6. Centers and Institutes Report and Recommendations...James Holmes

Situation: The UNC Board of Governors' established a Working Group to review 240 Centers and Institutes in operation at 16 campuses. The working group has met over the past 5 months and has published the attached report.

Background: This report reflects the work and recommendations of the Board of Governors' Working Group on Centers and Institutes.

The Working Group was tasked with reviewing the 240 centers and institutes located on all 16 university campuses and General Administration to determine if each center is meeting its intended purpose, enhancing the education, research, and service mission of the University, and providing more value than the investment of state funds, university funds, and in-kind support.

The purpose of centers and institutes is to bridge academic organizational structures in ways that facilitate collaboration and problem solving, provide infrastructure and services, and enhance the academic mission of the University in education, research, scholarship, and engagement. In FY 2013-14, centers and institutes received $69 million from General Fund sources, and an additional $14 million of in-kind state support. During the same period, they collectively earned at least $556 million from non-General Fund sources. Since FY 2008-09, state support for centers and institutes has declined 40 percent, from $115 million to $69 million.

Following a rigorous three-phase process, the Working Group validated the status of 207 centers and institutes and recommends campuses take specific action to address issues identified at 16. Additionally, it recommends the close monitoring of ongoing efforts to improve the coordination and efficient operation of the nine centers and institutes focused on coastal and marine science. Lastly, campuses self-identified eight centers and institutes for which review has begun or is planned, and the Working Group recommends they continue these processes and report to the Board of Governors on actions taken by July 1, 2015.

The Working Group also reviewed existing policies and regulations related to the establishment, operation, and dissolution of centers and institutes and proposes modifications in the following areas: advocacy, regular campus review, financial sustainability, and training of center and institute directors.

Assessment: The Working Group voted on February 18, 2015 to endorse the report and refer it to the Committee on Educational Planning, Policies, and Programs.

Action: This item will require a vote of the committee and full board.

Report
Board of Governors' Working Group
on Centers and Institutes

Working Group Members
Jim Holmes, Chair
Peter Hans
Steve Long
Ann Maxwell
Ed McMahan
Doyle Parrish
Joan Perry

February 2015

UNC BOARD OF GOVERNORS
WORKING GROUP ON CENTERS AND INSTITUTES

EXECUTIVE SUMMARY

This report reflects the work and recommendations of the Board of Governors' Working Group on Centers and Institutes.

The Working Group was tasked with reviewing the 240 centers and institutes located on all 16 university campuses and General Administration to determine if each center is meeting its intended purpose, enhancing the education, research, and service mission of the University, and providing more value than the investment of state funds, university funds, and in-kind support.

The purpose of centers and institutes is to bridge academic organizational structures in ways that facilitate collaboration and problem solving, provide infrastructure and services, and enhance the academic mission of the University in education, research, scholarship, and engagement. In FY 2013-14, centers and institutes received $69 million from General Fund sources, and an additional $14 million of in-kind state support. During the same period, they collectively earned at least $556 million from non-General Fund sources. Since FY 2008-09, state support for centers and institutes has declined 40 percent, from $115 million to $69 million.

Following a rigorous three-phase process, the Working Group validated the status of 207 centers and institutes and recommends campuses take specific action to address issues identified at 16. Additionally, it recommends the close monitoring of ongoing efforts to improve the coordination and efficient operation of the nine centers and institutes focused on coastal and marine science. Lastly, campuses self-identified eight centers and institutes for which review has begun or is planned, and the Working Group recommends they continue these processes and report to the Board of Governors on actions taken by July 1, 2015.

The Working Group also reviewed existing policies and regulations related to the establishment, operation, and dissolution of centers and institutes and proposes modifications in the following areas: advocacy, regular campus review, financial sustainability, and training of center and institute directors.

BACKGROUND

Session Law 2014-100, Appropriations Act of 2014, Section 11.1(a), directed the Board of Governors to consider reducing state funds for centers and institutes and redirect those funds to the University's five-year Strategic Plan and the Distinguished Professors Endowment Fund.

STRATEGIC PLAN AND DISTINGUISHED PROFESSOR ENDOWMENT FUND

SECTION 11.1.(a) Notwithstanding the provisions of G.S. 116-11 and G.S. 116-30.2, the Board of Governors and the campuses of the constituent institutions shall consider reducing State funds for centers and institutes, speaker series, and other nonacademic activities by up to fifteen million dollars ($15,000,000); if reductions are taken, then the Board of Governors may use those reductions to do either or both of the following:

(1) Provide a State match of up to ten million dollars ($10,000,000) for gifts from private sources for the Distinguished Professors Endowment Trust Fund.

(2) Expend up to five million dollars ($5,000,000) to implement provisions of The University of North Carolina Strategic Plan as set out in the report "Our Time, Our Future: The University of North Carolina Compact with North Carolina." These funds are in addition to the fifteen million dollars ($15,000,000) that may be expended pursuant to subsection (h) of Section 11.13 of S.L. 2013-360.

At the September 2014 meeting of the Board of Governors, General Administration staff presented a policy discussion item on centers and institutes. Key points from that presentation included:

- The purpose of centers and institutes is to bridge departmental, disciplinary, or institutional boundaries in ways that facilitate collaboration and problem solving, enhance the academic mission of the university in research, service, and instruction, and provide infrastructure and services to support education, research, scholarship, and engagement.

- There are 237 centers and institutes on the 16 university campuses.[1] Research institutions have the largest number, but every campus has at least one.

- These centers and institutes receive $69 million from General Fund sources, and an additional $14 million of in-kind state support.[2] They receive at minimum $556 million from non-General Fund sources. (Additional grants attributable to the centers and institutes may be accounted for in departmental budgets.)

- State support for centers and institutes has declined 40 percent since FY 2008-09, from $115 million to $69 million.

---

[1] *This presentation focused on campus centers and institutes, but the Working Group chose to also include UNC General Administration's centers and institutes. With these included, the total is 240.*

[2] *"In-kind sources" means support that one or more constituent institutions provides to a center or institute in the form of space, services (including faculty course buyouts), or use of equipment or other materials, for which the constituent institution does not receive payment.*

Following this presentation, the Working Group on Centers and Institutes was formed and charged with reviewing UNC's centers and institutes to determine whether each center is meeting the purpose that led to its creation, whether it is enhancing the education, research, and service mission of the University, and whether it is producing a reasonable return on the investment of state funds, university funds, and in-kind support. Further, the Working Group was asked to determine if additional policies or regulations were needed to appropriately govern the creation, management, review, and dissolution of centers and institutes.

The Working Group met seven times between September 2014 and February 2015. A summary of each meeting follows:

- October 3, 2014: The Working Group established the committee process for the center and institute review, discussed the Phase One review criteria *(see page 4)*, and discussed plans for the review of BOG policy and regulations related to centers and institutes.

- October 24, 2014: The Working Group reviewed the outcome of the Phase One review, determined the additional information needed for the Phase Two review, and established the criteria for the second phase *(see page 4)*.

- November 17, 2014 (via phone): The Working Group reviewed the outcome of the Phase Two review and established the additional information to be requested for Phase Three of the review *(see page 5)*.

- December 5, 2014: The Working Group reviewed the information submitted for Phase Three and determined which centers and institutes would be asked to present at the December 10 and 11 meetings.

- December 10 and 11, 2014: The Working Group heard presentations from Appalachian State University, East Carolina University, North Carolina Central University, North Carolina State University, University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, University of North Carolina at Wilmington, Western Carolina University, and Winston-Salem State University on centers and institutes still under Phase Three review.

- February 18, 2015: The Working Group met to finalize recommendations and approve the final report.

PROCESS
As noted above, at the October 3 meeting, the Working Group decided to use a phased approach to reviewing UNC's centers and institutes. Specifically, the Working Group reviewed in three phases, validating the continued existence and work of those centers that met various criteria in each phase. At any point during the review, committee members were permitted to request that a center or institute remain under review regardless of how it measured against the agreed-upon criteria.

Phase One

The following criteria (in applied order) were used for the Phase One review:

1. In-Kind Support: If the estimated value of non-monetary state and/or university support (faculty course buyout, space, etc.) was greater than $100,000, the center or institute was moved to Phase Two.

2. Required Course for a Degree: If the center or institute offers courses required for a degree, there was no further review.

3. Total Budget: If the total of General Fund and Non-General Fund sources (excluding in-kind support) was less than $50,000, the center or institute was moved to Phase Two.

4. Return on Investment Ratio: If the ratio of General Fund sources plus in-kind support to non-General Fund sources was less than 2:1, the center or institute was moved to Phase Two.

In total, 147 centers and institutes were validated (i.e., not subject to further review) as a result of the Phase One process; 93 moved on to Phase Two review.

Phase Two

For the Phase Two review, centers and institutes needed to meet two of the three criteria in order to be validated. These criteria were applied based on the reason each center or institute was included in Phase Two review. (For example, if in-kind support was greater than $100,000, then the in-kind support Phase Two criteria would apply.) Additionally, centers and institutes with a legislative mandate were removed from review.

The following criteria were used for the Phase Two review:

- In-Kind Support > $100,000

    1. Is the in-kind support required as a match for an outside grant?
    2. Is there a return ratio greater than 3:1?
    3. Does the center or institute offer required courses for a degree?

- Total Budget < $50,000

    1. Why is a center/institute the appropriate structure?
    2. What are the activities and output of the center or institute?
    3. How is the center or institute operating with such a small budget?

- Return Ratio < 2:1

    1. Is either in-kind support or state appropriation required as a match for an outside grant?
    2. Is the three-year trend for outside funding increasing?
    3. If the total budget is greater than $10 million, is the return ratio at least 1:1?

At the end of the Phase Two review, 37 centers were validated and not subject to further review, and 56 centers were moved to Phase Three. Additionally, nine centers were identified as coastal or marine-related. The Working Group determined that it would have a separate recommendation for these centers and neither validated them nor moved them to Phase Three review.

Phase Three
For Phase Three, the Working Group requested that each center and institute still under review submit a one-page document describing why it is critical to the mission of its university. The Committee reviewed these responses and determined which centers and institutes would be asked to present in person. Of the 56 centers and institutes in Phase Three review, 27 were asked to present. Seven additional centers, which noted in their one-page document that the campus was or would be reviewed for discontinuation, were given the option to present as well.

On December 10 and 11, the Working Group heard presentations on 30 centers and institutes – the 27 requested centers, plus three of the centers given the option. Each center or institute was allotted approximately 15 minutes to give its presentation and answer Working Group questions. During these presentations, campuses identified two additional centers that would undergo a campus review for discontinuation, and one of the seven originally-identified centers was validated.

The Working Group met on February 18, 2015, to finalize final recommendations on all centers and institutes.

RECOMMENDATIONS
Policy Changes
The basic framework for the establishment, management, and oversight of centers and institutes may be found in the UNC Policy Manual in Section 400.5[R]: Regulations on Planning, Establishing, and Reviewing Centers and Institutes in The University of North Carolina. Consistent with those regulations, each administrative campus maintains specific policies for the centers and institutes within its jurisdiction. The policies address the procedures for planning, establishing, reviewing and discontinuing centers as well as any requirements unique to particular campuses.

The information received by the Working Group during the review process and presentations revealed varied and sometimes inconsistent approaches to management oversight and operational review by administrative campuses. The Working Group attributed some of the inconsistency to administrative campuses' appropriate efforts to manage their centers and institutes by the particular structures on their campuses. Another portion of the inconsistency, however, stems from a lack of clarity and specificity in the campuses' policies and requirements.

Based on a review of the information received by the Working Group, and in consultation with the Working Group and chancellors, the President proposes to amend the existing centers and institutes regulations to clarify or add items addressing the following matters:

1. Chancellors to be responsible for ensuring that a regular comprehensive review of existing centers and institutes occurs at least once every five years;

2. Annual reviews of center and institute activities to occur;

3. Regular and established cycles for reviews of center and institute directors to take place;

4. Clarification to be made that centers and institutes are ultimately accountable to the chancellor of each administrative campus, and chancellors have the authority and responsibility to manage and oversee the activities of the centers and institutes associated with their institutions;

5. Clarification to be made of the financial and programmatic factors that should be addressed and analyzed when (a) establishing a center or institute, and (b) conducting ongoing comprehensive reviews of center and institute operations;

6. Cross references to be added to existing University policy prohibiting employees from engaging in political activity while on duty; engaging in political activity in the name of a center, institute, or administrative campus; or using center, institute, or University resources to engage in such activity; and

7. Chancellors to be responsible for ensuring that center and institute directors and professional staff receive comprehensive annual training concerning Internal Revenue Code restrictions on political and lobbying activities by 501(c)(3) organizations.

The proposed draft amendment to the regulation is attached as Attachment One. Consistent with the University's practices for the adoption of policies and regulations, the President has presented the proposed revised regulation to the chancellors of the constituent institutions for review and comment. Following the comment period, a final regulation will be prepared and issued by the President.

Center and Institute Actions

After the phased process described earlier in this report, Working Group members considered the following for each center and institute still under review: mission, interdisciplinary nature, the appropriateness of a center or institute structure for the activity, and capacity for outside fundraising. After careful consideration, the group made the following recommendations. (A full list of centers and institutes reviewed, grouped by recommendation and campus, is included in Attachment Two.)

Validated Centers

Through this process, 207 of the 240 centers and institutes have been validated by the Working Group meaning the Working Group recommends no further action on them. Through the phased review process, 197 centers and institutes were validated. Additionally, of the 30 centers and institutes that delivered presentations during Phase Three, the Working Group recommends no action on 10.

Special Campus Review for Discontinuation

Through this process, campuses self-identified eight centers that they were either already reviewing or had plans to review for potential discontinuation. The Working Group recommends that the campuses continue these processes and report to the Board of Governors on actions taken by July 1, 2015.

Campus Action Recommended

The Working Group recommends specific campus action on 16 of the 240 reviewed centers. The table below shows each recommendation.

Campus	Center/Institute	Recommendation
ASU	Brantley Risk and Insurance Center	Within the next 12 months, the campus should conduct a review of the Center. The review should address the administrative reporting of the director, consistent with 400.5 [R.]. The final review should be submitted to the chancellor and then shared with the trustees for information.
ASU	Research Institute for Environment, Energy and Economics	Within the next 12 months, the campus should conduct a review of the Center. The review should consider the consolidation of the Center's three administrative elements into a single unit. The final review should be submitted to the chancellor and then shared with the trustees for information.
ECU	Center for Diversity and Inequality Research	Within the next 6 months, the chancellor and board of trustees should evaluate the impact on funding if these activities were located in a department instead of a center and make any appropriate changes.
ECU	Center for Health Systems Research and Development	Within the next 12 months, the campus should conduct a review of the Center. The final review should be submitted to the chancellor and then shared with the trustees for information.
ECU	Center for Natural Hazards Mitigation Research	Within the next 6 months, the chancellor and board of trustees should evaluate the impact on funding if these activities were located in a department instead of a center and make any appropriate changes.
ECU	NC Center for Biodiversity	The campus should initiate processes to discontinue the Center.
NCCU	Institute for Civic Engagement and Social Change	The campus should initiate processes to discontinue the Center.

Campus	Center/Institute	Recommendation
UNC-CH	Carolina Center for Public Service	Within the next 12 months, the campus should conduct a review of the Center. The final review should be submitted to the chancellor and then shared with the trustees for information.
UNC-CH	Carolina Women's Center	Within the next 6 months, the campus should conduct a review of the Center. The review should determine the appropriate level of counseling and identify revenue sources to meet the need identified. The final review should be submitted to the chancellor and then shared with the trustees for information. Further, the Center should develop a mechanism to share best practices with other system campuses; these activities should be described annually in a report to the chancellor and trustees.
UNC-CH	Center for Civil Rights	Within the next 12 months, the campus should conduct a review of the Center. The review should define center policies around advocacy and conform with applicable university regulations. The final review should be submitted to the chancellor and then shared with the trustees for information.
UNC-CH	Center for Teaching and Learning (Center for Faculty Excellence)	Within the next 12 months, the campus should conduct a review of the Center. The final review should be submitted to the chancellor and shared with the board of trustees for information.
UNC-CH	Center on Poverty, Work and Opportunity	The campus should initiate processes to discontinue the Center.
UNC-CH	James B. Hunt, Jr. Institute for Educational Leadership and Policy	Within the next 12 months, the campus should conduct a review of the Center. The final review should be submitted to the chancellor and then shared with the trustees for information.
UNC-CH	University of North Carolina Institute on Aging	The center should provide an annual report on its activities and accomplishments to the chancellor.
WCU	Cherokee Center at WCU	Within the next 12 months, the campus should conduct a review of the Center. The review should address the administrative reporting of the director, consistent with 400.5 [R.]. The final review should be submitted to the chancellor and then shared with the trustees for information.
WSSU	Center for Community Safety	Within next 6 months, the campus should conduct a review of the Center. During this interval, there should be an intensive effort to secure non-state funding in order for the center to operate as it did previously and to develop a clear focus of the center's academic purpose. If new funding is not committed or received, the campus should initiate processes to discontinue the center. The final review should be submitted to the chancellor and then shared with the trustees for information.

Coastal/Marine Centers
Due to the complexity of the topic, the Working Group recommends that the ongoing efforts to improve coordination and efficient operation among these centers and institutes be closely monitored. Nine centers fall in this category, as shown in the table below.

UNC Coastal/Marine Centers and Institutes	
ECSU	Center for Remote Sensing Education and Research (CERSER)
ECU	Institute for Coastal Science and Policy (ICSP)
ECU	UNC Coastal Studies Institute
NCSU	Center for Applied Aquatic Ecology
NCSU	Center for Marine Sciences and Technology
NCSU	North Carolina Sea Grant College Program
NCSU	Water Resources Research Institute of the UNC
UNC-CH	Institute of Marine Sciences
UNCW	Center for Marine Science

Other Recommendations

Regular Campus Review
In addition to the center- and institute-specific recommendations above, the Working Group recommends that campuses ensure that by the end of the 2015-16 academic year, each center and institute has been reviewed within the last six years. The date of last review of a center or institute was required to be submitted as a part of Phase Two review. Of the 93 centers and institutes that reported the date of last review as part of the Phase Two process, 20 reported no date of last review, and 16 reported that the most recent review was before 2009.

Training of Center and Institute Directors
Each center or institute functions as part of one or more constituent institutions of the University and is subject to the management, oversight, and control of the chancellor of the administrative campus. University policy prohibits employees from engaging in political activity while on duty, and the Internal Revenue Code (IRC) limits the extent to which certain organizations that are tax exempt may engage in activities directed towards influencing legislation (lobbying), subject to applicable exceptions. In order to ensure compliance with these requirements, the Working Group recommends that each chancellor prepare and deliver annual compliance training to the directors of all centers and institutes concerning Internal Revenue Code restrictions on political and legislative activities.

Campus Funding of Centers and Institutes

One aspect of a center or institute's viability is its ability to generate or receive funding from non-state sources. In fact, this was one of the performance criteria considered in this analysis.

Many centers and institutes have been able to secure outside resources. The Working Group believes that expending the extra effort to raise external funding would greatly benefit the sustainability of other centers and institutes and possibly free up state funding for other investments at the campus level. The group believes that decisions in this area are best left up to leaders of individual institutions or entities of the University.

Chancellors are instructed to review each center or institute currently receiving General Fund support and determine the viability of implementing the following:

- Reducing General Fund appropriation by 25 percent over a three-year period

- Confirming that each center and institute has a plan to solicit outside funding

- Confirming that each center and institute has a plan in place to solicit funding from interested and supportive alumni and is implementing this plan

- Confirming that each center and institute is actively pursuing grant funding aligned with the mission and purpose of the organization

The chancellor or his or her designee will determine the viability of implementing the reductions for each center on an individual basis. The campus will issue a report to the board of trustees that identifies those centers that will be monitored for funding reduction.

The funds will be redirected into campus needs at the chancellor's discretion.

Attachment One:

Proposed Draft Amendment to UNC Policy Manual 400.5[R]

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

**Regulations on Planning, Establishing, and Reviewing
Centers and Institutes in the University of North Carolina**
A

I.   Introduction, Purpose, and ScopeDefinitions

The University of North Carolina (UNC) encourages partnerships — within, across, and beyond its constituent institutions — that maximize the capacities of UNCthe University and the constituent institutions to address complex problems of importance to North Carolina, the nation, and the world. Such partnerships may take the form of centers and institutes. Centers and institutes are particularly effective structures when efforts require cross-disciplinary or cross-unit coordination. Centers and institutes, when formed, should result in strengthened and enriched programs around the core missions of research, service, and instruction; enhanced opportunities for faculty, staff and studentstudents; heightened economic impact in the state; and a reduction in duplication within UNC.

A.   Purpose. This regulation has three purposes:

1.   Provide a framework upon which campuses should build detailed policies and protocols to guide the planning, establishment, management, and discontinuation of institutional centers and institutes (Section II.);

2.   Define University System Multi-Campus Centers or Institutes and the role of UNC General Administration (UNC-GA) in the management and oversight of them (Section III.); and

3.   Establish requirements for management oversight and reporting on centers and institutes (Section IV.).

B.   Definitions

1.   "Center or Institute." For purposes of classification, there is no technical distinction between the terms *center* and *institute*. In practice, an institute frequently refers to an entity having a broader scope of activity than a center. For example, an institute may create centers as separate units within its administrative structure. Centers and institutes may require new infrastructures to facilitate administration, fiscal management, and on-going activities. Many centers and institutes report to or involve only a single UNC campus. Some involve more than one UNC campus and require significant, sustained, and necessary multi-campus collaboration in one or more aspects including leadership, governance, mission, core activities, funding, and other resources. A center or institute within UNC may, under appropriate circumstances, include the participation of other institutions, agencies, or organizations, such as other colleges and universities, schools, hospitals, industry, foundations, or governmental bodies. Centers and institutes do not have jurisdiction over academic curricula, although they may offer courses in cooperation with academic units.

This regulation has three purposes:

1.   provide a framework upon which campuses can build detailed policies and protocols that guide the establishment and management of institutional centers and institutes (Section B);

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

2.   define University System Multi-Campus Centers or Institutes and the oversight role of UNC General Administration (UNC-GA) in these (Section C); and,

3.   outline expectations for reporting on centers and institutes (Section D).

B2.   "General Fund sources" means financial resources originating from the State's General Fund, including state appropriations and tuition receipts.

3.   "Non-General Fund sources" means financial resources originating from sources other than the State's General Fund, including fee receipts, endowment income, institutional trust funds, and outside grants.

4.   "In-Kind sources" means support that one or more constituent institutions provides to a center or institute in the form of space, services (including faculty course buyout), or use of equipment or other materials, and for which it does not receive cash payment.

5.   "Political activity" means, as described in Section 300.5.1 of the UNC Policy Manual, actions directed toward the success or failure of a candidate for public office, political party, or partisan political group including, but not limited to, campaigning, political management, and soliciting financial contributions for political purposes.

II.   Regulations for Centers and Institutes

The following regulations generally apply to centers and institutes that involve only a single UNC constituent institution. Additional considerations are included for and to constituent institutions that serve as administrative campuses for centers and institutes that require significant and sustained involvement of more than one UNC constituent institution.

A.   Authority. Campuses shouldwill adopt the following authoritative roles in their own policies and procedures.

*This version of 400.5[R] was approved by the President on October 21, 2009.

a1.   Administrative campus. Each center or institute must designate an administrative campus. For centers and institutes situated on a single campus, this designation is straightforward. Full authority and responsibility for the oversight of institutional centers and institutes rests at the campus level, including establishment, management, and discontinuation. For centers and institutes involving more than one UNC campusconstituent institution, agreement on an administrative campus must be reached. Administrative campuses are responsible for the general and fiscal oversight and management of their institutional centers and institutes, in accordance with this regulation and campus level policies and procedures.
b
2.   Board of trustees. The board of trustees of each administrative campus has the authority to approve campus level policies on centers and institutes and to authorize establishment and discontinuation of institutional centers and institutes. The board of trustees may, upon official action, delegate authorization for establishment or discontinuation to the Chancellor. consistent with these regulations and the directions of the president or the Board of Governors.
c

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

3.   Chancellor. The chancellor of each administrative campus, as the executive and administrative head of the constituent institution, is responsible for the oversight and management of each center or institute situated at the campus. The chancellor is responsible for carrying out the requirements of the applicable policies of the Board of Governors and board of trustees with respect to centers and institutes, and for ensuring that all requirements of this regulation are implemented and followed.

4.   Directors. Subject to the approval of the chancellor of the administrative campus, each center or institute must ~~identify~~have a director~~.~~, who shall report to a dean or another Senior Academic and Administrative Officer (SAAO) designated by the chancellor or the provost. Center and institute directors are responsible for the day-to-day programmatic, fiscal, and personnel decisions associated with the center and institute mission and core personnel.
~~d~~
5.   Center or institute boards or committees. ~~A center or institute~~A chancellor of a constituent institution may determine that an advisory or policy board is needed for a particular center or institute. Boards or committees are particularly useful when the center or institute must coordinate efforts across departments, units, or institutions. Such boards do not have the authority to make hiring offers to directors or other staff. While boards may make recommendations regarding the use of center and institute funds, such entities do not have the authority to access, use, or otherwise control funds associated with the centers and institutes.
~~e~~
6.   Authority through bylaws, memoranda of understanding, or other governing documents. Centers and institutes, particularly those requiring sustained involvement across multiple ~~campuses or partner~~constituent institutions, may address certain aspects of their management through bylaws, memoranda of understanding (MOUs), or other governing documents~~.~~, subject to the oversight and approval of the chancellor or the chancellor's designee. Examples of decisions that ~~can~~may be localized at the center or institute level include processes for appointing and staggering terms of board members, requirements for adding new partners or partner campuses, or agreements on leadership and logistics for specified collaborative initiatives. Centers and institutes that involve multiple campuses, but without such documents, are considered under the full authority of the administrative campus as defined above, in Sections ~~1a thru 1d~~II.A.1., through II.A.2.
~~2~~
B.   Planning. A planning period can serve many purposes for a conceptualized center or institute, including time to demonstrate the validity of the concept, define partner relationships and roles, or identify fiscal and other resources required for sustainability. Administrative campuses must have policies that address the following aspects of the planning of institutional centers and institutes:
~~a~~
1.   Clear process for requesting authorization to plan a center or institute. Minimum required documentation should include:
~~i~~
a.   Relevance of the proposed center or institute to the mission of administrative campus and UNC;
~~ii~~
b.   Objectives of the proposed center or institute and why the objectives cannot be achieved within existing institutional or University structures, including individual schools, departments, and/or programs;

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

iii
c. Discussion of differentiation from similar centers, institutes, or units within the campus, UNC and the State, and proposed relationships with them;
iv
d. Potential sources and estimated funding to initiate and sustain the proposed center or institute, presented as a five-year projection;, including the amounts of (1) General Fund support; (2) non-General Fund support; and (3) in kind support; and
v
e. When relevant, statements on the inter-institutional nature of the proposed center or institute, whether it be mission, leadership, activities, funding, or other aspects;.
b
2. Milestones, timelines, and responsible parties associated with center and institute planning periods;.
c
3. Clear process for granting and notification of authorization to plan a center or institute., which shall require approval by the chancellor and a report to the board of trustees and the Office of Research and Graduate Education at UNC General Administration within 30 days of the chancellor's approval, or by the next regular meeting of the board, whichever is later.
3
C. Establishment. When a center or institute approved for planning is ready and able to demonstrate its viability, a formal request for authorization to establish is prepared. Administrative campuses must have policies that address the following aspects of the establishment of institutional centers and institutes:
a
1. Clear process for requesting authorization to establish a center or institute. Minimum required documentation should include the items listed in the authorization to plan documentation (Section 2aB.1., above) as well as:
i
a. Name of the proposed center or institute, which appropriately reflects the center or institute mission and scope;
ii
b. Identification of proposed center or institute as either a research, public service, or instructional unit, in accordance with its primary mission and core activities, with the understanding that the center or institute may also conduct complementary activities outside of its primary designated mission;
iii
c. Organizational structure of the proposed center or institute, including name of a proposed director, description of the membership and function of any proposed advisory or policy boards, and proposed responsibility structure;
iv
d. Statement on the anticipated effects of the proposed unit on the instructional, research and/or public service programs of the administrative campus; and, when inter-institutional arrangements are involved, a statement on the anticipated effects of the proposed collaboration on the instructional, research and/or public service programs of all participating campuses;
v
e. Statement on immediate financial needs, including the amount of General Fund, non-General Fund and in kind support that will be required;

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

f.   Statement on immediate operating needs, such as equipment, library resources, and space needs, and 5five-year projections of future space needs;
vi
g.   When relevant, evidence that inter-institutional arrangements regarding leadership, governance, activities, funding, or other aspects have been reached by the cooperating chancellors or designees; and
vii
h.   An accountability plan that complies with policy of the administrative campus, noting specific dates for the initial director and center reviews.
b
2.   Milestones, timelines, and responsible parties associated with establishment; and
c
3.   Clear process for granting and notification of the establishment of a center or institute, which includes approval by the chancellor and board of trustees and notification to the UNC Office of Research and Sponsored ProgramsGraduate Education at UNC General Administration prior to establishment.

4.   Management. Active centers and institutes must undergo regular review to ensureD. Management. The chancellor of each administrative campus will ensure that each active center and institute associated with the administrative campus undergoes a comprehensive review at least once every five (5) years to evaluate ongoing alignment with departmental, college and/or institutional missions and resources, success in accomplishing stated objectives, and sound fiscal status and practices. Administrative campuses must have policies that addressinclude the following aspects of the management of centers and institutes as part of the comprehensive review:

a1.   Process for director searches, including steps of the process, participants and responsible parties, and appropriate decision-making procedures;
b
2.   Cycle(s) for annual and external reviews of center and institute activities, including designation of the responsible office or offices;
c.   Criteria for center and institute reviews,
3.   Evaluation criteria to include at a minimum:
i
a.   Performance against specific objectives and goals;
ii
b.   Quality and quantity of scholarly activity (as appropriate per mission);), teaching and other instructional activity (as appropriate per mission), and service (as appropriate per mission);
iii
c.   Sufficient budget to continue operation, including the amount and proportion of funds received from General Fund and non-General Fund sources as well as in kind support;
iv.   Responsible
d.   Fiscal oversight;
v.
e.   Analysis and assurance that the entity does not duplicate other institutional, UNC, or State entities;
vi.   Client
f.   Analysis and consideration as to whether the entity's work can be effectively accomplished by a single department or program; and

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

g.   Stakeholder feedback (clientstakeholder defined as appropriate per the unit's mission).

d

4.   Listing of other considerations, outside of the above performance review criteria, to be discussed during review periods, including facilities, personnel, or other operational needs.;

e

5.   Cycle(s) for reviewreviews of center and institute directors, including designation of the responsible office or offices responsible for conducting the review;

f

6.   Criteria for director review, to include at minimum:

i

a.   Performance against individual objectives and goals;

ii

b.   Feedback on leadership and communication from center/institute staff, partners and/or clients; and

iii

c.   Management of fiscal and human resources;.

g

7.   Standard practices and procedures for involving other UNC campusesconstituent institutions in review processes, when relevant;

h

8.   Articulation of the type of unsatisfactory performance that could merit conditions for discontinuation of a center, institute, director, or others; and

i

9.   Clear plans for occasions when centers, institutes or directors do not meet minimum review expectations, including process, milestones, and responsible parties.

5

E.   Discontinuation.

1.   A center or entityinstitute may be discontinued for a variety of reasons, including but not limited to lack of fiscal resources for sustainability, termination of a supporting grant or award, lack of fit with departmental, college or institutional missions or objectives, or cases of extraordinary circumstances. a change in institutional priorities.

a.   Campus level policies must provide a clear process for the discontinuation of centers and institutes, whether on probationary status, performing satisfactorily, or in other extraordinary circumstances. For those entities that involve only a single campus, the campus-level process should include approval by the board of trustees and notification to the UNC Office of Research and Sponsored ProgramsGraduate Education at UNC General Administration, prior to discontinuation. For those centers and institutes that require significant and sustained cooperation among more than one UNC constituent institution, campus, level policies must provide for agreement mustto be reached and documented by the partner chancellors or designee before the discontinuation recommendation to discontinue goes before the board of trustees at the administrative campus. If such an agreement cannot be reached by partner chancellors or designees, then UNC General Administration, through the Office of Research and Sponsored ProgramsGraduate Education, will convene partners and determine an acceptable solution.

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

b.   If the president or the Board of Governors determines that a center or institute should be considered for discontinuation, the president shall give written notice of that determination to the chancellor and chair of the board of trustees of the constituent institution functioning as the administrative campus, notifying them that they may request a hearing on the matter before the Committee on Educational Planning, Policies, and Programs by transmitting a written request for a hearing to the president within thirty (30) days after receipt of the president's notice. The chancellor and board of trustees chair may bring to this hearing such administrative staff members and faculty members as they may deem useful in representing the institution. If the chancellor and board of trustees chair request a hearing, they shall, not later than two weeks prior to the hearing, file with the president a written statement of reasons why the center or institute should not be discontinued, together with such supporting data as they may wish to provide. After such hearing, the Committee shall recommend to the Board of Governors action that the Committee deems appropriate.

2.   The "phase-out" period for centers and institutes that are to be discontinued shall be sufficient to permit an orderly termination or transfer of contractual obligations and to allow an effort to find alternative employment for full-time staff. Normally, the "phase-out" period shall be no more than one year after the end of the academic year in which final approval is given to discontinue the center or institute.

6. F.   Other Entities.   Other coordinating entities, such as partnerships, consortia, collaboratives, or centers that form within existing centers or single departments, may be considered exempt from these regulations. For example, faculty within a department may decide to form a collaborative in order to more intentionally connect their research projects and professional networks. While such a group may prove a valuable resource to external partners or other disciplinary contacts, it would likely require little to no structure, funds, or management to function. A final determination will be left to the discretion of each constituent institution as to whether such entities will be governed under institution level processes.   Campuses should make appropriate provisions in their policies and procedures to ensure they remain knowledgeable of the existence and viability of such entities.

CIII.   University System Multi-Campus Centers and Institutes

Some centers and institutes are established either to represent North Carolina in a federally funded and formula-based program, many of which require state matching funds, or through legislative action with requirements of multiple campus engagement.   These entities, known as University System Multi-Campus Centers and Institutes, will maintain varying levels of involvement from UNC General Administration throughout their life cycle, as described below.

1
A.   Participants in a Federal Program. Centers and institutes that are established via a federally funded and formula-based program must, with guidance from UNC General Administration, identify an administrative campus in UNC. The administrative campus will retain responsibility for general and fiscal oversight with exception of the budget expansion request process, in which UNC General Administration will assist. A reporting line to UNC General Administration through the UNC Office of Research and Sponsored ProgramsGraduate Education will be maintained throughout the existence of these centers and institutes to ensure appropriate system level involvement in the center mission and the federal review processes for these centers, institutes, and their directors. These entities shall reach agreements with their administrative campuses to have any regularly occurring and extensive federal review meet the

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

requirement for periodic external review. A center or institute participating in a federally-funded and formula-based matching program may be discontinued if the sponsoring unit of the federal government terminates funding for the program. Otherwise, when it becomes necessary for UNC to discontinue one of these centers and institutes, the chancellor of the administrative campus should, in consultation with the other participating constituent institutions, prepare and forward a written request to the UNC president, with copy to the vice president for research. The president will then make such recommendations as are necessary to the Board of Governors for approval of the discontinuation. The "phase out" period considerations noted in Section B.5II.E., above, also apply to these centers and institutes.

2
B.   Legislatively Sanctioned Multi-Campus Centers and Institutes. Centers and institutes that are established via legislative action of the North Carolina General Assembly and that require multiple campus engagement must, with guidance from UNC General Administration, identify an administrative campus in UNC. At the time of the enactment of the legislation, UNC General Administration will assist these entities and the administrative campus in the creation of planning, establishment, and other governing documentation (e.g., bylaws, memoranda of understanding). After these governing documents are effective, the entity will come fully under the auspices of the administrative campus for general and fiscal oversight. Discontinuation provisions should be noted in the governing documents and should involve the counsel of UNC General Administration in the discontinuation process, through the Office of Research and Sponsored ProgramsGraduate Education.

3
C.   Other multi-campus centers and institutes. The provisions of this regulation are intended to enable campuses to effectively manage centers and institutes, whether institutional or involving multiple campuses. Inter-institutional centers and institutes are hence not singled out as exceptional circumstances requiring system-level oversight but rather to be considered as a customary practice that may require some additional considerations. UNC General Administration, through the Office of Research and Sponsored ProgramsGraduate Education, can offer assistance during the planning phase of complex multi-campus efforts. Upon the need to discontinue one of these entities, the provisions in Section B. 5II.E., of this regulation will apply.

D
IV.   Other

1
A.   Reporting. Each administrative campus shall notify the Office of Research and Sponsored ProgramsGraduate Education at UNC General Administration of the establishment or discontinuation of any center or institute. The Office of Research and Graduate Education at UNC General Administration will compile an updatedmaintain a current listing of all UNC centers and institutes every two years, in accordance with the long-range planning process. This information, which will be posted and updated on the UNC website and categorized by mission. Each center or institute must be designated as a *research, public service, or instructional* unit in accordance with its primary mission and core activities, with the understanding that many centers and institutes will also conduct complementary activities outside of their primary designated mission. Administrative campuses must also designate when a center or institute that they administer is a UNC System Multi-Campus Center or Institute.

2
B.   Exceptions. This regulation does not apply to affiliated or associated entities, as defined in University policy. Any other exceptions or modifications to these regulations must be approved by the president.

C.   Political activity and legislative activity. Each center or institute functions as part of one or more constituent institutions of the University and is subject to the administrative

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09*
Amended   /   /15

management, oversight, and control of the chancellor of the administrative campus (or the chancellor's designee(s)) as to all activities undertaken by the center or institute, including with respect to the use of funds, services, supplies, equipment, information technology resources, vehicles or other University property.

University employees assigned to centers and institutes are subject to UNC Policy Manual Section 300.5.1, concerning Political Activities of Employees, which includes prohibitions against engaging in political activity while on duty and using the authority of one's position or University or center or institute funds, services, supplies, equipment, information technology resources, vehicles or other resources for such activities, as described in the policy.

The Internal Revenue Code (IRC) limits the extent to which charitable organizations that are tax-exempt pursuant to Section 501(c)(3) of the IRC may engage in activities directed towards influencing legislation (lobbying), subject to applicable exceptions. The University and its constituent institutions are tax-exempt bodies pursuant to IRC Section 115, IRC Section 501(c)(3), or both. Regardless of the basis for the tax-exempt status of the administrative campus, each center or institute remains subject to the direction of its administrative campus when engaging in legislative (lobbying) activities, which shall be conducted in compliance with all State and federal laws, including regulations adopted by the U.S. Department of Treasury and the Internal Revenue Service. Each center or institute shall adhere to the IRC Section 501(c)(3) limits on lobbying activities to the same extent that such limits would apply if it were an independent charitable organization described in IRC Section 501(c)(3).

The chancellor (or chancellor's designee(s)) of each administrative campus is responsible for overseeing and exercising appropriate control over the activities of each center or institute, and for ensuring that the director and professional staff of each center or institute receive comprehensive annual training concerning Internal Revenue Code restrictions on political and legislative activities by section 501(c)(3) organizations.

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended __/__/15

**Regulations on Planning, Establishing, and Reviewing
Centers and Institutes in the University of North Carolina**

I.   Introduction, Purpose, and Definitions

        The University of North Carolina (UNC) encourages partnerships — within, across, and beyond its constituent institutions — that maximize the capacities of the University and the constituent institutions to address complex problems of importance to North Carolina, the nation, and the world.   Such partnerships may take the form of centers and institutes. Centers and institutes are particularly effective structures when efforts require cross-disciplinary or cross-unit coordination. Centers and institutes, when formed, should result in strengthened and enriched programs around the core missions of research, service, and instruction; enhanced opportunities for faculty, staff and students; heightened economic impact in the state; and a reduction in duplication within UNC.

        A.   Purpose. This regulation has three purposes:

                1.   Provide a framework upon which campuses should build detailed policies and protocols to guide the planning, establishment, management, and discontinuation of institutional centers and institutes (Section II.);

                2.   Define University System Multi-Campus Centers or Institutes and the role of UNC General Administration (UNC-GA) in the management and oversight of them (Section III.); and

                3.   Establish requirements for management oversight and reporting on centers and institutes (Section IV.).

        B.   Definitions

                1.   "Center or Institute." For purposes of classification, there is no technical distinction between the terms *center* and *institute*. In practice, an institute frequently refers to an entity having a broader scope of activity than a center. For example, an institute may create centers as separate units within its administrative structure. Centers and institutes may require new infrastructures to facilitate administration, fiscal management, and on-going activities.   Many centers and institutes report to or involve only a single UNC campus. Some involve more than one UNC campus and require significant, sustained, and necessary multi-campus collaboration in one or more aspects including leadership, governance, mission, core activities, funding, and other resources. A center or institute within UNC may, under appropriate circumstances, include the participation of other institutions, agencies, or organizations, such as other colleges and universities, schools, hospitals, industry, foundations, or governmental bodies.   Centers and institutes do not have jurisdiction over academic curricula, although they may offer courses in cooperation with academic units.

                2.   "General Fund sources" means financial resources originating from the State's General Fund, including state appropriations and tuition receipts.

                3.   "Non-General Fund sources" means financial resources originating from sources other than the State's General Fund, including fee receipts, endowment income, institutional trust funds, and outside grants.

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended ___/___/15

4.	"In-Kind sources" means support that one or more constituent institutions provides to a center or institute in the form of space, services (including faculty course buyout), or use of equipment or other materials, and for which it does not receive cash payment.

5.	"Political activity" means, as described in Section 300.5.1 of the UNC Policy Manual, actions directed toward the success or failure of a candidate for public office, political party, or partisan political group including, but not limited to, campaigning, political management, and soliciting financial contributions for political purposes.

II.	Regulations for Centers and Institutes

The following regulations apply to centers and institutes that involve a single UNC constituent institution and to constituent institutions that serve as administrative campuses for centers and institutes that require significant and sustained involvement of more than one UNC constituent institution.

A.	Authority. Campuses will adopt the following authoritative roles in their own policies and procedures.

1.	Administrative campus. Each center or institute must designate an administrative campus. For centers and institutes situated on a single campus, this designation is straightforward. Full authority and responsibility for the oversight of institutional centers and institutes rests at the campus level, including establishment, management, and discontinuation. For centers and institutes involving more than one UNC constituent institution, agreement on an administrative campus must be reached. Administrative campuses are responsible for the general and fiscal oversight and management of their institutional centers and institutes, in accordance with this regulation and campus level policies and procedures.

2.	Board of trustees. The board of trustees of each administrative campus has the authority to approve campus level policies on centers and institutes and to authorize establishment and discontinuation of institutional centers and institutes consistent with these regulations and the directions of the president or the Board of Governors.

3.	Chancellor. The chancellor of each administrative campus, as the executive and administrative head of the constituent institution, is responsible for the oversight and management of each center or institute situated at the campus. The chancellor is responsible for carrying out the requirements of the applicable policies of the Board of Governors and board of trustees with respect to centers and institutes, and for ensuring that all requirements of this regulation are implemented and followed.

4.	Directors. Subject to the approval of the chancellor of the administrative campus, each center or institute must have a director, who shall report to a dean or another Senior Academic and Administrative Officer (SAAO) designated by the chancellor or the provost. Center and institute directors are responsible for the day-to-day programmatic, fiscal, and personnel decisions associated with the center and institute mission and core personnel.

5.	Center or institute boards or committees. A chancellor of a constituent institution may determine that an advisory or policy board is needed for a particular center or institute. Boards or committees are particularly useful when the center or

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended ___/___/15

institute must coordinate efforts across departments, units, or institutions. Such boards do not have the authority to make hiring offers to directors or other staff. While boards may make recommendations regarding the use of center and institute funds, such entities do not have the authority to access, use, or otherwise control funds associated with the centers and institutes.

6.   Authority through bylaws, memoranda of understanding, or other governing documents. Centers and institutes, particularly those requiring sustained involvement across multiple constituent institutions, may address certain aspects of their management through bylaws, memoranda of understanding (MOUs), or other governing documents, subject to the oversight and approval of the chancellor or the chancellor's designee. Examples of decisions that may be localized at the center or institute level include processes for appointing and staggering terms of board members, requirements for adding new partners or partner campuses, or agreements on leadership and logistics for specified collaborative initiatives. Centers and institutes that involve multiple campuses, but without such documents, are considered under the full authority of the administrative campus as defined above, in Sections II.A.1., through II.A.2.

B.   Planning. A planning period can serve many purposes for a conceptualized center or institute, including time to demonstrate the validity of the concept, define partner relationships and roles, or identify fiscal and other resources required for sustainability. Administrative campuses must have policies that address the following aspects of the planning of institutional centers and institutes:

1.   Clear process for requesting authorization to plan a center or institute. Minimum required documentation should include:

a.   Relevance of the proposed center or institute to the mission of administrative campus and UNC;

b.   Objectives of the proposed center or institute and why the objectives cannot be achieved within existing institutional or University structures, including individual schools, departments, and/or programs;

c.   Discussion of differentiation from similar centers, institutes, or units within the campus, UNC and the State, and proposed relationships with them;

d.   Potential sources and estimated funding to initiate and sustain the proposed center or institute, presented as a five-year projection, including the amounts of (1) General Fund support; (2) non-General Fund support; and (3) in kind support; and

e.   When relevant, statements on the inter-institutional nature of the proposed center or institute, whether it be mission, leadership, activities, funding, or other aspects.

2.   Milestones, timelines, and responsible parties associated with center and institute planning periods.

3.   Clear process for granting and notification of authorization to plan a center or institute, which shall require approval by the chancellor and a report to the board of

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended ___/___/15

trustees and the Office of Research and Graduate Education at UNC General Administration within 30 days of the chancellor's approval, or by the next regular meeting of the board, whichever is later.

C.   Establishment. When a center or institute approved for planning is ready and able to demonstrate its viability, a formal request for authorization to establish is prepared. Administrative campuses must have policies that address the following aspects of the establishment of institutional centers and institutes:

1.   Clear process for requesting authorization to establish a center or institute. Minimum required documentation should include the items listed in the authorization to plan documentation (Section B.1., above) as well as:

a.   Name of the proposed center or institute, which appropriately reflects the center or institute mission and scope;

b.   Identification of proposed center or institute as either a research, public service, or instructional unit, in accordance with its primary mission and core activities, with the understanding that the center or institute may also conduct complementary activities outside of its primary designated mission;

c.   Organizational structure of the proposed center or institute, including name of a proposed director, description of the membership and function of any proposed advisory or policy boards, and proposed responsibility structure;

d.   Statement on the anticipated effects of the proposed unit on the instructional, research and/or public service programs of the administrative campus; and, when inter-institutional arrangements are involved, a statement on the anticipated effects of the proposed collaboration on the instructional, research and/or public service programs of all participating campuses;

e.   Statement on immediate financial needs, including the amount of General Fund, non-General Fund and in kind support that will be required;

f.   Statement on immediate operating needs, such as equipment, library resources, and space needs, and five-year projections of future space needs;

g.   When relevant, evidence that inter-institutional arrangements regarding leadership, governance, activities, funding, or other aspects have been reached by the cooperating chancellors or designees; and

h.   An accountability plan that complies with policy of the administrative campus, noting specific dates for the initial director and center reviews.

2.   Milestones, timelines, and responsible parties associated with establishment; and

3.   Clear process for granting and notification of the establishment of a center or institute, which includes approval by the chancellor and board of trustees and notification to the Office of Research and Graduate Education at UNC General Administration prior to establishment.

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended ___/___/15

D.   Management. The chancellor of each administrative campus will ensure that each active center and institute associated with the administrative campus undergoes a comprehensive review at least once every five (5) years to evaluate ongoing alignment with departmental, college and/or institutional missions and resources, success in accomplishing stated objectives, and sound fiscal status and practices. Administrative campuses must have policies that include the following aspects of the management of centers and institutes as part of the comprehensive review:

1.   Process for director searches, including steps of the process, participants and responsible parties, and appropriate decision-making procedures;

2.   Cycle(s) for annual and external reviews of center and institute activities, including designation of the responsible office or offices;

3.   Evaluation criteria to include at a minimum:

a.   Performance against specific objectives and goals;

b.   Quality and quantity of scholarly activity (as appropriate per mission), teaching and other instructional activity (as appropriate per mission), and service (as appropriate per mission);

c.   Sufficient budget to continue operation, including the amount and proportion of funds received from General Fund and non-General Fund sources as well as in kind support;

d.   Fiscal oversight;

e.   Analysis and assurance that the entity does not duplicate other institutional, UNC, or State entities;

f.   Analysis and consideration as to whether the entity's work can be effectively accomplished by a single department or program; and

g.   Stakeholder feedback (stakeholder defined as appropriate per the unit's mission).

4.   Listing of other considerations, outside of the above performance review criteria, to be discussed during review periods, including facilities, personnel, or other operational needs;

5.   Cycle(s) for reviews of center and institute directors, including designation of the office or offices responsible for conducting the review;

6.   Criteria for director review, to include at minimum:

a.   Performance against individual objectives and goals;

b.   Feedback on leadership and communication from center/institute staff, partners and/or clients; and

c.   Management of fiscal and human resources.

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended ___/___/15

7.   Standard practices and procedures for involving other UNC constituent institutions in review processes, when relevant;

8.   Articulation of the type of unsatisfactory performance that could merit conditions for discontinuation of a center, institute, director, or others; and

9.   Clear plans for occasions when centers, institutes or directors do not meet minimum review expectations, including process, milestones, and responsible parties.

E.   Discontinuation

1.   A center or institute may be discontinued for a variety of reasons, including but not limited to lack of fiscal resources for sustainability, termination of a supporting grant or award, lack of fit with departmental, college or institutional missions or objectives, or a change in institutional priorities.

   a.   Campus level policies must provide a clear process for the discontinuation of centers and institutes, whether on probationary status, performing satisfactorily, or in other circumstances. For those entities that involve only a single campus, the campus-level process should include approval by the board of trustees and notification to the Office of Research and Graduate Education at UNC General Administration, prior to discontinuation. For those centers and institutes that require significant and sustained cooperation among more than one UNC constituent institution, campus level policies must provide for agreement to be reached and documented by the partner chancellors or designee before the discontinuation recommendation goes before the board of trustees at the administrative campus. If such an agreement cannot be reached by partner chancellors or designees, then UNC General Administration, through the Office of Research and Graduate Education, will convene partners and determine an acceptable solution.

   b.   If the president or the Board of Governors determines that a center or institute should be considered for discontinuation, the president shall give written notice of that determination to the chancellor and chair of the board of trustees of the constituent institution functioning as the administrative campus, notifying them that they may request a hearing on the matter before the Committee on Educational Planning, Policies, and Programs by transmitting a written request for a hearing to the president within thirty (30) days after receipt of the president's notice. The chancellor and board of trustees chair may bring to this hearing such administrative staff members and faculty members as they may deem useful in representing the institution. If the chancellor and board of trustees chair request a hearing, they shall, not later than two weeks prior to the hearing, file with the president a written statement of reasons why the center or institute should not be discontinued, together with such supporting data as they may wish to provide. After such hearing, the Committee shall recommend to the Board of Governors action that the Committee deems appropriate.

2.   The "phase-out" period for centers and institutes that are to be discontinued shall be sufficient to permit an orderly termination or transfer of contractual obligations and to allow an effort to find alternative employment for full-time staff. Normally, the "phase-

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended ___/___/15

out" period shall be no more than one year after the end of the academic year in which final approval is given to discontinue the center or institute.

F.   Other Entities.   Other coordinating entities, such as partnerships, consortia, collaboratives, or centers that form within existing centers or single departments, may be considered exempt from these regulations. For example, faculty within a department may decide to form a collaborative in order to more intentionally connect their research projects and professional networks.   While such a group may prove a valuable resource to external partners or other disciplinary contacts, it would likely require little to no structure, funds, or management to function. A final determination will be left to the discretion of each constituent institution as to whether such entities will be governed under institution level processes.   Campuses should make appropriate provisions in their policies and procedures to ensure they remain knowledgeable of the existence and viability of such entities.

III.   University System Multi-Campus Centers and Institutes

Some centers and institutes are established either to represent North Carolina in a federally funded and formula-based program, many of which require state matching funds, or through legislative action with requirements of multiple campus engagement.   These entities, known as University System Multi-Campus Centers and Institutes, will maintain varying levels of involvement from UNC General Administration throughout their life cycle, as described below.

A.   Participants in a Federal Program.   Centers and institutes that are established via a federally funded and formula-based program must, with guidance from UNC General Administration, identify an administrative campus in UNC.   The administrative campus will retain responsibility for general and fiscal oversight with exception of the budget expansion request process, in which UNC General Administration will assist.   A reporting line to UNC General Administration through the UNC Office of Research and Graduate Education will be maintained throughout the existence of these centers and institutes to ensure appropriate system level involvement in the center mission and the federal review processes for these centers, institutes, and their directors. These entities shall reach agreements with their administrative campuses to have any regularly occurring and extensive federal review meet the requirement for periodic external review. A center or institute participating in a federally-funded and formula-based matching program may be discontinued if the sponsoring unit of the federal government terminates funding for the program.   Otherwise, when it becomes necessary for UNC to discontinue one of these centers and institutes, the chancellor of the administrative campus should, in consultation with the other participating constituent institutions, prepare and forward a written request to the UNC president, with copy to the vice president for research.   The president will then make such recommendations as are necessary to the Board of Governors for approval of the discontinuation.   The "phase out" period considerations noted in Section II.E., above, also apply to these centers and institutes.

B.   Legislatively Sanctioned Multi-Campus Centers and Institutes.   Centers and institutes that are established via legislative action of the North Carolina General Assembly and that require multiple campus engagement must, with guidance from UNC General Administration, identify an administrative campus in UNC. At the time of the enactment of the legislation, UNC General Administration will assist these entities and the administrative campus in the creation of planning, establishment, and other governing documentation (e.g., bylaws, memoranda of understanding). After these governing documents are effective, the entity will come fully under the auspices of the administrative campus for general and fiscal oversight. Discontinuation provisions should be noted in the governing documents and should involve the counsel of UNC

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended ___/___/15

General Administration in the discontinuation process, through the Office of Research and Graduate Education.

C.   Other multi-campus centers and institutes. The provisions of this regulation are intended to enable campuses to effectively manage centers and institutes, whether institutional or involving multiple campuses. Inter-institutional centers and institutes are hence not singled out as exceptional circumstances requiring system-level oversight but rather to be considered as a customary practice that may require some additional considerations. UNC General Administration, through the Office of Research and Graduate Education, can offer assistance during the planning phase of complex multi-campus efforts. Upon the need to discontinue one of these entities, the provisions in Section II.E., of this regulation will apply.

IV.   Other

A.   Reporting. Each administrative campus shall notify the Office of Research and Graduate Education at UNC General Administration of the establishment or discontinuation of any center or institute. The Office of Research and Graduate Education at UNC General Administration will maintain a current listing of all UNC centers and institutes, which will be posted and updated on the UNC website and categorized by mission. Each center or institute must be designated as a *research, public service, or instructional* unit in accordance with its primary mission and core activities, with the understanding that many centers and institutes will also conduct complementary activities outside of their primary designated mission. Administrative campuses must also designate when a center or institute that they administer is a UNC System Multi-Campus Center or Institute.

B.   Exceptions. This regulation does not apply to affiliated or associated entities, as defined in University policy. Any other exceptions or modifications to these regulations must be approved by the president.

C.   Political activity and legislative activity. Each center or institute functions as part of one or more constituent institutions of the University and is subject to the administrative management, oversight, and control of the chancellor of the administrative campus (or the chancellor's designee(s)) as to all activities undertaken by the center or institute, including with respect to the use of funds, services, supplies, equipment, information technology resources, vehicles or other University property.

University employees assigned to centers and institutes are subject to UNC Policy Manual Section 300.5.1, concerning Political Activities of Employees, which includes prohibitions against engaging in political activity while on duty and using the authority of one's position or University or center or institute funds, services, supplies, equipment, information technology resources, vehicles or other resources for such activities, as described in the policy.

The Internal Revenue Code (IRC) limits the extent to which charitable organizations that are tax-exempt pursuant to Section 501(c)(3) of the IRC may engage in activities directed towards influencing legislation (lobbying), subject to applicable exceptions. The University and its constituent institutions are tax-exempt bodies pursuant to IRC Section 115, IRC Section 501(c)(3), or both. Regardless of the basis for the tax-exempt status of the administrative campus, each center or institute remains subject to the direction of its administrative campus when engaging in legislative (lobbying) activities, which shall be conducted in compliance with all State and federal laws, including regulations adopted by the U.S. Department of Treasury and the Internal Revenue Service. Each center or institute shall adhere to the IRC Section 501(c)(3) limits on lobbying

The UNC Policy Manual
400.5[R]
Adopted 01/12/81
Amended 07/30/97
Amended 07/01/02
Amended 05/06/04
Repealed and Replaced 10/21/09
Amended ___/___/15

activities to the same extent that such limits would apply if it were an independent charitable organization described in IRC Section 501(c)(3).

The chancellor (or chancellor's designee(s)) of each administrative campus is responsible for overseeing and exercising appropriate control over the activities of each center or institute, and for ensuring that the director and professional staff of each center or institute receive comprehensive annual training concerning Internal Revenue Code restrictions on political and legislative activities by section 501(c)(3) organizations.

Attachment Two:

Center and Institute Recommendations

VALIDATED BY WORKING GROUP (207 Centers and Institutes)

Validated in Phase One (147)

School	UNC Centers/Institutes
ASU	ASU Energy Center
ASU	Center for Appalachian Studies
ASU	Center for Entrepreneurship
ASU	Center for Judaic, Holocaust and Peace Studies
ASU	National Center for Developmental Education
ECU	Center for Applied Psychophysiology
ECU	Center for Sustainable, Tourism, Natural Resources, and the Built Environment
ECU	Center for Telepsychiatry and e-Behavioral Health
ECU	Pediatric Healthy Weight and Treatment Center
ECU	Small Business Institute
NC A&T	Bioenergy Center
NC A&T	Center for Advanced Studies in Identity Sciences
NC A&T	Center for Autonomous Control and Information Technology
NC A&T	Center for Aviation Safety
NC A&T	Center for Behavioral Health and Wellness
NC A&T	Center for Composite Materials Research
NC A&T	Center for Cyber Defense
NC A&T	Center for Energy Research & Technology
NC A&T	Center for Excellence for Post Harvest Technologies
NC A&T	International Trade Center
NC A&T	NOAA Interdisciplinary Scientific Environmental Technology Cooperative Science Center
NC A&T	NSF Engineering Research Center for Revolutionizing Metallic Biomaterials (ERC)
NCCU	Biomanufacturing Research Institute and Training Enterprise (BRITE)
NCCU	Biomedical/Biotechnology Research Initiative (BBRI)
NCCU	Center for Excellence in Science, Math and Technology Education
NCCU	Institute for Homeland Security and Workforce Development
NCSU	Animal and Poultry Waste Management Center
NCSU	Bioinformatics Research Center
NCSU	Center for Chemical Toxicology and Research Pharmacokinetics
NCSU	Center for Comparative Molecular Medicine & Translational Research
NCSU	Center for Dielectrics and Piezoelectrics
NCSU	Center for Efficient, Scalable and Reliable Computing

School	UNC Centers/Institutes
NCSU	Center for Engineering Applications of Radioisotopes
NCSU	Center for Environmental and Resource Economic Policy
NCSU	Center for Family and Community Engagement
NCSU	Center for Geospatial Analytics
NCSU	Center for High Performance Simulation
NCSU	Center for Innovation Management Studies
NCSU	Center for Integrated Fungal Research
NCSU	Center for Integrated Pest Management
NCSU	Center for Nuclear Energy Facilities and Structures
NCSU	Center for Plant Breeding and Applied Plant Genomics
NCSU	Center for Quantitative Sciences in Biomedicine
NCSU	Center for Research in Scientific Computation
NCSU	Center for Research on Textile Protection and Comfort
NCSU	General H. Hugh Shelton Leadership Center
NCSU	Golden LEAF Biomanufacturing Training and Educational Center
NCSU	Industry Research Programs in Forestry
NCSU	Institute for NEXT Generation IT Systems
NCSU	Institute for Nonprofit Research, Education and Engagement
NCSU	Institute for Transportation Research and Education
NCSU	Integrated Manufacturing Systems Engineering Institute
NCSU	Kenan Institute for Engineering, Technology & Science
NCSU	Nonwovens Institute
NCSU	North Carolina Clean Energy Technology Center
NCSU	North Carolina Institute for Climate Studies
NCSU	Nuclear Reactor Program
NCSU	Precision Engineering Center
NCSU	Silicon Solar Research Center
NCSU	Small Business and Technology Development Center
NCSU	Southeast Dairy Foods Research Center
NCSU	State Climate Office of North Carolina
NCSU	W. M. Keck Center for Behavioral Biology
NCSU	William and Ida Friday Institute for Educational Innovation
UNCA	National Environmental Modeling Analysis Center
UNCA	Osher Lifelong Learning Institute
UNCC	Center for Applied GIS

Validated in Phase One (147) - Continued

School	UNC Centers/Institutes
UNCC	Center for Precision Metrology
UNCC	Center for Real Estate
UNCC	Charlotte Visualization Center
UNC-CH	African Studies Center
UNC-CH	American Indian Center
UNC-CH	Bowles Center for Alcohol Studies
UNC-CH	Carolina Asia Center
UNC-CH	Carolina Center for Jewish Studies
UNC-CH	Carolina Center for the Study of the Middle East and Muslim Civilizations
UNC-CH	Carolina Institute for Developmental Disabilities
UNC-CH	Carolina Population Center
UNC-CH	Cecil G. Sheps Center for Health Services Research
UNC-CH	Center for Aging and Health
UNC-CH	Center for Banking and Finance
UNC-CH	Center for Bioethics
UNC-CH	Center for Developmental Science
UNC-CH	Center for Environmental Health and Susceptibility
UNC-CH	Center for Environmental Medicine, Asthma & Lung Biology
UNC-CH	Center for European Studies
UNC-CH	Center for Galapagos Studies
UNC-CH	Center for Gastrointestinal Biology and Disease
UNC-CH	Center for Global Initiatives
UNC-CH	Center for Health Promotion and Disease Prevention
UNC-CH	Center for Integrative Chemical Biology and Drug Discovery
UNC-CH	Center for Law, the Environment, Adaptation, and Resources (CLEAR)
UNC-CH	Center for Maternal and Infant Health
UNC-CH	Center for Pain Research and Innovation
UNC-CH	Center for Pharmacogenomics and Individualized Therapy
UNC-CH	Center for Slavic, Eurasian and East European Studies
UNC-CH	Center for the Study of Natural Hazards and Disasters
UNC-CH	Center for the Study of the American South
UNC-CH	Center for Urban and Regional Studies
UNC-CH	Center for Women's Health Research
UNC-CH	Collaborative Studies Coordinating Center

Validated in Phase One (147) - Continued

School	UNC Centers/Institutes
UNC-CH	Cystic Fibrosis/Pulmonary Research and Treatment Center
UNC-CH	Data Intensive Cyber Environments (DICE) Center
UNC-CH	Environmental Finance Center
UNC-CH	Frank Hawkins Kenan Institute of Private Enterprise
UNC-CH	Gene Therapy Center
UNC-CH	Highway Safety Research Center
UNC-CH	Injury Prevention Research Center
UNC-CH	Institute for African-American Research
UNC-CH	Institute for Global Health & Infectious Diseases
UNC-CH	Institute for the Arts and Humanities
UNC-CH	Institute for the Study of the Americas
UNC-CH	Jordan Institute for Families
UNC-CH	McAllister Heart Institute
UNC-CH	Occupational Safety and Health Education and Research Center
UNC-CH	Parr Center for Ethics
UNC-CH	The North Carolina Institute for Public Health
UNC-CH	Thurston Arthritis Research Center
UNC-CH	UNC Center for Innovative Clinical Trials
UNC-CH	UNC Institute for the Environment
UNC-CH	UNC Kidney Center
UNC-CH	UNC Neuroscience Center
UNC-CH	UNC Nutrition Obesity Research Center
UNC-CH	Water Institute at UNC
UNCG	Center for Biotechnology, Genomics and Health Research
UNCG	Center for Community-Engaged Design
UNCG	Center for Geographic Information Science
UNCG	Center for Health of Vulnerable Populations
UNCG	Center for Youth, Family, & Community Partnerships
UNCG	Institute to Promote Athlete Health and Wellness
UNCG	Music Research Institute
UNCG	Natural Products and Drug Discovery Center
UNCG	North Carolina Entrepreneurship Center
UNCG	SERVE
UNCGA	North Carolina Center for School Leadership Development (NC CSLD)

Validated in Phase One (147) - Continued

School	UNC Centers/Institutes
UNCP	Regional Center for Economic, Community, & Professional Development
UNCP	Thomas Family Center for Entrepreneurship
UNCSA	Community Music School
UNCSA	Kenan Institute for the Arts
UNCW	Institute for Interdisciplinary Studies in Identity Sciences
WCU	Center for Rapid Product Realization
WCU	College of Business - Center for Entrepreneurship and Innovation
WCU	College of Business - Sales Center
WCU	Mountain Heritage Center
WSSU	Biomedical Research Infrastructure Center
WSSU	Center for Entrepreneurship
WSSU	Center of Excellence in Financial Services

Validated in Phase Two (28)

School	UNC Centers/Institutes	Date of Last Review
ECU	East Carolina Center for Nursing Leadership	2009
ECU	Institute for Outdoor Theatre	2010
NC A&T	Center for Advanced Materials and Smart Structures	2002
NC A&T	Interdisciplinary Center for Entrepreneurship and E-Business	2002
NC A&T	Waste Management Institute	1994
NCSU	Advanced Self Powered Systems of Sensors and Technologies Center	None reported
NCSU	Future Renewable Electric Energy Delivery and Management Systems Center	2014
UNCA	Pisgah Astronomical Research and Education Center (PARSEC)	2009
UNCC	Bioinformatics Research Center	2014
UNCC	Center for Biomedical Engineering Systems	2008
UNCC	Center for Professional and Applied Ethics	2013
UNCC	Infrastructure, Design, Environment and Sustainability Center (IDEAS)	2014
UNCC	North Carolina Motorsports and Automotive Research Center	2012
UNC-CH	Biomedical Research Imaging Center	None reported
UNC-CH	Center for Media, Law and Policy	None reported
UNC-CH	Center for Oral and Systemic Diseases	2012
UNC-CH	Center for Sustainable Enterprise	2014
UNC-CH	Frank Porter Graham Child Development Center	2011
UNC-CH	Institute for Renaissance Computing	2008
UNC-CH	North Carolina Translational and Clinical Sciences Institute	2013
UNC-CH	UNC Lineberger Comprehensive Cancer Center	2010
UNC-CH	UNC Nutrition Research Institute	None reported
UNCG	Center for Business and Economic Research	2012
UNCG	Center for Translational Biomedical Research	2012
UNCG	Center for Women's Health & Wellness	2012
UNCG	Institute for Community and Economic Engagement	2012
UNCGA	UNC Center for Public Television (UNC-TV)	2014
WSSU	Center for Excellence for the Elimination of Health Disparities	None reported

Validated in Phase Three (32)

School	UNC Centers/Institutes	Date of Last Review
ASU	Appalachian State University Institute for Health and Human Services	2014
ASU	Center for Economic Research and Policy Analysis (CERPA)	2012
ECU	Center for Health Disparities	2014
ECU	East Carolina Diabetes and Obesity Institute	2010
ECU	Eastern Carolina Heart Institute	2011
ECU	NC Agromedicine Institute	None reported
ECU	Rural Education Institute	2014
FSU	Center for Defense & Homeland Security	2013
NCCU	Juvenile Justice Institute	2013
NCSU	Center for Turfgrass Environmental Research and Education	None reported
NCSU	Institute for Emerging Issues	2014
NCSU	North Carolina Japan Center	2011
NCSU	The Ergonomics Center of North Carolina	None reported
UNCC	Center for Optoelectronics and Optical Communications	2013
UNCC	UNC Charlotte Urban Institute	2008
UNC-CH	Ackland Art Museum	2008
UNC-CH	Center for Nanotechnology in Drug Delivery	2012
UNC-CH	Global Research Institute	2009
UNC-CH	Morehead Planetarium and Science Center	None reported
UNC-CH	North Carolina Botanical Garden	None reported
UNC-CH	Odum Institute for Research in Social Science	2005
UNC-CH	Sonja Haynes Stone Center for Black Culture and History	2012
UNC-CH	William and Ida Friday Center for Continuing Education	2012
UNCG	Center for Educational Research and Evaluation	2012
UNCG	Center for New North Carolinians	2012
UNCGA	North Carolina Center for International Understanding (NCCIU)	2006
UNCP	Native American Resource Center	2014
UNCSA	Center for Design Innovation (UNCSA & WSSU)	None reported
UNCW	Center for Innovation & Entrepreneurship	2014
UNCW	Swain Center for Business and Economic Services	2014
WCU	Highlands Biological Station	2010
WCU	Public Policy Institute	2012

ACTION RECOMMENDED BY WORKING GROUP (33 Centers and Institutes)

Campus Action Recommended (16)

School	UNC Centers/Institutes	Date of Last Review
ASU	Brantley Risk and Insurance Center	2014
ASU	Research Institute for Environment, Energy, and Economics	2011
ECU	Center for Diversity and Inequality Research	2011
ECU	Center for Health Systems Research and Development	1979
ECU	Center for Natural Hazards Mitigation Research	2007
ECU	NC Center for Biodiversity	2012
NCCU	Institute for Civic Engagement and Social Change	None reported
UNC-CH	Carolina Center for Public Service	None reported
UNC-CH	Carolina Women's Center	None reported
UNC-CH	Center for Teaching and Learning (Center for Faculty Excellence)	2007
UNC-CH	Center on Poverty, Work and Opportunity	None reported
UNC-CH	James B. Hunt, Jr. Institute for Educational Leadership and Policy	None reported
UNC-CH	UNC Center for Civil Rights	None reported
UNC-CH	University of North Carolina Institute on Aging	2009
WCU	Cherokee Center at WCU	2010
WSSU	Center for Community Safety	None reported

Campus Discontinuation Review Recommended (8)

School	UNC Centers/Institutes	Date of Last Review
ECSU	Drug Information Center	None reported
ECU	Center for Applied Computational Studies	2013
NC A&T	Center for Cooperative Systems	2002
NC A&T	Center for Human Machine Studies	2004
UNC-CH	Center for Law and Government	2006
UNCG	Center for Creative Writing in the Arts	2012
UNCG	Center for Social, Community and Health Research and Evaluation	2012
WSSU	Center for Economic Analysis	None reported

Coastal/Marine Monitoring Recommended (9)

School	UNC Centers/Institutes	Date of Last Review
ECSU	Center for Remote Sensing Education and Research (CERSER)	2014
ECU	Institute for Coastal Science and Policy (ICSP)	2014
ECU	UNC Coastal Studies Institute	2013
NCSU	Center for Applied Aquatic Ecology	2012
NCSU	Center for Marine Sciences and Technology	2013
NCSU	North Carolina Sea Grant College Program	2014
NCSU	Water Resources Research Institute of the UNC	2008
UNC-CH	Institute of Marine Sciences	2014
UNCW	Center for Marine Science	2012

Rationale for Committee Recommendations for Discontinuation by Campuses

ECU Center for Biodiversity
- The Center is not multidisciplinary.
- There is inadequate rationale supporting a center structure for its activities.
- The Center is operated by a single faculty member from the Department of Biology.
- The Center can be absorbed back into a department.
- From the financial information provided, the Center does not appear sustainable.

NCCU Center for Civic Engagement and Social Change
- The Center is not multidisciplinary.
- The Center is operated by a single faculty member from the Department of Political Science.
- The Center has never been reviewed in a manner consistent with campus policies.
- There is no budget other than $4,500 of in-kind support.
- Funding for the Center has decreased in each of last 3 years.
- Based upon the financial information provided, the Center does not appear sustainable.

Center on Poverty, Work, and Opportunity
- Based on the information provided, there is inadequate rationale supporting a center structure for its activities.
- Based upon the information provided, the Center did not provide a wide-range of alternatives for addressing poverty.
- UNC Chapel Hill is working on other, multi-disciplinary poverty efforts.
- Based upon the information provided, there is insufficient explanation of how the activities of this center meet the educational mission of the School of Law.
- Based upon the information provided, the activities of this center are in conflict with its stated mission.
- The Center has never been reviewed in a manner consistent with campus policies.

	NC Center for Biodiversity (ECU)	Insitute for Civic Engagement and Social Change (NCCU)	Center on Poverty, Work and Opportunity (UNC-CH)
Phase One			
In-Kind Support > $100,000	$5,000	$4,500	$20,550
Offers Required Courses for a Degree	No	No	No
Total Budget < $50,000	$0	$0	$28,394
Return on Investment Ratio < 2:1	0	0	1.38
Phase One Outcome	Move to Phase II	Move to Phase II	Move to Phase II
Phase Two			
Legislative Mandate	No	No	No
In-Kind Support	n/a (under $100K)	n/a (under $100K)	n/a (under $100K)
Total Budget < $50,000			
Why is a center the appropriate structure?			
What are the activities and output of the center/institute?	Pass	Pass	Pass
How is the center/institute operating with such a small budget?			
Return Ratio < 2:1			
Are either in-kind or state funding required match?	No	No	No
Is the 3-year trend for outside funding increasing?	No	No	n/a (no GF support)
Is the total budget >$10M and return ratio >1:1?	No	No	No
Phase II Outcome	Move to Phase III	Move to Phase III	Move to Phase III
Note: All financial data used was from FY 2013-14, with the exception of the three-year trend in outside funding which also used FYs 2012-13 and 2011-12.			

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

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.

Phase II: Small Budget Responses

NC Center for Biodiversity (ECU)‡	13-14 GF Appropriation	13-14 Other Receipts	13-14 In-Kind Support	
	$0	$0	$5,000	

	Why is a center/institute either the necessary or most desirable organizational structure to accomplish your mission?	The Department of Biology is a broad department with multiple areas of emphasis. It has become clear, however, that research and outreach on biodiversity is a real strength. Many recipients of major university awards, members of editorial boards, and major grant recipients from the Department have expertise on some topic related to biodiversity. Having a Center for Biodiversity creates a unifying brand that provides additional opportunities for faculty and students engaged in biodiversity work to 1) disseminate the knowledge they possess to the public and school children, 2) engage in events and have access to resources that facilitate the ability of faculty and students to conduct cutting edge research on some of the most pressing issues on the topic of biodiversity, increases dialogue among center faculty that increases the likelihood of research collaborations forming. Furthermore, the Center provides a united voice through which faculty interested in biodiversity can offer feedback to the Department on issues pertaining to biodiversity related research needs, student training, and personnel hires.
	What are the output/activities of this center?	Faculty in this center publish the results of novel research on biodiversity in national and international journals. Faculty in the Center also engage in the writing of research proposals to sustain these research efforts and the Center helps to acquire resources to facilitate the ability of faculty to conduct and train students interested in biodiversity research. It also coordinates events that facilitate the exchange of ideas among biodiversity researchers at ECU and other universities. Furthermore, it has a large outreach component where faculty and staff visit schools, afterschool programs, and nature centers to help disseminate knowledge about biodiversity and the environment to children and young adults. It also hosts a number of public outreach events and hosts one of the featured events by the NC Science Festival for the past several years. We were also invited to participate in a STEM day event at the NC General Assembly last spring.
	How is this center operating with a small budget?	Our Center's budget stems from indirect dollars from grants that run through the Department of Biology. All grants from Center faculty are run through the Department of Biology and not the Center for Biodiversity. The Department of Biology provides the Center for Biodiversity with a very modest operating budget of $5000. Center for Biodiversity faculty brought > $727, 515 in grant dollars to the University last year that were run through the Department of Biology so the Center runs on a very small fraction of the funds brought into the University by Center Faculty. Furthermore, the Center acquired a private donation of $5000 last year. Despite the small annual budget allotted to the Center, the Center has been very productive in terms of its outreach efforts and has been successful in providing opportunities to facilitate biodiversity research and training.

David Chalcraft, Director

Advancing knowledge about biodiversity

Leading efforts in the synthesis of biodiversity research

Educating the public about biodiversity
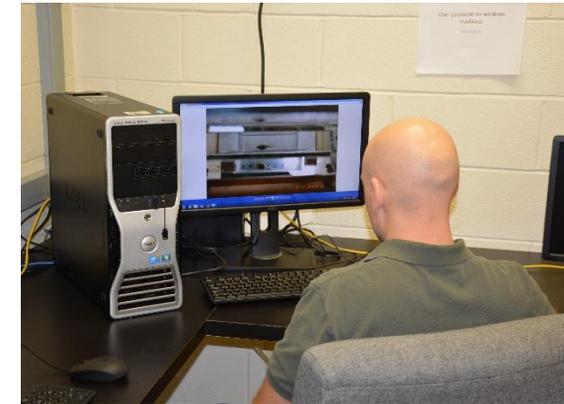
Training students in the field of biodiversity

Symposia partners (5)

College of Arts and Sciences

Academic Affairs

Biology

Private donation

SE Climate Science Center

Symposia participants (>125 participants)

3 Academic Departments at ECU

18 Academic Institutions from 9 states

6 State and Federal Agencies

2 Private Industry and Non-profit

Public outreach

>8 teachers at > 5 Public and Private schools

NC Student Academy of Sciences

10 After-school programs

13 organizations at ECU

Center for Sustainable Tourism

Institute for Coastal Science and Policy

Depts. of Biology, Geology, Geography, Chemistry, English

6 Non-profit/private organizations

A Time for Science, Go-Science, Weyerhaeuser, Sylvan Heights

UNC/NC Science Festival

Research

>44 scientific publications

>22 funded grants

Symposia

Faculty recruitment (4)

Enhanced funding opportunities

High profile research

Training

28 graduate students and > 135 undergraduates

Computational lab

Workshops to advance analytical skills

Weekly discussions about latest scientific discoveries

Communicating science to the public

Service

School presentations (> 426 students involving 4 schools and a Nature Center)

Discuss career opportunities in biodiversity (>100 high school students)

Presentations for STEM Day at the NC General Assembly (>200 individuals)

Earth Day Expo and Public Lecture as part of NC Science Festival (> 400 attended)

Established as Center within Thomas Harriot College of Arts and Sciences in 2009

Has had 2 reviews from Science Advisory Board (composed of ECU faculty, faculty at other state institutions, and members of the public)

Indirect review last year by ECU's Chancellor's office
- CB Director and Director for Outreach nominated for Centennial Award for Excellence in Service
- Materials in support of award included letters from the public and faculty at NCSU
- CB Director and Director for Outreach received award

Existence separate from ECU? No

Could activities be completed within a department?

All activities are run through the Department of Biology BUT

- Biology is a very broad discipline and the presence of a Center for Biodiversity enhances recruitment success of faculty and students in the area of biodiversity

- Coordinates research and service activities that involve other entities on campus

- Many activities are done in conjunction with support of other entities on campus

Questions?

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 it is 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.

Phase II: Small Budget Responses

Institute for Civic Engagement and Social Change (NCCU)‡	13-14 GF Appropriation	13-14 Other Receipts	13-14 In-Kind Support	
	$0	$0	$4,500	

	Why is a center/institute either the necessary or most desirable organizational structure to accomplish your mission?	The mission of the Institute for Civic Engagement and Social Change (ICESC) 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 injustices. In general, civic engagement is an enduring issue of concern, both domestically and globally. Increasingly higher education has recognized the vital role it must play in addressing this issue. Civic engagement includes an array of activities, ranging from volunteerism to involvement in public affairs. In large part, North Carolina Central University (NCCU) has defined the role that it will play in the public affairs aspect of civic engagement through the Institute for Civic Engagement and Social Change (ICESC). As such, ICESC develops projects and programs that build the civic capacity of the campus and the community. For example, ICESC coordinates and provides training for the campus and the community for civic engagement related programs such as voter empowerment activities, which include voter registration, voter education, election protection and get out the vote efforts. Moreover, ICESC plans, coordinates, and sponsors programs that address a myriad of public policy issues that are significant to the quality of life of the citizens of the state of North Carolina and the nation. In addition, ICESC plays a major role in the development of civic engagement and public policy curricula at NCCU. The initial approach is to develop a concentration in the Department of Political Science, with the ultimate aim being the achievement of academic minor status that will be open to any campus major. Importantly, all of these activities necessarily lead to community partnerships and collaborations between campus academic units and organizations that would not exist otherwise. This Institute is the only unit on the NCCU campus that preforms these functions. Therefore, in the absence of these activities, NCCU's civic engagement role would be significantly diminished.
	What are the output/activities of this center?	Voter Empowerment activities including voter registration, voter education, Get out the vote. Voter education includes forums and workshops. Center does workshops in community. Occasional civic engagement analysis. Introducing new civic engagement curriculum
	How is this center operating with a small budget?	The director is a faculty member in the Department of Political Science. We get in-kind support from the Department of Political Science in the form of space and some office supplies.

NORTH CAROLINA CENTRAL UNIVERSITY

Institute for Civic Engagement and Social Change

Jarvis A. Hall, Ph.D.
Director

Mission

Founded 2006, Unit of Academic Affairs

The mission of the Institute for Civic Engagement and Social Change (ICESC) 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 injustices.

ICESC
Institute for Civic Engagement & Social Change
Research
Advocacy
Policy
Participation

Interdisciplinary Research, Service & Instruction

↓

Community Partners
Campus Students   Departments/Faculty   Administration

↓

Modes of Engagement
Voter Empowerment   Service Learning   Special Projects
Interdisciplinary Curriculum Development
(Civic Engagement & Public Policy)
Interdisciplinary Research

↓

Outcomes
Students: Academic Performance   Retention   Career Development
Faculty: Tenure and Promotion   Professional Development
Community: Civic Education/Engagement

Focus Area
Curriculum Development
Career Development

- Public Policy and Civic Engagement Curriculum;
  - Democracy, Social Justice, etc.

- Public Policy, Civic Engagement, Political Science

- Bureau of Labor Statistics: Employment projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations.

- Policy Analysts earn $93,000 to $145,000, depending on experience

Campus Review

- Develop Yearly Goals
- Objectives
- Timelines
- Measurable Outcomes
- Annual Evaluation
- Program/Event Assessments
  - Number
  - Substantive Assessment
- Annual Report

Comprehensive Program Review

- October 2011
- Alignment With University Strategic Plan
- External Funding
- Activities
- Publications
  - National Civic Review
  - Book Chapter
- Assessments
  - Number Attending Events
  - Qualitative Evaluations
  - Lead to Revisions is Strategy, Approach

Annual Goals Include:

- ## Constitution Day
  - Educational institutions that receive Federal funds for a fiscal year is required to hold an educational program about the U.S. Constitution for its students.
  - Day Long Panels, 250 Attendance, Positive Qualitative Assessments

- ## Voter Empowerment
  - The Higher Education Amendments of 1998 requires institutions to make a good faith effort to distribute voter registration forms to each student in attendance
  - 2,000 registrations. 90+ Turnout 2008 & 2012

Annual Goals

- **External Funding**
  - $260,000 over 7 years
  - No State Operational Funding
- **Civic Education**
  - Forums, etc.
  - College Affordability, Education, Candidate Forums
  - 25 -100 attendance, positive qualitative assessments
- **Curriculum Development**
  - Civic Engagement
  - Public Policy
- **Special Projects**
  - Black Church Project
  - Student Engagement and Empowerment Network

ICESC Separate From NCCU?
NO!!

- Unique Resources
- Anchor Institution
- Location
- Mission
- Heritage
- Intellectual
- Human-power
- Physical

ICESC Activity In Department?
NO!!

- Departments inherently drift toward silo activity.
- Civic Engagement and Public Policy Inherently Interdisciplinary
- ICESC facilitates Departments Exhibiting Less Silo Activity
- Hence, ICESC is interdisciplinary incubator;
- Leaning and Research will be enhanced
- ICESC provides Vehicle for University to promote robustly core values of Citizenship, Service, and Social Justice

Thank You!!

QUESTIONS?

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.

Phase II: Small Budget Responses

Center on Poverty, Work and Opportunity (UNC CH)‡	13-14 GF Appropriation	13-14 Other Receipts	13-14 In-Kind Support	
	$0	$28,394	$20,550	

Why is a center/institute either the necessary or most desirable organizational structure to accomplish your mission?		General Response: A center/institute is the best organizational structure for this unit. As an internationally ranked academic institution, UNC-Chapel Hill's organizational structure is decentralized among different schools and departments, each specializing in a particular discipline. This structure, which is typical of large research universities, is the key to maintaining the campus's academic and research quality and global rankings. In a university setting, centers and institutes play a critical role connecting departments and schools, bringing faculty and students from different disciplines together, and serving as a bridge between the University and the public. In an increasingly complex world, this kind of cross-disciplinary collaboration is essential to ensuring that (1) students receive the broad perspective they need to succeed in their careers, (2) scientists can build the competitive teams needed to secure research grants that help drive the state's economy, and (3) the university's expertise can be marshaled to address the state's most complex problems.

This unit meets the criteria at UNC-Chapel Hill required to be designated as a center or institute because it supports faculty, students and staff from different disciplines in work requiring multiple and diverse perspectives, uses existing resources to attract external funds that advance the university's mission, stewards natural or cultural resources for use by the university community and the public, and/or creates a hub of expertise and resources in an area important to the university's academic or research standing or in service to the state. http://provost.unc.edu/files/2012/09/Center-Policies-Final-7.14.10.pdf

Special Notes for This Unit: The Center on Poverty, Work & Opportunity benefits from its organization as a 'Center' in several ways. First, almost the entirety of the Center's work is multi-disciplinary – touching on issues in economics, education, public health, public policy, social work, medicine, discrimination, politics, etc. Such efforts are made easier by the "Center" structure, since we aren't simply a department of the law school. Affiliations, both within and beyond the university, are eased. We work regularly, for example, with the N.C. Justice Center, the NAACP and N.C. Central's center for political engagement. "Centers" typically facilitate fundraising outside the pool of traditional donors of a school's funders. That has been the case with the Poverty Center – drawing support from foundations and individuals interested in poverty or in the Poverty Center's work. |
| What are the output/activities of this center? | | Much of the work of the Center is designed to shine a light on problems of poverty and economic hardship in North Carolina – our state's greatest challenge. This entails extensive fieldwork across Carolina and it calls for efforts to reach a broader audience than occurs through academic journal publication. As a recent example, throughout much of 2012, in partnership with the NAACP, N.C. Central, and the North Carolina Justice Center, the Poverty Center helped to organize and conduct a "Truth and Hope Poverty Tour". Following on the tour, the Center developed and published an extensive, yearlong series, appearing monthly throughout the entirety of 2013, in the Raleigh News & Observer entitled "Seeing the Invisible – Putting a Face on Poverty in North Carolina". The articles were published on Sundays, in a longer than normal format, with graphics and photographs, reaching a wide audience. The completed series was published by the News & Observer as an e-book as well. The series focused, often, on eastern North Carolina. It looked at hunger, homelessness, immigration, electric bills, wages, charity, urban poverty, access to the education and justice systems, race, income and wealth disparity, zoning abuse, and government decision-making. The poverty series has recently been replicated by scholars in Maine.

In addition, the UNC Poverty Center continues to produce a significant array of traditional academic research publications. Recent examples are: "State Budget Challenges and the Scourge of Poverty", Duke Journal of Constitutional Law and Public Policy (2013) and "Race, Poverty and 'Current Conditions'", Wake Forest Law Review (forthcoming, 2015). A major book on North Carolina poverty |

Phase II: Small Budget Responses

	[PUTTING A FACE ON NORTH CAROLINA POVERTY] is scheduled for publication, next year, by the UNC Press. The Poverty Center publishes, as well, empirical studies of poverty in North Carolina and its consequences. Recent examples include: The North Carolina Equal Access to Justice Report on the delivery of legal aid services in the state, Mary Irvine, commissioned by the Equal Justice Commission, 2014; "Neighborhood Level Foreclosures in Durham County: An Overview and Location of Foreclosure Starts" (three reports)(2014); and "Urban Poverty Data Update for Durham and Mecklenburg Counties" (2013). Finally, Poverty Center staff members publish very extensively in the North Carolina public press on issues of economic hardship in the state.
How is this center operating with a small budget?	The Poverty Center has one full-time employee, a modestly paid post- doctoral fellow on a non-renewable, two-year appointment. The assistant director is a 2/3 time employee. The Director receives a $7,500 stipend and works principally as a traditional law professor. Students work in relatively large numbers – but they are hired as research assistants, credit-based externs, or they work as volunteers. The Center does not occupy dedicated office space in Van Hecke-Wettach Hall. Its modest quarters are in off-site leased space, paid for by UNC Law private funds. One of the Center's grants from the Z. Smith Reynolds Foundation required a match, which was matched with private funds.

†Denotes that center for which a campus has provided a possible legislative mandate.

‡Denotes that center may move on to return ratio review.

UNC Center on Poverty, Work and Opportunity

Interdisciplinary
- Works across many academic units on campus, including
- School of Government
- School of Public Health
- School of Journalism and Mass Communication
- School of Social Work
- School of Public Health
- Department of City and Regional Planning
- Department of Public Policy

Students
- Over 150 UNC undergraduate and graduate students from across campus involved in Center activities each year
- Research assistants
- Interns and externs
- Experiential and service learning
- Mentorship and support
- Supervised projects
- Convenings, events and programs
- Many more not included in total reached through classroom guest lectures at UNC-CH and system-wide

UNC Center on Poverty, Work and Opportunity

Engagement
- Scholarship on poverty in communities throughout NC
- Presentations at state and national conferences
- Hundreds of speeches and addresses
- Frequent radio, television and video appearances
- Data and mapping assistance to nonprofit groups
- Economic development assistance in rural eastern NC

Publications
- Regular publication in state and local press, including N&O, Charlotte Observer, Durham Herald and others, including the 12-part *Seeing the Invisible* series in N&O and over 20 op-ed pieces in past two years.
- Numerous articles and conference transcripts in professional journals and law reviews
- Reports, white papers and policy briefs on foreclosure, wealth inequality, poverty, equal access to justice and more
- High school poverty curriculum
- Forthcoming book on poverty in North Carolina
- Book, *Ending Poverty in America: How to Restore the American Dream*