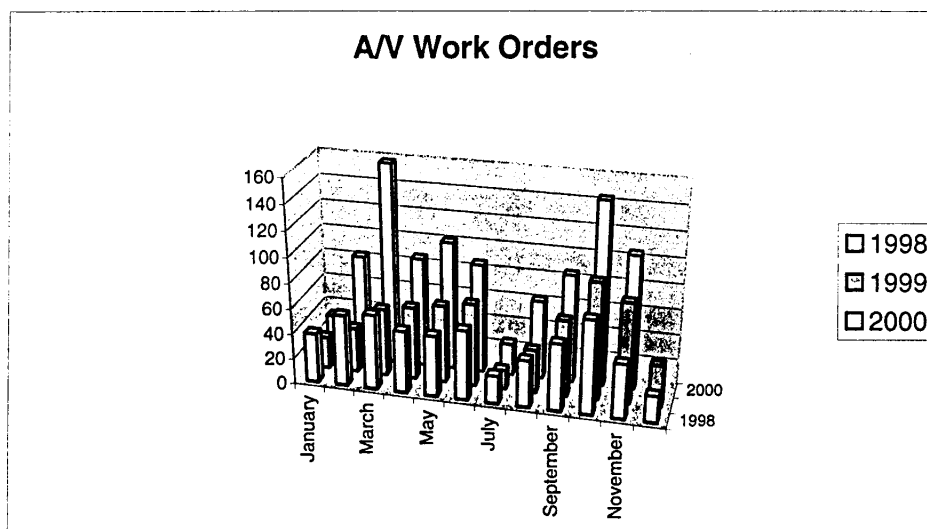
Organization of IT at UNCW

The central IT Management unit at UNCW is the Information Technology Systems Division, which was established in 1999. The division works in partnership with all divisions of the University but has forged a particularly strong and unique relationship with the Academic Affairs Division to ensure that priority is given to the institution's core mission. The ITS division is organized into five departments and the Office of Web Management. An organization chart and brief unit description follows:



Department of AV/Media Services

As part of the overall reorganization of technology systems and services by the Information Technology Systems Division at UNCW, the Department of Audiovisual/Media Services was created to facilitate access to technical and multimedia resources. This unit is a service-focused entity created to extend support to the University in high demand and developing areas. Through this office, a centralized approach to audiovisual and hypermedia services is being taken in an effort to create economies in resource management and services. To facilitate the work of this new unit, four new positions were added through continuing funding. Audiovisual work orders indicate a growing demand from faculty and staff for these technology services. The chart below illustrates the growth of this need.



The Department of AV/Media Services, through the campus Committee on AV/Media Services, attempts to ensure that the allocation of resources meets the needs of users, aligns with University goals and maintains standards in the most effective manner possible.

In the fall of 2000, the Department announced the first Technology for Instruction Classroom Assistance Plan to create a technology-rich learning environment. Through the Committee on AV/Media Services, baseline classroom configurations were developed and are being implemented. The Department of AV/Media Services orders, tests, installs and maintains equipment purchased through this plan.

AV/Media Services Management Process

In support of the mission and goals of the University, the Department of A/V Media Services developed and maintains a framework of goals and objectives that are intended to guide the department in providing the necessary and required support services. The Director of A/V Media Services utilizes role maps to match staffing assignments and responsibilities with skills and experiences, and resource tracking and analysis techniques for better alignment of activities and resources with programmatic goals. Assignments and responsibilities are linked to annual work plans describing performance expectations and responsibilities, which are in turn used to provide both employee guidance and job performance assessment of these unit-provided services.

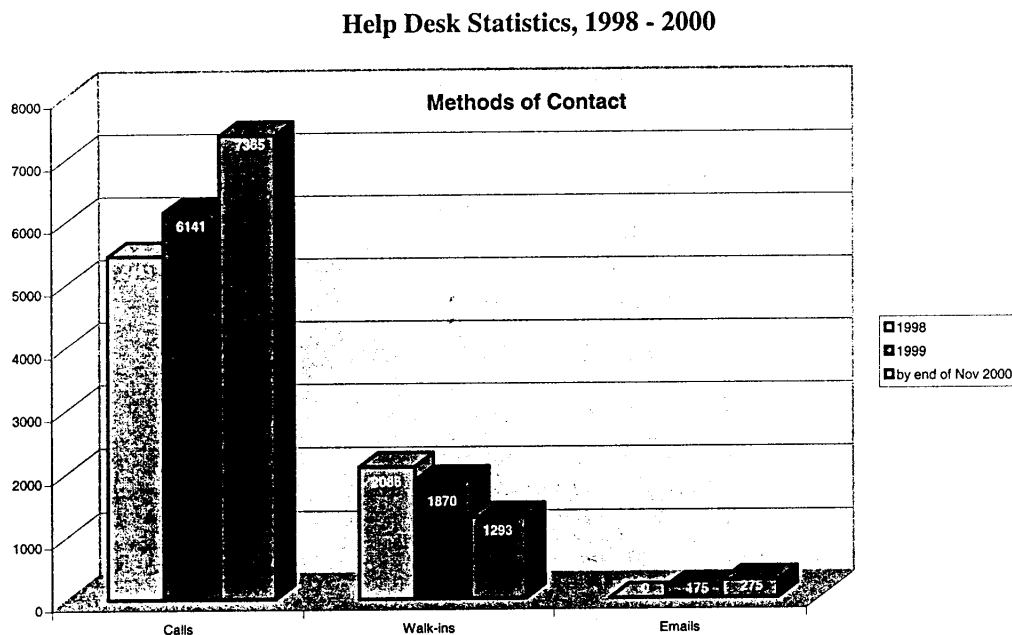
Department of Client Services

The Department of Client Services is an “in the field” support unit providing on site assistance to campus IT users in offices, labs and remote locations.

This organizational unit has five major responsibilities:

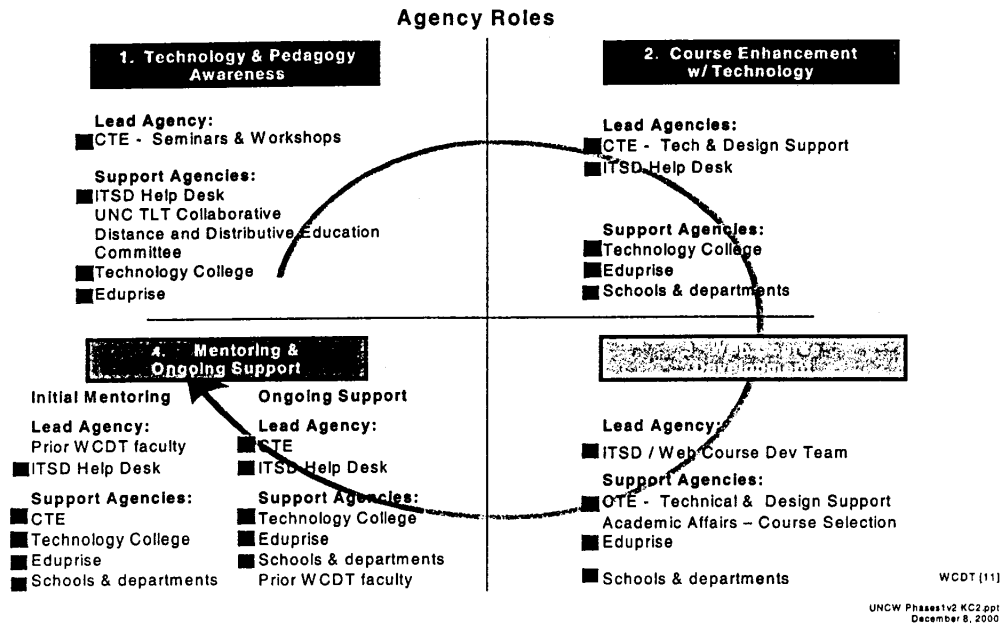
- 1) The department manages the Technology Assistance Center that provides online, on-call and walk-in assistance to students, faculty and staff who are experiencing difficulties in accessing or using the institution’s IT resources. To assist in tracking work requests to individual consultants, who can respond online from their office or in the field via handheld wireless devices, the TAC uses Remedy work management software.

The following graphic illustrates the frequency and method of contacts from 1998-2000.



- 2) Client Services provides computer consultants, assigned to zones throughout the campus. These consultants go to offices and labs and install units and software, repair or exchange equipment and serve as consultants to departments considering new equipment, software or configurations.
- 3) The University’s PC Life Cycle Replacement Plan is managed in the Department of Client Services. A baseline standard is established by the Baseline Standards Committee for Computing Devices and Networks. The department also controls lab growth and monitors units entering the system and those being surplus.
- 4) Training support is provided through instructor led workshops, tailored mini-courses and computer based training by employees in DC_LS. Over 300 online training modules, 82 workshops and 5 tailored training sessions were offered in 2001-2002.
- 5) The Department of Client Services works with the Center for Teaching Excellence and the Technology College to support online course development.

Web Course Development Continuous Support Model:



A variety of agencies work collaboratively with the lead role shifting as faculty move from awareness to offering a fully online course. This model is being redesigned for 2003-2004 with the lead role for course development shifting to Academic Affairs.

Department of Client Services Management Process

As a department within the Information Technology Systems Division, Client Services is managed by a three-tiered structure—division, department and team. At the divisional level, the director is an active member of the ITSD Executive Council. The Council addresses issues such as division-wide planning and policies, IT initiatives, and IT goals and objectives. The Management Council of ITSD provides a forum where logistical, implication and trouble-shooting issues can occur prior to review by the Executive Council.

The department itself is divided into four teams (Technology Assistance Center, Microcomputer Support, Training, and Instructional Support Services). The Technology Assistance Center Manager is responsible for overseeing the daily operation of the TAC, handling customer calls, budget and planning for new initiatives, and expanding service and support for the university as determined by report logs and customer feedback. The Microcomputer Support Manager is responsible for managing and scheduling campus computer consultants in support of university IT initiatives, managing the personal computer lifecycle funding program, and supervising the Student Computer Lab Coordinator. The Training Coordinator is responsible for developing and delivering IT training (workshops, orientations, individualized and group sessions) to faculty and staff. The Instructional Support staff is responsible for IT related assistance to faculty using high-end equipment and specialized software packages, as well as, supporting and delivering the IT training needs to faculty developing online courses.

The director of Client Services is required to develop a role-mapping grid, which clearly defines the roles and responsibilities of each employee in the department. This management process clearly maps each responsibility within the mission of the department to an individual responsible for completing those tasks. These charts are periodically reviewed for updates.

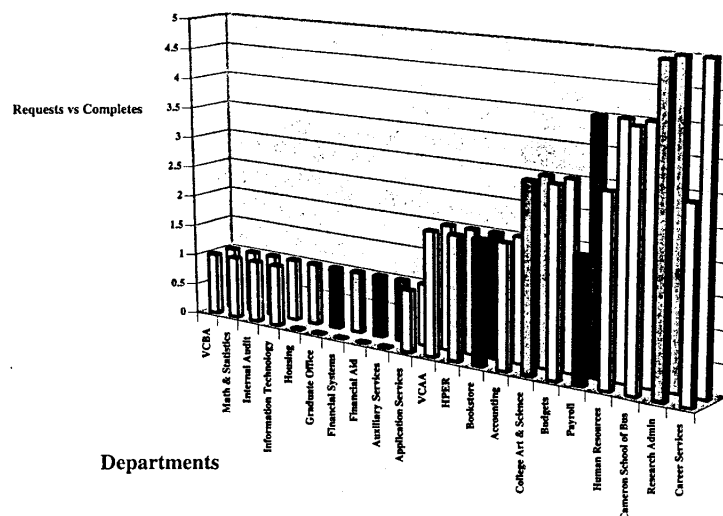
Department of Application Services

The Department of Application Services was established to ensure consistency and quality in the development, distribution and maintenance of software programs intended to support campus- wide data management needs at the division, school, or department level. The work of the department can be summarized within six service functions as follows:

- To exercise administrative coordination and management authority over the design, development, implementation and maintenance of administrative application systems.
- To serve as the primary consultant to university user/clients with regard to computerized processes and problems related to program applications.
- To design application software to solve administrative problems or participate in the review, authorization and purchase of such software.
- To program, test and document the selected application systems.
- To provide maintenance support for all distributed application systems utilizing either server, VAX or web delivery.
- To deliver or coordinate training of user/client personnel to ensure effective utilization of application systems.

The department is empowered through policy to manage broad software applications. The chief administrative officer for the department is the Director of Application Services, who is advised by the University Committee on Applications Implementation. Projects are carefully tracked and regular progress reports are provided to the appropriate senior administrator. The following chart shows how projects were distributed in 2001.

Department of Application Services
FOCUS Requests vs Completes - 2000



Department of Application Services Management Process

At the divisional level, the Director of Application Services is an active member of the ITSD Executive Council, which addresses issues such as division-wide planning and policies, IT initiatives, and IT goals and objectives. The director reports back to the council on the status of departmental projects related to divisional initiatives, departmental goals and objectives, and other IT related issues that have division-wide ramification. Departmental managers (student information and administrative) as well as the director participate in the ITSD Management Council, which deals with operational issues across IT departments and the campus.

The department itself is divided into two development teams that are managed by lead analysts who provide leadership to their team to ensure continued support for related systems, schedule resources for the nine-month project schedule, and monitor the progress of the project schedule, making necessary schedule adjustments to ensure the successful completion of projects.

The Committee on Application Services was established to advise the director of Application Services on procedural-related issues and to make recommendations to the Vice Chancellor on specific issues related to the management and operation of the department. Functional user teams for major systems such as student information, human resources and financial records exist to provide input into the daily operations of each system, to assist with scheduling and maintenance issues, and to serve as a forum for communication between departments and Application Services.

Department of Telecommunication Services

Central to the infrastructure of the campus are the data and voice networks, which are becoming increasingly integrated. Telephonic and data lines are now pulled simultaneously and there is accelerated demand for both types of connectivity. Within the Department of Telecommunication Services support is provided to help wire and configure computing labs and to design, install, and maintain telecommunications networks. The department provides support to both the cellular wireless and laptop wireless networks. Telecommunications led the development of design specifications and assisted with the vendor negotiations in the contract that covers these innovative networks.

Department of Telecommunication Services Management Process

The Telecommunication Services Department of the Information Technology Systems Division is aligned with the goals of the division, departments and offices. On the divisional level, the director of the Telecommunications department participates on the Executive Council of ITSD, which addresses division planning and goals. Department issues of directors are reviewed with a focus on implementation at the directors' level. A second tier of review is the ITSD Management Council, which focuses on the operational level. The director, two Telecommunications supervisors, the systems maintenance/installation supervisor, and the administrative services supervisor participate on the Management Council of ITSD. These meetings feed information vertically and horizontally. Each of these two units is required to align unit goals with departmental and ITSD division goals.

The Telecommunications department staff participates in internal teams and is required, through these teams, to provide input into the management of the department. These teams (Services Delivery, Systems Management, Engineering and Construction, Strategic Planning and Administrative Support) hold regularly-scheduled meetings to discuss issues related to daily operational issues, new technology, and maintenance of each system or systems under their direction.

Department of Computing Services

The Department of Computing Services is responsible for the planning, installation, management and support of the campus-wide computing and data network infrastructure. This infrastructure enables faculty, staff and students to utilize efficiently and effectively UNCW's information technology resources for teaching, research, public service, administration and information management. This unit is responsible for the delivery of core network and intranet services to the campus and for access to the Internet. The department, headed by a director, is based in the Information Technology Systems Division and is under the administrative purview of the Vice Chancellor for Information Technology Systems. The primary functions supported by the unit are as follows:

- Manage and operate the central campus computer systems and distributed servers, which currently include VMS, Windows NT/2000, UNIX and Exchange 2000.
- Provide fundamental services to the campus in such areas as network file sharing and printing, Email, calendaring, the Web and Intranet.
- Plan and manage the campus-wide data network, physical infrastructure, and active network components.
- Provide and support the campus connection to the Internet.
- Provide operational support to campus administrative and academic computer systems in such areas as user authentication and security, data backup and recovery, job scheduling, and report distribution.
- Maintain infrastructure maps and progress files for computing networks, systems, and assigned special projects.
- Evaluate and recommend current and emerging technologies and support strategies for possible use by the University community.

All core-computing operations are managed by this unit. UNCW is in the process of building a new Information Technology Computing Center to upgrade security and operations.

Goals and objectives of the department are updated and reviewed annually. They are formulated and operationalized at the departmental level once approved at the divisional level. Goals and objectives are guided by:

- The University Mission statement which states "...UNCW encourages ... the integration of technology throughout the university..."
- The University Area of Excellence #3 – "UNCW will excel in the use of technology for the improvement of teaching, learning and support services. UNCW will use the power of information technology to enable the members of the university community to respond to the challenges of the 21st century."
- The Goals and Organizing Principles of the Information Technology Systems Division.
- UNCW's Technology Standards.

The Office of Web Management

The Office of Web Management is responsible for the overall quality, utility and ease of access and navigation of the UNCW web presence. The director is charged with establishing and maintaining general guidelines intended to ensure a common look and feel and uniform navigation systems among the numerous web sites under the university umbrella. The office is authorized to review official university sites for quality of design and general continuity and compliance with identical standards established by the university. In cooperation with the assistant vice chancellor for university relations, the director assists organizational units or persons with their efforts to create web sites in compliance with university standards. The Office of Web Management is also responsible for the planning, purchasing and maintenance associated with web servers used to provide the campus-wide presence on the web. In this capacity, the office assists with services ranging from the delivery of the UNCW homepage, support of materials for some online courses or course segments, and database connectivity to live streaming video.

These six units, in partnership with other divisions, constitute the core IT structures at UNCW. Approximately sixty-two personnel support these units, and University policies and procedures have been established to ensure that the departments can execute their charge.

Special Support Services and Centers

In addition to the services provided by the five ITS departments and the Office of Web Management, there are a number of special support services provided by ITS and the Academic Affairs Division. A brief description of each follows:

- **The Technology Assistance Center:** The TAC provides Help Desk and production services to students and UNCW employees. Individuals needing assistance may start with the *ITS Self Help Guide* which features over 400 commonly asked questions presented by categories such as hardware, software, network, etc. If help is needed beyond the guide, users may scroll through the *IT Integrated Services Inventory* to find an array of distributed support services such as digital editing, equipment loan, CD burning, scanning, special events, and support. If a user needs direct assistance from the TAC, he or she may call, walk-in, or communicate via e-mail with student assistants, the TAC manager or any one of eight computer consultants.
- **The Faculty Teaching and Learning with Technology Development and Production Center:** This center is still in the design phase. Construction, equipping and staffing having been budgeted for a 2004 opening. When the facility is complete, it will feature a wide array of technical services and will further complement the IT Integrated Services Inventory.
- **The Technology College:** The Technology College was begun in 1997 to provide students with an IT intensive experience complementing their core academic program. Students may select from an array of technology-rich courses approved by the Director of the Technology College. By assembling a sequence of eight TC courses, a student can earn a special certification and a TC citation on his diploma upon graduation.
- **The Center for Teaching Excellence:** The CTE is designed to provide pedagogical training to enable faculty to improve instruction regardless of the delivery mode. Workshops, conferences and tailored bibliographies are provided to assist faculty with understanding learning theory, teaching methods, instructional design and learning assessment. Significant emphasis has been given to the integration of technology tools as a means of enriching instruction and expanding access.
- **Web Course Development Team:** From 1998 until the spring of 2002, the ITS Division managed the web course development process. The model was based on "learning communities," where faculty teams worked with team leaders, IT resource personnel and CTE consultants, to collaboratively develop courses. The Academic Affairs Division defined programmatic areas of emphasis. Interdisciplinary teams were used to create, display and critique their work at every stage of development, thus, improving knowledge of design, delivery and assessment throughout the process.

Today these teams have developed 130 online courses with approximately 2000 students enrolled in 2002.

Section IV
IT Management Standards

The IT Standards adopted by the Chancellor's Cabinet in 2000 called for a baseline classroom technology configuration, a PC Life Cycle Replacement Plan based on a standardized desktop configuration, laptop or handheld computing units compatible with a baseline software suite, a common e-mail client, restrictions on mailbox and file transmission size, full compliance with the Net Study Committee Comprehensive Network Standards, a wireless speed and security standard, universal access, full compliance with SACS and EDP audit requirements and a Student Preferred Laptop Vendor purchase and support program. UNCW has operationalized each of these standards, which are further elaborated in the following grid:

*University of North Carolina at Wilmington
Information Technology Standards – Fall 2002*

Standard Description	UNCW Standard	Standards Adherence Process	Status
Security and Encryption	<p>Server and network security is a high priority for the university. Access to all computing resources on campus requires a user name and password regardless of the operating system of the resource - VMS, Unix, and Windows. Once access into a system is authenticated via a proper username and password, access is restricted to data and information owned by that account or allowed via a tightly controlled application. The university utilizes the encryption of data at every available opportunity. It is policy for passwords to be stored encrypted. Encryption keys from VeriSign Inc. are required on servers that process secure information such as credit card numbers and authorization ID's. Remote access to the campus network is allowed only via a VPN (Virtual Private Network) server that requires data encryption.</p>	<p>IT security is inherently included in all appropriate departmental operational procedures and routinely reviewed by management, UNCW Internal Audit and the state EDP auditors. Security is repeatedly addressed in several sub-policies that fall under the umbrella of the university's Policy on Responsible Management of Electronic Resources. Security is also the foundation for much of the university's Policy on Responsible Use of Electronic Resources.</p>	Completed

Standard Description	UNCW Standard	Standards Adherence Process	Status
Software	<p>The university has addressed software standards at both the microcomputer level and the mainframe level for two dominant purposes – economics and support. The Microsoft operating system and Microsoft Office suite are the current standard for the desktop.</p> <p>The university has adopted the Systems and Computing Technology Corporation's (SCT) Plus2000 suite of administrative applications for its campus-wide administrative systems. This integrated solution of applications for students, finance, HP and alumni utilizes a non-relational database structure on an Open/VMS platform with web-services provided through middle-ware on Microsoft Windows/Intel platforms. Reporting from these systems has been standardized using IBI's Focus 4GL with extensive decentralization of report writing spread across the campus. Other vendor-supplies software solutions for administrative and student services are on Open/VMS, Windows or Unix platforms. In-house development has been standardized to Open/VMS or Windows platforms.</p>	<p>Software standards at a university are important for the same reason that they are often resisted – diversity. The university recognized in 1998 that in order to sustain IT support and affordability, standards must be set. The CSIT report recommended that the university establish IT standards and an "IT Standards Council". The "council" was created and charged by the Vice Chancellor for Information Technology in 1999 as the Committee for Baseline Standards for Computers. The committee has recently been renamed to the Committee on Baseline Standards for Computing Devices and Networks to incorporate handheld computers and network devices. The committee makes recommendations to the Vice Chancellor for Information Technology.</p> <p>Enterprise level administration applications are regulated via the policy on "Broad Impact Systems and Software." Many factors impact enterprise level software, such as the UNC OP Alliance Board, budget, and the wants and needs of the faculty, staff and students. Due to significant budget implications and changes that will impact faculty and staff daily functional duties and routines, broad impact software must be approved at many levels including, the Chancellor's Cabinet.</p>	Completed
Hardware	Hardware standards are generally dictated by operating system and applications software. For example, the current SCT product suite runs on the VMS operating system and requires Alpha processors; the next generation of SCT products (currently under	The vendor for Windows desktops and servers is set by the Committee on Baseline Standards for Computing Devices and Networks. This committee makes recommendations to the Vice Chancellor for Information Technology.	Completed

Standard Description	UNCW Standard	Standards Adherence Process	Status
	<p>consideration) requires the Sun Solaris operating system. The Windows operating system that runs on the Intel platform introduces an opportunity for standardization and the university has done so with Dell Computer Corporation. Standardizing with a single vendor allows for volume discounts and significant support benefits. Standardization of the desktop and Windows servers has been the very core of the tremendous success and savings that the university has experienced with its Life Cycle Replacement Plan for the last three years. Standards for classroom technology for the delivery of multimedia presentations and lectures have been established for high quality video projection based on the standard desktop system.</p>		
Acquisition of IT Consulting and Contract Services	<p>In most cases the acquisition of IT consulting or contracts services is directly related to and bundled with a hardware or software purchase.</p>	<p>Acquisition of consulting and contract services is strictly governed by purchasing rules, guidelines and laws of UNCW and the state of North Carolina.</p>	Completed
Disaster Recovery	<p>Various campus policies dictate that the responsibility to provide a comprehensive, realistic plan for recovery of IT resources in the event of a disaster reside within the department that is responsible for managing those resources. The ITSD Department of Computing Services is identified in the "Networked Systems and Servers Standards and Management" sub-policy of the university's Policy on Responsible Management of Electronic Resources as being responsible for the campus enterprise central servers.</p>	<p>The current UNCW Disaster Recovery Plan is a three volume-comprehensive document that not only includes ITSD's plans for the central servers and campus data network but also includes Business Continuity Plans for every applicable department on campus. The document was coordinated personally by the ITSD Vice Chancellor and approved and signed by the Chancellor and every Vice Chancellor in May 2001. The ITSD portion of the plan is reviewed annually (at a minimum) and tested for at least one major application, such as SCT Plus 2000 Financial Recovery. In addition, Disaster Recovery planning is a reoccurring audit point with university Internal Auditors as well as the state EDP auditors.</p>	Completed

Standard Description	UNCW Standard	Standards Adherence Process	Status
		The planning model at the core of ITSD's plans for the central servers is to maintain a minimal hardware configuration outside of the main computer room. Current goals and objectives for future projects support this model as new hardware and software are acquired.	
Desktop and Server Computing	See Hardware.	See Hardware.	Completed
Telecommunications	The university continues to maintain high standards for Telecommunication Services. The standards are based on a university owned and maintained PBX. By owning its phone switch the university has been able to maintain full Telecommunications services including voice mail that are consistent and reliable throughout the university.	Telecommunications has several policies that have been approved by senior management and published in the campus Administrative Procedures that detail their services and procedures to request services. All policies related to Telecommunications have recently been updated and incorporated under the umbrella of the university's Policy on Responsible Management of Electronic Resources.	Completed
Networking	The foundation for the university's data network standards is the UNC OP Network Baseline Standards that were adopted for the entire UNC system in 1999. Fortunately the UNC OP standards were based on standards that had already been adopted at UNCW - an Ethernet network with fiber between buildings and Category 5E or better to the desktop. The university enhanced the generic baseline standards to standardize with Cisco as the vendor. Vendor standardization has positioned the university for volume discounts and significantly simplified network installation and management. The university has also standardized protocols that run on the campus network – specifically TCP/IP.	UNCW network standards strictly adhere to the standards established by the UNC Office of the President and the North Carolina Research and Education Network. Network standards are guided by the ITSD Committee on Baseline Standards for Computing Devices and Networks and the Faculty Senate Information Technology Committee. "Network Standards and Management" has recently been updated and incorporated under the umbrella of the university's Policy on Responsible Management of Electronic Resources.	Completed
Video Services	Video services at UNCW strictly adhere to the standards that have been established by the NCIH and	UNCW video services standards strictly adhere to the standards established by the NCIH and the	Completed

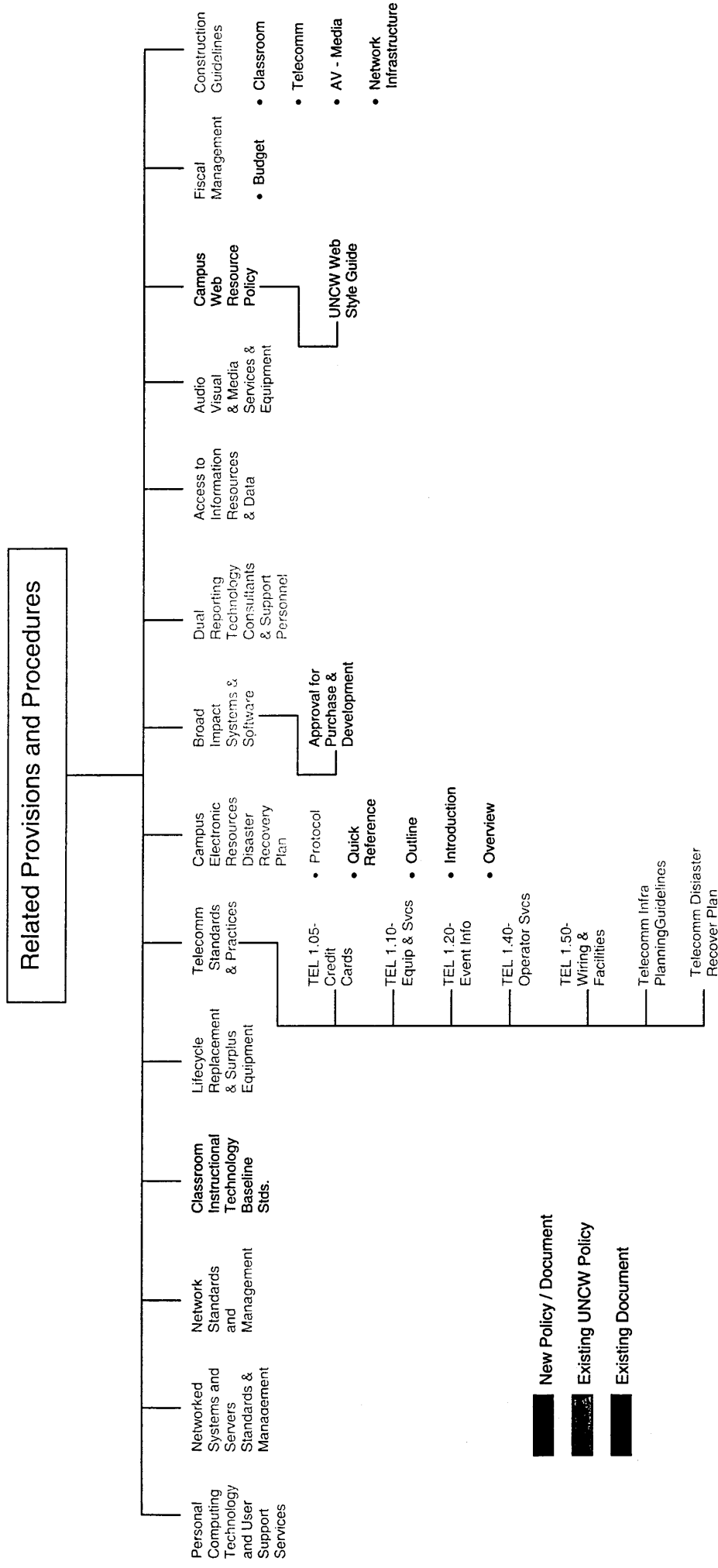
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Standard Description	UNCW Standard	Standards Adherence Process	Status
	NCREN. All video services on campus must be coordinated through the ITSD Department of Audiovisual and Media Services. AV/Media Services in turn coordinates with the Department of Computing Services for video services that may impact the campus data network.	North Carolina Research and Education Network. Video Services standards are guided by the ITSD Committee on AV/Media Services. "Audiovisual and Media Services and Equipment" has recently been updated and incorporated under the umbrella of the university's Policy on Responsible Management of Electronic Resources.	
Personal Digital Assistants	In order to be consistent with the desktop environment regarding the Windows operating system, the university has standardized with the Pocket PC. This decision was made after extensive research and evaluations conducted in a forum that encouraged participation and feedback from the entire university community. Vendor standardization was less specific after the study as pockets of support existed for the Compaq iPaq and the HP Jornada. With the merger of these two companies the vendor standard will be the HP iPaq.	The Committee on Baseline Standards for Computing Devices and Networks was recently redefined to incorporate handheld computers. This committee makes recommendation to the Vice Chancellor for Information Technology.	Completed
Construction Standards	The Business Affairs Division and the Division of Information Technology Systems have developed IT categories and standards that serve as a process check list during major renovations and new construction. These guidelines cover network development, classroom equipment and layouts, connectivity, security, wireless networks and offices.	These standards are incorporated into briefings with architects and contractors. They are summarized in templates which are used to ensure that standards are addressed throughout planning, construction and final walk throughs.	Completed
Other Wireless Technologies	The wireless LAN standard at the university is an extension of the wired network – Ethernet based on the IEEE 802.11b standard. Standardization with Cisco as the vendor for the wireless Access Points is also an extension of the wired network. Regarding wireless technologies based on Cellular technologies, standards have not yet been set as this particular technology is currently undergoing rapid development.	Wireless LAN standards are guided by the ITSD Committee on Baseline Standards for Computing Devices and Networks and the Faculty Senate Information Technology Committee. "Network Standards and Management" has recently been updated and incorporated under the umbrella of the university's Policy on Responsible Management of Electronic Resources. Emerging Cellular standards will be incorporated into the "Telecommunications Standards and Practices."	Completed

Section V
IT Management Policies

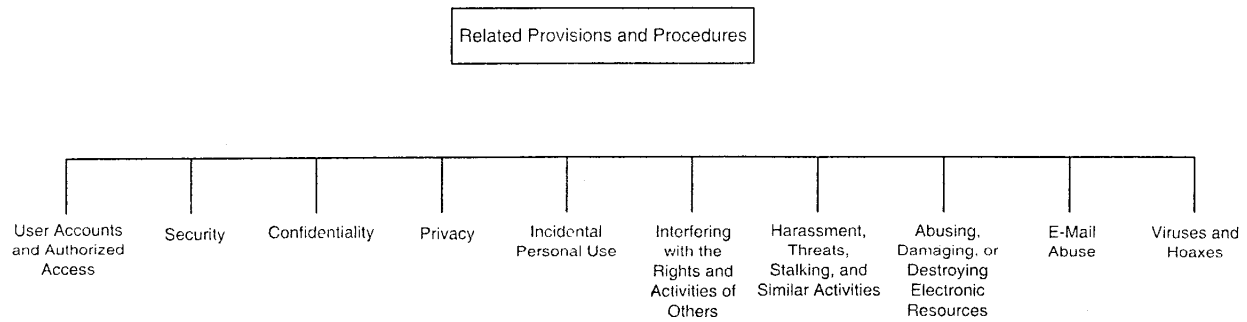
In 1999-2000, UNCW began an extensive review of all policies related to core IT management and resource use. It became apparent early in the review that a variety of documents, ranging in scope from general agreements about process and administrative procedures and guidelines, to policies were all being grouped under the policy heading. Literally, hundreds of pages existed in the policy inventory. To ensure clarity and ease of access, the ITS Division undertook the task of recodifying all "IT policies" to simplify and clarify the maze of documents and ensure that users could find, understand and comply with institutional policies. As a result of this effort, two broad policies emerged: ***Responsible Use of Electronic Resources Policy*** and ***Responsible Management of Information Technology Resources Policy***. The policy statements were reduced in complexity and "hot links" were attached to each policy for explanatory purposes. These policies and the explanatory procedures, provision or guidelines are represented in the diagrams below:

Responsible Management of Information Technology Resources Policy



- New Policy / Document
- Existing UNCW Policy
- Existing Document

Responsible Use of Electronic Resources Policy

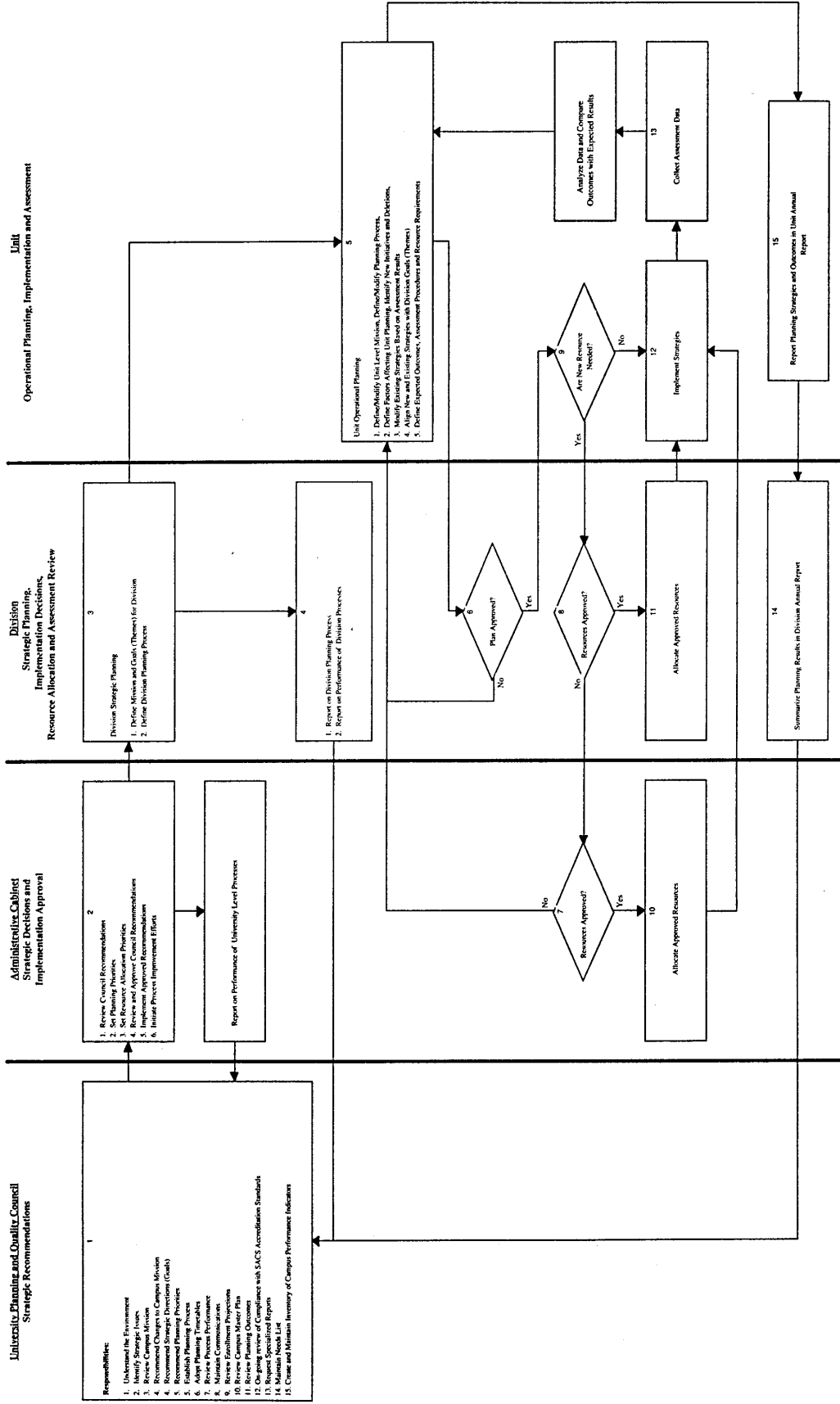


These policies and the related explanatory documents were reviewed by the SACS team and the EDP audit team during the 2001-2002 term.

Section VI **Management Processes**

In addition to the management processes discussed in Section III, the University and the ITS Division embrace a comprehensive systems approach to planning and development. This approach demands clarity in roles throughout the planning and management processes and a decision-making process that is responsive to data collected at several levels. Objectives and strategies are continuously revised in the context of targeted goals at the division, university and UNC system levels. IT goals are developed and advanced within the context of the institutions planning and review model, which follows:

University of North Carolina at Wilmington University Planning Process



Within this broad framework, which is monitored by the UNCW Quality Planning Council, the core IT functions of the University are coordinated. At the operations level, eight campus committees guide IT decisions. *Perhaps as unique as the collaborative, open relationship between the Academic Affairs Division and the ITS Division is the committee structure created in 1999-2000. UNCW is the only campus in the UNC system to have campus-level IT committees co-chaired by academic and ITSD appointees.* A listing of these committees is presented below:

<u>Title of Committee</u>	<u>Co-Chairs</u>
Web Coordination Committee	Web Master/Assoc. VC-Academic Affairs
Committee on Information Technology Innovations	VC-ITSD/Assoc. Provost Academic Affairs
Committee on Student Support and Technology	Student Affairs officer/Assoc. Dean School of Ed.
Committee on Application Services	Director of Application Services/Director Institutional Research
Committee on Baseline Computer Standards for Computer and Networks	Director Client Services/Chair Faculty Senate IT Committee
Committee on Audiovisual/Media Services	Director AV/Media/Director, Center for Teaching Excellence
Committee on Distance and Distributive Education	AUNCW TLT and Assoc. VC Academic Affairs
IT Coordination Council	All co-chairs and 4 Faculty Senate Appointees, 3 student SGA appointees

The university committees strengthen and focus the management processes in place within each department. Departmental issues are reviewed at the Directors Council. Implementation issues are refined by the Managers Council of ITSD. Campus issues are assessed by the appropriate university committee prior to transmission to the Cabinet. These structures feed information and ideas vertically and horizontally.

Each department within ITSD has developed clear, revised unit descriptions and supporting goal statements that are aligned with division and university goals. Units within the division are required to provide an annual report on improvement strategies as part of end of year reviews. University related IT committees also file end-of-year reports. Further, internal management processes such as review cycles, application logs, workflow analysis and systems checks are built into the annual calendar.

Section VII

Assessment

Informal and formal data collection is vital to maintaining healthy and productive relationships. The Vice Chancellor conducts regular feedback sessions with department chairs, deans, special units such as the Library, Academic Affairs, Student Affairs, Business Affairs, Advancement and a variety of external agencies at the local and state level. Functional teams have been created in Student Information Services, Financial Systems, Research and Instructional Support, Human Resources, Web Course Development, Alumni Services as well as several other areas. The division has representation on thirteen campus committees and ten state committees in an effort to participate in an exchange of information useful to planning. Numerous online data sources are consulted regularly and online feedback sites are provided.

Customer satisfaction assessments are embedded in the daily business routines of the five ITSD units and are collected more formally through surveys conducted by the Office of Institutional Research. Each year surveys are collected from freshmen, sophomores and seniors that include satisfaction indicators related to the work of these ITSD units.

The fall 2000 SACS survey revealed the expected need for a significant educational effort to help the campus and certain segments of the external community better understand what functions these units perform and why they are of value. *Overall the services provided by ITSD and partner IT units in Academic Affairs received from 66% to 92% good to very good ratings by faculty and students in 2002.*

All ITSD units are evaluated on an ongoing basis by working one-on-one with clients, helping them to assess their needs, determining the appropriate strategy for reaching the end goal, testing and prototyping the product from the administrative and the user standpoint, placing the product in production and finally gathering feedback from clients on the outcome of the solution.

Assessments range from personnel performance reviews, user satisfaction surveys and project evaluations to data analysis of software and systems performance, user traffic against network capacity to response time for Technology Assistance Center calls. These are internal assessments designed to link actions to goals and are in addition to Budget Audits, SACS Reviews and Electronic DATA Processing Audits.

Assessments conducted in 2001-2002 include but were not limited to the following:

<u>Assessment Title</u>	<u>Assessment Sponsor</u>
• Full EDP Audit	State IT Auditors/GA
• SACS Team Visit	SACS
• User Evaluations of VC and Directors	Chancellor's Office
• Lab Use Frequency Profile	Client Services
• Classroom Technology Assistance Plan	User Survey – AV/Media Services
• IT Innovations Awards	Recipient Satisfaction Survey
• Campus IT Survey of Service Quality	Institutional Research
• Technology Assistance Center	User Profile, Client Services
• Wireless Network Dependability Analysis	Computing Services
• Network Reliability and Security Analysis	Computing Services
• Network Traffic Capacity Analysis	Net Study/MCNC
• Distance Learning Usage Hours NCIH	AV/Media Services
• Online Course-Faculty/Student Satisfaction	Client Services
• FOCUS Requests vs. Completes Analysis	Client Services
• Project Completion Analysis for Applications	Application Services
• Fixed Asset and Inventory Audit	Internal Auditor/Fixed Assets
• Handheld Computing Standards Review	Client Services
• New Telephone Time to Install	Telecommunications
• Tech. Services Satisfaction Compared to Cost	Telecommunications

- | | |
|------------------------------------------------|-------------------------------------------------------------|
| • Web Site Hits Analysis | Office of Web Management |
| • AV/Work Orders to Response Time | AV/Media Services |
| • Sealine/Seaweb Access Usage Profile | Application Services |
| • Cellular Phone & Pager Cost Efficiency Anal. | Telecommunications |
| • Voice Mail Frequency Profile | Telecommunications |
| • Laptop Checkout Program Assessment | Client Services |
| • Test of Disaster Recovery Plan | Computing Services/Application
Services/Internal Auditor |
| • Internet Connection Speed/Fluctuation | Computing Services |
| • Training and Workshop Evaluations | Client Services |

Each of these assessments was charted and/or graphed and provided to or reviewed with the Planning Council, departments or the Cabinet. A graph noting a sample of recent assessments and outcomes being tracked by the divisions follows. This is intended as a sample of such efforts.

Section VIII

Funding

To accomplish its goals in support of the University's mission, the ITS Division has collaborated with campus, system, state, federal and private agencies to secure adequate funding. UNCW has a central IT budget of approximately \$2.6 million annually, ranking it among the top six campuses. In 2002 the Board of Governors responded to a requested technology fee increase of \$96, which was approved and will provide a continuing source of funding to replace approximately \$900,000 in annual, one-time funds eliminated in recent budget cuts. Together, these funds will help to stabilize UNCW IT operations during a very difficult budget period. The recent Bond Referendum provided a critical source of technology infrastructure funds that will allow UNCW to connect all new facilities at the Comprehensive Network Standard, upgrade switches and routers, significantly enhance our firewall and provide improved security, build a new IT Central Computing Facility which will also house a new TLT Development and Production Center for faculty and new Technology Assistance Center for students and provided funds to improve network centric classroom functions.

In 2001, the Chancellor authorized \$500,000 to match funds to upgrade our collaborative computing environment. In 2002, the Chancellor's Cabinet and the Chancellor authorized "off the top" funding for Banner/Oracle to replace UNCW's administrative systems with new systems. From 1999 to 2002, UNCW has secured \$2.6 million in grants

to enhance IT and \$600,000 in private support. Because UNCW manages resources through a division, systems approach, economies of scale are possible.

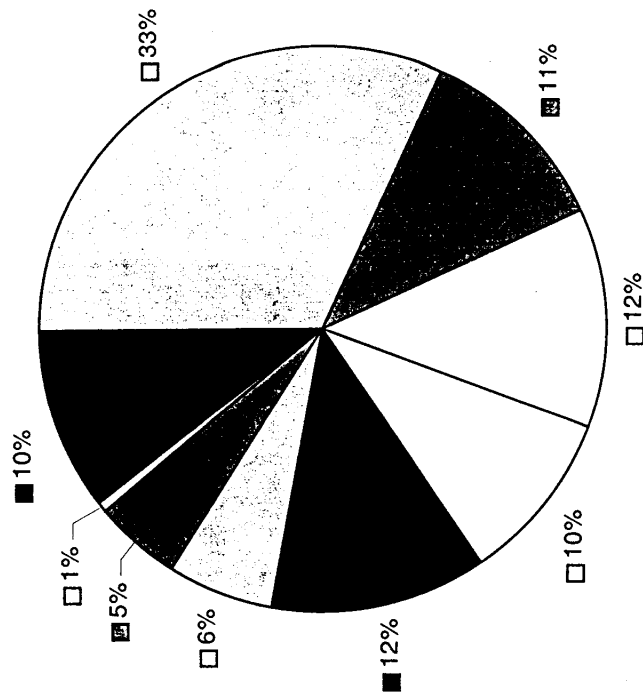
The demand for increased Information Technology resources represents one of the fastest growing areas of need on modern campuses throughout the nation. It is unlikely that faculty or students at campuses that set high expectations and standards will perceive that they have enough resources or support. As perceptions change, UNCW, like many campuses, must evaluate progress against both satisfaction levels and measurable increases in the type and number of resources. Clearly, UNCW has made significant investments in technology resources. This has been particularly true since the creation of the Information Technology Systems Division. Though the division is still new, a clear understanding about the role of ITSD in contributing to learning is already beginning to gel. It is clear that additional resources are needed at the department and school level. ***The University has sufficient funding to address core technology needs, however, as classroom technology is added, networks are enhanced, and service standards are upgraded, UNCW will need to address increased funding in the five year tuition and fee plan to ensure an expanded base of continuing funding.*** While clear progress is being made, dramatic growth in enrollment, coupled with increased expectations, has resulted in a constant struggle to keep pace with instructional support needs.

IT needs are met through a combination of funding sources. The overall dollar amount varies annually. The graph and pie chart which follow provide a snapshot of funding for 2001-2002 and an illustration of what percentage of funding came from each source. Without grants, special appropriations assistance from the President's Office and special allocations, UNCW would not be able to enjoy a rich IT environment.

**University of North Carolina Wilmington
Snapshot Profile of Funding 2001-2002**

Source	Restrictions	Management Process	Dollar Amount
State Appropriations General Operating Budget	Subject to N.C. Office of Budget Management, all state laws and regulations, internal and external audit.	Allocated to the university and sub-allocated based on university goals and priorities managed by ITSD.	2.6 million (contains some fees prior to 2001)
Technology Fees	Subject to the above and some redistributing due to campus priorities outside IT. Most recent 96% increase will offset 900,000.00 in lost one-time funds resulting from budget cuts.	Subject to campus BO regulations/sub-allocated and managed by ITSD	900,000.00
Grants, NSF Digital Library	Federal/State/Campus	Chemistry/Math/Research Admin. Specific to Department	1 million (Partnership with Eduprise)
Technology and Teacher Preparation Fellowships	Federal/State/Campus	Science/Math Education Center	800,000
PT3	Federal/State/Campus	Watson School/Research Admin.	1 million for Watson School
Presidents Office	State/Campus	Project Partner	156,000 ITSD
Special Source Match Grants	Limited State (pending)	For OC-48 development	400,000 ITSD
Special Allocations, Presidents Office	Comprehensive Network Infrastructure	Presidents Office/Net Study	350,000 ITSD balance of 1.4 million
Special Allocations Private	Unrestricted	Trust Funds ITSD	50,000.00 ITSD
Bond Funding Capital	State Board Insurance, State Accounting	Special earmarked funding for facilities and infrastructure	850,000 (Phase I) of 2.9 million

Profile of IT Resources
UNC Wilmington 2001-2002



- State Appropriations General Operating Budget ■ Technology Fees □ Grants, NSF Digital Library
- Technology and Teacher Preparation Fellowships ■ PT3 □ Presidents Office (including Special Allocations)
- Special Source Match Grants □ Special Allocations Private ■ Bond Funding Capital

Section IX
Indicators of Quality

To complete a comprehensive list of all the indicators of quality IT Management processes and services at UNCW would be a lengthier process than called for in this report. **We believe the report speaks to the seriousness and thoroughness with which we have addressed the management of our resources. Over the past four years UNCW has moved from "random acts of progress" to a well balanced, aligned and managed IT strategy.** We believe our strategy integrates with and supports the BOG and UNC strategy. To ensure, however, that all aspects of this report are fully addressed and that IT Management Flexibility is granted we offer the following examples of quality indicators.

- In 2001 and 2002 UNCW was named in Yahoo rankings as among the top 75 wired campuses in America.
- EDP auditors recognition of the comprehensiveness of our approach to IT operations and a request that our audit preparation process, Disaster Recovery Plan and policy development process be shared with sister institutions.
- UNCW received the International Technology Forums Award for its IT Knowledge Ecology Model in 2000.
- UNCW has been selected as a pilot site for development and/or testing of six UNC or state IT initiatives. In each case, quality personnel, management practices and a spirit of innovations were cited.
- UNCW was awarded the BellSouth Innovations in Technology Award for its IT regional partnership.
- The UNCW Blended Mode University has been a featured presentation at several national conferences.
- The VC-ITSD was selected to chair the Alliance Board in 2001-2002.
- UNCW won the Distinguished Achievement Award at the 2002 NC Distance Education Conference.
- UNCW recruited approximately 4 million dollars in IT related grants between 2000 and 2002.
- The SACS team review cited no service delivery or program deficiency findings.
- The UNCW Technology Innovations Awards Program was cited by the National Entrepreneurs Roundtable as an IT Catalyst Model.
- The course development model which combines instructional improvement with online delivery was cited by SREB as "one of the most cost effective and pedagogically sound models in the south."
- A host of internal reviews, assessments and performance profiles can be produced upon request.

IT Management Flexibility Authorization

Based upon the evidence presented herein and the wealth of supporting documentation available at <http://www.uncwil.edu/itsd/>, the SACS Report and the EDP Adit, the University of North Carolina at Wilmington is confident that it fully meets the requirements for IT Management Flexibility in spirit and substance.

Chancellor

Date

Vice Chancellor of Information Technology
Systems Division

Date

Chairman UNCW Board of Trustees

Date

APPENDIX I

Institutional Plan for Management Flexibility to Appoint and Fix Compensation The University of North Carolina at Charlotte – *Approved by Board of Trustees on June 7, 2002*

In accordance with the University of North Carolina Board of Governors policy number 600.3.4, adopted January 11, 2002, the University of North Carolina at Charlotte (UNC Charlotte), a Special Responsibility Constituent Institution of the University of North Carolina, respectfully submits the following plan for management flexibility for personnel appointments.

Policy 600.3.4 requires that to obtain such management flexibility, UNC Charlotte must demonstrate compliance with each of the following standards:

1. Policies and procedures for the recruitment and selection of senior academic and administrative officers.

UNC Charlotte's Academic Personnel Procedures Handbook provides instructions and policies for the recruitment and selection of Senior Academic and Administrative Officers. These policies require coordination and approvals from the EEO Office in each step of the hiring process.

The handbook includes, in pertinent part, the following provisions:

- Position allocation and approval
- Recruitment, including requirements for advertisement
- Screening of applicants
- Interview process
- Appointment terms and conditions

The UNC Charlotte Equal Employment Opportunity policy, Policy Statement #26, establishes a University Affirmative Action Officer who is assigned overall responsibility for the administration of and compliance with the EEO policy.

In addition, with respect to tenure-track faculty positions, the Provost approves all salary ranges at the time of position allocation. The Provost Office also reviews all faculty appointments for completeness, accreditation compliance, and salary and no position is processed through payroll until this review is complete. The Provost is consulted if there are questions relating to a particular offer.

With Personnel Management Flexibility the Provost will present a summary of these appointments to the Board of Trustees on a quarterly basis.

A training module for search committee chairs is provided on the UNC Charlotte website and this document is referenced in all EPA Staff and Faculty Training sessions.

2. **A campus policy for promotion and tenure that complies with the *Code* of the University of North Carolina and current federal law, provides for periodic pre-tenure, tenure and promotion review at multiple levels, and provides clear requirements for promotion and the conferral of permanent tenure.**

The Office of the President most recently reviewed and approved revisions to the UNC Charlotte Tenure Policies in July 1999. The UNC Charlotte Tenure Policies currently comply with *The Code of the University of North Carolina* and current federal law; provide for periodic pre-tenure, tenure, and promotion review at multiple levels; and provide clear requirements for promotion and the conferral of permanent tenure.

The individual college reappointment, promotion, and tenure procedures have been reviewed by the UNC Charlotte Office of the University Attorney and comply with the current UNC Charlotte Tenure Policies.

The UNC Charlotte Tenured Faculty Performance Review Policy details the periodic and comprehensive review of the performance of all tenured faculty whose primary duties are teaching, research, and service.

3. **A schedule and process for periodic review of promotion and tenure policies and a process for amending promotion and tenure policies that includes a review by the Office of the President.**

Section XI.C of the UNC Charlotte Tenure Policies provides: "At intervals of not more than eight years, the Chancellor will consult with the Faculty President and determine whether or not to initiate a review of this document by the faculty." UNC Charlotte has established a process for review and amendment of its promotion and tenure policies, which will be incorporated into the UNC Charlotte Tenure Policies when it is next reviewed and amended.

The Chancellor has directed the Office of the University Attorney to review the Tenure Policies during the spring semester of each even-numbered year and to recommend for approval by the Board of Trustees amendments necessary to respond to changes in law that affect those Policies. The review of the Tenure Policies through the Faculty Governance System on the eight-year schedule is intended to address practical concerns of the general faculty and make, where appropriate, changes recommended by that faculty. Through the biennial review of the tenure policies by Council, the faculty will be asked to consider changing the eight-year schedule to a shorter five-year schedule. We will, however, continue to respond to changes in the law through the biennial review by Council as stipulated above.

4. **Salary ranges bases on relevant data, for vice chancellors, provosts, deans, and other similarly situated administrators that are not included in the annual Board of Governors' study establishing salary ranges.**

The UNC Charlotte salary ranges for these senior officers are determined by data from the College and University Personnel Association (CUPA-HR) Administrative Compensation

Survey and also by surveying our peer institutions. We are requesting a Special Study CUPA data set that will only include information from our Peer Institutions approved by the Board of Governors. The applicable salary ranges from the CUPA-HR survey will be at a minimum of 60% of the 80th percentile and a maximum of 115% of the 80th percentile salaries. Where these data are not sufficient or do not exist to establish an appropriate range, then a range will be established by obtaining current salary comparisons through professional organizations such as AAUP, NASULGC, AACSB, and ASEE.

5. Evidence of comprehensive salary studies that establish salary ranges for tenured faculty within different disciplines based on relevant data.

UNC Charlotte has conducted comprehensive salary studies utilizing the data from College and University Personnel Association - HR (CUPA-HR) National Faculty Salary Survey. In a UNC Charlotte Salary Equity Study that involved collecting data over the last 20 years to evaluate gender equity, the CUPA-HR data set was used for consistency and to provide an adequate number of comparison salaries by discipline and rank. This data set compared UNC Charlotte salary indexes to four-year public institutions with non-collective bargaining agreements.

We are now requesting a Special Study CUPA data set for our faculty that will only include information from our Peer Institutions approved by the Board of Governors. Salary ranges will be established at a minimum of 60% of the 80th percentile and a maximum of 115% of the 80th percentile. .

UNC Charlotte also conducts periodic reviews of AAUP salary data for general comparisons with our approved list of peer institutions. Other data utilized in analysis of our salary levels include studies compiled by the National Association of State Universities and Land Grant Colleges (NASULGC), the Association to Advance Collegiate Schools of Business (AACSB), and the American Society for Engineering Education (ASEE).

6. Policies governing the compensation of faculty and non-faculty EPA (exempt from the State Personnel Act) from non-state sources such as grants, endowment funds, practice plan funds, etc.

Policy Statement #99, Supplemental and Summer Compensation for Professional Services to the University, provides exceptions to the general policy that for a full-time member of the faculty or EPA staff, the approved salary is the full compensation to be expected during the period of appointment. Such exceptions include compensation for additional teaching, funded projects, and administrative assignments. The policy prescribes specific procedures for such compensation exceptions, including: rates and limits for additional compensation, timing of requests, approvals, and methods of payment and deductions.

Endowment funds provide salary enhancements and small operating funds for our distinguished professors.

7. Policies governing any non-salary compensation of faculty and non-faculty EPA.

UNC Charlotte has recently established an official policy (Policy Statement #114, approved June 7, 2002) addressing non-salary compensation for faculty and EPA staff. A revision of this policy will be re-considered by the Board of Trustees at its September 27, 2002, meeting. Revisions to the policy include a non-discrimination clause; in addition, it includes a statement that upon recommendation of the Chancellor, the Board of Trustees will approve any non-salary compensation to vice chancellors and other senior academic and administrative officers for whom the Board of Governors establishes salary ranges. The Chancellor may approve such non-salary compensation either explicitly on a case-by-case basis or by approval of policies that pertain to EPA employees that are not subject to salary ranges established by the Board of Governors.

8. Documentation that the campus has not had audit findings related to personnel practices, salary or payroll for the previous three years or evidence that any findings have been remedied.

A letter from Randy Ross, UNC Charlotte Internal Auditor, certifies that the Office of the State Auditor has not cited UNC Charlotte for any audit findings related to personnel practices, salary or payroll for the last three years.

9. Evidence of appropriate accountability procedures in the event that the Board of Trustees delegates the authority granted pursuant to this policy to the chancellor.

The Board of Trustees resolution approving the Appointment and Compensation Delegation Chart requires that for those employment and compensation actions delegated to the Chancellor, the Chancellor will make quarterly reports to the Personnel Committee of the Board of Trustees.

The Appointment and Compensation Delegation Proposal Chart lists:

1. The relevant employment and compensation actions;
2. The EPA employees covered by each such action;
3. The current final authority for each such action;
4. Proposed alternatives for final authority;
5. The Chancellor's recommendation for changes to the final authority if granted management flexibility.

**Approval Authority for Personnel Appointments, Promotions, and Compensation Actions
Involving UNC Charlotte Positions Exempt From the State Personnel Act (EPA)**

ACTION	Position Type					
	Faculty	EPA Non-Faculty (Including EPA Instructional and EPA Research)	SAAO I ¹			SAAO II ² (Assoc. & Asst. Vice Chancellor, Assoc. & Asst. Dean, etc.)
			Chancellor	Vice Chancellor & Provost	Dean & SAAO I positions for which the BOG does not establish salary ranges	
Establish or designate an EPA position	For information on the approval authority required to establish various types of EPA positions, refer to The Office of the President document “Positions Exempt from the State Personnel Act: Approval Authority and Submission Process to Establish and Designate EPA Positions”					
Appointment	Chancellor	Chancellor	Board of Governors	Board of Trustees*	Chancellor	Chancellor
Temporary appointment	Chancellor	Chancellor	President	Chancellor	Chancellor	Chancellor
Promotion to position type (see above)	Chancellor	Chancellor	Board of Governors	Board of Trustees*	Chancellor	Chancellor
Tenure	Board of Trustees*	N/A	N/A	N/A	N/A	N/A
Compensation actions ^{3**}						
<u>Salary increase <15%</u> -Annual adjustment	Chancellor	Chancellor	Board of Governors	Board of Trustees* ⁴	Chancellor	Chancellor
-Mid-year adjustment	Chancellor	Chancellor	Board of Governors	Board of Trustees* ⁴	Chancellor	Chancellor
<u>Salary increase ≥ 15% over previous 6/30 salary</u> (annual or mid-year)	Board of Governors	Board of Governors	Board of Governors	Board of Governors	Board of Governors	Board of Governors
<u>Temporary supplement/stipend</u>	Chancellor	Chancellor	Board of Governors	Board of Trustees* ⁴	Chancellor	Chancellor
<u>Retreat rights</u> (conversion from administrator to faculty)	Chancellor	Chancellor	Board of Governors/ Board of Trustees	Board of Trustees*	Chancellor	Chancellor

* Boards of Trustees may not delegate the authority for these actions.

** Compensation actions are subject to the Board of Governors' Resolution of May 10, 2002.

¹ As defined by UNC Policy 300.1.1, Section I.A.

² As defined by UNC Policy 300.1.1, Section I.B.

³ Approval authority is the same regardless of source of funding (i.e., state and non-state funds).

⁴ Increases that cause salaries to exceed the salary ranges established by the Board of Governors require prior approval by the Board of Governors.

INSTITUTIONAL PLAN FOR MANAGEMENT FLEXIBILITY FOR PERSONNEL APPOINTMENTS

- Attachment 1: Pertinent sections of Academic Personnel Procedures Handbook
- Attachment 2: Policy Statement #26, Equal Employment Opportunity
- Attachment 3: Training Module on Interview and Search Committee Guidelines
- Attachment 4: Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte
- Attachment 5: Tenured Faculty Performance Review Policy
- Attachment 6: Gandar/Troyer Salary Equity Study
- Attachment 7: Policy Statement #99, Supplemental and Summer Compensation for Professional Services to the University
- Attachment 8: Policy Statement #114, Non-Salary Compensation for Employees Exempt from the State Personnel Act
- Attachment 9: Letter from the Internal Auditor
- Attachment 10: Appointment and Compensation Delegation Proposal Chart
- Attachment 11: 2001 Baccalaureate Completions by 6-Digit CIP, UNCC and Peer Institutions
- Attachment 12: Academic Personnel Review Process

APPENDIX J

INSTITUTIONAL PLAN FOR MANAGEMENT FLEXIBILITY FOR PERSONNEL APPOINTMENTS THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

(Approved by the Board of Trustees, April 18, 2002
Amended by the Board of Trustees, August 29, 2002)

I. Introduction and Background

Policy # 600.3.4 of the UNC Board of Governors, "Granting of Management Flexibility to Appoint and Fix Compensation," provides for the delegation to the Boards of Trustees of Special Responsibility Constituent Institutions the authority to administer various personnel actions. These personnel actions are described in Policy # 600.3.4. Upon approval of this Institutional Plan by the Board of Governors, certain personnel actions will be delegated to the UNCG Board of Trustees, and some of these actions will be further delegated to the Chancellor.

II. Approval Process and Content of the Institutional Plan

Special Responsibility Constituent Institutions seeking to obtain management flexibility are required to submit a plan to the Senior Vice President for Academic Affairs for review and approval by the Board of Governors or the Personnel and Tenure Committee of the Board on any date after March 1, 2002. Policy # 600.3.4 of the Board of Governors requires that nine specific areas of policy and/or procedure be addressed in the institutional plan. In the following section, this institutional plan for UNCG identifies the requirements and describes how they are or will be fulfilled on this campus.

III. Fulfilling the Board of Governors' Requirements

A. Requirement One:

Institutions must employ policies and procedures for the recruitment and selection of senior academic and administrative officers.

These policies and procedures are contained in Attachment A, the UNCG document titled, "Responsibilities of Search Committees for EPA Nonfaculty Employees" and Attachment B, the UNCG document titled, "Implementation of Affirmative Action Program." These documents include provisions to provide guidance in the following areas:

- a) Approval of vacancy
- b) Requirements for vacancy advertisement
- c) Requirement for a campus Affirmative Action Officer and the responsibilities of that officer
- d) Requirements for the selection process/search committee requirements
- e) Training of affirmative action representatives in laws, policies and regulations

B. Requirement Two:

Institutions must have a campus policy for promotion and tenure that complies with the Code of the University of North Carolina and current federal law, provides for periodic pre-tenure, tenure and promotion review at multiple levels, and provides clear requirements for promotion and the conferral of permanent tenure.

The campus policies are contained within Attachment C, "Regulations on Academic Freedom, Tenure, and Due Process of the University of North Carolina at Greensboro," Attachment D, "University Promotion and Tenure Guidelines" and Attachment E, "University-Wide Evaluation Guidelines for Promotions and Tenure."

Attachment C provides for the periodic pre-tenure review, tenure and promotion review at multiple levels, possible extensions of the probationary term, post-tenure review and grievance and appeal process in the case of nonreappointment. This document is kept under continuous review by the Provost and the Promotion and Tenure Committee of the Faculty Senate. Revisions must be approved by the General Faculty, the Faculty Senate, the Chancellor, the Board of Trustees and the Office of the President.

Attachments D provides a general framework for faculty promotions and tenure. Attachment E provides a context in which each unit can develop specific evaluation requirements appropriate to its mission. Attachments D and E are developed by the Faculty Governance Committee for approval by the General Faculty.

C. Requirement Three:

Institutions must maintain a schedule and process for periodic review of promotion and tenure policies and a process for amending promotion and tenure policies that includes review by the Office of the President.

Institutional compliance with this requirement is confirmed in the following UNCG documents:

- a. Attachment C, "Regulations on Academic Freedom, Tenure, and Due Process of the University of North Carolina at Greensboro," Section 9 (includes schedule and process for reviews, and procedure for amending the policy).
- b. Attachment F, *Faculty Handbook*, Charge to Faculty Senate Committee #4, the "Faculty Promotions & Tenure Guidelines Committee" (mandate to review academic unit P&T documents and general guidelines and expectations).
- c. Attachment G, "Constitution of the Faculty," Article III, Section 12(8)(f). (mandate to review the P&T policies and procedures yearly and recommend modifications and changes to the Faculty Senate).

D. Requirement Four:

Institutions must establish salary ranges, based on relevant data, for vice chancellors, provosts, deans, and other similarly situated administrators¹ that are not included in the annual Board of Governors' study establishing salary ranges.

Senior administrative positions at UNCG not included in the Board of Governors' annual study include Deans, University Librarian, University Counsel, Executive Assistant to the Chancellor, and Assistant to the Chancellor. Salary ranges will be established, based upon comparisons to approved peer institutions, in keeping with the Board requirement.

To establish the salary ranges, UNCG will participate in and acquire the annual administrative salary survey prepared by the College and University Professional Association for Human Resources (CUPA).

E. Requirement Five:

Institutions must maintain evidence of comprehensive salary studies that establish salary ranges for tenured faculty within different disciplines based on relevant data.²

¹ Includes directors of major administrative, educational, research, and public service activities.

Salary ranges for tenured faculty, by discipline, must be developed. To do so, UNCG will participate in and acquire the annual faculty salary survey conducted by Oklahoma State University. This national survey contains faculty salary data for peer institutions by academic discipline.

F. Requirement Six:

Institutions must employ policies governing the compensation of faculty and non-faculty EPA (Exempt from the state Personnel Act) from non-state sources such as grants, endowment funds, practice plan funds, etc.

Non-state funds, such as grants, endowment income, and funds collected through the assessment of fees and charges to students and other constituents, are considered to be resources of UNCG, an agency of The University of North Carolina and the State of North Carolina. Without regard to source of funding, compensation of faculty and non-faculty EPA is managed in accordance with the Board of Governors' annual resolution on salary matters. All resources used to compensate members of the faculty and non-faculty EPA are deployed in a manner consistent with this resolution. Use of non-state funds to compensate Senior Academic and Administrative Officers ("SAAO") Tier I must be approved by the Board of Trustees.

G. Requirement Seven:

Institutions must employ policies governing any non-salary compensation of faculty and non-faculty EPA.

Within the boundaries set by the financial policies of the State and of UNCG, as outlined in the policy manuals of the Office of State Budget and Management and UNCG, the Board of Trustees has the authority to approve any non-salary compensation from all sources of funds for all Vice Chancellors and Senior Academic and Administrative Officers for which the Board of Governors establishes salary ranges. The Chancellor has the authority to approve any non-salary compensation from all sources of funds for deans and other similarly situated administrators that are not included in the Board of Governors' study establishing salary ranges. Only the Board of Governors can approve non-salary compensation for the Chancellor.

H. Requirement Eight:

Institutions must maintain documentation that the campus has not had audit findings related to personnel practices, salary or payroll for the previous three years or evidence that any findings have been remedied.

Copies of clean audit statements are available.

I. Requirement Nine:

Institutions must maintain evidence of appropriate accountability procedures in the event that the Board of Trustees delegates the authority granted pursuant to this policy to the Chancellor.

It is the intent of this plan to delegate to the Chancellor authority to appoint and fix compensation for faculty with permanent tenure, faculty awarded the designation of distinguished professor, and deans and other similarly situated administrators that are not included in the Board of Governors' study establishing salary ranges, not inconsistent with

² Relevant data refers to comparisons to peer institutions identified by the Board of Governors. Peer institution data will be used when available except in instances in which a campus can demonstrate legitimate labor market differences that justify the use of a supplemental or alternative set of peer institutions.

other policies in this plan. The Chancellor will also be delegated the authority to award compensation from non-state sources consistent with policies established by the Board of Governors.

To ensure proper oversight and accountability, the Chancellor will annually provide, at the spring meeting of the UNCG Board of Trustees, an appropriate summary report of personnel actions taken under this delegation of authority for the current academic year.

The EPA personnel policies of the Division of Academic Affairs and the policies and procedures manual of the University's Office of Business Affairs provide further evidence of appropriate accountability procedures. These documents may be accessed via the Internet at the following addresses, respectively:

- a) <http://shadow.uncg.edu/pvt/publications/index.html>; and
- b) <http://www.uncg.edu/baf/>.

IV. Effective Date of the Delegation of Authority

The delegation authorized in Board of Governors Policy # 600.3.4 is effective upon the date when this Institutional Plan is approved by the Board of Governors.

APPENDIX K

PROGRESS REPORT ON THE ASSET PROJECT

**SUBMITTED TO THE NORTH CAROLINA
STATE BOARD OF EDUCATION, THE JOINT
LEGISLATIVE EDUCATION OVERSIGHT
COMMITTEE, THE SPEAKER OF THE
NORTH CAROLINA HOUSE OF
REPRESENTATIVES, AND THE PRESIDENT
PRO TEMPORE OF THE NORTH CAROLINA
SENATE**

**BY THE UNIVERSITY OF NORTH
CAROLINA BOARD OF GOVERNORS**

September 2002

**PROGRESS REPORT ON THE ASSET PROJECT TO THE NORTH CAROLINA
STATE BOARD OF EDUCATION**

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PROGRESS REPORT ON THE ASSET PROJECT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION

EXECUTIVE SUMMARY

In January, 2002, the State Board of Education directed the NC Center for School Leadership Development (CSLD) to commit itself to a two-year project, dubbed ASSET (All Students Succeed through Excellent Teaching), designed to close the achievement gap in selected schools and LEAs. A Steering Committee of the Department of Public Instruction subsequently selected eighteen schools in four counties to participate in the project.

In March CSLD personnel began making assessments of the selected schools. In June CSLD personnel began delivering services to those schools.

This report details the ASSET process to date, listing the services CSLD has provided, explaining the lessons the CSLD has learned thus far, and outlining the programs and instructional modules CSLD is currently developing to help the ASSET schools close their achievement gaps.

Introduction

In 2001 the General Assembly instructed the State Board of Education, via G.S. 115C-12(26), to (1) identify state and local professional development needs based on the state's priorities for improving student achievement and (2) recommend strategies for addressing those needs. These strategies, according to the statute, must be "research-based, proven in practice, and designed for data-driven evaluation." In January 2002 the SBE announced its first priority under this legislation: to close "achievement gaps" in specific school systems. (See Background, below, for details).

Four schools - East Montgomery High School in Montgomery County, Wallace-Rose High School in Duplin County, Lexington High School in Lexington, and Swain High School in Swain County, along with their "feeder" elementary and middle schools (eighteen schools in all) - were chosen as targets of a new project, dubbed ASSET (All Students Succeed through Excellent Teaching) to be conducted by the UNC Center for School Leadership Development (CSLD), which officially comprises the NC Mathematics and Science Education Network, the NC Model Teacher Education Consortium, the NC Center for the Advancement of Teaching (NCCAT), the Principals' Executive Program, the NC Principal Fellows Program, and the NC Teacher Academy, and includes, as administrative affiliates, NC TEACH (Teachers of Excellence for all Children) and NC RISE, (Restructuring Initiatives for Special Education), which are federally funded programs.

The CSLD's mandate under ASSET is to (1) ensure that educators in the target schools are already taking advantage of existing professional development programs; (2) design customized programs that address achievement gap issues in the individual target schools and define programs that other agencies might create; and (3) develop fully documented, generalized instructional modules based on the customized programs that may be delivered in a variety of ways, including electronically, to other schools with similar needs across the state.

In April and May 2002, CSLD delegations visited each of the target schools to attempt to gain the cooperation of educators at those schools. Because all of the selected schools have strong traditions of local control, the ASSET project was offered to the schools' administrators on a "good will" basis. Principals and superintendents were assured they could accept or reject the CSLD's offer of assistance according to their own assessments of their own needs. The leaders of all of the schools volunteered to join the project.

Immediately upon securing the cooperation of the four target school districts and eighteen schools, the CSLD employed a number of strategies to help raise student achievement and close the achievement gap at those sites. The remainder of this report chronicles those efforts and explains plans for future initiatives to help these schools and the state meet these two important objectives.

Center Activities Completed or In Progress

The CSLD's first goals were to gain a general familiarity with the districts and the schools and to determine the schools' and districts' specific needs with regard to closing the achievement gap. CSLD personnel established communications with administrators and teachers at the sites, gathered critical data (EOC and EOG test scores, etc.), noted conditions and circumstances unique to each site, and completed initial site-assessments. CSLD personnel reviewed and consolidated the initial assessments and began delivering services in June 2002.

The following is a summary of CSLD's summer 2002 activities.

Services Provided for Duplin County Schools

- Wallace-Rose Hill High School: assistance in using newspapers in classrooms to promote better reading comprehension (services provided by the Principals' Executive Program and the UNC-CH School of Journalism).
- Wallace-Rose Hill High School: NC Teacher Academy's "Making the Connections" workshop, delivered on site.
- Duplin County Central Office: NC Center for the Advancement of Teaching workshop for beginning teachers, delivered on site.

Services Provided for Lexington City Schools

- Pickett Primary, South Lexington Elementary, Southwest Lexington Elementary, and Charles England Intermediate Schools: NC Teacher Academy "Learning Styles" workshop, delivered on site.
- Lexington City Schools Central Office: NC Mathematics and Science Network "Closing the Gap" seminar, delivered on site.
- Lexington Elementary, Intermediate, Middle, and High Schools: Test Score Analysis and Review, delivered on site by the building principals.

Services Provided for Montgomery County Schools

- Candor Elementary and Star-Bisco Elementary: NC Teacher Academy "Balanced Literacy" workshop, delivered on site.
- East Montgomery Middle School, Candor Elementary, Star-Bisco Elementary, and East Montgomery High School: NC Teacher Academy workshops on meeting the needs of English language learners, delivered on site.
- Montgomery County Central Office: NC Center for the Advancement of Teaching workshop for beginning teachers, delivered on site.

Services Provided for Swain County Schools

- East Swain Elementary: NC Center for the Advancement of Teaching school planning improvement workshop, delivered at NCCAT.
- Swain County Middle School: NC Center for the Advancement of Teaching “Curriculum Integration” workshop, delivered on site.
- Swain County Middle School: Facilitation of a series of faculty meetings on “Revisiting the Middle School Philosophy,” delivered on site by NC Center for the Advancement of Teaching.
- Swain County High School: NC Center for the Advancement of Teaching “Learning Styles and Multi-Cultural Understandings” workshop, delivered on site.
- Swain County Elementary, Middle, and High Schools: Test Score Analysis and Review, delivered on site by the building principals.
- Swain County Central Office: NC Center for the Advancement of Teaching workshop for beginning teachers, delivered on site.
- Swain County Central Office: training for principals and central office administrators in instructional leadership based on data analysis, delivered on site by the Principals’ Executive Program.

Other Services Provided by CSLD

- NCCAT reserved places in its regularly scheduled seminars for participants from ASSET schools and waived certain qualifying requirements for participants from ASSET schools.
- The Principals’ Executive Program conducted seminars on data analysis for *No Child Left Behind* requirements for all four school districts.

The standards promulgated by the National Staff Development Council inform both the organization and the delivery of all services, workshops, seminars, etc. provided by CSLD.

Transition in Center Leadership

It is important to note that in the midst of the ASSET process, which marked significant changes in the professional direction of CSLD constituent programs – for example, prior to ASSET, the Principals’ Executive Program’s focus was on school leaders; ASSET, however, requires a specific focus on students – CSLD experienced a change of leadership. Dr. Charles Coble, UNC Vice President for University-School Programs, had oversight of CSLD until he resigned effective June 30, 2002. His successor, Dr. Richard Thompson, did not arrive full-time at CSLD until August 19, 2002. As soon as possible after he arrived, Dr. Thompson consulted with members of the Steering Committee established by the Department of Public Instruction to oversee the ASSET project (see Background, below), and convened a two-day meeting with the directors of CSLD’s programs and other members of the ASSET team. (The data presented at that meeting are summarized in Appendices F, G, H, and I.)

What the Center Has Learned

Generally speaking,

1. a significant change in student demographics (a sudden influx to the area of large numbers of children of diverse ethnicities) significantly affects the school's ability to meet the needs of all children;
2. high teacher turnover rates reduce the school's ability to meet the academic and cultural needs of diverse student populations;
3. significant achievement gaps develop during transition years (e.g., grades 6 and 9) and, as a result, much academic energy during subsequent years is expended re-establishing earlier achievement levels;
4. a large number of teachers in ASSET project schools are not fully certified;
5. many teachers of mathematics and science in ASSET project high schools are not certified in those content areas;
6. increases in proficiency in mathematics as students age and mature are higher than increases in proficiency in the language arts;
7. achievement gaps are narrowing in some schools/districts not because underachieving students are improving, but rather because the proficiency of higher achieving groups is declining;
8. large high schools, because of their complexity, tend to be less able than smaller elementary and middle schools to meet the academic needs of all children;
9. achievement gap issues are not addressed in school improvement plans;
10. principals and leadership teams need training in linking the lessons of professional development to learning and teaching priorities;
11. teachers need training in how to teach students to employ higher order thinking skills;
12. teachers and administrators in many of the schools involved in the ASSET project *have explicitly expressed the desire* to gain better reading, writing, and mathematics instructional skills;
13. principals both need and want training in instructional leadership, how to use data effectively, and how to improve classroom assessment;
14. the requirements and consequences of *No Child Left Behind* are not well understood by either teachers or administrators;
15. beginning and lateral-entry teachers lack proper training and support due to shortages of central office staff and/or trained mentors;
16. the performance of a small number of students may skew test results (data must be closely analyzed to determine whether whole-school results are disproportionately affected by the performance of a minority of students);
17. a positive correlation exists between how well teachers know and follow the NC Standard Course of Study and how well students perform on accountability tests.

Next Steps

Based on what we have learned, CSLD is in the process of

1. scheduling as many workshops, seminars, etc. as possible into ASSET schools' existing professional development plans;
2. strengthening the partnerships between CSLD and the ASSET schools and refining the roles and responsibilities of the partners;
3. establishing communication networks with the new principals of ASSET schools,
4. analyzing student achievement data, especially 2001-2002 ABC results;
5. securing appropriate technical assistance from other education providers (e.g., universities) when ASSET schools demonstrate the need for expertise not available within CSLD;
6. developing means to warehouse data gathered by CSLD, the ASSET schools, the Department of Public Instruction, etc., in order to establish "baseline" information from which to determine ASSET project progress;
7. creating partnerships - both within CSLD and between CSLD and other agencies - to design and deliver the varieties of content-specific professional development that will be required to close the achievement gap;
8. developing the customized instructional modules "that may be delivered in a variety of ways, including electronically, to other schools with similar needs across the state" that are mandated by the DPI's January 7, 2002, report titled "Professional Development Needs of Public School Employees." Sample modules are
 - Differentiated Instruction – Principals' Executive Program and NC Teacher Academy
 - Improving Supervision of Instruction in Mathematics – Principals' Executive Program and NC Mathematics and Science Network
 - Improving Instructional Decisions through Effective Use of Data – Principals' Executive Program and NC Teacher Academy.

These and other modules will incorporate and refine elements of existing CSLD instructional units, including

- a. teacher preparation units created by NC TEACH:
 - i. The Professional Role of the Teacher
 - ii. Learning Theory and Cognitive Development in Students
 - iii. Diversity
 - iv. Special Education;
- b. school leadership training units created by the Principals' Executive Program:
 - i. Principals as Technology Leaders
 - ii. The Assistant Principals Leadership Program
 - iii. The Leadership Program for New Principals

- iv. The Higher School Performance Program
- v. Improving NC High Schools;
- c. teacher training units created by the NC Teacher Academy:
 - i. Meeting the Needs of English Language Learners in the Mainstream Classroom
 - ii. Site-based Management and Continual School Improvement
 - iii. Literacy
 - iv. Motivating Nontraditional Students;
- d. mathematics- and science-specific units created by the NC Mathematics and Science Education Network:
 - i. Inquiry-based Science
 - ii. Incorporating Technology into Mathematics and Science Instruction
 - iii. Science and Mathematics in a Multicultural Environment
 - iv. Numbers and Algebra, Statistics and Data Analysis, and Geometry and Measurement - three courses for middle school teachers originally developed by the National Science Foundation's Middle Math Project;
- e. classroom-based units created by the NC Center for the Advancement of Teaching:
 - i. Beginning Teacher-Mentor Training
 - ii. Program on Inclusive Classrooms
 - iii. Our New Neighbors (addressing issues related to the Latino population)
 - iv. Young, Black, and Male.

Conclusion

Everyone at CSLD understands the importance and significance of the ASSET project and the legislative mandate on which it is based. In cooperation and collaboration with teachers, school administrators, district superintendents, and members of other education agencies, including North Carolina's universities, we will endeavor to close the achievement gap in our public schools by doing what we do best – providing top-quality professional learning to educators throughout the state.

Background

In 1997 the UNC Board of Governors created the UNC Center for School Leadership Development (CSLD), bringing under one organizational umbrella a number of education agencies – some mandated by state legislation, some operating under federal grants - that provided professional development to educators in North Carolina. Each of these agencies operated autonomously, reported to its own board of advisors or directors, and controlled its own budget. All were created at different times and for different specific purposes.

Now united with a common purpose, CSLD's leaders devised a strategic plan, which includes the following mission statement:

The Center for School Leadership Development's mission, in alignment with the strategic priorities of the University and the public schools, is to promote a community of individual and collective learners who meet the leadership challenges of advancing student and school success in North Carolina. We do this through the design and delivery of premier professional development for public school educators and contribute to school-based research providing evidence of best practices.

To accomplish this mission CSLD's leaders articulated the following strategic goals:

1. To strengthen cross program collaboration and partnerships and the use of technology to increase the efficiency, effectiveness, and service capacity of programs.
2. To continue to provide research-based professional development and create new programs designed to improve the achievement of all students and contribute to closing the achievement gap.
3. To increase access of North Carolina's teachers and administrators to CSLD-sponsored leadership development programs that promote school improvement and student success.
4. To increase and improve the recruitment, preparation, development, and retention of fully qualified and licensed teachers and administrators.

These same four goals also form the core of CSLD's Strategic Plan (see Appendix A).

As noted in the introduction to this document, the State Board of Education in January 2002 directed CSLD to devote its collective energies to a project designed to close the achievement gap in selected schools and LEAs. As recommended by a teacher in Montgomery County, the project was dubbed ASSET (All Students Succeed through Excellent Teaching). Specifically, CSLD's duties in the ASSET project are to

1. Develop and implement the professional development plan as directed by the NC General Assembly for specific schools in collaboration with the State Board of Education, the NC Department of Public Instruction, institutions of higher education, local education agencies, and other partners while seeking additional resources.
2. Develop a timeline and strategy for disseminating best practices and lessons learned from working with the selected schools involved in the ASSET project.
3. Provide leadership and support for professional development that focuses on the diverse learning needs of all students.
4. Develop and serve as the repository/clearinghouse for research-based professional development programs and practices that focus on closing the achievement gap and enhancing the performance of all students.

CSLD accepts the responsibility to help the State Board of Education close the achievement gap in North Carolina's public schools. ASSET may significantly affect the state's ability to meet the student performance requirements delineated under both *No Child Left Behind* and *Leandro v. State*.

The Legislative Mandate

According to G.S. 115C-12(26) (2001) (see Appendix C),

1. The State Board of Education ("Board" or "State Board") is to identify State and local needs regarding professional development based upon the State's educational priorities for improving student achievement. . The Board is to recommend research-based strategies that are proven in practice, and designed for data-driven evaluation to address those needs.
2. The Board shall submit a report of its findings and recommendations to the Joint Legislative Education Oversight Committee ("Education Oversight Committee"), the President Pro Tempore of the Senate, the Speaker of the House, and the UNC Board of Governors ("BOG") prior to January 15th of each year.
3. The Board shall evaluate reports submitted by the BOG under G.S. 116-11(12a) [see below] to determine whether the programs for professional development provided by the Center for School Leadership Development ("Center") address the State and local needs identified by the State Board and whether the programs are using Board-recommended strategies.

According to G.S. 116-11(12a) (See Appendix C),

1. The BOG shall implement, administer, and revise programs for meaningful professional development for professional public school employees in accordance with the evaluations and recommendations made by the State Board under G.S. 115C-12(26) [see above].
2. The programs shall be aligned with State education goals and directed toward improving student academic achievement.
3. The BOG shall submit to the State Board an annual written report that uses data to assess and evaluate the effectiveness of the professional development programs offered by the Center. The report shall clearly document how the programs address the State needs identified by the State Board and whether the programs are utilizing the strategies recommended by the State Board.
4. The BOG also shall submit this report to the Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House prior to September 15 of each year.

The Professional Development Plan

As noted elsewhere in this document, in January 2002, the State Board, in a report titled “Professional Development Needs of Public School Employees” announced its first goal under this legislation: to close “achievement gaps” in specific school systems (See Appendix B). The report emphasizes two priorities.

PRIORITY I: The decision to focus on closing the achievement gap was predicated in part on ten recommendations made by an Advisory Commission on Raising Achievement and Closing Gaps. One of its ten recommendations addressed the need for the State Board to provide professional development to help teachers successfully teach a diverse population of students.

As a result, CSLD is directed to

1. develop and implement a comprehensive school-level program designed to close the achievement gap while raising the achievement of all students, and,
2. work with DPI and other appropriate partners to design and develop a series of instructional modules for teachers, administrators, and instructional support staff focused on the knowledge, skills, and dispositions essential to closing the achievement gap while raising the achievement of all students.

The plan directs CSLD to work with fifteen to twenty schools identified by DPI as having various types of achievement gaps. The plan specifies that the work include all of the “feeder” schools that supply students to the selected high schools, and requires that successful interventions must be applicable to other schools statewide.

PRIORITY II: Instructional modules, which comprise another aspect of the CSLD’s mandate, must

1. be designed for independent use by teachers, administrators, and instructional support staff (i.e., they should allow for self-directed, self-paced learning);
2. be focused on the knowledge and skills inherent in the Core Standards for Teachers articulated by the NC Professional Teaching Standards Commission and adopted by the State Board (see Appendix D); and
3. include an assessment component that requires the individual to demonstrate application of the skills in the classroom and/or school setting.

Module topics include the following: (1) assessing the impact of diversity on learning; (2) establishing differentiated instruction; (3) grouping strategies; (4) assessing student progress; (5) analyzing data as a basis for planning instruction; (6) developing higher order thinking skills in students; (7) teaching basic reading and writing skills; (8) integrating reading and writing across the curriculum; and, (9) updating content/subject matter.

While performing functions related to both priorities, CSLD will adhere to the standards articulated by the National Staff Development Council (see Appendix E), as specified in the DPI's Professional Development Plan.

The CSLD's effectiveness will be determined by student performance results on standardized EOGs and EOCs, as well as by other indicators of school success, including drop out rates, suspension data, and participation by students in extracurricular events.

To facilitate implementation of this plan, a steering committee was formed. Its current members are

- Dr. Brad Sneed, Deputy State Superintendent (co-chair)
- Dr. Richard Thompson, Vice President for University-School Programs (co-chair)
- Dr. Dwight Pearson, Section Chief, Closing the Gap, DPI
- Ms. Jackie Colbert, Section Chief, School Improvement, DPI
- Dr. Elsie Leak, Associate State Superintendent for Curriculum and School Reform
- Mr. Tom Blanford, Executive Director, Teaching Standards Commission
- Dr. Kathy Sullivan, Director of Human Resources Management, DPI
- Ms. Carolyn McKinney, President, NCAE
- Ms. Ann McArthur, Teacher Advisor, Office of the Governor
- All Program Directors in the Center for School Leadership Development

(Note: Due to a new professional development initiative announced by DPI on August 19, 2002, reorganization of this committee is probable.)

Steering Committee Actions

The Steering Committee considered thirteen North Carolina high schools (and their feeder schools) for inclusion in the ASSET project. According to 2000-2001 composites, all thirteen schools demonstrated a widening achievement gap. After some discussion, the committee chose four: (1) Wallace-Rose Hill High School (Duplin County); (2) East Montgomery High School (Montgomery County), (3) Swain County High School (Swain County); and (4) Lexington High School (Lexington City).

Wallace-Rose Hill High School was selected because it had the largest achievement gap growth in the state. East Montgomery High School was selected because it also showed high gap increases and because it was located in the Piedmont area of the state.

Lexington High School was selected because it and its feeder systems comprised an entire LEA. Swain County was selected because it was in the western part of the state and because the achievement gap was between Caucasian students and American Indian students.

In its selection process, the Steering Committee operated unilaterally. None of the school administrators in the districts under consideration knew the ASSET project was being developed.

Deputy State Superintendent Sneed made personal contact with each of the district superintendents in February 2002 and secured each superintendent's permission to contact school leaders (the principals of the 18 schools, teacher leaders, central office staff, and, in some cases, school board members) in each district. In March the co-chairs of the Steering Committee, other Steering Committee members, and representatives from CSLD traveled to each of the four school districts to explain why districts would benefit from participating in the ASSET project.

All four schools/districts agreed to participate, providing that (1) CSLD aligned its efforts with the school/district needs and strategic plans, (2) CSLD refrain from assigning additional work to the school/district's teachers and administrators, (3) CSLD refrain from placing extraordinary data-collection demands on school/district personnel, and (4) CSLD align its efforts with other school improvement initiatives already in place.

CSLD personnel were then assigned to specific sites and, during April and May, site visits were made. Principals called special faculty meetings or School Improvement Team meetings at which CSLD representatives explained the anticipated benefits to be derived from the ASSET project, assured the school personnel that their additional obligations would be minimal, answered questions about the partnerships, and asked for cooperation.

To the delight and satisfaction of CSLD personnel, teachers and administrators in the ASSET schools - almost without exception and even when extra work was required of them - welcomed CSLD's efforts. Their good will is palpable and their desire to help the children in their schools close the achievement gap is extraordinary.

APPENDIX L

STANDING COMMITTEE LIST

The year in which the term on the committee will expire is shown after each name. The members *emeriti* and the *ex officio* member serve at the pleasure of the board's chairman.

BUDGET AND FINANCE

J. Addison Bell	2003, Chair
C. Clifford Cameron	2003*
Bert Collins	2003, Vice Chair
Hannah D. Gage	2004
James E. Holshouser, Jr.	(<i>emeritus</i> , assigned by chairman)
Teena S. Little	(assigned by chairman)
Jim W. Phillips, Jr.	2003, Secretary
Priscilla P. Taylor	2003*

EDUCATIONAL PLANNING, PROGRAMS, AND POLICIES

James G. Babb	2003
F. Edward Broadwell, Jr.	2004
Anne W. Cates	2004
Jonathan L. Ducoté	(<i>ex officio</i> , assigned by chairman)
Ray S. Farris	2003*
Dudley E. Flood	2003
Willie J. Gilchrist	2003, Vice Chair
Peter Keber	2003*, Chair
Charles H. Mercer, Jr.	2004, Secretary
Barbara S. Perry	2004
H. D. Reaves, Jr.	2003
Gladys Ashe Robinson	2004
Robert F. Warwick	2004

PERSONNEL AND TENURE

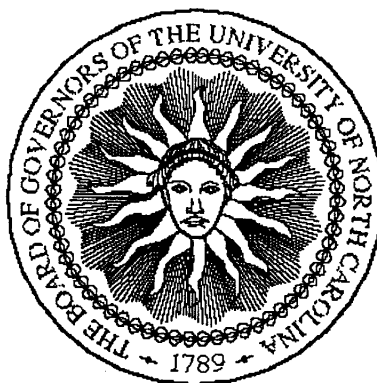
Angela R. Bryant	2004, Vice Chair
William L. Burns, Jr.	2003
John F.A.V. Cecil	2004
John W. Davis III	2004, Secretary
Benjamin S. Ruffin	2003*
J. Craig Souza	2003, Chair

UNIVERSITY GOVERNANCE

Bradley T. Adcock	2003, Vice Chair
G. Irvin Aldridge	2003
William T. Brown	2003, Chair
H. Frank Grainger	2004
Patsy B. Perry	2004, Secretary
Ruth Dial Woods	2004

* = One-year appointment

APPENDIX M



RESOLUTION HONORING THE FACULTY ASSEMBLY OF THE UNIVERSITY OF NORTH CAROLINA

WHEREAS THE FACULTY ASSEMBLY is the elected body representing the 13,000 faculty of the sixteen campuses of the University of North Carolina; and

WHEREAS the Charter of the Faculty Assembly was drafted in April of 1972 by delegates from all constituent institutions of the University and was ratified by the faculties of all sixteen campuses in November of 1972; and

WHEREAS the Faculty Assembly has operated continuously since its first meeting in December of 1972; and

WHEREAS the Faculty Assembly has, in the intervening years, diligently exercised its mission to gather and exchange information on behalf of the faculties of the constituent institutions of the University of North Carolina; to advise the Board of Governors of the University of North Carolina, the General Assembly, and other governmental agencies and officers on matters of university-wide importance; and to advise and communicate with the President of the University with regard to the interests of the faculties and other matters of university-wide importance; and

WHEREAS the Faculty Assembly has played a prominent role in upholding and defending the principles of academic freedom, tenure, shared governance, and the faculty's primary responsibility for the university's curriculum;

NOW, THEREFORE, BE IT RESOLVED that the Board of Governors of the University of North Carolina honors and pays tribute to **THE FACULTY ASSEMBLY** for its thirty years of valued and distinguished service to the University; and be it further

RESOLVED that the Board of Governors recognizes and honors the faculty of the University of North Carolina for its primary role in the University's missions of teaching, scholarship, and service; and be it further

RESOLVED that the Board of Governors expresses its appreciation to all members of the faculty for their dedication and contributions to the University.

This the 13th day of September 2002

J. Bradley Wilson, Chairman

G. Irvin Aldridge, Secretary

APPENDIX N

RESOLUTION HONORING **RONALD G. PENNY** VICE PRESIDENT FOR HUMAN RESOURCES THE UNIVERSITY OF NORTH CAROLINA

WHEREAS Ronald G. Penny, appointed as the Vice President for Human Resources of the University of North Carolina in 2000, has served as a valued member of the President's Cabinet; and

WHEREAS he has made other significant contributions to higher education and the State of North Carolina, through service as State Personnel Director, Visiting Assistant Professor at North Carolina Central University, and Assistant to the Chancellor - Legal Counsel and Lecturer at Elizabeth City State University; and

WHEREAS he led the development of comprehensive and competitive human resource policies, programs, and practices, as well as a university-wide plan for managing and developing faculty and staff resources within the University of North Carolina; and

WHEREAS he directed university-wide human resource initiatives including the convening of Human Resource Advisory Boards; advising the President, Board of Governors, and chancellors on human resource issues; serving as a resource on staff diversity initiatives; and developing and reporting on appropriate accountability measures; and

WHEREAS he provided leadership in the consolidation of the Human Resources Division and the Personnel Office in the Office of the President and General Administration to align the Human Resources Division's mission with the University's strategic priorities and human resource best practices; and

WHEREAS he advanced organizational development through planning and research, assessed human resource management needs, and ensured compliance with Federal and State laws; and

WHEREAS he has carried out the responsibilities of his position with dignity, respect, and sensitivity for all University employees, while always maintaining a great sense of humor;

NOW, THEREFORE, BE IT RESOLVED that the Board of Governors of the University of North Carolina honors and expresses its gratitude to Ronald G. Penny, for his exemplary leadership, service, and commitment to the University of North Carolina.

This the 13th day of September 2002

J Bradley Wilson, Chairman

G. Irvin Aldridge, Secretary

APPENDIX O

THE UNIVERSITY OF NORTH CAROLINA SUMMARY PERSONNEL REPORT September 13, 2002

The Committee on Personnel and Tenure requests approval by the Board of Governors for the following appointments and conferrals of permanent tenure, as recommended by the President.

EAST CAROLINA UNIVERSITY

Faculty Appointment with Conferral of Tenure

Thomas M. Kerkering, Professor of Internal Medicine, Brody School of Medicine
(12 month, non-state funds, effective November 15, 2002)

ELIZABETH CITY STATE UNIVERSITY

Salary Increases in Excess of 15% (Exceptions to May 10, 2002 BOG Resolution)

Jharna Sengupta, Associate Professor, School of Mathematics and Computer Science,
School of Mathematics, Science and Technology
(9 month, state funds, effective August 20, 2002)

NORTH CAROLINA CENTRAL UNIVERSITY

Administrative and Faculty Appointment with Conferral of Tenure

Ronald G. Penny, Chair of Public Administration, Immigration Attorney for the
University, and Associate Professor, College of Arts & Sciences
(9 month (Tenure) (12 month Administrative), state funds, effective September 23, 2002)

Lucy J. Reuben, Vice Chancellor for Academic Affairs and Provost, and Professor, School of
Business

(9 month (Tenure) (12 month Administrative), state funds, effective September 16, 2002)

NORTH CAROLINA STATE UNIVERSITY

Administrative Appointment

John C. Gilligan, Vice Chancellor for Research and Graduate Studies
(12 month, state funds, effective September 13, 2002)

Salary Increases in Excess of 15% (Exceptions to May 10, 2002 BOG Resolution)

John Cavanagh, Professor, Molecular & Structural Biochemistry, College of Agriculture
and Life Sciences

(12 month, state funds, effective July 1, 2002)

(12 month, state and non-state funds, effective October 1, 2002)

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Promotion with Conferral of Tenure

John E. Sondek, Associate Professor, Pharmacology, School of Medicine

(12 month, state and non-state funds, effective October 1, 2002)

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Faculty Appointment with Conferral of Tenure

Deborah Ceglowski, Associate Professor, Counseling, Special Education and Child Development, School of Education

(9 month, state funds, effective September 13, 2002)

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Faculty Appointment with Conferral of Tenure

Luba L. Ivanov, Chair, Department of Community Practice and Associate Professor, School of Nursing

(10 month, state funds, effective September 13, 2002)

UNC – OFFICE OF THE PRESIDENT

Administrative Appointments

Susan C. Gallagher, Assistant to the Vice President, University-School Programs

(12 month, state funds, effective September 16, 2002) (*Attachment D*)

Michael J. Gilligan, Deputy Director for Development and Partnerships, James B. Hunt, Jr. Institute for Educational Leadership and Policy

(12 month, non-state funds, effective October 21, 2002)

Tammy King, Policy Associate, Southeast Center for Teaching Quality, University-School Programs

(12 month, non- state funds, effective October 1, 2002)