

UNC Board of Governors
Working Group on Centers and Institutes

Phase Three Review: Campus Responses

December 2014

Centers and Institutes Subject to Further Review*

ASU

Appalachian State University Institute for Health and Human Services
Brantley Risk and Insurance Center
Center for Economic Research and Policy Analysis (CERPA)
Research Institute for Environment, Energy, and Economics

ECU

Center for Applied Computational Studies
Center for Diversity and Inequality Research
Center for Health Disparities
Center for Health Systems Research and Development
Center for Natural Hazards Mitigation Research
East Carolina Diabetes and Obesity Institute
Eastern Carolina Heart Institute
NC Agromedicine Institute
NC Center for Biodiversity
Rural Education Institute

ECSU

Drug Information Center

FSU

Center for Defense & Homeland Security

NC A&T

Center for Cooperative Systems
Center for Human Machine Studies

NCCU

Institute for Civic Engagement and Social Change
Juvenile Justice Institute

NCSU

Center for Turfgrass Environmental Research and Education
Institute for Emerging Issues
North Carolina Japan Center
The Ergonomics Center of North Carolina

UNC-CH

Ackland Art Museum
Carolina Center for Public Service
Carolina Women's Center
Center for Faculty Excellence
Center for Law and Government
Center for Nanotechnology in Drug Delivery
Center on Poverty, Work and Opportunity
Global Research Institute
James B. Hunt, Jr. Institute for Educational Leadership and Policy
North Carolina Botanical Garden
Odum Institute for Research in Social Science
Sonja Haynes Stone Center for Black Culture and History
UNC Center for Civil Rights
University of North Carolina Institute on Aging
William and Ida Friday Center for Continuing Education
Morehead Planetarium and Science Center

Centers and Institutes Subject to Further Review*

UNCC

Center for Optoelectronics and Optical Communications
UNC Charlotte Urban Institute

UNCG

Center for Creative Writing in the Arts
Center for Educational Research and Evaluation
Center for New North Carolinians
Center for Social, Community and Health Research and Evaluation

UNCP

Native American Resource Center

UNCW

Center for Innovation & Entrepreneurship
Swain Center for Business and Economic Services

UNCSA

Center for Design Innovation (UNCSA & WSSU)

WCU

Cherokee Center at WCU
Highlands Biological Station
Public Policy Institute

WSSU

Center for Community Safety
Center for Economic Analysis

UNCGA

North Carolina Center for International Understanding (NCCIU)

*Excludes Coastal/Marine centers.

Appalachian State University Institute for Health and Human Services (ASU)

www.ihs.appstate.edu

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2005	2014	6.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 444,584	\$ 317,692	\$ 458,926	\$ -	\$ 561,444	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 15,515
Computers, software, office equipment and furnishings	\$ 25,000
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 40,515

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
180	649	154	0	983

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

**Blue Cross-Blue Shield Institute for Health and Human Services
College of Health Sciences
Appalachian State University**

The Blue Cross-Blue Shield Institute for Health and Human Services (IHHS) was originated on a 1.6 million dollar naming gift from Blue Cross-Blue Shield of North Carolina. Since its inception, BCBS-IHHS has served a critical role at Appalachian State University and within the community to provide evidence-based physical and mental health and other clinical services to faculty, staff, and students at Appalachian State, as well as individuals within the community with special needs. Programs in the IHHS are directly related to supporting our educational programs

Specifically, IHHS is the home to the Appalachian State Health Promotion program for faculty and staff as well as Counseling for Faculty and Staff (CFS). Both programs are supportive of our university employees and essential to their health and well-being. Health Promotion provides numerous physical health programs throughout the year, manages all university blood drives, provides health screenings for faculty and staff, and sponsors special programs on nutrition and overall health and well-being. CFS provides private counseling services for faculty and staff in a safe, confidential environment, which would, without BCBS-IHHS, not be available. Both of these programs originated in the Hubbard Center (which has been exempt from further review) due to their health promotion mission, but remain developmental support for faculty and staff at ASU.

In addition to these internal services, IHHS houses and provides the following clinical laboratories for interprofessional education training for our students. A secondary function is they provide a much needed clinical outreach service to underserved population in the community:

- Psychology and Social Work: Assessment, Support & Counseling (ASC) Center at Watauga High School
- Communication Sciences and Disorders: Communication Disorders Clinic
- School of Music: Music Therapy
- Preschool Language Classroom (PLC).

These clinical programs provide important services to the community and necessary training for our Appalachian State students. Without them, the clinical training education of our undergraduate and graduate students would suffer and accreditation of some degree programs, such as Communication Sciences and Disorders, would be seriously compromised. Moreover, important clinical services would not be available to the community.

BCBS-IHHS also partners faculty, staff, and students with the community in various programs. Two of the most prominent are CHAMPS, which provides fall prevention and education to senior citizens, and Girls on the Run, a self-esteem building camp-based curriculum for young women in 3rd through 8th grades. These partnerships strengthen Appalachian State's ties to the community and solidify the ability of the College of Health Sciences to train students and provide service-learning delivery opportunities, which are being increasingly emphasized not only at Appalachian State but throughout North Carolina and across the country.

In summary, BCBS-IHHS is critical to the mission of the College of Health Sciences, which houses the institute, and provides important services and benefits to the faculty and staff at Appalachian State University. It is also an essential mechanism of support to provide clinical services to those in the community with special needs and training opportunities for our undergraduate and graduate students which support our degree programs.

Brantley Risk and Insurance Center (ASU)

www.insurance.appstate.edu

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1988	2014	1.75

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 36,587	\$ 191,500	\$ 36,535	\$ 181,925	\$ -	\$ 156,728

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 5,253
Computers, software, office equipment and furnishings	\$ 20,000
Course buyout for director	\$ 36,587
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 61,840

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	250	0	100	350

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

Brantley Risk & Insurance Center

Since 1988, the Brantley Risk & Insurance Center at Appalachian State University has been educating and preparing industry leaders. The Brantley Center is largely a privately-funded entity within the Walker College of Business. The only state funding associated with the Center is a course release for the Director. The Brantley Center supports the undergraduate Risk Management & Insurance (RMI) major, as well as interested students within the Walker College of Business and others across campus such as the Actuarial Science and Health Care Management fields. The Center also provides educational outreach to businesses, government entities such as the NC Department of Insurance, members of the General Assembly, the NC Beach Plan, and the insurance industry through external programming and symposia, with topics covering Coastal Property issues, Workers Compensation Reform, Personal Auto Insurance and Residential Property issues, as well as provides targeted scholarly research output.

The Appalachian State mission *“prepares students to lead purposeful lives as engaged global citizens who understand their responsibilities in creating a sustainable future for all.”* By definition, a crucial element of sustainability rests in the ability for any business entity or endeavor to survive in the face of risk and potential negative consequences of an occurrence. Having exceptionally trained individuals available to manage risk and to ensure appropriate insurance outlets to deal with potential negative consequences of risk is a key component of sustainability.

Our faculty and staff engage our students to prepare the next generation of industry leaders. Through private donations to the Brantley Risk & Insurance Center, our work with students extends well beyond that of a typical college student. The Center provides interview guidance, resume production assistance, networking, and "soft skill" development opportunities to complement rigorous academic coursework. With extensive faculty support and guidance, an AppState RMI student has won the prestigious American Association of Managing General Agents (AAMGA) “White Paper” competition in each of the past 5 years. These research papers on property and casualty industry-related topics focus on issues and dilemmas faced by organizations and individuals in the Wholesale and Excess or Surplus Lines industry. Winning research topics include Pandemics, Coastal Property Insurance in the Carolinas, and Cyber/Reputational Risk. This intentional preparation sets AppState RMI students apart from other majors. We also present a RMI Career Fair each semester with more than 40 organizations participating, which contributes to our 90%+ student placement rate.

The results of this targeted effort with students and faculty made possible through the Brantley Risk & Insurance Center are striking. The RMI major is the fifth largest program in the US in 2014, and has the highest job placement rate within the Walker College of Business (100% for students graduating in the 2013-2014 school year). Results from the UNC System Program Prioritization at each of the 16 component institutions ranked the RMI major #10 of the undergraduate majors within the University, and the top in the College of Business. Of our 175 RMI majors, over \$75,000 in scholarship were awarded to students in 2013-2014, and more than ½ of our majors traveled to off-campus industry events. Travel opportunities include international engagements (such as London & Bermuda studies associated with International Insurance Markets curricula) as well as a multitude of National and State industry conferences. Within the insurance industry, the AppState RMI students are readily recognized as fully prepared and highly motivated. They are sought after for positions within the industry across America.

Finally, the Brantley Center also spearheads working with our students to contribute to the community. RMI students regularly give back through various philanthropic efforts. The most unique one is providing students the opportunity to work directly with insurance industry volunteers in supporting Community Matters™, Insurance Partners of Charlotte, an industry-wide philanthropic organization that raises funds and contributes volunteer service hours to organizations such as Charlotte Family Housing and the Crisis Assistance Ministry. AppState Students provide assistance in hosting an Annual Industry Dodge Ball Tournament held each spring in Charlotte.

In short, through the efforts made possible by the Brantley Risk & Insurance Center, our students are able to think critically, communicate effectively, make global connections and be active and engaged members of the community.

Center for Economic Research and Policy Analysis (CERPA) (ASU)

www.cerpa.appstate.edu

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2008	2012	0.25

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 37,854	\$ 19,800	\$ 37,800	\$ 68,711	\$ 37,236	\$ 17,371

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 979
Computers, software, office equipment and furnishings	\$ 3,000
Course buyout for director	\$ 37,853
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 41,832

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	420	2	100	522

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	No

The Center for Economic Research and Policy Analysis (CERPA) is a multidisciplinary unit at Appalachian State University, and is a contributing center to the Research Institute for Environment, Energy and Economics. CERPA was created to (1) lead and expand the engagement activities that assist the public and private stakeholders in the western North Carolina economy, (2) support and advance faculty research with an emphasis on multidisciplinary and externally funded projects that are often unmet by the existing departmental structures, and (3) create opportunities and programs that enhance student learning through meaningful research experiences.

1. Engagement. CERPA is a critical contact point that enables the university to engage and support the region's community and economic development efforts. For nearly 10 years, CERPA has developed a visible presence and strong reputation in the region. Public and private entities regularly reach out to CERPA with various needs, such as providing data, conducting analyses, collaborating on projects, giving interviews and giving public talks. Some of this work is offered pro-bono while other projects generate revenue to support CERPA activities. CERPA has a strong record of supporting the region by meeting the needs of businesses, non-profits and local governments.

2. Faculty Research Support. CERPA supports faculty research in many ways. First, of critical importance, CERPA maintains the *Appalachian Experimental Economics Laboratory* (AppEEL), which supports the internationally ranked experimental economics program in the Department of Economics (recently ranked #1 in NC and #14 in the U.S.). AppEEL has enabled significant external funding from NSF, IRS, Navy, among others. CERPA uses the resulting indirect funds to maintain the facility, while also managing the scheduling and the online recruiting system. Second, CERPA provides funding to advance promising research opportunities, including funds for pilot studies that will enhance applications for external funding. Third, CERPA partners with groups on campus to organize and fund workshops and lectures that facilitate new research opportunities for faculty. Note that all expenditures are paid with indirect funds generated from CERPA-related externally funded projects.

3. Student Research. The CERPA Undergraduate Research Scholars Program is an undergraduate research program that provides exceptionally capable and well-motivated students an opportunity to participate in all phases of social, economic and policy research under the supervision of a faculty advisor. The program offers a long-term comprehensive opportunity to more fully develop critical thinking and analytical skills, while also improving writing and presentation skills. CERPA connects promising students with faculty, and provides funds to support the student-faculty joint research.

CERPA has a significant impact on students, faculty and regional stakeholders with little cost to the university. Many engagement activities (e.g., analyses for local govt) are volunteer efforts by faculty, and all tangible expenses (e.g., lab maintenance, student support, etc.) are covered by indirect funds generated by CERPA-related externally funded projects. The only direct support received is a course release for the director, with the credit hours being absorbed by other sections in the department (no funds being transferred). CERPA receives no new physical space or administrative support.

Research Institute for Environment, Energy, and Economics (ASU)

<http://rieee.appstate.edu/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2008	2011	5.50

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 287,472	\$ 96,534	\$ 287,428	\$ -	\$ 221,906	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ 3,053
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support

\$ 3,053

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
108	10	11	67	196

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

The Research Institute for Environment, Energy and Economics (RIEEE) was established in 2008 to enhance research at Appalachian State University in natural, human, and economic systems, and their interrelationships, impacts and contributions to wellbeing in our region, state and internationally. The Appalachian State University strategic plan (2014) stresses the advancement of knowledge through research and creative activities (Strategic Direction 2: Advancing Knowledge and Addressing the Challenges of Our Region, State and the World through Creativity and Innovation). The University is committed to providing an infrastructure that supports increased participation of faculty and students in research. The RIEEE supports campus research and outreach activities through its centers including the Appalachian Energy Center, the Center for Economic Research and Policy Analysis (CERPA) and the Southern Appalachian Environmental Research and Education Center. The RIEEE stresses cross campus initiatives that bridge these centers and engage faculty from throughout the campus. Further, the RIEEE facilitates collaborations between Appalachian and other UNC campuses and universities in our region. Appalachian faculty collaborations are stressed with off campus partners such as the Nature Conservancy, the New River Conservancy, the N.C. Audubon Society, N.C. State Parks, the N.C. Museum of Natural Sciences, NOAA, U.S. Environmental Protection Agency, the Blue Ridge Parkway, the Biltmore Estate, and the Grandfather Mountain Stewardship Foundation. The RIEEE thus supports Appalachian's strategic direction by enhancing our knowledge of how to preserve, restore and sustain our environmental, economic and cultural resources so as to ensure that future generations enjoy a high quality of life.

Appalachian State University is committed to applying its intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and quality of life (Strategic Direction 3: Engaging the State, Region and the World). The RIEEE addresses problems and issues through stimulating and supporting multidisciplinary research and outreach initiatives that are based in focused research clusters. The RIEEE and its centers encourage faculty to link their research interests with faculty from other disciplines and to look beyond traditional disciplinary boundaries. Many of the challenges facing modern society involve interlinked issues that transcend traditional academic disciplines. As a result, research collaborations draw upon a broader perspective to answer complex questions inherent in environmental, energy and economic systems. With this broader view, we foster an appreciation of our natural environment, our need for sustainable energy, all embedded within a diversity of social, cultural and economic priorities. Sustainable economies at all levels must be based on a balance that meets our social, cultural, and economic needs while ensuring that we are in harmony with our environment.

The Appalachian Experience: Envisioning a just and sustainable future (2014), Appalachian State University, Boone, N.C.

Center for Applied Computational Studies (ECU)

www.ecu.edu/cacs/

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2003	2013	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ 20,000
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ 20,000

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
24	7	9	0	40

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	No

CENTER FOR APPLIED COMPUTATIONAL STUDIES (CACS)

Director: Andrew Sargent

The CACS promotes the application of computational methods to describe and understand phenomena in the life sciences, geosciences, engineering and other disciplines. Computational methods provide the researcher and educator with a set of powerful tools to explore the vast unknowns and to wake the young minds to the wonders of science, mathematics and engineering. The center is a key resource for faculty and students as they learn to apply computational techniques to their research and educational endeavors. This allows the center to play a direct role in expanding ECU's research enterprise, as targeted in ECU's strategic plan. In fact, the computing power in CACS can further support ECU's strategic plan by continuing research collaborations with ECU's engineering department as it grows. Additionally, recent publications highlight the work being done with colleagues in researching important challenges targeted in the strategic plan, including in:

HEALTH

- Thermodynamics and molecular dynamics simulations of calcium binding to the regulatory site of human cardiac troponin C: Evidence for communication with the structural calcium binding sites. *Journal of Biological Inorganic Chemistry*, 18, 49-58 (2013).
- A Brief Overview of Antimicrobial Peptides Containing Unnatural Amino Acids and Ligand-Based Approaches for Peptide Ligands *Current Topics in Medicinal Chemistry*. 13, 3205-3224 (2013).

ADVANCED MANUFACTURING

- Synthesis, Structure, Photophysics, and a DFT Study of Phosphorescent C^{*}N[^]N- and C[^]N[^]N-Coordinated Platinum Complexes. *Inorganic Chemistry*, 52, 11711-11722 (2013).

ENVIRONMENT

- A Computational Study of Acid Catalyzed Aerosol Reactions of Atmospherically Relevant Epoxides. *Physical Chemistry Chemical Physics*, 15, 18065-18076 (2013).

Researchers at large universities often require access to computational resources beyond what is available on standard desktop machines, and this is the justification for the high performance computing (HPC) resources at the center. Whether the need is for overall computational throughput, specialized software, or storage capacity, the center and its fellows provide HPC hardware access and application software support for the ECU research community. Since 2004, two successful NSF-MRI grants from faculty in the Department of Chemistry have provided the funding necessary to acquire the current HPC hardware. The center also devotes time to the research training of the next generation of researchers. Our students, both undergraduate and graduate, access center resources and learn how to run application software and analyze the results to support a variety of research programs. In addition, high school students from the North Carolina School of Science and Mathematics (NCSSM) use CACS resources and instructional tutorials on a yearly basis as part of our research training educational outreach.

Center for Diversity and Inequality Research (ECU)

www.ecu.edu/cs-cas/soci/centerforsocialdiversity.cfm

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2008	2011	1.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 3,409	\$ -	\$ 4,112	\$ -	\$ 4,112	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ 20,000
Course buyout for director	\$ 8,000
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ 28,000

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	120	10	0	130

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

CENTER FOR DIVERSITY AND INEQUALITY RESEARCH (CDIR)

Director: Jim Mitchell

Eastern North Carolina is a region with great racial and ethnic diversity. Yet, research indicates that social inequality on the basis of race, ethnicity, gender, sexual orientation, and other social statuses is pervasive and persistent in our region. These inequalities affect our population's economic wellbeing, health status, and educational outcomes, to name a few. Given the University's mission of *regional transformation*, it is critical that identifying and addressing the impacts of social inequality be a primary goal.

The CDIR mission focuses upon applied research on socioeconomic inequality in eastern NC counties, particularly the seven of ten marked by persistent poverty. The center mission also includes public service and education on sources and impacts of inequality. In line with the University's mission, the latter activities focus on developing campus and community *leaders* with the knowledge to address issues of *inequality* as we work toward *regional transformation*. The center is the only organizational entity on campus dedicated to addressing inequality through research, education, and service in partnership with state, regional, and local service providers.

Why is a center/institute the most desirable/necessary organizational structure?

Issues underlying socioeconomic inequality across the age spectrum and racial/ethnic groups are complex and best addressed by combining the expertise of investigators from multiple disciplines. This center provides an organizational structure that transcends competition for F&A income for innovative research strengthened by the best practices and expertise of investigators/center affiliates from multiple disciplines. A recent proposal to the National Institute on Aging included investigators spanning five disciplines, four schools, the divisions of Academic Affairs and Health Sciences, and regional and state-level community partner organizations. This would not be possible through an organizational entity other than a center.

What are the activities/outputs of the Center?

Applied research outputs include a proposal for a 12-county, 2-year study on Health Care Barriers and Use among Aging Latinos in Eastern NC submitted to the National Institute on Aging. A proposal to develop a model priority system for low-income disabled older adults on waiting lists for home and community-based services is under development in partnership with state and regional service providers. Mini grants to faculty support preliminary research on issues of inequality broadly defined. Service activities include presentations by nationally-recognized scholars on the history of the Ku Klux Klan in eastern NC and on the development and impact of an innovative food distribution network to address inequality in the region. The involvement of high school students in these activities has brought awareness of inequality to this burgeoning group of future leaders. With the ECU Student Volunteer and Service Learning Center, the center also sponsored a study of the impact of student volunteers on human service organizations in the community. Educational activities include undergraduate student in-class competitions featuring analysis and presentation of data describing inequality across NC counties. Through these competitions, students develop the knowledge and skills necessary to document inequality and its impacts, making them marketable for leadership positions within the region. Winning team presentations are featured on the center website, expanding their impact. Recipients of mini-grants give presentations on their results to facilitate an on-going campus dialogue on inequality.

This center operates with a small budget with support from the Department of Sociology and the commitment of uncompensated time by faculty investigators.

Center for Health Disparities (ECU)

www.ecu.edu/cs-acad/rgs/disparities/

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2007	2014	6.00

Financial Information

	13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation
Original Submission	\$ 685,329	\$ 274,736	\$ 685,905	\$ 2,071,604	\$ 528,341
Updated Submission	\$ 685,329	\$ 5,190,874	\$ 685,905	\$ 2,071,604	\$ 528,341

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ 16,607
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 16,607

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	17	55	1	73

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

CENTER FOR HEALTH DISPARITIES (CHD)

Director: Hope Landrine

MISSION. The mission of the ECU Center for Health Disparities is to reduce health disparities among eastern North Carolina's racial-ethnic minority, low-income, and disadvantaged populations. Reducing health disparities is one of the primary missions of ECU, and is explicitly stated as such in *ECU Beyond Tomorrow 2014-2019* (<http://www.ecu.edu/cs-acad/strategicplan>). In its mission statement in that document, the university states that ECU "Transforms health care, promotes wellness, and reduces health disparities." The ECU Center for Health Disparities is **the only ECU unit** for whom reducing health disparities is **its primary mission and goal**. Hence, this interdisciplinary center is critical to ECU's mission and to ECU's ability to achieve its mission of reducing health disparities.

PRODUCTIVITY. The center consists of six joint-appointed faculty. **In 2013-2014 alone, those 6 faculty produced 96 scientific publications** (Average = 16 publications each in 2013-2014), presented 33 convention papers (Average = 5 each), and have 34 active and pending grants, with active grants totaling **\$5,190,874**. The center has an exceptionally-high level of productivity. All publications, grants, and convention papers are readily verified by examining the details in the *Center 2013-2014 Progress Report* that was submitted to and reviewed by the dean of the ECU Brody School of Medicine and the ECU vice chancellor for Health Sciences.

STUDENTS. One of ECU's commitments in *Beyond Tomorrow* is to maximize student success. In 2013-2014, the 6 faculty of the center trained 73 students in health disparities research (Average = 12 students each); this included 55 graduate students, 17 undergraduates, and 1 lifelong learner (postdoctoral fellow). Students trained and mentored are listed by name (with no duplication) in the *Center's 2013-2014 Progress Report*.

BUDGET INFORMATION, 2013-2014. The original budget information sent from ECU for the center for the BOG Working Group's initial Phase I review was **inaccurate, and hence the original calculated Return Ratio was incorrect**. Revised, updated figures were sent to the BOG in November as reflected in Working Group's document entitled, "Phase II Review Changes" (copied below). As acknowledged in this document and in the "Return Ratio Review" document, the updated information would remove the center from further review based on the high Return Ratio, using the BOG algorithm.

The correct 2013-2014 (only) budget figures for the Center are as follows:

2013-2014 Correct Budget Figures for the ECU Center for Health Disparities			
Appropriation	In-Kind Support	Other Receipts (Grants)	Return Ratio
\$685,329	\$16,607	\$5,190,874	7.395

IN CONCLUSION: The ECU Center for Health Disparities is mission-centric and highly productive by objective measures. The center fosters partnerships with community organizations and non-profits, and engages in community-outreach and community-based research and health-education to improve the health of NC's disadvantaged populations and reduce health disparities. All community and research projects involve interdisciplinary collaborations across ECU colleges, schools and departments. Hence, an interdisciplinary center is needed. Fostering community partnerships and interdisciplinary research, engaging in outreach to disadvantaged populations, and improving health are missions and goals of *ECU Beyond Tomorrow* and of *UNC Our Time, Our Future*.

Center for Health Systems Research and Development (ECU)

www.ecu.edu/cs-dhs/chsrd/

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1979	1979	4.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 435,578	\$ -	\$ 435,578	\$ -	\$ 427,367	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ 6,276
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 6,276

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	4	126	0	130

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

CENTER FOR HEALTH SYSTEMS RESEARCH AND DEVELOPMENT (CHSRD)

Director: Chris Mansfield

The Center for Health Systems Research and Development is critical to the education and service missions of ECU. It was created in 1977, soon after the ECU Medical School was founded to provide descriptive data on the health care problems, needs and resources of the eastern region of the state, as well as outreach and engagement to develop health services in rural areas. Its primary products¹ are critical to pursuit of two missions of the Brody School of Medicine; training primary care physicians for North Carolina, and improving the health of the region. This center tracks deficits and improvements in the supply and distribution of physicians, as well as the compelling health problems and disparities in the state and region. It provides an empirical base for planning, development and evaluation of ECU's health profession education programs; in medicine, nursing, allied health, and most recently, in dental medicine and public health. For over three decades, the center has provided a public health focus for the University by furnishing research services to counties and communities, training lay health advisors, developing rural health centers, and providing data and consultation for community health needs assessments. Its public health services and epidemiologic surveillance were the genesis for the Department of Public Health in the Brody School of Medicine, in which the center is now located. Previously, the center was a unit within the Office of the Vice Chancellor–Health Sciences. In this new configuration, the director is a professor, teaching courses in public health, and its staff (2.8 FTE SPA research specialists, 1 FTE administrative assistant) provides data access and analysis for faculty, instructional services to MPH students, lectures on research and data analysis, and administrative support to the chair. Data services of the center are integral to a new PhD degree program in Epidemiology.

CHSRD is critical to commitments in ECU's strategic plan, *Beyond Tomorrow* “to improve the health of eastern North Carolina”. The center supports ECU's *public service* commitment in *Beyond Tomorrow* to “develop a School of Public Health, emphasizing rural population health and research as the principal focus of the school”. It also supports ECU's commitment to *regional transformation* using “technology to deliver health services to dispersed rural populations ... and provide leadership in telemedicine.” Staff are very engaged in evaluation of these efforts, providing metrics, data, and information for mission-critical, institutional planning.

Although CHSRD is not a center in which faculty have appointments, faculty use its data and collaborate with its staff (23 consultations with faculty in 2013-14). Its print and online publications describing trends and disparities in disease, mortality, and behavioral risk factors related to poor health are essential data for teaching, service, research and grant applications of faculty. These publications are widely read. Its website had over 13,000 “hits” in 2013-14; the Health Data Explorer was viewed 4,076 times. While the center does not have a separate RAMSeS account number and does not collect F&A for externally funded research projects it facilitates, its staff collaborated with DPH faculty on 3 externally funded projects and 2 grant applications. Staff also collaborates with faculty in the Center for Health Disparities and CHSRD shares cost in purchasing software with that center. In addition to updating the center's major online publications, staff authored two peer-reviewed publications and 5 presentations, two of which were with students. The center's FY 2014-15 budget is \$301,787; of which \$210,793 is for its 3.8 SPA positions, \$79,314 for EPA faculty positions in public health, and \$11,698 for all administrative operations.

¹. An interactive digital atlas of health, determinants of health, and health resources; inventories of physician work force; inventories of health services, and publications describing trends and disparities in disease and mortality and behavioral risk factors related to poor health. <http://www.ecu.edu/cs-dhs/chsrd/>

Center for Natural Hazards Mitigation Research (ECU)

www.ecu.edu/hazards/

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2004	2007	0.49

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 6,715	\$ -	\$ 8,100	\$ -	\$ 7,937	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

Yes

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ 15,000
Course buyout for director	\$ 4,500
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support

\$ 19,500

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	7	8	300	315

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?

No

Elective courses for one or more degree programs?

No

Training for undergraduate or graduate students not funded by center/institute?

Yes

Work study?

No

Workshops, open house events, or other one-time interactions?

Yes

CENTER FOR NATURAL HAZARDS Mitigation RESEARCH (CNHR)

Director: Jamie Kruse

The CNHR has two primary activities: coordinate the NCEM/ECU Hurricane Conference and facilitate disciplinary and interdisciplinary research on natural hazards. The CNHR serves as point of contact and coordination of the annual NCEM/ECU Hurricane Conference. The Hurricane Conference: 1. Supports interaction among members of the private, public, and academic community that has a stake in hurricane hazards; 2. Provides a venue open to all undergraduate and graduate students and faculty to share relevant research with stakeholders and users through a live poster session and static display throughout the conference, thus implementing a mechanism for broader impacts of academic research; 3. Facilitates communication between the academic community and the broader public of stakeholders through invited panels and presentations, so that: 4. Members of the academic community have the opportunity to learn firsthand the issues and needs of stakeholders; 5. The conference also serves as a focal opportunity for media (both television and print) to report on the positive relationship between East Carolina University, public decision makers, and the region ECU serves; 6. Has served as the main venue for dissemination of findings for proposed research on hurricanes to the broader stakeholder community in eastern NC. The fact that it is an ongoing enterprise and not a "one-off" workshop adds credibility to research proposals for external funding that require a broader impacts statement in addition to scientific merit (e.g. NSF); 7. Members of the NC emergency management community receive training credit for attending the conference through the NCEM-TERMS system. The other important purpose of the CNHR is to encourage disciplinary and interdisciplinary research on natural hazards with particular focus on natural hazards that threaten eastern North Carolina. This is accomplished through faculty buyouts, limited travel support, and proposal, limited contract and grant administrative support.

The CNHR shows a zero ratio because it does not have a separate RAMSeS account number and does not collect F&A for the externally funded research projects it facilitates--the total being well in excess of \$4 million. For example, during the year 2013-2014, research associates of CNHR generated \$830,443 in funded research. The F&A collected from these projects supports the research associates' academic departments and colleges but was not credited to CNHR due to limitations of the system.

Support of ECU Strategic Plan:

Regional Transformation: We promote sustainable coastal communities by understanding the science and converting the science into policy recommendations that will mitigate the impact of extreme events like hurricanes and nor'easters. Natural hazards, and hurricanes in particular, threaten the economic development and prosperity of eastern North Carolina. The CNHR facilitates mission driven research that integrates multiple disciplines to address both the physical characteristics of the hazards and the economic impacts of hazard events. Public Service. The annual NCEM/ECU hurricane workshop provides the North Carolina emergency management community with new and innovative tools for emergency response and recovery from damaging hurricanes. Emergency managers receive training credit through the NCEM TERMS system. This contributes to lifelong learning of the emergency management community of eastern North Carolina. Student Success: The CNHR research associates have actively mentored and provided funding support for undergraduate, masters and doctoral students.

East Carolina Diabetes and Obesity Institute (ECU)

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	1990	2010	6.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 240,709	\$ 4,407,976	\$ 240,709	\$ 219,780	\$ 138,855	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ 18,400
Computers, software, office equipment and furnishings	\$ 1,723,285
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support

\$ 1,741,685

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	10	21	0	31

Is the center degree-related?

Yes

Does the center offer:

Required courses for one or more degree programs?

No

Elective courses for one or more degree programs?

No

Training for undergraduate or graduate students not funded by center/institute?

Yes

Work study?

No

Workshops, open house events, or other one-time interactions?

Yes

EAST CAROLINA DIABETES AND OBESITY INSTITUTE (ECDOI)

Director: Darrel Neuffer

Mission: To develop, promote, facilitate, and support interdisciplinary basic and clinical research in disorders of metabolism including diabetes, cardiovascular disease, obesity, and cancer.

- ECDOI is a key component of *ECU's 2014-2019 Strategic Plan* to grow mission-driven scholarship, research and innovation to address the region's health challenges.
- Two divisions - Basic Biomedical Research and Translational/Community Research
- 48 faculty from 17 departments affiliated with ECDOI
- Basic Biomedical Research facility completed December 2013
 - ~25,000 sq. ft. of state-of-the-art basic science research space on the 4th floor of the East Carolina Heart Institute
 - Home to 13 basic science faculty, 7 postdoctoral scholars, 26 graduate students, 8 undergraduate students, and 18 staff
 - Assets
 - ~\$5.6 million in research equipment (federal and foundation support)
 - \$1.7 million in fixed facility assets (lab benches, autoclaves, furniture, etc.) – **Total funding through one-time in-kind state appropriations from 2011-2013.**
 - Lab space instrumental in recruiting 4 research faculty in FY 2012-13 from Harvard, Duke, The John Wayne Cancer Institute, and Washington University in St. Louis. Goal is to recruit 5 new faculty from 2015-2020.

Funding FY 2011-12, 2012-13, 2013-14

			In-Kind Support Funded by State Appropriations			
Fiscal Year	GF Appropriation	Other Support*	Total	Space	Furnishings	Return Ratio
11-12	\$240,709	\$2,894,892	\$609,589		\$609,589	3:1
12-13	\$240,709	\$3,358,380	\$1,045,011		\$1,045,011	3:1
13-14	\$240,709	\$4,407,976	\$133,590	\$64,582	\$69,008	12:1
14-15	\$240,709	~\$5,000,000	\$96,873	\$96,873		~15:1

* Other support consists of federal (NIH) and foundation research funding.

N.B. Due to confusion over the desired reporting period, the 2013-14 In-Kind Support purchases were reported to GA in August as total fixed assets accrued from FY2011-12 through FY2013-14 as a result of investment in the new research facility and all Equipment purchases to date were reported, not just FY2013-14. The Table above reflects the correct budget figures. Facility construction and infrastructure are now completed, thus the return ratio will remain well above 5:1.

- Obesity, diabetes and the diseases that stem from these disorders of metabolism are increasing at epidemic rates, particularly in eastern NC. Deciphering the underlying cellular/molecular causes and designing novel prevention/treatment approaches requires a multidisciplinary approach, best achieved by a research institute.

Eastern Carolina Heart Institute (ECU)

www.eastcarolinaheartinstitute.com/

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2008	2011	14.24

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 486,052	\$ 811,838	\$ 402,686	\$ 528,511	\$ 398,813	\$ 453,711

Are State Appropriations Required Match for Outside Funding? Yes

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 55,423
Computers, software, office equipment and furnishings	\$ 1,553,245
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 1,608,668

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
183	89	14	258	544

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	Yes
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

EAST CAROLINA HEART INSTITUTE (ECHI)

Director: W. Randolph Chitwood, Jr.

ECHI functions as the overarching institute coordinating activities for the Department of Cardiovascular Sciences at the Brody School of Medicine and private practice clinicians treating patients with cardiovascular and thoracic diseases in eastern North Carolina. This includes clinical care, research, training, and education. A center/institute organizational structure allows us to accomplish our mission. **The ECHI is essential to the mission of our university and contributes to all three Commitments in ECU's Strategic Plan, *Beyond Tomorrow* to Maximize Student Success, Serve the Public and Lead Regional Transformation.** Specifically, **the ECHI uses innovative learning strategies and delivery methods; discovers new knowledge and innovations to support eastern North Carolina; and transforms health care by promoting wellness and reducing health disparities.**

The ECHI coordinates a multidisciplinary environment for treating cardiovascular and thoracic diseases by combining the disciplines of cardiology, adult and pediatric cardiac surgery, pediatric cardiology, thoracic surgery, vascular surgery, cardiac psychology and basic science research. This innovative approach replaces the traditional academic departmental model in which care is fragmented. This multidisciplinary team approach creates a more efficient and effective strategy for treatment and prevention. Moreover, this strategy ensures constituents of eastern North Carolina receive the latest treatment options based on a thorough review of their individual needs, thereby improving their health and quality of life. The ECHI provides support and resources for the Robotic Surgery Center for Training and Education and the Diabetes and Obesity Institute which are housed on the fourth floor of the ECHI building. This facilitates translational activities from basic research to training and education, and finally, to direct patient care. The ECHI does not have a separate RAMSeS account number and does not collect F&A for the externally funded research projects it coordinates and facilitates, thus receipts from faculty in our institute are under-reported.

The ECHI coordinates the **Robotic Surgery Center for Research, Training and Education**. This facility is **the sole provider for robotic cardiac training in the world**. As surgical teams integrate these innovative techniques into their clinical practice, hospitals and health care systems require adequate training. Through collaborative activity with industry, we are able to offer this service. Surgical teams from around the world travel to ECU to study robotic surgery procedures, observe robotic surgical cases, and have one-on-one mentoring with expert ECU faculty and staff. Over 1500 surgeons and surgical team members have attended courses at the Robotic Training Center since beginning its training program. In the last fiscal year, 92 surgeons and team members participated in robotic surgery courses. In addition, an ECHI faculty member provides proctorship for surgeons who have successfully completed the clinical pathway in robotic cardiac surgery. ECHI receipts for FY 2013-14 were \$811K, including \$273,144 from the Robotic Training Center. Every robotic cardiac procedure done in North Carolina, as well as worldwide is a direct outcome of accomplishments of the Robotic Surgery Center. In addition, the Robotic Surgery Center is dedicated to education and outreach where 544 students from high school through adult life-long students have used the facility in the last fiscal year. This includes an international symposium co-sponsored with the International Society for Minimally Invasive Cardiothoracic Surgery.

To allow effective vertically integrated activities in the ECHI, in-kind support is strategically utilized. In-kind space support from state appropriations includes support for just over 8,100 square feet at a cost of \$39,964 (for FY 2013-2014). This support is for the dedicated minimally invasive Robotic Surgery Center for Research, Training and Education. In-kind support from state appropriations for operations (e.g., salaries, benefits, supplies, maintenance contracts, etc.) was \$574,305 from both recurring and non-recurring funds (for FY 2013-2014). An explanation is required regarding the previously reported in-kind support of over \$1.6 million. Due to confusion for the reporting period needed, this figure was a cumulative amount for multiple years.

Adhering to the ECU Strategic Plan has provided a foundation for success of the ECHI by incorporating a multidisciplinary team approach that is now common in the treatment of patients with cardiovascular and thoracic diseases. **These activities have provided the infrastructure that has made the ECHI a world-renowned Institute.**

NC Agromedicine Institute (ECU)

<http://www.ecu.edu/cs-dhs/agromedicine/index.cfm>

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	1999		3.00

Financial Information

	13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation
Original Submission	\$ 334,421	\$ 297,464	\$ 334,421	\$ 205,079	\$ -
Updated Submission	\$ 334,421	\$ 1,108,471	\$ 334,421	\$ 205,079	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
324	290	394	5,014	6,022

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	Yes
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

NORTH CAROLINA AGROMEDICINE INSTITUTE (NCAI)

Director: Robin Tutor-Marcom

History & Configuration: The Institute was formally recognized in 1999 by the UNC Board of Governors as an inter-institutional partnership among East Carolina University, NC Agricultural & Technical State University (NCAT) and NC State University (NCSU). NCAI oversight is provided by a 15 member Board of Directors consisting of three members from each partner institution and six at-large members representing community organizations providing support to NC farmers, fishers and foresters. Representation by community partners is important as all institute activities are conducted in collaboration with community organizations (ex. commodity associations, healthcare organizations, agribusinesses, state agencies) and most importantly with members of the target population. NCAI serves all 100 NC counties as well as having a recognized presence in the international agricultural health and safety research community.

Mission: To promote the health and safety of NC's farmers, fishers and foresters their workers and their families through research, prevention/intervention and education/outreach. This mission is consistent with the strategic plans of each of the partner institutions:

- ECU's Beyond Tomorrow Strategic Plan – 2014-2019 values community leadership and service along with discovery and innovation to address regional challenges and to improve the health of eastern NC. NCAI provides training in agricultural safety and health to students from kindergarten through graduate levels along with lifelong learners. In FY 2013-14, the total number of students served by NCAI's partner institutions totaled 6,022. This number was incorrectly reported in Phase I as it did not include K-12 students, all undergraduate and graduate students from the three partner institutions nor did it include lifelong learners.
- NCAT's strategic goal to commit to excellence in teaching, research, public service and engagement; and NCSU's College of Agriculture & Life Sciences Strategic Plan themes relative to improving human health and well-being for individuals, families and communities as well as preparing stakeholders for leadership and success in the global workforce; and
- NCSU's College of Veterinary Medicine provides leadership in veterinary care, biomedical research and outreach through innovation and inter-disciplinary partnerships to address complex issues facing animal and human health.

Relevance & Importance to NC Citizens & Economy: Agriculture is the state's leading industry contributing nearly \$78 billion annually to the economy and employing 16% of the work force. The sector is also the state's most dangerous with an annual fatality rate 7.5 times higher than the average fatality rate for all other sectors. Year-to-date, there have been sixteen fatalities ranging in age from 5-86 years of age, all due to preventable causes. Health issues are also of significant concern: 72% of farmers screened through the NCAI's AgriSafe-NC program have been identified with hypertension. Farmers also have higher rates of respiratory disease, certain cancers, heat-related illness and hearing loss than other individuals. Loggers are similarly at risk for hearing loss and heat-related illness, while skin disease and musculoskeletal issues are of particular concern for fishers. Given: 1) the percentage of individuals working who are uninsured—farmers (~30%), foresters (~50%), and fishermen (~80-90%); 2), the remote areas these individuals work in for extended hours making access to health care especially problematic; 3) the dangerous nature of the work; 4) that less than 1% of NC healthcare providers are trained in environmental and occupational health; and 5) that less than 2% of the state's 50,000 farms are reviewed by the NC Department of Labor's Agricultural Safety and Health Bureau, NCAI's efforts to work collaboratively with the sector to reduce adverse health and safety outcomes is both unique and imperative. **In short, there is no other organization, public or private, that addresses agricultural occupational safety and health on a day-to-day basis.**

Budget: Numbers reported in Phase I were incorrect and did not include grants received by faculty affiliates in departments outside the institute core at ECU or agromedicine-related grants received by faculty affiliates at NCAT & NCSU. State funds that are allocated to ECU to support salaries for the institute director, associate director and business services coordinator, support agromedicine-related work conducted by faculty affiliates and students at all three partner institutions. Grants to support the work of the NCAI are administered by each of the three partner universities depending on funder requirements (ex. USDA requires that some agromedicine-related grants be administered through a land-grant institution) with subcontracts among the three institutions being a common occurrence. **The correct receipts and return ratio for 2013–14 are:**

	2013-14 GF Appropriation	Other Receipts	Return Ratio
NCAI	\$334,421	\$1,108,471	3:31

It is also important to note that from 1999-2013, the institute received no state operating funds, only personnel support relying solely on other receipts to conduct mission-related activities.

FY 2014-15: Recurring state operating funds in the amount of \$32,000 were allocated to the institute beginning FY 2014. Since its inception, the institute has secured other receipts in the amount of \$17.8 million for an average of ~\$1.2 million per year. Pending grant submissions to NIH and NIOSH for FY 2014-15 total \$1,956,254 with the institute slated to receive Pesticide Environmental Trust Fund receipts in the amount of ~\$144,000 in spring 2015. This is in addition to a recent award in the amount of \$140,000 from the NC Tobacco Trust Fund Commission. **In total, the institute is on track to exceed its annual average receipts for 2014-15 by at least \$1 million dollars and double the return ratio to 6.7.** Additional grant submissions are also in process. The institute has a newly established Board of Directors Development Committee that has been charged with increasing receipts from non-state funds to support mission-related activities as well as to increase academic and inter-professional education initiatives. During spring semester 2015, the institute will be engaged in strategic planning with its university and community partners statewide in order to ensure that the organization is working at its maximum potential to fulfil its mission to promote the health and safety of farmers, fishers, foresters, their workers and their families through research, prevention/intervention and education/outreach.

We appreciate the opportunity to share additional information regarding its work to serve the citizens of North Carolina as an integral part of the UNC System. The Workgroup's consideration in supporting the ongoing work of the institute is also appreciated.

NC Center for Biodiversity (ECU)

www.ecu.edu/biology/ncbiodiversity

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2009	2012	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ 5,000
Total value of in-kind support	\$ 5,000

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
726	135	28	320	1,209

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

NORTH CAROLINA CENTER FOR BIODIVERSITY (CB)

Director: David Chalcraft

The (CB) has been very successful in advancing ECU's mission "to be a national model for student success, public service, and regional transformation" because it 1) "prepares students with the knowledge, skills, and values to succeed in a global, multicultural society" (*students*); 2) "Develops tomorrow's leaders to serve and inspire positive change" (*leadership*); 3) "Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond" (*discovery*); and 4) "Improves quality of life through cultural enrichment, academics, the arts, and athletics" (*enrichment*). The loss of biodiversity represents one of the greatest environmental issues facing our planet, and the CB plays an important role in advancing our scientific understanding of biodiversity (*discovery*), the training of students poised to become leaders on issues pertaining to biodiversity (*students* and *leadership*), and disseminating information about biodiversity to the public (*enrichment*). For example, CB faculty have garnered substantial external support for research (>\$727K last year), produced scientific publications (on average, 3 publications /faculty member/year), trained students (approx. 28 graduate students/year + numerous undergraduate students), and disseminated knowledge about biodiversity to the public (> 11 outreach events/year). ECU has recognized the important contributions stemming from CB faculty by bestowing many awards (>3) to them. For example, the CB director and the CB director for Outreach recently received the Centennial Award for Excellence in Service by ECU. The recommendation for this award not only came from ECU's Department of Biology but also from faculty at North Carolina State University and from members of the community of Pitt County. The CB has also served as a model for efforts to create a similar center at Valdosta State University. The CB has an undefined return ratio because it does not have a separate RAMSeS account number and does not collect F&A for externally funded projects it facilitates.

The organizational structure of the CB has several benefits that facilitate the ability of CB faculty to fulfill ECU's mission. First, it provides a route to disseminate knowledge to the public in a way that does not exist elsewhere in eastern NC (*enrichment*). For example, our staff 1) works with pre-college teachers to deliver information about biodiversity to school children in the classroom and 2) leads nature related activities for the public and school children at a local nature center. Our Earth Day Expo attracts over 300 children to ECU every year and our public Earth Day Lecture attracts over 100 individuals each year. Our Earth Day events were the only events offered by ECU during the past few years that are part of the statewide NC Science Festival initiative. Indeed, our Earth Day Events are feature events of the Science Festival. By coordinating such outreach events, the CB provides outlets for CB faculty and students to disseminate their work to the public. Over 1200 people attended our outreach events last year.

Second, the CB provides opportunities for students to become leaders in the area of biodiversity by providing resources and opportunities that allow them to excel (*students, leadership*). For example, the CB acquired resources to develop a cutting edge computational facility that allows students to augment their skills in the analysis of biodiversity data. The resulting analyses regularly contribute to novel scientific findings (*discovery*). The CB offers a weekly discussion group where faculty and students exchange ideas about the latest developments relevant to the field of biodiversity. The CB also coordinates workshops and symposia that would not otherwise occur. We have sponsored workshops to train faculty and students in statistical software and last year we ran a large symposium that attracted researchers (including a Nobel Laureate) from across the country. This symposium provided an opportunity for faculty and students to discuss the issue of how climate change may be affecting biodiversity in the southeastern US.

Rural Education Institute (ECU)

<http://www.coe.ecu.edu/ecurei/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1991	2014	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 31,046	\$ -	\$ 33,260	\$ -	\$ 36,917	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
750	250	0	400	1,400

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

RURAL EDUCATION INSTITUTE (REI)

Interim Director: Vivian Covington

(REI) purpose and programs tie directly to the university's mission, "To be a national model for *student success, public service, and regional transformation*" but, more importantly, they are tied directly to the critical needs of education in the rural region. Operating as an institute, the REI creates visibility for this work within our college (Education), and strengthens our clinical practice network to improve educational opportunities for PK-12 students and recruit, prepare, and support teachers in rural eastern North Carolina.

The REI provides direct support for ECU's Strategic Plan, *Beyond Tomorrow: Our Commitment to the Future*. One of the *Values* of the plan is *Service*, "We will work toward solutions to the challenges of our region, state, and nation." One of the *Guiding Principles* is to: "Increase opportunity" by opening doors of higher education to diverse students and adding opportunities for many underserved groups. In addition, the work of the REI is strategically positioned to assist the College of Education (COE) with exemplifying its own strategic plan goals, aligned to *Beyond Tomorrow*, and its own motto of *Excellence through Partnership*.

Most importantly, REI uses practices that are called upon in the draft recommendations of the UNC BOG's workgroup on Teacher Quality. These recommendations seek to enhance and align university-school partnerships around teacher education. These partnerships must be collaborative efforts, which are meaningful and mutually beneficial for PK-12 schools and UNC teacher-preparation programs. The COE has formal partnership agreements with 39 school districts within the endowed Latham Clinical Schools Network (LCSN), and this endowment contributes approximately \$15,000.00/yearly to support the work aligned to state and district priorities. These partnerships address regional supply and demand, as in our State Employees' Credit Union Partnership East 2+ 2 degree completion program, which assists area high school students with transition from community college into ECU's teacher preparation programs. This \$2.1 million gift supports tuition and stipends for candidates in their student teaching. Data show that these completers seek employment and remain employed within the rural districts from which they came.

With partnerships established and nourished by REI, we have implemented innovative models to support clinical preparation and placement needs through our new model of student teaching called Co-Teaching. With our \$9 million US DOE Teacher Quality Partnership (TQP) grant, we have been able to significantly change the way we prepare candidates, enabling them to quickly begin to positively impact student achievement upon employment. The average teacher turnover rate in the LCSN is 13.77%. Through REI, we seek to support beginning teachers by focusing on teaching quality and retention while ensuring that all new teachers are supported and mentored in their first years of employment. Evidence of this is a BelleJar Foundation Grant (\$30,000.00/year for 2 years) received with Pitt County Schools to create Collaborative Teaching Communities of Practice. These CTC's involve 2 student teachers, 2 novice teachers, and a Master teaching learning and supporting one another for an academic year. The co-teaching model of internship is used with the master teacher co-teaching with the interns, and the two novice teachers being provided tuition support for master's degrees, while all five teachers work to plan, implement, and assess meaningful lessons designed to bring about positive student achievement, increase capacity of the current teachers, and retain teachers in high need, hard to staff schools. This work has led to the preparation of a grant submission for a Residency Model designed to prepare rural teachers, and build capacity in rural districts.

UNC-GA mandates, and provides monetary support for the preparation of a Teacher Recruitment and Retention plan to meet overall total, and specific high need program area, enrollment and completer targets. We receive \$94,000/year and use it to attract, enroll, and retain high numbers of first generation college students; underserved groups; career changers; transfer students; and lateral entry teachers within REI's service region. REI's budget and a small School Services Initiative fund of \$20,364 provide campus programming for rural middle and high school students for the purposes of gaining early awareness of admission and degree requirements, financial aid opportunities; requirements to transfer between the university and community college; and teaching as a career. REI also sponsors two yearly conferences for clinical teachers assigned interns, and these conferences are designed to bring rural partners together around recruitment, improved placements and preparation for teacher education candidates, and mentoring, induction, and retention of new teachers.

Given the lack of resources in rural public schools, and the small size of many of the rural school districts, partnering with an institution of higher education is necessity in participating in quality experiences for students in grades 6-12 and strengthening the clinical practice network within the region's classrooms. REI, with its modest budget, is able to provide impact in a region that has little else to support its educational specific needs. This one source of funding when combined with other college initiatives and funding mentioned above helps to fund these much needed outreach, professional development, and clinical practice based programs. Taken individually, they are meaningful; but taken collectively, they have the power to positively impact and create real change in the region.

Drug Information Center (ECSU)

www.ecsu.edu/academics/mathsciencetechnology/pharmhealthpro/druginfocenter/index.cfm

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2008		0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	0	0	0

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

Drug Information Center Elizabeth City State University

Campus Recommendation: Given the limited funding available for operation of the Center, ECSU recommends that Center be reviewed by the campus to determine whether it should be eliminated or repurposed with a viable financial model. The review will involve consultation with the faculty in the pharmacy program to determine the Center's role in the outreach mission of the degree program.

Summary of Current Activities:

The Elizabeth City State University's (ECSU) Drug Information Center is a resource Center committed to increased accessibility to usable drug and health information for healthcare providers and entire residents of northeastern North Carolina and southeastern Virginia. It is one vehicle for the outreach mission of the institution.

The Center Director is Dr. Anthony U. Emekalam, PharmD, RPh, a faculty member in the PharmD program and the Department of Pharmacy and Health Professions. The Center was formed through funding support from the North Carolina GlaxoSmithKline Foundation and the ECSU Foundation. There is no charge for services offered by the Center. The mission statement of the DIC is to improve the standard of patient-Centered care and health outcomes of individuals in clinical and community settings through innovative, collaborative pharmacy practice and education. The Center coordinates and organizes drug information services for the community by working with all area providers, including health care practitioners and individuals who need information.

In the fall of 2014 the ECSU Drug Information Center has been combined with the ECSU Health Resource Center which is a health services outreach Center with initial funding by the North Carolina Health and Wellness Trust and operated by the Department of Pharmacy and Health Professions of the Elizabeth City State University. The primary objective of the Center is to promote prevention of onset and progression of chronic diseases among at risk and disparate populations in Pasquotank and surrounding counties of Northeastern North Carolina. The Center conducts routine risk assessment screenings in and outside of the Center (churches and community organizations), provides blood sugar, blood pressure, hemoglobin A1C, total cholesterol monitoring and accepts referrals from several doctors' offices and other health care facilities in an around Elizabeth City for in-between visits monitoring and care. The Center encourages active lifestyle and sensible eating habits through unlimited free access to physical activities facility and regular health outreach seminars.

A suggested new name for the combined entity is the "ECSU Health Resources Support Program."

Funding: The Smith Kline grant has run out. However, there is a small amount of leftover funds that the Center plans to use beginning in January 2015.

From 2009-2014 the Center has been operating using funds from a Blue Cross and Blue Shield (BCBS) grant "ECSU Student Ambassadors". Additional support staff includes a nurse paid from the BCBS grant and student workers paid from the grant.

Center for Defense & Homeland Security (FSU)

<http://www.uncfsu.edu/cdhs>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2010	2013	3.00

Financial Information

	13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation
Original Submission	\$ 188,219	\$ 330,000	\$ 201,945	\$ -	\$ -
Updated Submission	\$ 188,219	\$ 2,514,267	\$ 201,945	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
150	139	8	1	298

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The primary mission of Fayetteville State University (FSU) is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the State. Consistent with FSU's commitment to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, the FSU Center for Defense and Homeland Security (CDHS) was established to develop the next generation of national security STEM professionals who will be equipped to address issues of compelling interest to the security of the United States.

Interdisciplinary Defense, Military, and Security Research

Twenty-two interdisciplinary faculty execute the mission of the CDHS to facilitate curricular innovations, research and partnerships in the areas of cybersecurity threats, national security challenges, emergency management and STEM education and outreach in preparing the next generation of STEM graduates and national security professionals. The CDHS leverages its partnerships with the military commands, National Laboratories, as well as, local and national defense businesses to expand the level and diversity of research in areas impacting defense and security, and to bring more external funding to the university in the form of contracts and grants. Over the past two years, three CDHS scholars, and eight STEM students have conducted summer research at MIT Lincoln Lab and Oakridge National Lab, while CDHS scholars have collectively published more than 75 peer-review journal articles in their disciplines.

Veterans and Active Military Personnel

On Saturday, May 10, 2014 Fayetteville State University's (FSU) Center for Defense and Homeland Security (CDHS) held its first Cyber Security Academy graduation for Veterans and transitioning Service members. With hundreds of thousands of military personnel coming back from overseas duty and transitioning from military to civilian life, Ft. Bragg Commanders like LTG Anderson has promoted the CDHS Cyber Security Training Academy as a career path of compelling importance to the security to the nation. The CDHS has teamed up with the University of Maryland Baltimore County (UMBC) to offer Certificates in Cyber Foundations, and Certificates in Cyber Security for Transitioning Service Members and Veterans. To ease the transition from military to the civilian workforce, the CDHS has further teamed with Paralyzed Veterans of America's Operation PAVE (Paving Access for Veteran Employment) program that provides free one-on-one vocational assistance as well as, job placement assistance.

K-12 pipeline initiatives

Consistent with FSU's mission to extend its services and programs to the community, the CDHS kicked off the AGORA Project, a three-year K-12 Cyber-STEM pipeline initiative for 150 high school students (grades 9th – 11th) and 45 FSU undergraduate students who will serve as peer mentors and conduct research at Navy laboratories. Through the CDHS partnership with Cumberland County Schools (CCS), a year-one cohort of 50 exceptional 9th grade students have been selected from 14 CCS high schools to broaden the participation in STEM among females, students from underserved populations, and students with disabilities. Each subsequent year, 50 additional exceptionally talented 9th grade students will be selected to join the AGORA Project. Twenty-five of the top Saturday Cyber Academy students will be selected to participate in the Summer Cyber Boot Camp. Each of these 25 students will receive a stipend of \$500 for their participation in the four-week Cyber Boot Camp, and compete in the AGORA "Hackathon Competition" with first place receiving a \$10,000 scholarship, second place a \$5,000 scholarship and third place a \$2,500 scholarship.

The Center for Defense and Homeland Security is critical to FSU's mission as a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina, the nation and the world. In serving the people of North Carolina, the 2013-2018 UNC Compact with North Carolina further indicated that the CDHS can leverage its capacity and existing partnerships with the military commands, ARO, and local defense businesses to expand the level and diversity of UNC research in areas impacting defense and security and to bring more extramural funding to the state as below: \$749,994.00 Department of Education K-20 grant to expand the participation of students with disabilities in STEM; \$718,338.00 Office of Naval Research K-12 pipeline Cyber-STEM grant; \$399,986.00 NSF grant to improve the quality of science education for students in Chemistry and Physics; \$288,949.17 revenue generated from the CDHS Cyber Security Academy for transitioning service members and veterans; \$256,000 Title III funding; \$54,000 Cumberland County Schools STEM professional development contract; and \$47,000 National Summer Transportation Institute Program STEM grant.

Center for Cooperative Systems (NCAT)

www.ncat.edu/~divofres/centers/cos.php

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2002	2002	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	0	0	0

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	No

Center for Human Machine Studies (NCAT)

www.ncat.edu/~divofres/centers/chms.php

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2004	2004	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
95	25	12	113	245

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	No

Center for Human Machine Studies

This Center was opened in 2004 in response to a multi-million dollar award from the US Army Research Laboratories and had continuous funding from inception through December 2012, in addition to partnering with an SBIR that ended 8/31/14. The University had in 2004 and continues to have an emphasis on research funded by defense related industries and agencies. This Center is focused on developing key technologies targeted for growth by defense/security funding agencies. In particular, the Center is a comprehensive multi-disciplinary program of basic and applied scientific research and technology development directed toward the understanding of the nature of human performance while interacting with complex technology-driven systems. It focuses on cognitive engineering and human-system interface sciences, aviation and transportation human factors, information and communication technology integration, and healthcare and manufacturing applications.

We have a draft Center Policy, scheduled to be presented to the A&T Board of Trustees in February 2015. As with the rest of our University Centers, the Center for Human Machine Studies will be reviewed per guidance in the Policy in Spring 2015 and, if necessary, the process of disestablishment will be initiated by the end of the semester.

Center for Cooperative Systems

This Center was opened in 2002, but has not received external funding since 2007, as none of the three proposals submitted in the past two years by the Center Director have been funded.

At its inception, this Center focused on key technologies targeted for growth within defense and security industries. In particular, the mission of the Center for Cooperative Systems is to conduct research focused on the modeling, monitoring, control, and operation of a large number of agents or subsystems that can operate at various levels of autonomy, adaptation, intelligence, and cooperation. Examples of such systems include robotic systems which collaborate with human operators, social networks, sensor networks, and infrastructure networks populated by humans and autonomous systems.

We have a draft Center Policy, scheduled to be presented to the A&T Board of Trustees in February 2015. The Center for Cooperative Systems will be reviewed per guidance in the Policy in Spring 2015 and, if necessary, the process of disestablishment will be initiated by the end of the semester.

Institute for Civic Engagement and Social Change (NCCU)

www.nccu.edu/icesc

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2006		1.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ 75,000

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 2,500
Computers, software, office equipment and furnishings	\$ 2,000
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 4,500

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	2,200	10	290	2,500

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The Institute for Civic Engagement and Social Change and the Mission of North Carolina Central University

The mission of the Institute for Civic Engagement and Social Change (ICESC) at North Carolina Central University is to promote civic engagement on campus, the surrounding community, and the state in order to engender social change. Therefore, the Institute seeks to increase the community's level and quality of participation in civic affairs and, thus, its efficacy in addressing racial, gender, economic, and other social inequities and injustices. The Institute does this through voter education, research, community outreach and curriculum development.

The mission and activities of the Institute align with the mission statement, priority areas, values, and heritage of North Carolina Central University.

- According to its mission statement, North Carolina Central University seeks to: prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. The Institute's educational component, community outreach and curriculum contribute to this.
- The Institute is critical to at least four of the University's five priority areas.
Retention and Graduation-Curriculum development will increase performance;
Enhancing Academic Distinction and Distinctiveness-Focus on civic engagement and social justice makes NCCU distinctive;
Community Engagement-the Institute's work is at the core of this area;
Teaching, Learning and Research-ICESC encourages civic engagement and public policy teaching, learning and research.
- Moreover, one of the University's core values is: Promotion of Citizenship, Service, and Social Justice. Fundamentally, this is what the Institute does.
- NCCU is governed by its venerable motto: Truth and Service. This dictum requires the University to impact positively the community through its teaching and research. The Institute contributes to this through all of its activities.
- Durham's rich heritage of community involvement and community engagement in pursuit of social justice provides an historical imperative for an entity such as ICESC.
- Additionally, the location of the University in North Carolina's Research Triangle, containing Raleigh, the state capitol, many diverse communities and research and educational institutions, provide innumerable resources and unique opportunities for the University to affect civic engagement.

To maximize and optimize impact in the areas mentioned above, NCCU needs an entity such as ICESC to facilitate cross discipline collaboration and therefore, university wide civic engagement. No single traditional academic can do this.

Juvenile Justice Institute (NCCU)

www.ncjji.org

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	1999	2013	2.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 169,829	\$ 299,280	\$ 213,034	\$ 146,000	\$ 206,670	\$ 15,000

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
1	150	4	4	159

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	No

The Juvenile Justice Institute (JJI)

NCCU Mission

JJI is critical and unique to NCCU because it implements one of the important components of NCCU's mission which is to engage the community in the experiential learning and education of its students. Experiential learning has historically always been important to NCCU in its quest to encourage intellectual productivity and to increase the academic and professional skills of its students and faculty.

Students Success and Retention

In the implementation of this mission, all of JJI grants and projects have been designed so that students and often faculty are included in JJI's projects and grants and have an opportunity to participate by applying their research skills to the surrounding area and community across the state. For example, our grant with "Connecting the Dots" provided information about the possible connection between suspensions, referral to the court and the disproportionate number of minorities being referred to the juvenile/criminal courts. This was done in 11 different NC counties. The idea was to help the schools determine alternatives to suspensions and court referrals. An example was a project to survey the state to determine the success of the Juvenile Crime Prevention Council (JCPC) funding to 100 different counties in NC. In this project students assisted in putting together the survey tools, calling counties to encourage them to respond and helping JJI to analyze the findings. We currently have a federal grant which focuses on reducing substance abuse and HIV rates. We have been able to hire 13 students to be engaged in surveying, crafting anti substance abuse and HIV messages and posters, doing focus groups, etc. In this effort, students are learning how to apply their research skills and how to build relationships with community and other students on campus.

Economic Development

JJI consulted with faculty in the Departments of Criminal Justice and Social Work and The NC Department of Public Safety to determine the curriculum for the Juvenile Justice Concentration at NCCU to prepare students to gain better skills to work in the field of Juvenile Justice. When Juvenile Justice was one of the Departments of the State of NC, a representative from their Human Resources office conducted workshops regularly with Criminal Justice majors at NCCU interested in employment with State Government in the field of Juvenile Justice. Projects and grants implemented by JJI often addressed local and communities across the State of NC.

To my knowledge no other university institute is addressing juvenile issues in a preventive and intervention such as the JJI on this magnitude.

Center for Turfgrass Environmental Research and Education (NCSU)

<http://www.turffiles.ncsu.edu/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2005		4.43

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 589,026	\$ 82,296	\$ 617,065	\$ 32,473	\$ 626,401	\$ 19,106

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
60	78	17	6,837	6,992

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

Center for Turfgrass Environmental Research and Education

The Center for Turfgrass Environmental Research and Education (CENTERE) was established in 2005 at the behest of the turfgrass industry and the NC Legislature. To ensure **private financing** for a university program focused on turfgrass research and industry service, the turfgrass industry agreed to a **self-imposed tax on seed and fertilizer that generates in excess of \$12 million annually to the NC General Fund**. In return, \$600,000 annually is directed to CENTERE to facilitate research, education and training of NC State students, turfgrass professionals, and the general public. As such, CENTERE's focus is well-aligned with the land-grant mission of NC State University.

The turfgrass industry is one of the largest industries in the State. The most recent economic impact study showed that in 1999 **the turfgrass industry employed 96,000 people and had an economic impact of \$4.7 billion annually, totals would be much higher in 2014**. There are over 2 million acres of turfgrasses in NC, and the CENTERE plays a key role in maintaining the economic viability and overcoming the environmental hurdles of the industry as the population of North Carolina increases.

CENTERE's deliverables include:

- **Education of NC Turfgrass Workforce: 1,014 undergraduate students** have received degrees in Turfgrass Science since the official start of the degree program in 2000. These graduates are employed currently as small business owners and/or employees of small businesses, corporations, or state and municipalities across the State. **53 graduate students** have been awarded MS or PhD degrees in Turfgrass Science due to funding provided by CENTERE. Many graduates research and development positions with major NC companies. Bayer, BASF, Syngenta, and John Deere, some of the largest corporations in the world, all have North American headquarters in the state, and they are major employers of graduate students from the turfgrass program. In 2007, a major industry magazine rated **NC State as the number one university for Turfgrass Science research and education in the nation**.
- **Education of NC Turfgrass Professionals:** The Center and its industry partners developed a turfgrass field laboratory that is recognized as one of the finest in the US. The laboratory hosts many industry and student educational functions throughout the year. Over 1100 industry participants attend field days, workshops, and classes annually. In addition to educational value, participants receive certification credits for several different types of licensing, *e.g.*, pesticide use.
- **World-Wide Outreach and Dissemination of Best Practices:** CENTERE's Web site *Turffiles* (www.turffiles.ncsu.edu) was developed to be a comprehensive resource for turfgrass professionals and the general public. **This Web site is the major educational-outreach arm for the turfgrass industry**, and is the largest turfgrass information Web site in the world. More than **1.2 million individual page views** are made annually.
- **High-Priority Turfgrass Research Results:** Problems of **high-priority to the turfgrass industry** are identified and selected for funding by CENTERE's Industrial Advisory Board. These funds are dispersed to research faculty across NC State each year through a proposal/merit based process. Much of the research is focused on increasing water use efficiency and on new methods of pest control that limit pesticide exposure for humans and the environment.
- **CENTERE Faculty Advise All Sectors of the Turfgrass Industry**, offering guidance on disease, insect, and weed control, and resource use efficiency. This has been of special importance to the golf course industry, which has been under substantial economic pressure since 2008. There are **more than 600 golf courses in NC** and several high profile golf tournaments are held in NC, including the US Men and Women's Open. The golf courses and tournaments make major contributions to tourism and economic development; a recent survey estimated a direct value of **\$2.9 billion to the NC economy**.

Institute for Emerging Issues (NCSU)

<http://iei.ncsu.edu/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2000	2014	7.53

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 750,145	\$ 3,643,095	\$ 773,367	\$ 3,958,035	\$ 757,100	\$ 2,829,126

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ 137,676
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support

\$ 137,676

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
203	425	34	4,556	5,218

Is the center degree-related?

Yes

Does the center offer:

Required courses for one or more degree programs?

No

Elective courses for one or more degree programs?

Yes

Training for undergraduate or graduate students not funded by center/institute?

Yes

Work study?

No

Workshops, open house events, or other one-time interactions?

Yes

Institute for Emerging Issues

As a unit of the Kenan Institute for Engineering, Science & Technology at NC State University, **the Institute for Emerging Issues (IEI) is a powerful tool for the exploration of issues that NC State, as part of its mission, must examine and solve.** IEI's "big-data" and information collection activities gather invaluable information regarding issues facing North Carolinians now and in the future, and IEI then seeks to facilitate consensus on approaches to increase prosperity, employment and economic development across the state. IEI's structure allows a focus on issues that cut across disciplinary boundaries, such as **workforce development and advanced manufacturing.** Indeed, IEI is recognized nationally for its laser-like focus on economic development priorities and its track record of catalyzing collaborations among private and public stakeholders. As part of NC State's "Think and Do" campus, the Institute's efforts underlie teaching, research and extension activities at NC State.

A sample of IEI impacts are highlighted below:

- An IEI-sponsored program on Triangle-based smart grid companies spurred the Research Triangle Regional Partnership (RTRP) to develop important new inter-company collaborations. **RTRP proclaimed that IEI's support "will have lasting economic development impacts regionally and statewide."** This is one of many programs IEI has created for dozens of faculty and students. As another example, an IEI-led and GlaxoSmithKline-sponsored Faculty and Graduate Fellows Program has marshaled the expertise of faculty and students from over 15 different two- and four-year colleges, eight of which are in the UNC system, and as many departments to directly contribute to the state's economic development activity.
- In eastern NC, our 2011 "Healthcare Innovations" program resulted in a pilot project by the Turning Point Regional Allied Health Roundtable to **move long-term rural unemployed workers into allied health care careers.** The first cohort of students in this program took their nurse aide exams this past summer. Students then entered the workforce or continued their studies.
- In 2013, as part of its "@Manufacturing Works" effort, IEI collaborated with the North Carolina Association of County Commissioners, North Carolina Community College System and North Carolina Cooperative Extension to help **nineteen communities across the state better align their local educational systems with the specific needs of local manufacturers.** Hundreds of young people were exposed to manufacturing career opportunities. For example, following IEI engagement in Stokes County, 75 high school students toured local manufacturing facilities as a result of a new partnership between local schools, Forsyth Technical Community College and local companies. IEI's manufacturing program, including the 2013 NC Science Summit, was so successful that groups in several states invited us to share best practices.
- IEI's most recent efforts to boost NC workforce capabilities by developing greater numbers of highly effective teachers in traditional public, charter and private schools generated **community-level action plans in 30 NC counties.** In Catawba County, for example, IEI is supporting efforts to pair teachers and local manufacturers to enhance science and math education in the classroom.
- Through IEI-sponsored university classes, internships, classroom engagement, prize competitions, and other activities, **the Institute provides high-impact educational experiences for high school, undergraduate and graduate students at NC State and beyond.** These activities respond to requests from the business community for more "hands-on" problem solving opportunities for students. IEI's Emerging Issues Prize for Innovation regularly **engages hundreds of high school and college students across the State to tackle important challenges** like reducing the childhood obesity rate or increasing the number of high school graduates. The faculty adviser to a team of winning students from Northern Vance High School reported that their 2013 prize "was a life changing experience for those five students" and that **"the number of students requesting my engineering class has more than doubled."**

North Carolina Japan Center (NCSU)

<http://www.ncsu.edu/ncjapancenter/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1980	2011	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ 37,800	\$ -	\$ 60,773	\$ 28,821	\$ 107,634

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ 37,455
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 37,455

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
900	250	15	950	2,115

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

NC Japan Center

The North Carolina Japan Center (NCJC) was established in 1980 to strengthen the State's economic and cultural ties with Japan. Consistent with NC State's "Think and Do" land-grant mission, the Center has worked in partnership with the North Carolina Department of Commerce to attract Japanese businesses to the state. At present, about **150 Japanese companies provide 20,000 North Carolina jobs**, including Eisai, Mitsubishi, Honda Jet, Toshiba America Nuclear, Ajinomoto, AW NC, and, most recently, the "Hi-Chew" candy factory built by Morinaga & Co. in Orange County. **Japanese investment in the Southeast is inevitable, and the NCJC helps North Carolina compete successfully by enticing Japanese investment.**

Efforts by the NCJC include:

- **Building commercial partnerships:** In conjunction with the NC Department of Commerce, the staff of the NCJC meets with Japanese business visitors and ensures that they feel comfortable moving their families to North Carolina. As one example, a major fear of Japanese families traveling for work abroad is that their children will be at a disadvantage when they return to the fiercely competitive Japanese educational system. In the early 1980s the NCJC assisted in the formation of a **Saturday school for Japanese children** that now enrolls about 250 students in grades K-12. The Center continues to work with the school by holding academic study sessions, cultural workshops, and other joint events. The Center also produced and distributes the North Carolina Driver's Handbook in Japanese.
- **Extending the reach of NC businesses:** In addition to attracting Japanese investment in NC, the NCJC advises NC stakeholders in government, industry, and education on how to deal effectively with the Japanese. **Japan shares many of our core values, and is North Carolina's fourth largest trading partner.** Nevertheless, business customs and etiquette are substantially different between the two countries, and insights are regularly sought from the Center. The staff prepares business leaders and academics for interactions with Japanese and travel abroad, and has offered orientation and advice to members of North Carolina delegations on business and trade recruitment trips, and to the Governor, the Commerce Secretary, and other state officials.
- **Building academic and community partnerships:** The NCJC regularly hosts visiting professors, prefectural government officials, and scholars from Japan for long-term visits and cultural exchange, and maintains relations with prominent Japanese universities. It offers support for teaching assistants in the University's Japanese program and provides scholarships for students in science and engineering to study in Japan. Such scholarships are made possible by an endowment established by the Center in 1984 and named after the estate of Harry C. Kelly, former Dean of the Faculty and first Provost of NC State, and who played a major role in the reconstruction of the scientific community in post-war Japan. **In the aftermath of the 2011 earthquake and tsunami, a major rebuilding effort named Project Kokoro was launched by the Center in collaboration with the Triangle Community Foundation and numerous other organizations.** With the help of corporate donors, construction was completed on a new firehouse in Yamada-machi, Japan, where 700 were killed and more than half of its 7,200 households lost homes.
- **Sponsoring education and cultural activities:** Each year **170 students receive instruction in a vibrant and growing Japanese language program**, and a new course on U.S.-Japan business essentials is poised to expand the Center's reach. Additionally, hundreds attend receptions honoring national and international artists, cultural events, workshops, and forums. The Center's board of advisors includes the Honorary Consul General of Japan, prominent business leaders, and members of Commerce including the Executive Director of NC Works and the Vice President of Global Business Services.

The Ergonomics Center of North Carolina (NCSU)

<http://www.theergonomicscenter.com/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1995		8.58

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 475,222	\$ 583,649	\$ 505,551	\$ 538,965	\$ 508,583	\$ 490,101

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$	-
Computers, software, office equipment and furnishings	\$	-
Course buyout for director	\$	-
Access to specialized fee-for-use equipment or facilities	\$	-
Other	\$	-
Total value of in-kind support	\$	-

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	1	13	4,465	4,479

Is the center degree-related?

Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	Yes
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The Ergonomics Center of North Carolina

The Ergonomics Center of NC (TECNC) was authorized in 1994 by the NC General Assembly as a partnership between NC State and the NC Department of Labor's (NCDOL) Division of Occupational Safety and Health. The mission of TECNC is to help make workplaces safer, more productive, and more competitive by providing cost-effective ways to prevent workplace injuries and optimize human-machine work systems. TECNC provides occupational ergonomics consulting, training programs and research for corporations and state agencies within NC as well as across the nation, and as such is well-aligned with the land-grant mission of NC State. In FY 2013-14, **158 companies engaged TECNC for services** including 61 companies (*e.g.*, General Electric, Syngenta, Cree, Grifols, Harris Teeter, ABB, DuPont, Malt-O-Meal, Altec, Schmalz, USDA, Wells Fargo, Capital Power, Regulator Marine, Graphic Packaging, Self-Help, Husqvarna, Valspar) with a presence in NC as well as **25 NC government agencies, municipalities, community colleges and universities**. Due to its entrepreneurial spirit, TECNC's value continues to grow; **annual revenues increased 86 percent** over the last 10 years (from \$310,622 in FY 2004-05 to \$578,605 in FY 2013-14) while **State funding has decreased by 20 percent** (from \$591,723 in FY 2008-09 to \$475,222 in FY 2013-14).

TECNC deliverables include:

- **Consultative Services:** TECNC uses a unique group of highly-trained and experienced certified ergonomists to assess jobs for client companies that have high risks for causing injuries and recommend methods for mitigation. **139 companies** (paid memberships) **and 128 North Carolina agencies and municipalities** (free memberships) were TECNC members in FY 2013-14. Although precise quantification of injuries “prevented” is impossible to calculate, the NC Workers Compensation board estimates that direct and indirect costs associated with one case of carpal tunnel syndrome could range from \$42-84K and one back injury from \$84-168K. If only **one percent** of jobs evaluated by the Center in FY 2013-14 resulted in injury prevention, the cost savings would surpass the annual State-appropriated funding for TECNC.
- **Entrepreneurship and Outreach:** TECNC recently developed a new office ergonomics training/data management software package that will be licensed to a NC start-up for public sale. This technology transfer project will drive **additional revenues within NC as well as supply royalty fees back to the University**. TECNC personnel also recently **filed a Patent Disclosure** as a consequence of the Center's collaborative work with the U.S. Department of Defense. Finally, TECNC's Web site is a source of technical information, assessment forms and software used by thousands annually across the nation.
- **Training:** In addition to conducting training workshops at NC State, as well as sites within NC and across the U.S., TECNC collaborates with other universities and institutes to prepare and deliver cutting-edge presentations on ergonomics. In FY 2013-14, more than **4,500 life-long learners** were trained at TECNC workshops, client companies, conference workshops, or via Web-based format. Ergonomics professionals trained at the TECNC have been assimilated into technical and leadership positions within NC (*e.g.*, GlaxoSmithKline, SAS, NC DOL, and Home Depot) and nationwide (*e.g.*, Norfolk Southern, Amazon, and Cargill Meats). **TECNC continues to develop current and next generation technology leaders** in the field of ergonomics.
- **Research and Student Education:** Through its strong relationships with private industry, the Center promotes public/private research collaborations. These research opportunities provide a proving ground for maturing graduate students within the fields of ergonomics, human-centered design, biomedical engineering, electrical and computer engineering and computer science. **Such educational and research activities would be virtually impossible outside of the university environment.**

Ackland Art Museum (UNCCH)

www.ackland.org

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1958	2008	20.75

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 675,393	\$ 1,616,769	\$ 692,693	\$ 1,425,956	\$ 679,848	\$ 1,905,573

Are State Appropriations Required Match for Outside Funding?

Yes

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ 228,095
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ 40,702

Total value of in-kind support

\$ 268,797

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
4,452	9,565	225	6,918	21,160

Is the center degree-related?

Yes

Does the center offer:

Required courses for one or more degree programs?

No

Elective courses for one or more degree programs?

No

Training for undergraduate or graduate students not funded by center/institute?

Yes

Work study?

Yes

Workshops, open house events, or other one-time interactions?

Yes

The Ackland Art Museum, UNC-Chapel Hill

The [Ackland Art Museum](#) at The University of North Carolina at Chapel Hill not only stewards the critically important cultural asset that is the collection of over 17,000 works of art (all acquired through private philanthropy), but also energetically deploys that collection, along with exhibitions and programs, as a critical component of the University's mission of teaching, research and public service. Most recently accredited by the American Association of Museums in 2009, the Ackland "collects, preserves, and presents great art to educate, inspire, and engage the university and its regional, national, and international audiences in free and open inquiry." Through the Ackland, the University can pride itself on a nationally recognized collection, representing a commitment to embracing great art from all cultures and time periods. This resource—constantly refined, improved, and expanded—is a catalyst for creativity, a stimulus for learning, and a focus of faculty research. Serious engagement with important art is a critical element in any university education, and the Ackland enables the University to fulfil that in a way befitting a world-class research institution with a global vision.

The Ackland is deeply integrated into a broad range of activities aligned with the University's mission. Over the academic year 2013-2014, the Ackland received 47,298 visitors onsite and at Ackland-organized offsite programs (with an additional 86,300 website visitors), an indication of the Ackland's role as a high-profile bridge between campus and community, making not only the collection and exhibitions available for public enjoyment and learning, but also acting as a platform for the transmission of faculty and student research and creativity. It also served 11,121 students and faculty incorporating the Ackland's collections and exhibitions into their coursework; mounted 27 special 6-week installations in the Study Gallery forming essential curricular components in courses from two dozen departments across campus; hosted a dozen graduate- and undergraduate-level interns, providing experiential learning, professional development, and research opportunities; and welcomed 3,649 K-12 students and teachers using the Ackland, and reached 612 K-12 teachers through workshops and outreach.

The Ackland is the result of nine years of litigation (1940-49), during which the University vigorously and successfully argued that it should be the beneficiary of the Trust set up by the will of William Hayes Ackland to establish a permanent art museum associated with a major university with established cultural programming. The Museum opened in 1958. The current agreement (1998) between the Trustee and the University commits the University to bear the costs of "the maintenance of the Museum building, salaries [other than those of professionals engaged in educational activity], insurance ..., and the routine operations of a museum of similar size." In recent years, the Museum has increased operating endowments to \$10 million, notably through an Andrew W. Mellon Foundation challenge grant specifically to integrate the Ackland's work into teaching and learning across the University in a wide variety of ways (curricular exhibitions, gallery teaching, course development grants, and others). To supplement state, endowment, and trust funding, the Ackland has regularly raised around \$750,000 annually in individual, foundation, government, and corporate giving to support staff and programs.

Carolina Center for Public Service (UNCCH)

<http://ccps.unc.edu/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1999		6.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 341,052	\$ 231,300	\$ 349,752	\$ 289,369	\$ 342,838	\$ 238,425

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 15,084
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 15,084

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	4,258	42	0	4,300

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	Yes
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

Carolina Center for Public Service, UNC-Chapel Hill

The [Carolina Center for Public Service](#) (CCPS) was established in 1999 to serve as the pan-university entity focused on UNC-Chapel Hill's public service mission. The Center's mission is "to engage and support the faculty, students and staff in meeting the needs of North Carolina and beyond. The Center strengthens the University's public service commitment by promoting scholarship and service that are responsive to the concerns of the state and contribute to the common good."

For CCPS, public service goes far beyond the traditional definition of volunteerism to encompass connections to the teaching and research missions of the University as well, involving outreach and deeper engagement and mutually beneficial partnerships between Carolina and those outside its walls.

Through its three core programs, **APPLES Service-Learning**, **Buckley Public Service Scholars** and **Thorp Faculty Engaged Scholars**, CCPS offers courses, internships, fellowships, alternative break experiences, research support, trainings and numerous other initiatives. The following are a few indications of the breadth and depth of the Center's efforts:

As his project in an APPLES service-learning class in biomedical engineering, senior Jeff Powell created a prosthetic hand for a 7-year-old boy for \$20 using a 3D printer. In 2013-14:

- There were 89 APPLES classes in 28 different departments with 2,059 students enrolled.
- Most of these courses fulfilled the required experiential education (EE) requirement for undergraduates, and 35% of the class of 2014 had a least one service-learning EE credit.

While an undergraduate Buckley Public Service Scholar Ryan Lei (2010) authored a successful \$80,000 grant that established SMART mentoring, an initiative that engages UNC undergraduate students and local middle-school students in mentoring relationships. In 2013-14:

- 8.8% of undergraduate students were enrolled in the Buckley Public Service Scholars program, which provides a framework and special opportunities for Carolina undergraduate students committed to making a positive impact through service.
- 251 students graduated as Buckley Public Service Scholars and received a formal remark on their academic transcripts.

Thorp Faculty Engaged Scholar Karen Erickson developed a program that increased literacy and decreased discrepancies in reading scores of elementary school students that has been adopted system-wide by Orange County Schools, and she is working with other schools across the state.

- Nine faculty members from seven departments were selected for the fifth class of Thorp Faculty Engaged Scholars, bringing the total network to 43 Scholars from 23 different departments.

CCPS documented 246,686 hours of service by students participating in its programs in 2013-14, the equivalent of 81 full-time employees working in the community. Service was reported in all 100 counties (12,641 projects), and 1,007 students reported at least one project in their home county.

The Carolina Center for Public Service has been able to build on the investment of the state to gain growing support (between \$250,000 - \$375,000 annually) from other sources. A recently completed pledge has brought the Center's total endowment to \$9,000,000, given to "enhance the resources of the Carolina Center for Public Service and not replace state or other sources of budgetary support."

The Carolina Center for Public Service connects the energy and expertise of the University to opportunities that provide students and faculty with deep and transformative experiences. In keeping with the institutional mission and strategic direction, CCPS works with organizations and communities around the state to create collaborative and interdisciplinary solutions to issues of shared concern through engaged scholarship and service.

Carolina Women's Center (UNCCH)

<http://womenscenter.unc.edu/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1997		4.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 126,902	\$ 13,121	\$ 103,316	\$ 27,016	\$ 102,212	\$ 65,768

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 8,827
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 8,827

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	7,333	200	0	7,533

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

Carolina Women's Center, UNC-Chapel Hill

The [Carolina Women's Center](#) (CWC) is committed to making sure that everyone can participate in the University's educational environment, which is important for the success of the University and is also critical to the implementation of federal law. With the increased federal requirements related to Title IX of the Educational Amendments of 1972, the Carolina Women's Center's purpose has become increasingly clear: we must both **strive to prevent all forms of gender-based violence and discrimination and provide comprehensive support and resources for everyone affected by such violence and discrimination**. The Carolina Women's Center sits in the center of these efforts, working on behalf of all students, faculty, and staff to help create a safer, more equitable community for everyone.

Broadly, the Carolina Women's Center's mission is to create an inclusive education and work environment where gender is not a barrier to success, difference and diversity are celebrated, and everyone is safe to live, learn, teach, and work without threat of harm or unequal treatment.

The CWC pursues this mission through four major efforts:

- 1) The CWC strives **to eliminate sexual violence, dating violence, and stalking** from the campus through education, advocacy, and community-change efforts. The collaborative HAVEN program trains students, faculty, and staff across campus about how to respond to and support victims of interpersonal violence.
- 2) The CWC provides comprehensive opportunities for students to both **serve the community** and integrate classroom knowledge with hands-on, real world experiences. The Moxie Project is a year-long academic and service learning program that provides opportunities for students to apply their classroom learning in summer internships in Triangle-area nonprofit organizations. The popular Alternative Break Programs send students to several violence-prevention oriented nonprofit agencies in eastern and western North Carolina to complete hundreds of hours of public service work twice each year.
- 3) The CWC provides **educational programs** to students, faculty, and staff on gender equity, diversity, and professional development. For example, the Faculty Scholars Program provides three faculty members with research stipends each year to facilitate their research on issues important to women, families, and work/life balance.
- 4) The CWC serves students who are affected by all forms of interpersonal violence through **direct one-on-one support** and individual advocacy. The CWC Gender Violence Services Coordinator is one of the very few confidential resources on campus for all students, faculty, and staff.

The CWC is a collaborative unit whose work connects to dozens of units and departments across campus. The CWC's efforts provide integral support to the University's teaching, research, and public service mission, both directly and indirectly. For the one out of every five female students who experience sexual violence while in college,¹ the CWC provides the necessary services to help students heal in the aftermath and continue to pursue their education. The CWC's work to promote diverse and equitable operations across the institution help us serve a diverse student and employee base that ensures that the University serves the diversity of North Carolina.

¹ Fisher, B.S., Cullen, F.T., & Turner, M.G. (2000). *The Sexual Victimization of College Women*. National Institute of Justice, Bureau of Justice Statistics.

Center for Teaching and Learning (Center for Faculty Excellence) (UNCCH)

<http://cfe.unc.edu/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Instruction	1987	2007	8.25

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 552,649	\$ 69,532	\$ 566,949	\$ 126,571	\$ 518,054	\$ 356,536

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 34,723
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 34,723

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	1,250	250	0	1,500

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

The Center for Faculty Excellence, UNC-Chapel Hill

The heart of a university is its faculty, and the [Center for Faculty Excellence](#) (CFE) is as close to that heart as a campus unit can be. The CFE (formerly the Center for Teaching and Learning) is UNC-Chapel Hill's only pan-university faculty development center and is a unit of the Office of the Provost. Most leading universities, private and public – including all of the other universities in the UNC system – have units like CFE because they are critical to recruiting, retaining, and developing the faculty. The CFE's mission is to enable faculty members in all disciplines to reach their goals in teaching, research, and leadership throughout their careers. It helps all faculty members – pharmacists and physicists, linguists and lawyers, musicians and mathematicians – become more effective teachers, more productive researchers, and more capable academic leaders.

The CFE serves its clients, the faculty of the university, through professional development programs, individual consultations, and online resources. It provides competitive grants to faculty members to help them transform their large-enrollment courses from conventional lecture halls into active-learning spaces and “flipped” classrooms. It guides faculty members in the uses of learning technologies to enhance student engagement and improve learning outcomes. The CFE helps faculty members and postdoctoral scholars obtain grants, function as principal investigators, and sustain scholarly productivity. It familiarizes new and seasoned faculty leaders with the complexities of academic administration and helps them master the challenges of leadership. It helps graduate students prepare for careers as members of a college or university faculty and carry out their duties as Carolina instructors.

The CFE's reach is broad. In the 2013-14 academic year, the CFE served:

- 468 faculty members and 545 graduate students in our **Teaching and Learning** offerings, including teaching workshops, grants to faculty members and academic departments to support the development and deployment of active learning techniques in large-enrollment courses, a conference showcasing faculty members' successful teaching strategies and uses of instructional technologies, a fellowship program for graduate students preparing for faculty careers, and numerous individual consultations.
- 537 faculty members in every school of the university through our **Leadership** offerings, including leadership education programs, short courses and consultations on faculty mentoring and career development, and facilitation of strategic planning workshops
- 531 faculty members, postdoctoral scholars, and graduate students from units across the university through our **Research** offerings, including workshops and series on grantsmanship, mentoring, clinical trial management, and Principal Investigator development; a writing group program to enhance faculty scholarly productivity; and numerous individual consultations

The CFE's programming has tremendous impact:

- CFE-supported course redesigns help faculty transform the large-enrollment learning experience for an average of 3,500 undergraduate students annually
- CFE-supported course redesign and assessment services document significantly improved learning outcomes in redesigned courses for all students, with special benefit for historically underrepresented minority students and first-generation college students
- The CFE has helped the leaders of 42 academic units develop strategic plans and prepare themselves to participate more effectively in the upcoming capital campaign
- Two-thirds of the nearly 150 faculty members participating in CFE-supported writing groups report enhanced scholarly productivity.

Center for Law and Government (UNCCH)

www.law.unc.edu/centers/government/default.aspx

Primary Mission	Year Established	Date of Last Review	Center FTE
Instruction	2006	2006	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	150	50	200

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

The [UNC Center on Law and Government](#) advances UNC-Chapel Hill's mission of serving the state through teaching, research, and public service.

The Center on Law and Government is designed to encourage law students to contribute to and provide public service as part of their law careers. Every activity of the Center has been designed to enrich law students' understanding of public service. It invites a variety of public leaders who are lawyers to speak to law students and help them understand how their training will enable them to be effective public servants. The interactions between speakers and faculty are also helpful to research in the areas in which the faculty writes, such as family law or professional responsibility.

The Center mirrors UNC-Chapel Hill's broader commitment to teach students to become the next generation of leaders. Every public lecture delivered by a leader invited onto campus by the UNC Center on Law and Government is open to every student at the University and has been designed to improve students' understanding of what they must learn and do to become leaders in their communities. The Center believes no one can educate students better on how to become leaders than leaders themselves.

The Center shares UNC-Chapel Hill's basic mission to improve society and help solve its most pressing problems. The UNC Center on Law and Government seeks to educate our students about opportunities to improve their understanding of significant social and policy problems. In doing so, and by helping make our communities stronger, it helps to carry out the University's most important mission.

Center for Nanotechnology in Drug Delivery (UNCCH)

<http://pharmacy.unc.edu/labs/cnodd>

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2007	Re-established 2012	0.00

Financial Information

	13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation
Original Submission	\$ -	\$ -	\$ -	\$ -	\$ -
Updated Submission	\$ -	\$ 3,189,120	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

Yes

Value of in-kind support received for :

Space	\$ 34,723
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ 34,723

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	135	0	135

Is the center degree-related?

Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

CNDD was established in June 2007 in the UNC Eshelman School of Pharmacy. It improves health by enhancing the efficacy and safety of new drugs and imaging agents through the discovery and application of innovative methods of drug delivery. CNDD's mission is 1.) to discover and apply nanotechnology and advanced drug-delivery systems to decrease the failure rate of new active pharmaceutical ingredients, biotherapeutic agents and vaccines; 2.) to integrate nanotechnology-based therapeutics with imaging and diagnostics to create "theranostic" interventions; 3.) to help translate safe and efficient new therapeutic and imaging agents from bench to bedside to improve human health. CNDD unifies existing diverse technical and scientific expertise in biomaterial sciences and engineering, polymer chemistry, nanofabrication, pharmaceutical chemistry, formulation science, and nanotoxicology through its interdisciplinary drug delivery and nanomedicine program. Its research focuses on treatment of cancer, stroke, neurodegenerative and neurodevelopmental disorders (such as Parkinson's disease and Alzheimer's), nerve agent and pesticide poisoning and other diseases and injuries. It provides a foundation for synergistic research that translates into clinical benefits for diseases and injuries with limited or no current treatment options, while developing a "visionary" area of science in which the State of North Carolina is a world leader.

CNDD Plays a Key Role in Faculty Recruitment: Over last 3 years CNDD has been instrumental in recruiting at UNC-CH 10 new faculty members in nanotechnology and drug delivery research area including the current Director of the Center, Dr. Alexander Kabanov, who reallocated from University of Nebraska Medical Center with a team of 20 scientists in August 2012. Recruitment of Dr. Kabanov, a world leader in nanomedicine as the Director, has been a major milestone for CNDD. During last 2 years CNDD has grown from the original 6 to 23 core faculty members, and now includes investigators from 9 different departments at UNC, NCSU and Duke University.

CNDD Provides Core Lab Facilities: These are the Translational Nanoformulation Research Core (<http://nform.web.unc.edu/>) that promotes translation of new drug candidates into clinical trials through advanced formulation techniques; and the Nanomedicines Characterization Core (<http://ncore.web.unc.edu>) that accelerates translation of new nanomedicines to clinic by providing their comprehensive physicochemical characterization.

CNDD is Integral to Securing Research Funding and Partnerships: The Center and its core facilities have been instrumental in developing public-private partnerships and have played key role developing and submitting to federal agencies cross-disciplinary grant applications for research on nanomedicine technologies worth over \$29 million in the past six months.

IP Developed Through CNDD Benefits NC's Economy: CNDD's originating intellectual property (IP) and technologies have contributed to economic development in the state. The most recent example is the 2014 start-up company NeuroNano Pharma Inc.

CNDD Contributes to the Educational Mission and Reputation of UNC: CNDD has developed an innovative postdoc training program in cancer nanotechnology and a unique training program, "Carolina Nanoformulations Workshop," that focuses on both academic and industrial trainees. It has organized scientific meetings including the annual Nanomedicine and Drug Delivery Symposium held in Chapel Hill in October that attracted 275 participants from 11 countries). CNDD contributes to the national and international visibility and reputation of UNC and the Eshelman School of Pharmacy in the fields nanotechnology and drug delivery.

CNDD Budget: CNDD's expenditures from FY12 -14 were \$11,156,289 (\$10,168,380 from contracts and grants, \$974,568 from University Trust funds, and \$13,340 in other funds). Over 90% of these expenditures are funded by extramural grants and contracts received by CNDD members.

Center on Poverty, Work and Opportunity (UNCCH)

<http://www.law.unc.edu/centers/poverty/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2005		1.63

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ 28,394	\$ -	\$ 78,708	\$ -	\$ 78,673

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ 20,550
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 20,550

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	33	132	500	665

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

President Edward Kidder Graham sought, famously, “to make the campus co-extensive with the boundaries of the state” – to serve the felt needs of the community that sustains the university. Frank Porter Graham “skillfully turned the scholarship of the institution from esoteric detachment to utilitarian engagement to enhance the human qualities of the State.” (John Egerton). As Dr. Frank put it: “the state university comes from the people and should go out to the people,” meeting its “civic responsibility to aid in [North Carolina’s] economic and political” development. Graham promised UNC “would light the heavens of the commonwealth for the poorest youth -- an outpost of light and liberty among the frontiers of mankind.”

These foundational aspirations are reflected in the University’s mission. As the massive UNC Tomorrow study (unanimously adopted by the Board of Governors) concluded: “The University is dedicated to the service of North Carolina and its people. Our mission is to discover, create, transmit and apply knowledge to address the needs of society. The University should proactively anticipate and identify the needs facing the state ... and respond efficiently and effectively.”

In one of the most economically vibrant states of the wealthiest nation on earth, eighteen percent of North Carolinians live in wrenching poverty. Twenty-five percent of our children, forty percent of our children of color. We have one of the fastest rising poverty rates in the country. A decade ago, North Carolina had the 26th highest rate among the states. Now we’re 11th. Greensboro is America’s second hungriest city. A recent study identified Roanoke Rapids and Lumberton as two the country’s three poorest cities. Charlotte has the worst economic mobility in the U.S. Over the last decade, North Carolina experienced the country’s steepest rise in concentrated poverty. By any measure, poverty is one of our greatest challenges.

The Poverty Center engages in extensive research, field work, teaching, advocacy, publication and public engagement on the effects, impacts, challenges, causes and remedies for poverty and economic hardship in North Carolina and the nation. Student instruction and applied learning occur through classes (in law and across an array of graduate and undergraduate disciplines, in Chapel Hill and at campuses across the state), through internships and research associate positions, through fellowships and independent study, and through professional publication and advocacy opportunities. Faculty from an array of disciplines and institutions participate as well. Conferences and convenings engage citizens, scholars and policy-makers. Center staff present on poverty issues to audiences across the state and nation almost constantly. And the Center publishes very extensively on poverty issues in academic journals, policy periodicals, and both national and state-based newspapers and electronic media outlets.

The Center has been notably successful at increasing awareness and understanding of the challenges of North Carolina poverty. It also learned this week that the Z. Smith Reynolds Foundation will continue its funding support for another two years.

Global Research Institute (UNCCH)

gri.unc.edu

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2009	2009	0.00

Financial Information

	13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation
Original Submission	\$ -	\$ -	\$ -	\$ -	\$ -
Updated Submission	\$ -	\$ 251,493	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ 14,180
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support

\$ 14,180

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
125	800	0	0	925

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

Global Research Institute, UNC-Chapel Hill

The establishment of the [Global Research Institute](#) (GRI) was one of two key recommendations of the “Strategic Roadmap for Internationalizing UNC-Chapel Hill,” a report published in 2009 by a team of distinguished faculty, staff, and alumni tasked with identifying how to make Carolina more competitive with the world’s finest research universities. Over an 18-month period, the team assessed the University, benchmarked it against top-ranked U.S. schools, and developed a strategy to leverage strengths, minimize weaknesses, and render Carolina more globally relevant while retaining primary commitments to the state of North Carolina. The group recognized that although UNC-Chapel Hill was well known in the U.S., it was less widely known internationally than many lesser U.S. institutions, and the University and its top-flight research were undervalued and often overlooked. Thus, the group prioritized making the University and its research and scholarship more relevant and visible internationally. To do so, they recommended establishing a center that would foster, facilitate, and disseminate high-quality applied interdisciplinary research on key global issues. The Roadmap was unanimously approved by the UNC-Chapel Hill Board of Trustees in March 2009 and the GRI was launched shortly thereafter.

After a year of planning, the GRI began operations in fall 2010 with a goal to support cohorts of research fellows consisting of distinguished researchers and scholars from UNC-Chapel Hill, the U.S., and beyond. Resident fellows would work on individual and collaborative projects relating to the GRI’s current theme. During its first two years, the GRI focused on the effects of the global economic crisis on North Carolina and the American South, punctuating the point that as UNC-Chapel Hill transformed itself into a more global university it would do so in a manner consonant with its mission to serve the people of our state. Similarly, when the GRI turned to the theme, “Water in Our World” in 2012, researchers produced studies and reports relating to water issues both in North Carolina and worldwide. Beginning in 2015, the GRI will focus on “Feeding a Hungry World: Food Security in the 21st Century.” Both the water and food themes initiated by the GRI have also been adopted as the first two pan-university campus themes, serving as focal points for the University’s research, teaching, and service.

Since its establishment, the GRI has more than fulfilled expectations. It has served as a central node for globally oriented interdisciplinary research, bringing together researchers from across campus to liaise with experts worldwide. Its fellows have produced important research, disseminated widely and to considerable acclaim in books, articles, essays, and op-eds in high-profile venues. The GRI hosts public seminars, sponsors conferences and lecture series, and has organized public fora on important global and regional issues. Graduate and undergraduate students have participated in GRI research projects, and GRI fellows have taught undergraduate courses at UNC-Chapel Hill on a *pro bono* basis.

At the heart of the institute is a commitment to support high-quality, evidence-based research from any and all perspectives. Thus, in a manner unusual for think tanks anywhere in the world today, the GRI operates as an intellectually open research space. The GRI has brought in speakers as diverse as Henry Paulson and Lawrence Summers, and has co-sponsored seminars with establishments ranging from MDC to UNC’s General Administration and from the NC Department of Commerce to the John William Pope Center for Higher Education Policy.

The GRI’s successes have not gone unnoticed. Its findings have appeared in media outlets ranging from the *Wall Street Journal* to the *Singapore Straits Times* and from *The Washington Post* to *Le Monde*. More importantly, the GRI has helped ratchet up UNC’s international profile and engaged UNC-Chapel Hill in important conversations on the world’s most pressing issues. That UNC-Chapel Hill has risen in the leading international rankings of universities from the low 150s five years ago to the 30s-40s today is due in no small part to the work and reputation of the GRI—and the GRI has done so almost exclusively with private funds. In short, the Global Research Institute is performing as the authors of the Strategic Roadmap hoped it would: as a key catalyst for UNC-Chapel Hill’s transformation into a truly great global public research university.

James B. Hunt, Jr. Institute for Educational Leadership and Policy (UNCCH)

www.hunt-institute.org/

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2001		14.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 778,378	\$ 2,298,765	\$ 798,578	\$ 1,909,432	\$ 1,070,109	\$ 3,408,934

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

	Original Submission	Updated Submission
Space	\$ 237,409	\$ -
Computers, software, office equipment and furnishings	\$ -	\$ -
Course buyout for director	\$ -	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -	\$ -
Other	\$ -	\$ -
Total value of in-kind support	\$ 237,409	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	5	0	353	358

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?

No

Elective courses for one or more degree programs?

No

Training for undergraduate or graduate students not funded by center/institute?

No

Work study?

Yes

Workshops, open house events, or other one-time interactions?

Yes

The Hunt Institute, UNC-Chapel Hill

The [Hunt Institute](#) (HI) was established by the UNC Board of Governors in 2001 with \$1.5 million in private dollars. The intent was to design an institute that would provide state level elected officials with reliable, research-based data about education policy and practices. In 2008, the HI was transferred from UNC General Administration to UNC-CH, becoming one of the University's public service centers and sharing some characteristics with the School of Government but reaching a national as well as state audience. The Hunt Institute Foundation is a separate 501(c)(3) chaired by former Governor Hunt; its sole purpose is to provide financial support to the HI.

In December 2002, the Institute hosted the first Governors' Education Symposium at the Rizzo Center of the Kenan-Flagler Business School. Over twenty-five of our nation's newly elected governors were in attendance along with former governors who were just leaving office. The event provided incumbents with the knowledge and wisdom of their predecessors, sometimes members of different political parties. The Secretary of Education Rod Paige appointed by President George W. Bush, and the President's domestic policy advisor Margaret Spellings also attended. The Secretary of Education has attended each year. Since that first year, the Hunt Institute has hosted a Governors Education Symposium every year except during major election years such as in 2014 when there were 38 gubernatorial races. With two exceptions, the event has been held in North Carolina: Asheville, Charlotte, Chapel Hill, and at SAS in Cary. Governors and their staff arrived at NC airports and had opportunities to purchase NC products, bringing revenue and enhancing the reputation of the state and the University. Every year the event has been co-hosted by a Democrat and a Republican. Two years ago Governor Jeb Bush co-hosted the event at the Umstead Hotel in Cary. No other university in the country convenes our nation's governors.

The Hunt Institute also provides an Education Retreat for NC legislators and their staff. The twelfth annual Retreat is scheduled for January 2015. Over just the last two years over 140 legislators of both parties attended, including the Speaker and the President pro-tem; many legislators have participated for years. Governor Holshouser and Governor Hunt co-hosted the Retreat from the beginning. Two years ago it was renamed the Holshouser Legislator Retreat to honor Governor Holshouser's long-term commitment to education. Each year, the Retreat gives legislators access to nationally recognized research experts and practitioners from North Carolina and from other states. The information presented is always carefully researched and presented so that all sides of an issue can be explored by the participants. Open discussion allows legislators to probe issues and query presenters. The annual return of legislators is a testament to the value they place on the experience and the quality of the information they receive. Each Retreat brings privately raised money to venues throughout the state. No other state or University in the country hosts such an event; several states have requested HI assistance in establishing one. Hunt Institute staff are currently working with the Virginia Chamber of Commerce to plan a Retreat there in 2015.

In December, a new initiative will be launched: the Hunt-Kean Fellows. This effort, named after Governor Hunt and Governor Kean (R-NJ), will provide seminars for elected officials from around the country. Seventeen Fellows balanced between Republicans and Democrats include Lt. Governors, Attorneys-General, Commissioners, Speakers, etc. will convene to consider education policy issues. The Fellows advisory board consists of 16 former Governors, again both Republicans and Democrats, who will attend seminars and provide counsel and advice. This is a program unique in the country that no other university is positioned to offer. Over the years, elected officials continue to frequent Hunt Institute events and read its publications because the HI has so carefully honed its reputation for being bi-partisan in its efforts and non-partisan in its presentations and publications.

The major portion of the Hunt institute budget comes from private and corporate funding generated by the Hunt Institute Foundation. For FY 2015, those dollars amount to over 4 times the current state allocation, and provide staff salaries, student internships, meeting expenses, publications, and research – all in service of the University's commitment to education, public service, knowledge building, and increasing the reputation of our state.

North Carolina Botanical Garden (UNCCH)

<http://ncbg.unc.edu/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1952		44.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 696,532	\$ 1,690,141	\$ 714,392	\$ 1,300,582	\$ 701,906	\$ 1,179,669

Are State Appropriations Required Match for Outside Funding? Yes

Is in-kind support required match for outside funding? Yes

Value of in-kind support received for :

Space	\$ 192,202
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 192,202

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
3,529	756	35	2,850	7,170

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The North Carolina Botanical Garden, UNC-Chapel Hill

The [North Carolina Botanical Garden](#) is a teaching, research, and public service unit of the University of North Carolina at Chapel Hill. The Garden manages over 1100 acres of University land and supports university classes as an outdoor classroom and laboratory through field trips, research facilities, long-term datasets, and ecosystem monitoring sites. Three Garden scientists teach university classes and mentor undergraduate, MS, and PhD research projects. The Garden provides students with experience in careers in museums and in classroom and non-classroom education (20 interns and 50 work-study and temporary workers annually). Some 250 volunteers working in 28 volunteer groups contribute to all Garden programs. The Garden pursues its mission in four programmatic areas:

The Plant Diversity Research Program houses the UNC Herbarium, the largest collection of plant specimens in the Southeast (800,000 collections dating from the mid-1800s). This collection documents plants in the state's 100 counties as the definitive resource for plant identification and geographic distribution. The Herbarium is a key scientific resource that provides data to UNC researchers and to other universities, government agencies, and other researchers. 125,000 records are searchable on-line. The Garden is funded by 7 NSF grants to participate in web-based portals for biological data.

Through the **Conservation Program**, the Garden conducts research and application in ecological restoration and germplasm storage. The Garden holds genetic resources of 45 endangered Southeastern plants as a last resort against extinction and for use in restoration; partners with the US Department of the Interior in the Seeds of Success Program to support ecological restoration; leads a 5-year project for ecological restoration on Ft Bragg and Camp Lejeune; and partners with land-managing agencies including the National Park Service, US Forest Service, Bureau of Land Management, US Fish and Wildlife Service, and the NC Departments of Natural Resources and Agriculture.

Through the **Horticulture Program**, the Garden is a leading source of information and expertise on the plants of North Carolina and the Southeast, presents 14 garden displays, with 5,900 accessions and 2,100 species, has carried out a 29-year partnership with the Garden Clubs of North Carolina for the Wildflower of the Year Project (distributing 5,000 brochures and seed packets annually), and makes 250 native southeastern plant species available to the nursery industry and the public.

Through the **Education Program**, the Garden offers 175 lectures, workshops, classes, and field trips each year, 64 programs for children and families, on and off site programs for public schools (4,000 students reached per year), environmental education programs to 358 children in long-term hospital care through Healing and Hope Through Science, and training and mentorship for caregivers through the Horticultural Therapy Program. The Garden trains botanists, ecologists, and botanical illustrators through a certificate program and trains teachers through Earth Partnership for Schools (15 teachers and 7 schools per year). The Garden has 20,000 registered participants and an annual visitation of over 100,000, not including the sites that are open dawn to dusk every day of the year.

State funding is matched at more than a 2:1 ratio with receipts, grants and contracts, private fund raising (\$800,000 last year), endowment income (\$125,000 on endowment funds of \$2.5 million), and earned income (class receipts, Garden Shop, facility rentals). External funding rose 40% over the last 3 years to nearly \$1.7 million last year. The Garden has 2800 members from throughout North Carolina, the Southeast, and beyond. Members donated \$800,000 in the last year, with 60% in project restricted gifts. The Allen Education Center, a 29,000 sq ft facility that opened in 2009, is the University System's only certified LEED Platinum building and was constructed entirely with private funds (\$12,000,000).

Odum Institute for Research in Social Science (UNCCH)

www.odum.unc.edu/

Primary Mission	Year Established	Date of Last Review	Center FTE
Instruction	1924	2005	17.10

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 929,794	\$ 1,281,497	\$ 939,186	\$ 876,004	\$ 977,707	\$ 1,177,827

Are State Appropriations Required Match for Outside Funding? Yes

Is in-kind support required match for outside funding? Yes

Value of in-kind support received for :

Space	\$ 70,900
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ 40,000
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 110,900

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	423	7,192	846	8,461

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	Yes
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The [Odum Institute](#) is UNC-Chapel Hill's oldest center, established in 1924. Through research, teaching and service, its mission is to create, manage and apply knowledge that improves the lives and health of both individuals and society.

Odum enables UNC faculty researchers to bring more than \$100 million in annual extramural research funding to North Carolina. UNC-Chapel Hill ranks 11th in the nation for the total dollar volume of research it conducts, bringing roughly \$800 million in research to North Carolina. Much of that is in life, health and medical science, improving public health and curing disease. Almost all comes from sources outside of the state, supporting over 10,000 workers in the state. \$100 million of that total represents research funding for social science – the study of how people, groups and populations make decisions and interact, which has profound implications for medicine and public health. Carolina ranks 10th in the nation for health and life science research both for its ability to discover new cures, treatments and healthy practices, and for its ability to get them adopted by doctors and the public. In fields like human behavioral science, it leads the nation. Carolina ranks 1st for research in the field of psychology (\$45 million in funding annually) and 3rd in the nation for social science research (\$75 million in funding annually). Odum supports the UNC scientists in these fields, and their success nationally has paid dividends for the state. UNC-Chapel Hill's largest single research award (\$180 million) is for the MEASURE Evaluation project, in which UNC social scientists conduct and manage the research the U.S. and its allies use to target spending on global health threats like malaria and HIV. This undertaking is led from offices at UNC-Chapel Hill and provides jobs to 150 North Carolinians. Carolina's social science work has also led to several large spin-off businesses, including FHI 360, which today employs 400 people in Durham and more than 4,000 worldwide.

Odum is a Critical Resource for Scientists Competing for Grants: Odum differs from many research centers and institutes at Carolina because it administers relatively few of the research grants it helps make possible. It serves primarily as a support and training unit for researchers competing for grants and their students. It provides 9,000 instructional hours annually through workshops and short courses that teach the practical skills needed to collect and manage data, compete for contracts and secure employment. Because today's social science is rooted in statistics and big data, Odum also provides data management and archiving services.

Odum Provides Data Management Services to State Agencies: Odum's expertise has led state agencies like DHHS and the Office of State Budget & Management (OSBM) to incorporate it into the state's management of US census data and state health vital statistics.

Odum's True Leverage Ratio is Much Greater Than It Appears: Although Odum administers 25 to 35 grants each year, valued at around \$1.2 million, its true leverage ratio is much greater. Odum uses the \$977,000 it receives annually from the state to support, serve and train social and behavioral scientists at UNC who bring another \$119 million in annual research funding to the state. It is also a frequent partner in UNC's medical research and was part of UNC's recent \$54.6 million NIH award designed to move medical discoveries into practice.

Sonja Haynes Stone Center for Black Culture and History (UNCCH)

<http://sonjahaynesstonectr.unc.edu/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Instruction	1988	2012	5.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 254,912	\$ 281,758	\$ 261,512	\$ 301,323	\$ 257,439	\$ 225,547

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 113,236
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 113,236

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
100	1,800	250	350	2,500

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

Sonja Haynes Stone Center for Black Culture and History, UNC-Chapel Hill

[The Sonja Haynes Stone Center for Black Culture and History](#) (Stone Center), named in honor of a beloved and admired African American professor, was created in 1988 at the urging of concerned students, faculty, community members, and alumni, with the goal of serving as a center for the arts and cultures of African Americans and as a site for campus and community service programming. In the 26 years since its creation, it has grown to become a major and unique resource for the campus and regional community. **The Stone Center building, financed almost entirely by private donations**, opened in August 2004 after an historic fundraising campaign in which over 1,000 individual, corporate and foundation donors contributed \$9,000,000. Donations covered a wide range and included notable contributions from the Black Alumni Reunion (\$116,000) and a \$500,000 gift from alumni William (Billy) and Janie Armfield that funded the Center's Robert and Sallie Brown Gallery and Museum.

The Stone Center continues to receive over 300 gifts each year, enabling it to directly address the academic priorities and mission and strategic direction of the University in both spirit and letter. The University notes that its mission: "... is to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State." The Stone Center's mission and priorities closely follow these ideals. In pursuit of these directives, the Stone Center focuses its efforts on the **interdisciplinary examination of African American and diaspora lives, cultures and histories**. The center's mission is to "...encourage and support the critical examination of all dimensions of African-American and African diaspora cultures through sustained and open discussion, dialogue and debate. We are a campus-wide Center for cultural, artistic and historical exploration and for outreach and service." **The Stone Center supports the University's efforts to expand international experiences for all students** through the Undergraduate International Studies Fellowships that has funded 60 students over the past 10 years. The Stone Center also has raised funds to provide paid internships for student leadership fellowships and fellowships for visiting faculty artists and scholars.

Over the past ten years, the Center has mounted 24 exhibitions in **the Robert and Sallie Brown Gallery and Museum**, which also doubles as a site for arts and humanities programs. **The Stone Center's 23-year-old Communiversity Youth Program (CYP)** has served over 640 K-5 youth from the Chapel Hill-Carrboro School System in the last 10 years. Those youth were mentored and tutored by over 700 CYP volunteers, all UNC undergraduate students. The staff of the Stone Center, in addition to programming, are responsible for managing the 44,500 square foot Stone Center building while vigorously pursuing collaboration with campus and off campus units. The Center partners with departments including History, Women's Studies, Social Work, Public Health and others to co-sponsor forums, symposia and conferences on critical issues. Each year the Center welcomes over 3000 visitors to its programs, hosts an additional 6000 visitors who pass through the Center's doors to attend programs and events sponsored by over 100 University departments, student organizations and community groups, and hosts classes from over 42 academic departments. **The Stone Center building houses** five well utilized General Purpose Classrooms, the Stone Center's 10,000 volume library, the Institute of African American Research and the Carolina Women's Center.

The Stone Center has been and continues to be a responsible steward of the resources invested in it as it engages its mission and the University's priorities.

Center for Civil Rights (UNCCH)

<http://www.law.unc.edu/centers/civilrights/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2001		4.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ 462,746	\$ -	\$ 549,811	\$ -	\$ 448,445

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	60	300	2,000	2,360

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	Yes
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The [Center for Civil Rights](#) was created to advance the University's mission of teaching, research and public service. The Center conducts research and education. It provides students practical hands-on training and opportunities to learn the practice of law outside of the classroom, engaging not just in legal research but also in attorney-client communication and counseling, public outreach, community education and direct advocacy. The work of the Center benefits the state as a whole, providing public service to communities who otherwise would not be able to afford legal representation to address issues of public concern.

The Center's focus on providing practical workforce training and experiential education for the next generation of lawyers advances the University's mission to foster the success and prosperity of each rising generation. Through this work we extend knowledge-based services and other resources of the University to the citizens of North Carolina in an effort to enhance the quality of life for all people in the State. This is accomplished by the Center's work advocating with and on behalf of individuals and communities in legal disputes involving civil rights. Similarly, our research, conferences and public education are impactful because they focus on the real-life challenges impacting the quality of life of citizens. The Center's research and conferences have led to many scholarly publications, including law review articles, two books, and many self-published reports.

Through internships, externships and pro bono projects, the Center works with hundreds of students each academic year. Students conduct research, outreach and learn practical lawyering skills. In recent years, students have worked with a community in Brunswick County seeking to stop the expansion of a landfill polluting their drinking water. The issue was settled this year when the county decided to set aside the land for a school instead of another landfill. This outcome was positive for the community as a whole and served as a learning opportunity for many students. Students have also worked on a case in Halifax County where residents of a disadvantaged community experienced a tax increase that was not reflected in the recent land sales of the neighborhood. The Center represented the community members in addressing the issue with the county tax assessor and having the property values adjusted to reflect the actual values.

The University's mission to "serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders" is a heart of the Center for Civil Rights' work.

University of North Carolina Institute on Aging (UNCCH)

www.aging.unc.edu/

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	1996	2009	0.69

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 200,180	\$ 247,876	\$ 239,640	\$ 569,612	\$ 278,071	\$ 789,562

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	96	61	157

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

The Institute on Aging's (IOA's) role is to help North Carolina prepare for the rapid growth expected in its aging population over the next several decades. North Carolina currently ranks in the top 10 nationally for the size of its elderly population and faces a "silver tsunami" as this population grows, bringing a host of social, economic, and health challenges. The Institute's mission is to bring UNC-Chapel Hill's vast array of talents and assets to bear on solving these challenges and enhance the wellbeing of older people across the state. It does this through research, education and service: (1) promoting collaborative applied and basic gerontological research; (2) developing new programs of interdisciplinary gerontological education and practice, and (3) providing state-of-the-art information to state policy makers, program managers, service providers, clinicians, and the general public. The Institute has worked closely with the Division of Aging and Adult Services in the Department of Health and Human Services (DHHS) and with the Governor's Advisory Council on Aging.

The IOA takes the results of current research and promotes its adoption by doctors and senior citizens care providers. IOA's work integrates research, education, and/or service to enhance the well-being of older adults in North Carolina. It fills a special niche helping health care providers adopt new research findings. One example is its Hydrate for Health Initiative. The Institute identified a critical need in senior care for prevention of dehydration, which can contribute to the urinary tract infections (UTI's), incontinence and sleep-loss common in retirement homes. Working with professionals on the front lines of elder care, it is developing and disseminating a practical toolkit of information and strategies that care providers can use to prevent dehydration, keep older adults physically active, and ward off UTI's, incontinence, and sleep loss. The IOA also serves the University through a seminar series featuring the research of faculty, graduate students and postdocs; a newsletter; and the annual Aging Exchange, an event that recognizes and promotes research in the field of aging. IOA training programs draw participation from across the University, supporting PhD students in the Gillings School of Global Public Health (Health Policy, Health Behavior, Nutrition, Biostatistics), the School of Social Work, the Eshelman School of Pharmacy, and the Arts and Sciences (Clinical Psychology, Sociology, Movement Science). IOA also provides health tips for seniors through informational websites and online training for practitioners.

The IOA was established by the General Assembly: The IOA was established by the NC General Assembly in 1996 as the "Institute for Gerontology" to serve as an "interinstitutional center to address issues and research on aging." The UNC Board of Governors assigned this legislatively created center to UNC-Chapel Hill, changing the name to the "Institute on Aging." Over the years, new duties were added to it. In 2009 the legislature called on IOA and the DHHS Division of Aging and Adult Services "to help the State prepare for increased numbers of older adults, due to the aging of the baby boomer generation and the influx of elderly retirees into the State." The IOA also helped develop the 2011-2015 State Aging Plan through a series of Policy Roundtables and the Governor's Conference on Aging.

William and Ida Friday Center for Continuing Education (UNCCH)

www.fridaycenter.unc.edu/

Primary Mission	Year Established	Date of Last Review	Center FTE
Instruction	1913	2012	51.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 1,451,439	\$ 9,726,069	\$ 1,273,597	\$ 9,083,004	\$ 1,291,879	\$ 9,726,069

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 599,364
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 599,364

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
69	5,197	891	221,912	228,069

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	Yes
Elective courses for one or more degree programs?	Yes
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

UNC-Chapel Hill's [Friday Center for Continuing Education](#)—vital to the University's core mission and the UNC-General Administration Strategic Directions Initiative—serves as a critical bridge between the University and an increasingly diverse traditional and non-traditional student population.

The Friday Center is one of the primary educational outreach arms of the University, serving more than 200,000 people a year through programs for academic credit, professional development certificates, enrichment courses, and a state-of-the-art learning and conference center designed specifically to connect the University with the people of North Carolina. Similar to peer flagship university continuing education programs at Wisconsin, California, Texas, Florida, and Virginia, the Friday Center provides leadership to the University and the UNC system in areas such as online education, program development, educational innovation, strategic marketing, and student services.

Central to UNC-Chapel Hill's mission of teaching a diverse community and enhancing access to education, **the Center's academic credit programs** allow over 6,000 students a year to take UNC courses from a distance or in the evenings. Four hundred academic credit courses are offered annually through the Friday Center, and the courses are a valuable academic path for residential UNC-Chapel Hill students. In addition to UNC-Chapel Hill residential students, non-traditional students are able to create University programs of study that allow them to reach previously unattainable educational goals. These students are found in nearly every county in North Carolina and include active duty military, working professionals, young adults, and tradespeople. In spring 2015, the Friday Center will collaborate with UNC General Administration to launch *UNCore*, a system-wide active duty military initiative designed to offer UNC general education courses, serve North Carolina citizens, and accelerate degree completion for active duty military.

In support of the University mission for research, scholarship, and creativity, **the Friday Center's non-credit programs** are designed to share research and scholarship with the community at large. The *What's the Big Idea?* lecture series (now in its tenth year), is one example of many low-cost programs available to the public through the Center. While classroom-based initiatives like these reached over 3,000 people last year, the University's mission of extending knowledge-based resources was further supported by the Center's work with Massive Open Online Courses (MOOCs), which have connected University faculty with over 150,000 students from 192 countries.

The Friday Center's self-funded **professional development programs** also forward the University's mission of extending resources. North Carolina's current nursing shortage, for example, is being addressed in part by the Friday Center's *Nursing Refresher Program*, which retrains nurses with expired licenses to return to the workforce. Further, the *Bridges: Academic Leadership for Women* program is the only statewide leadership development program exclusively for women faculty and administrators.

Serving as both an educational and economic driver for the community, the Friday Center's receipt-supported **learning and conference center** hosts over 700 events per year with 60,000+ attendees. Events range from local community celebrations (Martin Luther King, Jr. Banquet) to statewide policy meetings (NC Coal Ash Management Commission) to a multitude of international conferences (International Water and Health Conference), each bringing in visitors and community revenue.

The William and Ida Friday Center programs and services have evolved out of an ongoing need for a central connecting unit between the University and the state's broader population. Whether developing new academic programs to serve the needs of active duty military, offering career development certificates, operating as the largest Chapel Hill conference venue, or providing leadership in advancing degree completion, the Friday Center's core mission is to enhance access to learning—in perfect alignment with the mission of the University of North Carolina at Chapel Hill.

Morehead Planetarium and Science Center (UNCCH)

www.moreheadplanetarium.org/index.cfm

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1949		32.60

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 714,270	\$ 3,333,675	\$ 725,707	\$ 3,179,557	\$ 708,716	\$ 3,179,829

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ 307,370
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support

\$ 307,370

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
147,729	150	129	301,691	449,699

Is the center degree-related?

Yes

Does the center offer:

Required courses for one or more degree programs?

No

Elective courses for one or more degree programs?

No

Training for undergraduate or graduate students not funded by center/institute?

Yes

Work study?

Yes

Workshops, open house events, or other one-time interactions?

Yes

Morehead Planetarium and Science Center, UNC-Chapel Hill

For more than 65 years, the [Morehead Planetarium and Science Center](#) has served the state of North Carolina as a vital outreach arm of the University of North Carolina at Chapel Hill and as an important resource to the university's students and faculty. Morehead began as a model public/private partnership. John Motley Morehead, III privately funded the construction costs of Morehead Planetarium and gave the facility to the state and the university in 1949 with the understanding that the university would fund its operation. This gift was formally accepted by the university's board of trustees and signed by then-Governor Cherry.

Morehead serves as a centerpiece of the university's public service efforts. From the beginning, Morehead has developed programming designed to engage visitors about science and the process of scientific discovery. Today, Morehead serves more than 500,000 North Carolinians annually in almost every county of the state. In the 2013-2014 academic year, Morehead provided service to 99 of North Carolina's 100 counties.

Approximately 160,000 of those North Carolinians visited Morehead's Chapel Hill location. Morehead offers program schedules for both the general public and K-12 audiences. Morehead focuses on developing programming that either directly helps educators teach the state curriculum or complements the curriculum. Of Morehead's onsite visitation, about 85,000 are coming as part of a school field trip, making it one of the most visited field trip destinations in the state. For many children, a visit to Morehead is the first time they have stepped foot on a university campus and can literally be a life-changing experience for them.

Another 350,000 North Carolinians are served through Morehead's extensive off-campus offerings. A portable planetarium program serves schools and other organizations too far away to visit Chapel Hill. Two buses equipped with modern laboratory equipment provide modern lab experiences aligned to state curriculum standards to high schools and middle schools across the state. Morehead provides summer science camps in libraries throughout central North Carolina through an innovative partnership with GlaxoSmithKline. In April of each year, Morehead produces the North Carolina Science Festival. During the 2014 festival, Morehead worked with more than 200 other organizations to provide science programming in 95 counties to 330,000 people throughout North Carolina, making the N.C. Science Festival one of the largest science events in the world.

Morehead connects to both the teaching and research missions of the university. As an organization, Morehead offers vital experiential learning opportunities to university students by employing more than 100 students every year, second only to the university library system in number of student employees. Morehead complements these students' classroom training by giving them valuable opportunities to gain closely related real-world work experience. For example, education majors who work at Morehead develop curricula, present programs and lead hands-on classes. These experiences better prepare them for the job market and for their careers.

Morehead also supports the university's research enterprise by collaborating with more than 200 university researchers. We train researchers and graduate students to communicate their science effectively to public audiences and provide cost-effective infrastructure for reaching these audiences. These services are vital to researchers because the National Science Foundation, among others, requires researchers to demonstrate "broader impacts" when they seek grant funding. According to grant program officers at NSF and NIH, how effectively a researcher's work is communicated to the public can serve as the deciding factor for whether or not the research is funded. Therefore, Morehead's work with faculty on their research grants has proven critical to the faculty we serve.

Center for Optoelectronics and Optical Communications (UNCC)

<http://opticscenter.uncc.edu>

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2002	2013	0.10

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 123,048	\$ 156,000	\$ 123,048	\$ 127,919	\$ 123,048	\$ 61,601

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	10	40	0	50

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

UNC Charlotte

Centers and Institutes: Phase Three Response

Question -- “Why is the center essential to our mission?”

UNC Charlotte Mission Statement:

UNC Charlotte is North Carolina’s urban research university. It leverages its location in the state’s largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

Two of the six strategies articulated in the University’s vision and values include a commitment to:

- Create meaningful collaborations among university, business, and community leaders to address issues and opportunities of the region; and,
- Develop an infrastructure that makes learning accessible to those on campus and in our community and supports the scholarly activities of the faculty.

Center for Optoelectronics and Optical Communications

The Center for Optoelectronics and Optical Communications (Center) resides within the Charlotte Research Institute (CRI). CRI was established to serve as a portal to build strategic collaborations between community enterprises, faculty and staff. Once formed, CRI identified optoelectronics as an industry sector relevant to the community and region.

The Center functions as a distinct interdisciplinary hub with a focus for photonics research and secured greater than \$2 million in external research funding this year. It provides essential laboratory support for 30 faculty and students within six departments across the College of Liberal Arts & Sciences and the College of Engineering. The departments include Physics & Optical Science, Chemistry, Electrical Engineering, and Mechanical Engineering and all house master’s and doctoral programs that rely on the Center facilities. The Center also initiates collaborations with regional industrial partners and it provides cost-effective access to complex research equipment and staff expertise related to equipment use.

The Center and its support staff manage several user facilities housing more than \$12 million in equipment, including a state-of-the-art photonic component and device fabrication clean room facility, plus extensive test, measurement and characterization laboratories. These facilities serve faculty, graduate students, classroom rotations and a large number of industry users. The Center functions as a cost-effective re-charge unit in which user fees are applied to maintain and refresh the complexity of laboratory equipment and specialized staff that could not otherwise be afforded or sustained by the individual colleges and departments nor accessed by industry collaborators.

The unique facilities of the Center provide a resource for graduate education, in that thesis and dissertation research are carried out within the Center’s laboratories through the assistance of professional staff. In addition, the Center staff provides support for the graduate coordinator of the interdisciplinary graduate program in Optical Science and Engineering, and also provides post-award financial accounting services to Center-affiliated faculty as research Primary Investigators (PIs).

The Center organizes topical workshops, seminars, symposia and grant writing meetings as well as promoting UNC Charlotte and the Carolinas Photonic Consortium at industry events and trade shows. Through these collective efforts the Center serves as an essential partner to business and research communities.

UNC Charlotte Urban Institute (UNCC)

www.ui.uncc.edu/

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	1969	2008	20.25

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ 634,414	\$ -	\$ 1,343,030	\$ -	\$ 902,715

Are State Appropriations Required Match for Outside Funding? Yes

Is in-kind support required match for outside funding? Yes

Value of in-kind support received for :

Space	\$ 114,825
Computers, software, office equipment and furnishings	\$ 15,000
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 129,825

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
579	14	8	0	601

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

UNC Charlotte

Centers and Institutes: Phase Three Response

Question -- "Why is the center essential to our mission?"

UNC Charlotte Mission Statement:

UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

Two of the six strategies articulated in the University's vision and values include a commitment to:

- Create meaningful collaborations among university, business, and community leaders to address issues and opportunities of the region; and,
- Develop an infrastructure that makes learning accessible to those on campus and in our community and supports the scholarly activities of the faculty.

UNC Charlotte Urban Institute

The UNC Charlotte Urban Institute was established in 1969 as the University's first and primary applied research and public outreach center. With its focus on urban and regional affairs, the Urban Institute connects faculty and students with community organizations and public institutions working on significant public policy issues in the 14-county, 2-state region surrounding Charlotte. The Institute has a multidisciplinary, social-sciences approach to research, outreach, and training aimed to support informed decision-making in the region. In 2008 the University consolidated several other centers into the Urban Institute, including the Institute for Social Capital and the Center for Transportation Policy Studies. This resulted in greater administrative efficiencies and have placed three of the University's most important public outreach services under one unit, further supporting community access to UNC Charlotte's growing research capacity.

The Institute for Social Capital (ISC) maintains an important community database of individual data spanning the fields of education, housing and public health. The ISC conducts evaluations of community programs and provides a unique, multi-dimensional perspective on outcomes. The ISC is expected to grow playing an essential role in years ahead during this era of data analytics. This specialized research service to community organizations helps provide for data-based decision-making information.

The Urban Institute's division on Transportation Policy Studies (TPS) conducts research that results in efficient investments and sound decisions for multimodal transportation systems and services. TPS conducts both scholarly and applied research that affects future transportation and development patterns and promotes positive change in the region and state. Research is disseminated to industry and community organization professionals, practitioners and policy-makers. TPS facilitates collaboration among researchers allowing for more robust discovery, analysis and reporting outcomes benefiting partnerships between the University, local and state governments and private-sector transportation stakeholders.

Another valuable collaboration within the Urban Institute is the **Transportation Information Management System (TIMS)**. TIMS is an ongoing statewide project that concentrates on maintaining and improving upon efficiency in school bus transportation at the district level. Each district operates standardized, comprehensive computer-assisted school bus routing and scheduling software. By maintaining student, transportation and street network data at the local level, district personnel have access to the most accurate and current data available. TIMS support staff at UNC Charlotte and NCSU provide daily software and technical support to individual TIMS data managers across the state.

Center for Creative Writing in the Arts (UNCG)

www.uncg.edu/aas/ccwa/

Primary Mission	Year Established	Date of Last Review	Center FTE
Instruction	2005	2012	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ -	\$ 16,589	\$ -	\$ 16,589	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	10	30	0	40

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

Center for the Creative Arts in Writing

UNCG's Center for Creative Writing in the Arts provides support for campus and community literacy and creative writer education programs through multidisciplinary creative collaboration, networking, assistance and encouragement for artists whose creative work originates with the written word. These activities provide key academic support for undergraduate and graduate students in the following departments: Art Department, the MFA Creative Writing Program in the Department of English, the Honors Program, the Department of Languages, Literatures and Cultures, Media Studies, Women's and Gender Studies, the University Libraries, the Weatherspoon Art Museum, the School of Education and the School of Music, Theatre, and Dance.

Major activities include:

- co-sponsoring readings, lectures, conferences, workshops, dramatic presentations, and musical performances, bringing nationally and internationally recognized scholars and artists;
- co-sponsoring the NC Writers' Network's conference in conjunction with the Southeastern literary Magazine and Independent Press Festival;
- coordinating the writers' network which includes support for literacy and writer education programs;
- sponsoring *Write-On Greensboro*, an important community outreach effort that recruits graduate student volunteers to offer creative writing workshops to different community groups (e.g., seniors, adult literacy, youth, and adults with chronic illness).

As noted in the previous report, this Center is currently under review. The activities noted above are aligned with UNCG's academic mission and strategic plan (Goals 1, 2, 5) by:

- 1) providing key academic support and critical networking opportunities for employment for undergraduate and graduate students,;
- 2) operationalizing UNCG's commitment to community engagement by sponsoring events requested and attended by the community; and
- 3) funding all activities through sponsorships, not requiring any state dollars.

While the original reason for the creation of the center is still valid, it is likely that at the end of UNCG's review, the Center will be discontinued and that the activities will be coordinated by a network of faculty in the key departments.

Center for Educational Research and Evaluation (UNCG)

<http://soe.uncg.edu/center-educational-research-evaluation-cere/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Instruction	1980	2012	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ 6,600	\$ -	\$ 6,600	\$ -	\$ 6,600

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	4	0	4

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

Center for Social, Community and Health Research and Evaluation (UNCG)

cschre.uncg.edu

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2009	2012	0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ 49,433	\$ 105,995	\$ 217,153	\$ 105,995	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	0	0	0

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

Center for Educational Research and Evaluation
Center for Social, Community and Health Research and Evaluation

While addressing different aspects and foci of evaluation (e.g., education versus health), both centers provided a key organizational structure consistent with UNCG's mission and the academic, research, economic and community engagement goals of the strategic plan (e.g., Goals 1, 3, 4).

More specifically, these centers provide unique opportunities for real world experience for undergraduates and graduate students across a number of academic programs (e.g., education and research methodology, public health education, etc.). The Centers also provided statistical, methodological, and data analytical services to the UNCG community as well as addressing multiple requests for evaluation services from the Triad and region, resulting in numerous federal, state, and local grants and contracts.

While successful, both Centers had changes in leadership due to the Directors taking on new duties within UNCG or leaving the university and have been inactive for the period under review. As a result of these changes, before searching for new Directors, both Centers are currently under review following UNCG's Center review policy. Neither center currently has an annual budget allocation nor did they receive any state funding.

Opportunities for applied experience /internships are still needed for undergraduates and graduate students as well as a mechanism for responding efficiently to the multiple local and state requests from industry and nonprofits for evaluation and data analytics. Because of the alignment with UNCG's mission and strategic plan, it is likely that at the end of the review, these academic, research, and community requests will be addressed by discontinuing one Center and combining the efforts within one repurposed Center.

Center for New North Carolinians (UNCG)

<http://cnnc.uncg.edu>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2001	2012	12.25

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ 1,460,687	\$ 114,225	\$ 559,653	\$ 114,225	\$ 799,826

Are State Appropriations Required Match for Outside Funding? Yes

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
35	582	25	0	642

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

Center for New North Carolinians

The Center for New North Carolinians is committed to advancing the capacity and success of immigrants and refugees, building bridges between immigrant populations and existing communities throughout the state by providing services such as: 1) interpreter and translational services to reduce inappropriate use of emergency health services and improve health outcomes; 2) business planning to enhance the contribution of new businesses to the NC economy; 3) educational support for students to enhance educational attainment; and 4) opportunities for undergraduate and graduate students for education and training in language, health care, counseling, business, and economics.

In 2001, the Board of Governors of the University of North Carolina established the UNCG Center for New North Carolinians to “provide research, training, and evaluation for the state of North Carolina in addressing immigrant issues; collaboration with government and social organizations to enhance responsiveness to immigrant needs; and community support to provide training and workshops” in response to the findings of a “Task Force on Outreach to New North Carolinians” addressing the major influx of immigrants settling in North Carolina. The task force recommended that in order to ensure that the refugees and immigrants were successful, contributing to the financial as well as the wisdom economy, the Center was established.

In its most recent review, the Center was determined to:

- continue to meet its objectives,
- contribute in unique ways to the UNCG mission and strategic plan (e.g., Goals 1, 2, 3, 4, and 5),
- contribute in unique ways to UNCG’s QEP on globalization, and
- contribute financially. With no investment of state funds, the Center garnered \$559,653 in FY13 and nearly tripled that in FY14 with external grants and contracts totaling \$1,460,687.

Native American Resource Center (UNCP)

www.uncp.edu/nativemuseum/

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1979	2014	3.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 226,197	\$ -	\$ 221,214	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ 28,000
Computers, software, office equipment and furnishings	\$ 3,000
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support

\$ 31,000

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
5,000	1,500	100	1,500	8,100

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The name of the unit under review, Native American Resource Center, does not accurately reflect its purpose and character, and we maintain that it has erroneously been swept up in the Centers and Institutes review simply because its title includes the word “center.” We are in the process of changing its name to the Museum of the Southeast American Indian to appropriately reflect its purpose—a museum and resource for scholarly research and community outreach. The museum houses a curated collection of Native American artifacts, immersive exhibits, and artwork—both fine art and folk art—as well as special collections of oral histories, photographs, letters, and personal papers of people influential to the American Indian experience. For 35 years, the MSAI has been not only central to the university’s historic mission, but also important to the area’s economy, to the public schools of this region, and to research on the American Indian.

Like many galleries, such as the North Carolina Collection Gallery at Wilson Library in Chapel Hill, the Museum of the Southeast American Indian is free to the public. However, it contributes to the fragile economy of this region as a tourism destination. In an average year, the MSAI serves approximately 10,000 people, including 5,000 to 6,000 K-12 students; 2,000 UNC Pembroke undergraduate and graduate students who use the collection to conduct research; and another 2,000 people from universities other than UNC Pembroke and members of the public. During Native American Heritage Month in November, the MSAI fills to capacity the 1,600-seat Givens Performing Arts Center for demonstrations of Native American dancing and storytelling.

Beyond the museum’s contribution to the economy and cultural enrichment of the region, the MSAI’s exhibits and special collections are central to the advancement of UNC Pembroke’s Southeast American Indian Studies program. This program is leveraging the campus’ unique history with the expertise of its faculty and collection of personal papers to become a nexus for scholars studying the history, culture, and influence of Native Americans in the southeastern United States. The MSAI’s collaboration with state and regional Native nations and agencies has yielded video documentaries, published articles, and monographs on a variety of topics, including the archaeology of southeastern North Carolina, Native languages and literature, and breast cancer outcomes among American Indian populations, among other topics. Furthermore, the Southeast American Indian Studies program is generating special interest among donors, and we believe that the Museum of the Southeast American Indian is an important part of that development.

As the only state institution in North Carolina founded for the sole purpose of serving the Native American population, The University of North Carolina at Pembroke nurtures a special relationship with the American Indians of southeastern North Carolina. Nowhere is that relationship more evident—and more in balance—than in the presence of the Museum of the Southeast American Indian on the campus of UNC Pembroke. As a contributor to the local economy, an instrument to achieve the mission of the university, and a symbol of the value and influence of American Indians in the state’s history, the Museum of the Southeast American Indian should continue to receive public funding.

Center for Innovation & Entrepreneurship (UNCW)

<http://uncw.edu/cie/research>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2013	2014	2.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 250,000	\$ 181,724	\$ -	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	70	5	0	75

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes



UNIVERSITY of NORTH CAROLINA WILMINGTON
CENTER FOR INNOVATION AND ENTREPRENEURSHIP

The UNC Wilmington Center for Innovation and Entrepreneurship (CIE) is a nurturing environment for innovators and entrepreneurs whose companies diversify and stimulate the coastal tourism economy. The center serves students and faculty as well as local startups interested in being a part of the business community. The CIE also serves as a point of reconnection for business-related alumni back to the university.

UNCW engages the business community through the CIE and its programs, which are aimed at integrating the university with entrepreneurial efforts in southeastern North Carolina to improve regional socioeconomic conditions. By encouraging local entrepreneurship and fostering regional economic development, the university enables new research and service opportunities for faculty as well as networking and employment opportunities for students. In this way, the CIE supports the university's mission to enrich the quality of life through "...education, the economy, the environment, marine and coastal issues, and the arts."

With a combination of event space, co-working space for "napkin-stage" startups, private office space, experienced mentors, and access to private capital, the CIE is a dynamic environment for faculty, students, and local companies. CIE events are unique in their focus on topics that empower startups to move to the next stage, including increasing sales, preparing successful SBIR grant proposals and developing effective investor presentations. The CIE connects emerging businesses with established business leaders, offering startups contact with those whose insights and experience can make or break an early-stage business. Within the CIE's first year alone, we have had over twenty-eight events with entrepreneurial and business development speakers to mentor young startups.

The CIE aims to help coastal entrepreneurs make better fundamental decisions at an early stage and set them on the path to success within the local, regional, and global economy. Since opening its doors in September 2013, the CIE is now the home of 29 new companies, and dozens of jobs and internships have been created for UNCW students. The CIE also supports student- and faculty-based companies helping to commercialize research strengths on campus in areas such as facial recognition software and drug delivery innovations.

While generations of UNCW's finest graduates have moved to bigger cities for better career opportunities, there is now a renewed sense of momentum with CIE portfolio companies, such as Next Glass, which recently gained attention for launching as the #1 App in the App Store – based in part on work done at the CIE. Its founder and chairman George Taylor has credited the CIE as their first base of support and for connecting the company with regional resources that have never been available east of I-95. NextGlass has hired 20 people, paying twice the average annual salary of the county, and is investing \$2 million in a new headquarters in downtown Wilmington. While NextGlass is an early success, the CIE is also working to prepare the next generation of coastal companies for similar success. CIE clients and tenants have been featured in publications such as the Wall Street Journal, Washington Post, Forbes, and via outlets such as CNBC, Fox Business News and Time Warner Cable News statewide.

The CIE was recently chosen as one of 50 winners of the Growth Accelerator Fund competition sponsored by the Small Business Administration from among over 830 accelerators in the country. The award consisted of a \$50K grant and an invitation to the White House to share best practices with other accelerators across the nation.

Swain Center for Business and Economic Services (UNCW)

<http://csb.uncw.edu/cbes/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1981	2014	3.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 115,584	\$ 76,287	\$ 160,724	\$ 20,652	\$ 90,537	\$ 107,080

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	0	0	0

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes



UNIVERSITY of NORTH CAROLINA WILMINGTON

H. DAVID AND DIANE SWAIN CENTER
FOR BUSINESS AND ECONOMIC SERVICES

The H. David and Diane Swain Center for Business and Economic Services emphasizes outreach into the private and business community to meet the trade and industry needs of North Carolina. Its activities include providing training for the region's workforce, forecasting the economy, and partnering in projects with students and faculty across campus. UNCW's mission statement dedicates the Swain Center to "the integration of teaching and mentoring with research and service... distinctive student involvement in faculty scholarship... [and to] enriching the quality of life through scholarly community engagement in such areas as... the economy." The Swain Center is a critical contributor to the university's mission.

Serving as a source of Economic Data for Southeast North Carolina: A primary function of the Swain Center is to serve the region through its role as the "go-to" source for accurate data and information about the region. Through the work of university faculty, students, and staff, the Swain Center provides enormous value to the state and region by capturing and disseminating information about the economy and the impact of commercial and non-profit initiatives in the region. The center also maintains a massive database containing numerous measures of socioeconomic activity in the region, state and nation. Access to the Swain Center's 160 data sets is provided through the web, email and land-based requests. Swain uses the data to provide economic forecasts useful for business decision making.

Providing training for the region's workforce: The Swain Center adds significant value to the Wilmington area by offering professional training opportunities for the region's workforce as part of the university's commitment to scholarly community engagement. The primary targets for the programs offered by the Swain Center are adults in the region requiring job-specific training and continuing education. A significant portion of the training programs offered by university faculty through the Swain Center are customized offerings developed for specific organizations. For example, Swain partners with the Marine Corps on a "Train the Trainer" program that includes modules such as "Case Study Method," "Design and Delivery of Instructor Led Training," and "Effective Teaching Strategies," delivered by faculty in the Department of Communication Studies and the Watson College of Education. The Swain Center also offers focused, short-term open enrollment courses and programs in topics such as project management, data analytics and emotional intelligence that are designed to equip managers and front-line employees with the skills they need to make them more competitive.

Supporting Regional Engagement by Students and Faculty: The Swain Center has ongoing programs such as the Youth Entrepreneurship Program and the UNCW/AARP partnership that provides service and outreach to the region. An example of a recent program that has been coordinated through the efforts of the Swain Center is the regional branding effort in the Wilmington area. This program has involved faculty and students from the Cameron School of Business and the Department of Communication Studies to develop a brand for the Wilmington area. University faculty and students developed and implemented a survey of area residents and are currently developing logos and slogans that execute the brand promise to create a meaningful brand. This type of regional engagement provides enormous value to the community as well as tremendous learning opportunities for UNCW students.

Endowment: In October 2009, David and Diane Swain provided a generous gift to support the Center and its mission of outreach and community engagement. As a result of this gift and other funding sources, the Swain Center is able to provide the activities identified above with minimal state support.

Center for Design Innovation (UNCSA & WSSU)

www.centerfordesigninnovation.org

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2005		4.50

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 371,050	\$ 43,512	\$ 371,051	\$ 6,951	\$ 367,836	\$ 150,215

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

	Original Submission	Updated Submission
Space	\$ -	\$ -
Computers, software, office equipment and furnishings	\$ -	\$ -
Course buyout for director	\$ -	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -	\$ -
Other	\$ 154,487	\$ 56,632
Total value of in-kind support	\$ 154,487	\$ 56,632

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
187	57	3	677	924

Is the center degree-related?

Yes

Does the center offer:

Required courses for one or more degree programs?

Yes

Elective courses for one or more degree programs?

Yes

Training for undergraduate or graduate students not funded by center/institute?

Yes

Work study?

No

Workshops, open house events, or other one-time interactions?

Yes

The University of North Carolina Center for Design Innovation (CDI) is a multi-campus research center in Winston-Salem. Our mission is to catalyze economic development in the Piedmont region through design and technology-focused activities and creative practices that are at the nexus of technology and culture. Our goal is to cultivate future innovators within our affiliated campuses and greater regional community by providing a platform for K-12, undergraduate, graduate and lifelong learners to learn while extending the platform with resources for professionals to build. The UNC School of the Arts and Winston-Salem State University are our constituent UNC campuses as well as Forsyth Technical Community College. We collaborate on research projects with Wake Forest University and other local, national and international academic and industry partners. Operating as a multi-campus research center allows CDI to leverage the resources of the partner colleges to support the research of our faculty and co-curricular activities while providing valuable outreach to the Triad region. The center was established to fulfill the strategic directions recommended by the Northwest North Carolina Comprehensive Economic Development Report, published by Forsyth County Economic Development Commission.

Our new Director, Pamela L. Jennings, PhD came on board in October 2014. Under her leadership we are preparing to occupy our new world-class research facility in the first quarter of 2015. This is a 24,000 sq. ft. permanent facility, located in the Winston-Salem Wake Forest Innovation Quarter. It will house facilities for creative learning and production in advance technologies including big-data visualization, immersive performance, rapid prototyping, and creative industries and hardware focused business incubation.

The Center for Design Innovation (CDI) is critical to the mission of Winston-Salem State University. A major goal of our strategic plan for academic excellence is to provide our students with innovative engaged learning opportunities that will prepare them to assume leading positions in industry and society. CDI offers our students an unparalleled learning opportunity that combines cutting edge research, experiential learning, and knowledge about the economic development needs and desires of the broader community. CDI enables our students to understand the needs of our local community while providing them unique access to industry leaders and creative entrepreneurs in the Wake Forest Innovation Quarter. CDI's distinctive collaborative culture connects our students with faculty and students at UNCSA and FTCC as well as professionals in the broader Winston-Salem community thereby exposing them to opportunities for learning beyond walls of a single university. In the city of Arts and Innovation, CDI directly connects with WSSU's educational mission and helps to fulfill our institutional commitment of working with the community on common goals to enhance the economic and social life of Winston-Salem. *-Brenda Allen, Provost, WSSU*

The Center for Design Innovation (CDI) provides mission critical opportunities to students and faculty at UNC School of the Arts (UNCSA) in various ways. CDI provides learning experiences that foster collaboration, creativity, and innovation, which is central to training twenty-first century performing artists of the highest caliber, which is the primary mission of UNCSA. Likewise, UNCSA's mission "to serve and enrich cultural and economic prosperity" is enriched by CDI by providing students and faculty opportunities to participate in community engagement through collaborations with innovative leaders, and through participation in creative programming that benefits the local community and state. Through both research projects and community-based programming, CDI provides experiential learning opportunities for UNCSA students that otherwise would not exist. *- David Nelson, Provost, UNCSA*

The following information was either missing or incorrect in the phase 1 review data collection for the CDI.

Legislative Mandates

1. FY04-05 H1414 (SL2004-124 pages 191 and 192) PART XXXII. CAPITAL APPROPRIATIONS/CAPITAL APPROPRIATIONS/GENERAL FUND/SECTION 32.1., UNC System Center for Design Innovation \$2,000,000.
2. GENERAL ASSEMBLY OF NORTH CAROLINA, SESSION 2003, SESSION LAW 2004-179, HOUSE BILL 1264 \$10,000,000 land acquisition, site preparation, and engineering, architectural, and other consulting services for a Center for Design Innovation to be operated jointly by WSSSU and the UNCSA.

In-Kind Support

The in-kind support of CDI represents salary and benefits for faculty researchers from WSSU and UNCSA who have a portion of their time dedicated to the CDI. The responsibilities of the CDI research faculty are to help develop research initiatives connecting the center to the campuses and broader community. The initial data provided for the GA BOG C&I review had Hristov (WSSU) at 1.0 FTE dedicated to CDI. A conversation between the CDI Director and WSSU has since corrected that to .5. The corrected data is as follows: Hristov .5 FTE WSSU (Salary & Benefits) \$56,632; Louchouart .5 UNCSA (Salary & Benefits) \$41,223; **Total: \$97,855**

Cherokee Center at WCU (WCU)

Cherokeecenter.wcu.edu/

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1975	2010	2.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 77,588	\$ -	\$ 80,088	\$ -	\$ 79,120	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
600	100	5	60	765

Is the center degree-related?

No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The Cherokee Center is critical to the WCU mission because it strengthens the partnership between the Eastern Band of Cherokee Indians (ECBI) and WCU. This center serves the educational needs of the Eastern Band of Cherokee Indians and surrounding communities, acts as the cultural bridge between the Cherokee Qualla Boundary and WCU, and provides a historical basis of support for the partnership between WCU and the ECBI and its associated enterprises, such as Harrah's Cherokee Casino.

In addition to the above, the Cherokee Center provides learning opportunities through Cherokee language instruction across the entire UNC System, mentoring programs, and support of student success and retention.

The Cherokee Center enables regional engagement between WCU and the ECBI (one of the largest employers in the Western region) through commitment to a partnership of service, experiential learning, and education access. Engagement, student success, and cultural diversity are also supported through interaction between university students in the UNC System and outreach to K-12 students within the Qualla Boundary.

The Cherokee Center supports several initiatives in WCU's *20/20 Vision* strategic plan:

- Strategic Direction #2 - Enrich the Total Student Experience
 - Enhances partnership with the ECBI. The ECBI, through Harrah's Cherokee Casino, is a major employer of WCU students. These students have work experiences that provide experiential opportunities in the students' program of study.
 - Increases opportunities for cultural diversity and interaction.
- Strategic Direction #3 - Enhancing our External Partnerships
 - Enhances historical partnership with the ECBI
 - Encourages tourism and regional engagement with the ECBI and their associated enterprises, such as Harrah's Cherokee Casino.

The Cherokee Center, unique to the Western region, is mission critical to WCU because it enhances WCU's external partnerships with the ECBI and its associated entities, while also promoting cultural diversity across the UNC System.

Highlands Biological Station (WCU)

<http://highlandsbiological.org/>

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	1929	2010	1.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 268,359	\$ 239,678	\$ 371,023	\$ 126,259	\$ 368,899	\$ 15,343

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
3,082	236	51	18,950	22,319

Is the center degree-related? Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	Yes
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

The Highlands Biological Station (HBS) is critical to the WCU mission because it directly provides long-standing programs in learning, research and service for the WCU community, the western NC region, and all 17 University of North Carolina institutions.

HBS specifically creates or supports (1) experiential learning opportunities in diverse biological /environmental sciences, (2) research experience for undergraduates, graduates, and post-graduates, and (3) service and community engagement for local, state, and federal organizations. This engagement includes programming provided for K-12 schools of the surrounding western North Carolina counties, the NC Wildlife Resources Commission, USDA-Forest Service, and the US Army Public Health Command. HBS is further valued for its promotion of tourism and informal education in western North Carolina through the affiliated Highlands Nature Center museum and Highlands Botanical Garden.

The mission and products of HBS resonate with the goals and initiatives of WCU's 20/20 Vision strategic plan:

- Strategic Direction #1- Fulfill the Educational Needs of Our State and Region
 - Delivering high-quality academic programs designed to promote regional economic and community development, with curricular focus areas that include education and promoting regional leadership in the study of the environment and environmental policy.
- Strategic Direction #2 - Enrich the Total Student Experience
 - Enhance academic excellence and personal growth by enriching the total student experience through experiential learning opportunities in program of study.
- Strategic Direction #3 - Enhancing our External Partnerships
 - Enhance external partnerships, achieved through long-standing relationships with local businesses, non-profits, government agencies, and others.

HBS also directly supports the 2013 Our Time, Our Future: UNC Compact with North Carolina's "Goal 3 – Serving the People of North Carolina" by applying research and scholarship to the state's challenges and directly engaging with specific needs of businesses, nonprofit groups, and governments throughout North Carolina.

HBS has a nearly 90-year tradition of high-quality science education that is not duplicated on any college campus, because its academic courses are designed to be immersive and time-intensive. These afford a level of training not readily duplicated in traditional academic departments, as students gain significantly more hands-on experience with their subject than in a traditional classroom course. HBS is purposely sited in a "natural classroom" with ready access to diverse environmental zones from low- to high-elevation, river gorges of the Blue Ridge Escarpment, and National Forest and National Park lands. It offers a base for unparalleled learning and research opportunities in temperate-zone terrestrial and aquatic systems. In addition to student training, HBS regularly offers immersive workshops and courses for science educators, life-long adult learners, and summer internships for undergraduate and graduate students. The value and effectiveness of this field-station-based educational model for STEM education was recently highlighted in reports issued by the National Science Foundation (2013) and the National Research Council (2014). WCU and the University of North Carolina System are proud to boast one of the oldest and best-known such field stations in the USA.

In summary, the Highlands Biological Station is mission-critical to WCU because of its direct positive support of instruction, research, and service to WCU, the western NC region, UNC System, and our State. HBS is at the very core of the WCU and the University of North Carolina missions by providing decades of academic teaching, learning, research output, "K-gray" public programming, and tourism.

Public Policy Institute (WCU)

<http://www.wcu.edu/about-wcu/centers-institutes-affiliates/public-policy-institute/index.asp>

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2009	2012	0.50

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 19,914	\$ 6,292	\$ 19,914	\$ -	\$ 27,914	\$ -

Are State Appropriations Required Match for Outside Funding?

No

Is in-kind support required match for outside funding?

No

Value of in-kind support received for :

Space	\$ 2,488
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ 2,488

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	435	15	100	550

Is the center degree-related?

Yes

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	Yes
Workshops, open house events, or other one-time interactions?	Yes

The Public Policy Institute (PPI) is critical to the WCU mission as it directly creates learning opportunities that incorporate teaching, research, service and engagement through varied methods and provides a direct impact in the Western NC region. Past activities include conducting regional and statewide surveys, producing policy evaluations, and hosting area events and activities related to policy issues. The PPI provides unique and important benefits to both the students of WCU and to local governments, regional governmental councils, nonprofits, and citizens in the area.

For students, the PPI provides direct learning opportunities by having undergraduate and graduate students work in real-world applications for community partners. From these projects, students not only gain practical experience in the public and nonprofit sectors, but also make professional contacts that have led to full-time jobs. Students frequently collect data, assist with programming, co-author reports and articles, and act as full partners in the research process. Examples of projects from 2013-14 included: 1. Conducted a citizen satisfaction survey on crime and law enforcement for Henderson County, NC; 2. Conducted a statewide survey of city and county managers assessing citizen and government interactions; 3. Held a town hall meeting in Franklin, NC, concerning economic development; 4. Organized and conducted research for the WNC Food Policy Council for the western seven NC counties to deal with regional food shortages; 5. Hosted several forums, debates, and panel speakers that were open to the public; 6. Conducted a fundraising plan for the Appalachian Women's History Museum; 7. Planned the development of a new town park for Maiden, NC. In each of these activities, students were involved in every phase of the project, including presenting the final product to stakeholders. As one student commented:

The work is hands on, has real impact, yet is still based on an academic core. The opportunity to adopt and follow through on projects that interest me (and are relevant to my career goals) is invaluable as well. Simply put, this is probably the best experience I could have asked for.

For individuals and groups external to the University, the PPI serves as a vital resource for citizens, civic organizations, and nonprofit groups. The PPI serves the citizens by facilitating town hall meetings, debates, and other nonpartisan public events thereby providing important information and fostering the ability of community members to be life-long learners. For our community partners, the PPI serves as an incubator for civic and nonprofit organizations to stimulate ideas and programs that generate practical solutions to regional issues. The role of the PPI is amplified as these services are in high demand in Western North Carolina while other providers of assistance are scarce, given our region's rural character and the distance from other resources in the state. The PPI provides these crucial services to regional stakeholders while acting as a bridge to connect the University and the community. As stated by the mayor of one Western North Carolina town following a PPI-facilitated economic development event, "[These are] the type of outreach programs that are so vital to local governments."

PPI activities directly support three of WCU's strategic directions in WCU's 20/20 Vision strategic plan, including:

- Strategic Direction #1 – Fulfill the Educational Needs of Our State and Region
 - Integrate complex problem solving, communicating effectively, and civic engagement.
 - Deliver educational opportunities that promote regional economic and community development.
- Strategic Direction #2 - Enrich the Total Student Experience
 - Enrich the student experience through experiential learning opportunities in program of study.
- Strategic Direction #3 - Enhancing our External Partnerships
 - Enhance external partnerships through providing assistance in regional economic and community development efforts.

The PPI also directly supports the 2013 Our Time, Our Future: UNC Compact with North Carolina's "Goal 3 – Serving the People of North Carolina" by applying research and scholarship to the state's economic, civic and social challenges.

In summary, the Public Policy Institute is mission critical to WCU as the PPI fulfills the mission-specific goals of creating learning opportunities, is vital for campus engagement, and conducts activities that improve individual lives and enhance economic and community development in Western North Carolina.

Cherokee Center

Center for Community Safety (WSSU)

www.centerforcommunitysafety.org/

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	2001		1.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 132,506	\$ 153,000	\$ 131,934	\$ 261,000	\$ 125,509	\$ 508,850

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ 68,000
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -

Total value of in-kind support \$ 68,000

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	0	0	0

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	Yes
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

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Winston-Salem State University's (WSSU) Center for Community Safety (CCS) is a multidisciplinary, research and public service center. The CCS was established in 2001 to provide a structured framework to foster and support the linkage of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research and creative activity that address critical societal issues and contribute to the public good. CCS's mission is to engage communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity to address to a broad array of issues primarily in neighborhoods beset by crime, poverty and other social challenges. The distinctive component of this mission is the purposeful elevation of safety within an overarching "community ideal" framework as a platform for academic scholarship across multiple disciplines to support economic development, educational attainment, health care access and neighborhood stability. Through the CCS, WSSU is able to partner with the community as students, faculty, and staff contribute to increasing opportunities for all residents and improve the quality of life for the community.

The CCS framework is an embodiment of the university's outreach and engagement strategy to achieve academic excellence. The CCS provides fertile ground for connecting the intellectual work of faculty with the policies and practices that drive the issues and outcomes for improved standards of living for all people. It is a platform for a novel concept of learning that integrates knowledge from across academic disciplines and deploys the best learning to develop collaborative community solutions within a creative context that values connects diversity and innovation. With the CCS, opportunities are created for faculty and students to contribute to issues and topics that are important to governmental and philanthropic organizations who often solicit research and funding proposals the unique attributes of our platform and ability to develop community based collaborations. As such, the CCS is well positioned to attract public and private funding. Indeed, since its inception CCS has received over \$12,000,000 in grants that have helped to support opportunities for undergraduates to participate in research and support for faculty to increase their research engagement and activity. This fact has also enabled the CCS to provide significant return on the investment provided by state funds.

CCS brings disparate community organizations together in Forsyth County to collaborate on implementing evidence-based interventions across multiple social systems. The CCS facilitates continuous collaborations with over 40 local, state and national partners in community-based interventions. These collaborations provide unique opportunities for students to incorporate experiential learning into their academic program and infrastructure for research to enhance faculty learning environment. More than 120 paid internships for WSSU students and former students to participate in experiential learning experiences and more than 30 WSSU faculty members have continued pursuit of research or scholarship interests or projects (including journal publications) through funding or operational and technical support provided by the CCS.

Most prominent are the Winston-Salem/Forsyth Community Safety Partnership (CSP) and the Forsyth Disproportionate Minority Contact (DMC) Committee. The CSP works as a collaborative for the coordination and efforts of violence reduction strategies employed by a combined effort of the law enforcement community, health and human services, faith community, educational institutions and government entities of Forsyth County. The group shares information on current services or programs available or needed, rehabilitation trends, research findings, training needs, awareness opportunities and other options and programs that the CSP strategy can utilize.

The CCS also leads the collaboration of multiple youth serving agencies in the Forsyth Disproportionate Minority Contact (DMC) Committee. Disproportionate Minority Contact (DMC) is defined as "the disproportionate number of juvenile members of ethnic minority groups who come into contact with the juvenile justice system," and in many communities all across the country minority youths tend to be over represented in the juvenile justice system. Through the CCS, WSSU faculty researchers provide the analysis of local data to determine the extent of DMC not only in juvenile justice but also as represented in school suspensions, arrests and social service out of home placements. The work by WSSU faculty is a key factor in WSSU being selected to complete the first ever statewide assessment of DMC.

Center for Economic Analysis (WSSU)

NOTE: Campus reported that this center has been suspended as of 2014.

Primary Mission	Year Established	Date of Last Review	Center FTE
Research	2006		0.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
0	0	0	0	0

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	No

North Carolina Center for International Understanding (UNCGA)

ciu.northcarolina.edu

Primary Mission	Year Established	Date of Last Review	Center FTE
Service	1979		8.00

Financial Information

13-14 GF Appropriation	13-14 Other Receipts	12-13 GF Appropriation	12-13 Other Receipts	11-12 GF Appropriation	11-12 Other Receipts
\$ 492,353	\$ 732,057	\$ 489,008	\$ 669,954	\$ 468,154	\$ 509,895

Are State Appropriations Required Match for Outside Funding? No

Is in-kind support required match for outside funding? No

Value of in-kind support received for :

Space	\$ -
Computers, software, office equipment and furnishings	\$ -
Course buyout for director	\$ -
Access to specialized fee-for-use equipment or facilities	\$ -
Other	\$ -
Total value of in-kind support	\$ -

Student Information

Pre-K-12 Students Involved	University Students Involved	Graduate Students Involved	Other Students	Total Students Involved
8,500	0	0	105	8,605

Is the center degree-related? No

Does the center offer:

Required courses for one or more degree programs?	No
Elective courses for one or more degree programs?	No
Training for undergraduate or graduate students not funded by center/institute?	No
Work study?	No
Workshops, open house events, or other one-time interactions?	Yes

Summary of Center for International Understanding (CIU)

Since 1979, CIU has helped current and future leaders in North Carolina connect to the rest of the world through innovative international and domestic programs. Under CIU's leadership, more than 8,000 North Carolinians have gone abroad to 48 different countries to examine international best practices in education, economic development, health care and energy. New executive director Rick Van Sant, with a long career in education and the private sector on three continents, began work December 3.

As an affiliated entity of UNC General Administration, CIU has been an important part of the University through its active participation in the University Council on International Programs, drawing on university faculty and leadership for expertise and helping advise UNC on international strategy. Leveraging state money with privately-raised funds, CIU runs the following major programs:

Global Leaders – CIU has led more than 150 legislators and local leaders on study trips to China, India, Mexico (all identified in Our Time, Our Future as “strategic geographies” for UNC), as well as other countries to promote job-creating reverse investment and to explore international best practices in key areas affecting North Carolina's economy – workforce development, global trade, education and training -- and to use their findings to inform policy in North Carolina. One result of these missions: the formation of the nation's first legislative International Business and Trade caucus.

Global Teachers – Getting students ready for the global economy starts with getting teachers more knowledgeable about the global economy. CIU's Global Teachers program is an intense study immersion program in selected countries that represent international best practices in education. Some 750 teachers across the state have explored issues like technology, math and science education, energy conservation, and the nexus of public education and national economic goals in 14 different countries. They return to integrate global knowledge into school lessons and share their learning with administrators and their community, and to better prepare students for university-level study.

China Programs – CIU has helped UNC and the State Board of Education ensure that students are “globally ready” through a series of China-related programs. CIU helped plan the UNC Board of Governors trip to China in 2012. Since 2010, CIU has managed a program to bring Chinese guest teachers to NC classrooms, resulting in more than 8,000 K-12 students learning Chinese in 38 different schools. And CIU has led more than 300 educators to China to better understand the state's #3 trading partner and to better prepare students for the global economy.

Latino Initiative – for the past 15 years, CIU has led delegations of regional education, business, and government leaders to Mexico to help them know more about the state's #2 trading partner and #1 source of immigrants. Some 750 alumni of this award-winning initiative have returned and developed creative projects to address the challenges and opportunities North Carolina faces in trade, farming, schools, state agencies and the court system in its relationship with Mexico.

The new report on UNC international programs, Global Connections, which will be presented to Ed Planning on December 4, highlights the work CIU has done in collecting data on the global economy in each North Carolina county through its nationally-recognized “heat map” and its work with UNC schools of education in developing their “internationalizing teacher education” initiative. The report also calls on CIU to bring together leaders to develop a statewide strategy for North Carolina to connect more effectively to the global economy, through trade, foreign direct investment, education, cultural exchange and other means. The Economic Development Board's 2014 “Jobs Plan” calls for new efforts to leverage the state's “global corporate and educational connections to attract and grow jobs.” CIU is a key part of the University's efforts to respond to this challenge.