

# **Executive Summary and Report from the Committee on CLAS Review**

**April 12, 2022**

Introduction & Executive Summary

Section 1: Table 1. Exploration of Possible Positive and Negative Aspects of Organizational Structure

Section 2: Summary Report from the Committee on CLAS Review

1. Background
2. Process and Structures Considered
3. Pivotal Considerations
  - A. Resources
  - B. Identity
  - C. Governance
4. Strengths and Weaknesses of Organizational Options in the Context of UNC Charlotte's 2021-2031 Strategic Plan

- A. Transform Students' Lives Through Educational Opportunity and Excellence
- B. Power the Future Through Inquiry, Research and Creative Discovery
- C. Drive Progress for North Carolina and Beyond
- D. Live our Guiding Commitments by Leading in Equity and Engagement

Appendix A: Benchmarking Analysis, Hanover Research

Appendix B: CLAS Organizational Chart as of February 2022

Appendix C: 2018 Internal Study of CLAS Memorandum

Appendix D: CLAS 2021-22 Annual Report

## Introduction & Executive Summary

On October 27, 2021, Chancellor Gaber and Provost Lorden met with the Committee on CLAS Review, and Chancellor Gaber charged the committee to identify possible options for the organization of CLAS; to identify strengths and weaknesses associated with each option; to identify how each option aligns with the strategic plan; and to prepare a summary report.

The findings from this report indicate that the current structure of CLAS, a reorganization of CLAS, or the establishment of a two- or three-college model, are all viable approaches. Peer and aspirational institutions employ a variety of college structures and the success of any given model is the result of multiple factors and contexts (see Benchmark Analysis, Appendix A).

The fulfillment of the strategic plan is likely to be most affected by resources and leadership at all levels rather than the specific organizational structure of the college. While we identify a wide range of potential benefits and challenges for each of the models explored, our conclusions are necessarily speculative and conditional. Further consideration and data are needed. Substantial and sustained university-level resources and leadership can support efforts in each of the strategic plan areas, whether the college retains its current structure, is reorganized, or is divided into two or three colleges.

The restructuring or reorganization of CLAS will require all decision makers to pay very close attention to:

- Ensuring one-time and ongoing resources to support any change (including administrative and implementation costs as well as competitive compensation and support for new tenure track faculty and staff positions required for the transition to Research Top Tier)
- Fostering leadership at all levels
- Supporting student success and strengthening advising at all stages
- Empowering faculty governance structures
- Thinking carefully about the impact of disciplinary definitions and groupings in colleges or in schools (e.g. School of Interdisciplinary Studies or School of Public Policy)
- Ensuring continued and expanded interdisciplinary collaboration within and across colleges.

The report includes two key sections. The first section (i.e., Table 1) summarizes rounds of discussion by the Committee on CLAS Review on possible positive and negative aspects of a potential reorganization. In creating Table 1, committee members

considered three specific options: 1) CLAS as one college (potentially with some internal reorganization, such as divisional deans with an executive dean), 2) CLAS divided into two colleges, and 3) CLAS divided into three colleges. For each option, possible issues were categorized as potentially positive, potentially negative, or potentially having both positive and/or negative attributes.

Table 1 serves to document the extensive discussions and information gathering by the committee—which incorporated insights gained from institutional data, the Benchmarking Analysis, and input received from the CLAS Dean, Associate Deans, Department Chairs and Program Directors, and other key constituencies. Table 1 provides an organized summary of various points and ideas identified throughout the research and discussion process. It does not provide an evaluation or assessment of these points. As such, it represents a starting point for future discussion, data collection, and analysis.

The second section of the report provides a brief background of the charge and a description of the committee's process, followed by an identification of three overarching concerns — resource requirements, identity, and governance— that emerged as important elements to be included in considering changes to organizational structure.

The remainder of the report focuses largely on core evaluative criteria that are aligned with the University Strategic Plan: impact on student success and enrollment, impact on research, impact on community engagement, and impact on leading in diversity, equity, and inclusion.

A guiding principle of the report is to attempt to delineate and document potential outcomes of various organizational structures, not to make a recommendation. Many of the items identified throughout the report remain unresolved due to a lack of data or inability to reach consensus among the committee members. Where appropriate, such ambiguity is indicated.

**Table 1. Exploration of Possible Positive and Negative Aspects of Organizational Structure\***

**Exploration of Possibilities** Notation: (+) = possible positive; (-) = possible negative; (PS) = possible solution

\*Note: Table 1 provides an organized summary of various points and ideas identified throughout the research and discussion process. It **does not** provide an **evaluation or assessment of these points**. As such, it represents a **starting point** for further discussion, data collection and analysis.

**Option 1: Leave CLAS as a College of Liberal Arts and Sciences.**

Possible Positives	Possible Negatives	Possible Positives/Negatives
<p><b>COSTS</b> + minimal disruption/cost</p> <p><b>COLLABORATION</b> + facilitates collaboration and interdisciplinary work between these departments {faculty collaboration is mainly within social sciences/humanities and within sciences, just by the nature of the research}</p> <p><b>GOVERNANCE</b> + larger works better as long as there are efficient administrative structures + avoid potential problems that restructuring might cause for the newly developed Office of Interdisciplinary programs {see comments under option 2}</p>	<p><b>ADVOCACY NEEDED</b>- current structure may not provide focused advocacy for the three main disciplines in the college. It is very difficult for one person to have the intellectual breadth to adequately cover the current very broad range.</p> <p><b>SIZE</b> - The natural science departments in CLAS are significantly outnumbered. This will never change if we leave CLAS as-is. - Cumbersome to have so many mixed disciplines (e.g. in AC meetings)</p>	<p><b>RESISTS HOMOGENEITY</b> +/- being a large, diverse college does not support homogeneity</p> <p><b>TENURE/PROMOTION REVIEWS</b> +/-Tenure and Promotion decisions might work best with some who are closer to the discipline and some who are further away from the research areas of faculty under consideration</p>
<b>Possible Solutions</b>		
<p>PS: find ways to support and encourage collaboration and interdisciplinary work regardless of college                      PS: create college focused research support staff for sciences; separate support staff/infrastructure for social sciences and humanities                      PS: create a new structure: Executive Dean/Vice Provost that oversees a Dean of Science, Dean of Humanities, Dean of Social Sciences within the college.                      PS: create a new structure: have Associate Deans that oversee similar units {This is not a solution to the advocacy and leadership issue - associate deans do not advocate for university resources under the current structure, nor do they serve as disciplinary representatives to the community.}</p>		

**Option 2: Create a College of Humanities and Social Science and a College of Science.**

Possible Positives	Possible Negatives	Possible Positives/Negatives
<p><b>GRANT EFFORTS</b>            + a separate College of Science may encourage/support increased grant seeking by science faculty            + separate colleges could spur more grant activity among non-science faculty.</p> <p><b>ADVOCACY</b>            + focused leadership and advocacy for the sciences            + focused leadership and advocacy for the liberal arts            + resource advocacy could be improved. + improved efficiencies within colleges</p> <p><b>COLLABORATION +</b>            + Collaborations in the sciences in both research and education. Issue of DFWs in beginning courses: departments could focus together to address more (relieved of Administrative Council tasks, for instance. Imagine weekly meetings of chairs and dean – more focused discussion).</p> <p><b>GOVERNANCE</b>            + more focused approach to academic governance within colleges</p> <p><b>MISSION</b>            + Overall, greater cohesiveness of educational mission.</p> <p><b>DEI (HIRING)</b>            + Potentially more focus on diversity in hiring. Cluster hires easier.</p> <p><b>TENURE/PROMOTION</b>            + College review committees would be better able to judge tenure and promotion cases</p> <p><b>INCREASED COMMUNITY ENGAGEMENT</b>            + separate colleges might allow for more focused community engagement and communication</p>	<p><b>GENERAL PROGRAMS</b>            - two colleges might make the implementation of general education programs slightly more difficult {in that the two deans would have to support the Gen Ed mission rather than one}</p> <p><b>FUNDING/HIRING</b>            - money spent on new administrative positions and structures could be used instead to hire more faculty            - what happens to departments (e.g. Anthropology, Africana Studies, Geography and Earth Sciences, Psychological Science) that span this categorization?</p>	<p><b>UNEQUAL RESOURCE ALLOCATIONS</b>            +/- resource allocation decisions made at the university level might prioritize one college over the other {each college would be able to make its own separate rationale for university-level relevance}</p> <p><b>SHARED GOALS</b>            +/- may foster greater commonality in goals/viewpoints within each college by reducing variation</p> <p><b>CURRICULAR IMPACT</b>            +/- Tracking students earlier into specialties. Discourages broad inquiry earlier.            +/- Sciences might not require foreign language training (with impact on time-to-graduation).            +/- Faculty morale ↓ amid more administrative bloat, or ↑ with focused colleges.</p> <p><b>INTERDISCIPLINARY STUDIES</b>            +/- it might become more difficult for the new Office of Interdisciplinary Studies (a department-level unit within CLAS) to promote interdisciplinary programs and initiatives. {however, this office currently only directly involves humanities and social science depts, so the two-college model could well be an advantage to OIS}</p>
<p><b>Possible Solutions</b></p>		
<p>PS: create college focused research support staff for sciences; separate support staff/infrastructure for social sciences/humanities            PS: well-articulated commitment to ensure that college funding structures are in place to that are not contingent on external funding            PS: ensure strong Academic Affairs leadership and support for implementation of general education programs across all colleges</p>		

**Option 3: Create a College of Humanities, a College of Social Sciences, and a College of Science.**

Possible Positives	Possible Negatives	Possible Positives/Negatives
<p><b>FACULTY AWARENESS</b> + may encourage faculty to become more aware/knowledgeable about the work of their peers within the college</p> <p><b>FOSTER COLLABORATIONS +</b> + greater awareness/knowledge might facilitate new collaborations and external funding attempts</p> <p><b>CLUSTER HIRES</b> + could encourage cluster hires across these three colleges</p> <p><b>TENURE/PROMOTION</b> + Better legibility in promotion and grant discussions and decisions</p> <p><b>CURRICULAR IMPACT</b> + Perhaps encourages establishment of humanities Ph.D. + More focus on pedagogy within disciplines?</p> <p><b>GOVERNANCE</b> + more focused approach to academic governance within colleges + improved efficiencies within colleges</p> <p><b>SERVICE LOADS REDUCED</b> + perhaps lower service loads (within committees e.g. CRC or numbers of committees served per college/individuals)</p> <p><b>COMMUNITY ENGAGEMENT</b> + separate colleges might allow for more focused community engagement and communication + Social Sciences and Humanities could advocate more for their focused areas as important to society through communications and community engagement</p>	<p><b>DECREASE COLLABORATIONS</b> - separating the social sciences and humanities may decrease collaborations despite potential complementary / overlapping methods (cf natural sciences); perhaps less collaboration because not exposed to colleagues' work through committee work (e.g. RDL, CRC, and others that involve learning about innovative and interdisciplinary work).</p> <p><b>PROGRAMS</b> - Personally Speaking more insular.</p> <p><b>FUNDING ALLOCATIONS</b> - money spent on new administrative positions and structures could be used instead to hire more faculty - what happens to departments (e.g. Anthropology, Africana Studies, Geography and Earth Sciences, Communication Studies) that span this categorization?</p> <p><b>INTERDISCIPLINARY STUDIES</b> - it might become more difficult for the new Office of Interdisciplinary Studies (a department-level unit within CLAS) to promote interdisciplinary programs and initiatives - three colleges might make the implementation of General Education difficult</p>	<p><b>UNCOMMON STRUCTURE</b> +/- this organization scheme not common at peer institutions</p> <p><b>RESOURCES</b> +/- Possible resource starvation/overfeeding of entire colleges (e.g. faculty positions) depending on metric used by administration (e.g. external funding, SCH, number of majors).</p> <p><b>MORALE</b> +/- Potentially lower morale as faculty, staff and students, feel the university is more disjointed and less united; Potentially higher morale as faculty feel they belong and have a strong advocate.</p>
<p><b>Possible Solutions</b></p>		
<p>PS: create college focused research support staff for each of the three colleges PS: ensure strong Academic Affairs leadership and support for implementation of general education programs across all college</p>		

## **Section 2: Summary Report from the Committee on CLAS Review**

### **1. Background**

As the University embarks upon its new Strategic Plan, Shaping What's Next, and its pursuit of top-tier status, it supports continued excellence in the liberal arts and sciences as an integral part of the mission. Following seventeen years of successful leadership under Dean Nancy A. Gutierrez, the University is at a pivotal point in reviewing the structure of the College to maximize its contribution to the overall mission and vision.

On September 30, 2021, Chancellor Gaber and Provost Lorden announced the formation of a committee to review the organization of the College of Liberal Arts and Sciences (CLAS), with the goal of examining whether the current structure best supports the goals of the strategic plan while retaining the excellent research, teaching, and service of the current college. The Committee on CLAS Review brings together leaders holding department chair roles from the social sciences, the natural sciences, and the humanities of CLAS and the College of Education; deans from the College of Arts and Architecture, Belk College of Business, and Computing and Informatics; and the Senior Associate Provost of Academic Affairs.

Glenn Boreman, Chair, Department of Physics and Optical Science

Cheryl Brown, Chair, Department of Political Science and Public Administration

Christopher Cameron, Interim Chair, Department of Africana Studies

Bernadette Donovan-Merkert, Chair, Department of Chemistry

Scott Fitzgerald, Chair, Department of Sociology

Lan Kolano, Chair, Department of Middle, Secondary, and K-12 Education

Joanne Maguire, Chair, Department of Religious Studies

Fatma Mili, Dean, College of Computing and Informatics

Brook Muller, Dean, College of Arts + Architecture

Jay Raja, Senior Associate Provost, Academic Affairs

Jennifer Troyer, Dean, Belk College of Business and Committee Chair

The current College of Liberal Arts and Sciences, which was formed in 1980, is the home to departments of humanities, social sciences, natural sciences, and mathematics. The most recent major reorganization was in 2008, when the university established a separate College of Arts + Architecture by moving the arts departments from the College of Arts and Sciences to the College of Architecture. The College of Arts and Sciences / Liberal Arts and Sciences has been led by three deans (Burson, Lyons, and Gutierrez), the most recent of which has served the university and college since 2005 and intends to retire in 2022. The College of Liberal Arts and Sciences currently houses multiple units, some of which do not fall neatly into easily defined disciplinary categories. The college currently houses

- 21 departments (Aerospace Studies, Africana Studies, Anthropology, Biological Sciences, Chemistry, Communication Studies, Criminal Justice and Criminology, English, Geography and Earth Sciences, Global Studies, History, Languages and Culture Studies, Mathematics and Statistics, Military Science, Philosophy, Physics and Optical Science, Political Science and Public Administration, Psychological Science, Religious Studies, Sociology, and Writing, Rhetoric and Digital Studies),
- Over 20 interdisciplinary programs,
- 10 doctoral degrees,
- 24 master's degrees,
- 19 graduate certificates and 17 undergraduate certificates,
- 23 early-entry graduate programs,
- 34 undergraduate degree options,
- 56 undergraduate minors, and
- 23 departmental honors programs.

CLAS also houses the following centers: the Botanical Gardens; the Center for Professional and Applied Ethics; the Center for Holocaust, Genocide, and Human Rights Studies; the Center of Optoelectronics and Optical Communications; the Center for the Study of the New South; the Center for Applied Geographic Information Science; and the Charlotte Teachers Institute.

The administrative structure of the college includes one Senior Associate Dean for Academic Personnel & Budget and three associate deans covering functional areas: an Associate Dean for Academic and Student Success, an Associate Dean for Academic Affairs, and an Associate Dean for Research and Graduate Education. The Associate Dean for Academic and Student Success oversees the Office of Advising and Student Services. The Associate Dean for Academic Affairs manages a Director for Assessment, Planning, and Accreditation, and the Associate Dean for Research and Graduate Education manages a team of staff to support sponsored research and graduate programs. Also reporting into the Dean are a Business Officer and team, the Executive Director of the Charlotte Teachers Institute, and a staff member responsible for Alumni and Community Engagement. For additional information, please see the CLAS organizational chart in Appendix B.

A 2018 internal study of CLAS, conducted by Shawn Long, then Associate Dean for Academic Affairs, and Charles Brody, then Interim Associate Dean, examined staffing and organization requirements, particularly as related to supporting interdisciplinary studies (see Appendix B). That committee did not seriously consider several models and focused primarily on what they called the "Traditional" and the "Functional + Administrative Associate/Assistant Deans and Directors" models. The listening tour surfaced a few perceived systemic issues and highlighted a few areas needing additional attention. Among the recommendations that resulted in change were the following:

- rearranging associate dean portfolios in various ways



- hiring an Associate Dean for Research and Graduate Education
- delineating job responsibilities for administrative positions
- expanding the position of Director of Assessment, Planning, and Accreditation
- creating an Office of Interdisciplinary Programs

The report suggested other changes that do not bear on the organizational structure under review here.

## 2. Process and Structures Considered

The Committee on CLAS Review ("the Committee") gathered data from documents and individuals using a variety of mechanisms. The primary sources of data collection were as follows:

- data on student credit hour production in CLAS,
- a [Benchmarking Analysis and related data on other institutions compiled by Hanover Research](#) (Appendix A),
- the current organizational structure of CLAS (Appendix B),
- the [Roadmap to Research Top Tier, Shaping What's Next, UNC Charlotte's Strategic Plan 2021-31](#),
- input from Dean Nancy Gutierrez,
- input from Dean John Smail about the intersection between CLAS and General Education,
- input from the Associate Deans in CLAS,
- survey of CLAS Directors and Chairs about potential gains and losses from a reorganization, and
- additional feedback shared with the Committee on CLAS Review from other key constituents, including written feedback from 106 faculty, staff and administrators on a previous draft of this report.

The committee report is structured around the Strategic Plan 2021-31, which focuses on four key areas:

- student success and enrollment
- research
- community engagement
- leading in diversity, equity and inclusion.

Under the area of student success and enrollment, the Committee considered the impact of organizational changes on access, affordability, time to graduation, student retention, preparation for careers and life, enrollment, and the undergraduate general education curriculum. Under the area of research, the Committee considered the findings of the [Roadmap to Research Top Tier](#). In the area of community engagement, the committee considered the impact of a potential reorganization on

raising awareness and visibility, engaging with the community for the purposes of education and research, experiential learning and career development opportunities, and communication about scholarship. In the area of diversity, equity, and inclusion (DEI), the Committee examined implications of organizational change in advancing core DEI commitments in relation to curricula, research, and institutional culture.

Our analysis also revealed three pivotal considerations that did not fit neatly in the context of the strategic plan discussion: resource requirements, identity, and governance.

The Committee considered a number of organizational options, including:

1. the current CLAS structure (described above. See also organizational chart in Appendix A.) with or without some adjustments, such as an executive and divisional deans;
2. division of CLAS into two Colleges (e.g. “College of Humanities and Social Science” and “College of Natural Science”); and
3. division of CLAS into three Colleges (e.g. “College of Humanities,” “College of Social Science,” and “College of Natural Science”).

Should there be a division of CLAS, there are many possible names for potential new colleges. For purposes of this report, “College of Humanities and Social Science” and “College of Natural Sciences” are used to refer to the two new colleges that could possibly be formed, but there are other options. Finalizing disciplinary groupings will depend in part on how the faculty defines, for instance, “science” or “sciences.” The Committee received feedback on a draft report about the name, “College of Science,” particularly from individuals who self-identified as being from the social sciences. The role of the Committee was not to choose any particular division or engage in an exploration of naming of colleges, should a division occur, and the terms used in the draft and in this report should not be viewed as advocacy for division or for any particular college names. In addition, the Committee recognizes that multiple units in CLAS do not fall neatly into these categories, and that in any restructuring that results in the formation of two or three colleges, the alignment of disciplines would deserve very careful attention.

This report also recognizes that many of the strengths and weaknesses of a two-college model are similar to the three-college model, and the success of any model hinges on resources and leadership. For instance, dividing a College of Humanities and Social Science further into a College of Humanities and a College of Social Science might allow each college to develop its own unique mission, vision, and identity; however, divisions would have higher administrative overhead than a single college of liberal arts and sciences.

As noted above, the 2018 CLAS organizational review (see Appendix B) included several suggestions that have been implemented, including adding an Associate Dean for Research and Graduate Education (August 2016) and a newly formed Office of Interdisciplinary Studies (August

2021). That study did not extensively consider two additional structures that were considered by this Committee and will be discussed in this report where appropriate:

- an Executive Dean and Vice Provost who oversees deans for the three disciplinary groupings in CLAS (humanities, natural sciences, and social sciences), or
- Associate Deans for disciplinary groupings, in addition to the current Associate Deans.

### 3. Pivotal Considerations

The Committee identified several pivotal topics – **resources**, **identity**, and **governance** – that should be included when considering organizational structure and potential changes but do not fit neatly within the considerations related to the strategic plan.

#### 3.A. Resources

Feedback received on the draft report called for an estimate of the administrative costs of different proposed arrangements. The Committee was not charged with and is not in any position to provide such estimates.

Feedback from faculty surfaced concerns about the allocation of resources in a fiscally constrained environment. To what extent will any restructuring pull resources away from mission critical areas such as graduate student support, new faculty lines, pay increases, etc.? While the expenses of restructuring warrant detailed analysis, investments need to be set within the context of larger institutional goals and priorities, such as the drive to achieve “Top Tier” research status. With an aim to grow funded research activity as but one example, what manner of restructuring will most likely bring added resources to the university relative to added costs?

There is a perception that resources are unequally distributed across colleges and departments and that this could be exacerbated if the college is reorganized or divided.

The committee does not have access to details on the budgetary decision-making process so is not able to verify or address this perception.

CLAS staff is an essential, highly valued resource. Any restructuring or addition of one or more colleges will require new staff appointments. That said, and as with considerations of cost, questions of the staffing implications of restructuring need to be addressed relative to larger institutional decisions. Charlotte struggles and will continue to struggle with staff retention and recruitment during this “Great Resignation.” If significant new numbers of tenure related faculty will be needed in the transition to Top Tier, what staffing levels will be necessary to effectively manage and support increased research activity? And what staffing levels will be needed to support a sharpened focus on student success?

Any reorganization or other changes in structure will require a detailed implementation plan and timeline. As one example of what such a plan would need to encompass, CLAS is currently spread across numerous buildings and locations on campus, and a restructuring would likely affect the allocation and distribution of space. With a move to a two- or three-college model in particular, spatial

redistribution could positively impact identity and sense of community. An implementation plan would therefore need to operate in concert not only with the University's Strategic Plan but also as part of the master planning process and in terms of priorities for new construction and renovation of existing facilities.

### **3.B. Identity**

There is a strong University-wide impetus to elevate the visibility, identity, rankings, and recognition of the distinctiveness of our programs and portfolio of research. A structure that clusters and coheres smaller groups of related disciplines may lend greater visibility and identity to our humanities, social sciences, and natural sciences units as a function of heightened thematic cohesion. However, one very important dimension of identity that surfaced in feedback from department chairs is that multiple departments span several disciplinary groupings (e.g. Africana Studies, Anthropology, Communication Studies, Geography and Earth Sciences, Mathematics and Statistics, and Psychological Science). Any division of CLAS would require an intensive consideration of how these disciplines will continue to maintain their multidisciplinary identities in the context of more homogeneous colleges or divisions within a college.

The complexity of CLAS can be considered a unique strength, although many faculty in the natural sciences do not embrace this view. Several senior administrators argue that the size and complexity should be embraced as an expression of our Urban Research University Mission. Student belonging is discussed in Section 4a below. In addition, faculty and staff have expressed concerns about morale and the desire for a more cohesive community. The pandemic has surely frayed the social fabric of CLAS, as is the case with colleges across campus and the nation. An institutional structure that clusters smaller groups of academic units may more effectively boost morale and create a greater sense of community. However, this may also be accomplished through department and disciplinary groupings and not be directly affected by college structure.

### **3.C. Governance**

An institutional structure that clusters and coheres smaller groups of academic units may also facilitate conducting faculty governance with larger strategic goals in mind. For instance, a two-college model would allow for college-level review of promotion and tenure cases to be more disciplinarily attuned. If that is a goal, this could also be facilitated through a reorganization of CLAS and the structure of the College Review Committee.

The current governance structure of CLAS necessitates that college level committees and leadership meetings cater to the broad diversity of interests, needs, viewpoints, research culture, and challenges. While ostensibly cultivating diversity of thought, the lack of commonality in some of these elements across the broader disciplinary groups (humanities, social sciences, and natural sciences) can lead to slower processes. Some faculty identified this as a strength, while others saw it as a liability.

## **4. Strengths and Weaknesses of Organizational Options in the Context of UNC Charlotte's 2021-2031 Strategic Plan**

### **4.A. Transform Students' Lives Through Educational Opportunity and Excellence**

Student success and enrollment are central to the Strategic Plan, which calls for the implementation of a “Charlotte Model” that integrates academic advising, career education, and experiential education to ensure that all students successfully progress to on-time graduation with the education and experiences that will enable them to thrive in their careers and our communities. Achieving this level of program integration will require significant coordination and communication between University College, the Office of Undergraduate Education, and other colleges and departments, as well as additional investments in staff. The structure of the college(s) does not seem to affect that university-level infrastructure. Outlined below are core considerations for successful implementation of the [Charlotte model](#). The Provost's Student Success Working Group developed a 9-cell student success model to describe what Charlotte students will gain throughout their entire academic career. The Charlotte model is mentioned in Goal A1: “Provide students a unique, comprehensive, intellectually rigorous education — referred to as the ‘Charlotte Model’ — to be delivered through enhanced pedagogy and transformative co-curricular experiences and integrated with robust student success measures.” To achieve this, all faculty in all departments, programs, and colleges need to be contributing actively to the academic development of our students.

The strategic plan anticipates only modest enrollment growth, which places the focus on retention and student success through

1. advising and coaching (4.A.i)
2. creating a sense of belonging and affinity (4.A.ii)
3. curricula and program building (4.A.iii)

Note: Under the current system, new resources related to enrollment primarily include tuition and state appropriation. Increases in tuition may only happen gradually, and those increases apply to new students because of the fixed tuition policy. Student retention/success is critical to avoid negative growth and a resulting reduction in state appropriation and tuition revenue.

#### ***4.A.i. Advising and Coaching***

Advising and coaching will need to be key elements of the Charlotte Model. The Committee was unable to reach a conclusion regarding the optimal organization to support this area, but key considerations are noted below. Research shows that advising and coaching that continues throughout a student's academic journey is most effective. After students start attending classes, the focus for undergraduates should be on helping students to successfully get to junior status and to begin acquiring skills and knowledge necessary for becoming thoughtful and productive members of society.

The current structure of advising in CLAS includes a mix of centralized professional advisors, professional departmental advisors, and faculty. It would be prudent to reassess this approach and determine if the current model is optimal for retention and student success moving forward. Regardless of college structure, the university needs structures that ensure successful transition for

students who need to move from professional schools and STEM majors to humanities and social sciences. The university should also invest in building comprehensive data on students' precollege, academic, financial, campus engagement, learning engagement, career services engagement and library engagement to help develop timely student intervention programs with a focus on preemptive action. Effective use of the data will likely require professional advisors trained as success coaches who can help students handle a wider range of issues, such as the acquisition of study/life skills and accessing campus resources. Advisors would be more effective if they work with students in groups of disciplines with common features. This becomes more important once students reach junior status.

After undergraduate students reach junior status, professional academic advising at the college or department level can be augmented through a variety of approaches. These could include department-level and/or college-level activities (e.g. supplemental faculty advising; collaborations with the Career Center, etc.) to help students focus on acquiring skills needed for career readiness, investigating paths to graduate school, and engaging with entities outside of campus for internships and employment. In terms of organizational options, the current structure of CLAS does not allow for college-wide programming of this nature that is appropriate for all students, and programming is done at the department level. Grouping departments (e.g. humanities, social sciences and natural sciences) organizationally, whether through the creation of one or more new colleges or the addition of associate deans to oversee groupings, might allow for more frequent career readiness activities that are relevant for subgroups of students from CLAS.

Faculty feedback surfaced concerns about advisor and staff morale, attrition, and shortages in the current advising offices. The university is short staffed in many areas, and any change in organization would likely require more staff and advisors in key areas (e.g. teaching Freshman seminar, UCOL 1200, which is already short staffed). Advising needs resources now; any change will likely increase those needs.

#### ***4.A.ii. Creating a Sense of Belonging and Affinity for Students***

The Committee was unable to determine whether college structure will have a definitive impact on students' identity and sense of belonging, but research shows that belonging and affinity positively affect student retention and success. It does appear that undergraduate students in CLAS tend to identify with the major more than the college, unlike students with majors in the professional colleges who may be more likely to identify with the college. Graduate student belonging seems to be largely tied to the specific program, irrespective of college. It could be argued that an institutional structure that clusters and coheres smaller groups of academic units will enable students to identify with and feel connected to not only a department but also to a larger learning community, as is the case with UNC Charlotte's smaller colleges currently. However, the Committee was not able to find definitive research to support this assertion.

To the extent that identifying with a college (as distinct from identifying with the university or department) is meaningful, cultivation of an affinity for the college under the current organizational structure may be difficult given the diversity of disciplines. If students identify with the value of diverse perspectives and ways of inquiry, targeted communication may be able to overcome this difficulty. If, instead, students identify with more narrow discipline-based areas that have more in common in terms of the object of research and approach to inquiry, college level affinity may be difficult to establish with the current organizational structure and may be easier to accomplish in more focused colleges, but research in this area is lacking.

#### **4.A.iii. Curricular and Programmatic**

##### General Education

CLAS currently plays a pivotal role in delivering the General Education curriculum for all undergraduates. The planned revision for General Education at UNC Charlotte will focus on two themes – Global and Local – and several competencies, including critical thinking, communication, quantitative/data, and intercultural. Themes and competencies will have several connection points to each major. Currently, approximately 80% of General Education student credit hours are delivered by CLAS. Given that cross-college programmatic coordination can be more challenging, dividing CLAS into two or more colleges might make it more difficult to effectively coordinate and deliver a cohesive General Education curriculum. One potential solution to this issue is the model where there is a Vice Provost/Executive Dean over any new college(s) or, if the current CLAS is maintained, including additional associate deans for the disciplinary groupings. Another option is that the Provost incentivizes collaboration among all Deans of colleges participating in General Education.

It is also essential to ensure an equitable distribution of teaching loads and student credit hour production across colleges and departments. Doing so may help assuage concerns expressed by some faculty and administrators that a College of Humanities and Social Science might be relegated to providing the General Education curriculum of the university at the expense of research, disciplinary identity, and community engagement.

##### Office of Interdisciplinary Studies

One relevant area for examination is the newly formed Office of Interdisciplinary Studies in CLAS. Presently, it consists of American Studies; Capitalism Studies; Center for the Study of the New South; Charlotte Teachers Institute; Film Studies; Gerontology; Health/Medical Humanities; Humanities Technology and Science; Legal Studies; M.A. in Liberal Studies; Southern Studies; and Women's and Gender Studies. The broader mission of the Office of Interdisciplinary Studies is to be a site for interdisciplinary thinking, both in instruction and research, for faculty across the college (and across other colleges, as well).

Should CLAS be divided into two colleges, this office could find an appropriate home in a College of Humanities and Social Science. It is possible for reasons mentioned elsewhere that creating a second college might result in a lessening of interdisciplinary activity. CLAS currently has a number of interdisciplinary graduate programs that involve other Colleges (e.g. Ph.D. in Organizational Science, Ph.D. in Public Policy, M.S. in Mathematical Finance) and operate with limited coordination by the deans. However, increased emphasis on cross-college collaborations with an appropriate incentive structure at the University level would help facilitate innovative and collaborative academic programming. The University has shown its commitment to interdisciplinarity more broadly by offering more than forty interdisciplinary programs, majors, and minors that will afford students opportunities to meld academic interests into a holistic learning experience. On April 6, 2022, the UNC Board of Governors approved the Bachelor of Arts (B.A.) in Interdisciplinary Studies for Charlotte.

##### DFW rates

In terms of undergraduate student retention, student success necessitates continued attention on courses with high DFW rates. While many of these conversations must take place at the department level, conversations might also be had in disciplinary groups, such as the natural sciences, where issues of students' performance, belonging, etc. are more similar.

Some administrators note that whether the college is split or not, the issue of high DFW rates need to be addressed at multiple levels, requiring a holistic, collaborative approach among faculty interested in helping all students who struggle.

#### Ph.D. Program in the Humanities

The [Roadmap to Research Top Tier](#) indicates that the establishment of at least one doctoral program in the humanities would likely have a substantial impact on the University's relative position amongst peer and aspirant institutions. It is unclear whether a combined CLAS or divided CLAS would help facilitate this strategy, as a division may help with focused strategic planning and advocacy for a new doctoral program in the humanities. However, both a new administrative structure and a new doctoral program will require significant resources, particularly given the relative lack of external funding for humanities work.

### **4.B. Power the Future Through Inquiry, Research and Creative Discovery**

The research profile of the College of Liberal Arts and Sciences has seen tremendous growth in the past few decades. Specifically, CLAS

- has increased extramural funding in research among various departments with Biological Sciences, Physics and Optical Science, Chemistry, Political Science and Public Administration, Mathematics and Statistics, and Geography and Earth Sciences as lead recipients during FY 2017 to FY 2021;
- ranks second among colleges in extramural funding;
- claims fourteen of the last eighteen recipients of the University's First Citizens Bank Scholars Medal honoring "scholarship, creativity, and research;" and
- has expanded its focus on collaborative research with faculty integrated into the four Areas of Research Focus and Distinction in the Top Tier Commission Report.

There are several areas with respect to research in CLAS that may or may not be impacted by the form of the organization: 1) vision, 2) advocacy, and 3) interdisciplinary collaboration.

#### **4.B.i. Research Vision**

The record of success noted above speaks to the breadth and quality of research within CLAS. Some individuals raised concerns about the ability of CLAS to articulate a common college-level research vision that resonates with all units. At the University level, the vision is likely to look like a mosaic, where distinct elements fit together to form a complete picture. While articulating a common research vision for any college is always easier with more communication resources, it may be easier to articulate a coherent vision for more focused disciplinary groupings.

But just as a split might allow for a more cohesive identity for the humanities, chairs and faculty in those disciplines expressed concerns that creating one or two more colleges might adversely affect funding. The perception is that F&A funds (mostly from the natural sciences) now go to CLAS and help support the general operations of the College, including funding humanities departments. However, it is important to note that F&A used to go to departments exclusively and has only very recently been allocated in part to PIs and in part to Colleges. Further, chairs and faculty in the humanities stated in their feedback to the committee that moving to a separate college would silo the humanities and contribute to their marginalization within the university. There is already a perception



that the natural sciences receive far greater funding and attention and many humanities chairs and faculty believe that would be exacerbated were CLAS to split.

#### **4.B.ii. Advocacy**

The nature of any college with more than a handful of departments means that any Dean will come from a disciplinary grouping with which some faculty in that college will not identify. In 1980, when CLAS was created, there were 9,383 students enrolled in Fall at UNC Charlotte; over four decades later, enrollment has more than tripled, many new programs have been added at all levels, and the research portion of the university's mission has grown dramatically, where all of these factors have significantly increased the level of complexity of the dean's job. As faculty noted in their feedback, this complexity can be a strength or a weakness. Some feel that a dean aligned with their discipline would advocate more effectively for their needs while others did not see a dean's disciplinary home as necessarily relevant to that dean's leadership abilities.

The survey of the Chairs and Directors from the humanities in particular indicated concern that any division of CLAS into two or more colleges might result in them being relegated to a resource-poor environment. Any such outcome would most likely be due to broader university priorities in not providing support for fields with fewer opportunities for external funding, not to lack of advocacy on the part of a dean, regardless of discipline.

While the College currently has representation at the associate dean level from all disciplines, the nature of the functional roles of the current associate deans requires them to serve the whole of CLAS. In addition, associate deans do not directly advocate with the Provost for resources. Changing the current structure of CLAS to include disciplinary deans might help with advocacy for budgetary needs or policy concerns.

Advocacy for faculty occurs at the department and college levels during important review periods. Some faculty felt that the composition of the College Review Committee needs to be studied in any decisions made about CLAS. Some noted, for instance, the challenges of serving on the College Review Committee and assessing Reassignments of Duties proposals because of the broad range of disciplines to be considered.

#### **4.B.iii. Interdisciplinary Research Collaboration**

Interdisciplinary teams are increasingly necessary to address the complex problems facing society. Collaborative proposals consisting of interdisciplinary teams of researchers can be assembled and managed most effectively at administrative levels higher than individual departments and often cross college lines. One of the positive aspects of the current CLAS structure is the facilitation of collaboration among certain disciplines, and some have expressed concern about an additional college creating another intellectual silo. Structures may determine the ease in which collaborations happen, and some faculty in some disciplines collaborate much more easily when they are under the same college.

It is worth noting that there is currently a considerable level of research collaboration both within and across colleges at the University. Splitting the college might affect transdisciplinary collaborations across colleges, such as the training of high school teachers in their disciplines, a program that is currently overseen by two associate deans in CLAS and COED. However, the *Roadmap to Research*

*Top Tier* reveals the ongoing strengthening of interdisciplinarity in research collaborations. The interdisciplinary membership of the Top Tier Commission *and* the faculty of all research clusters in each of the four Areas of Research Focus and Distinction reveals the University's existing plans for forging research collaborations from various disciplines, often crossing college boundaries.

Examples of both within- and across-college research collaboration at the University abound. For instance, three NSF-funded Industry/University Collaborative Research Centers (I/UCRCs) – Freeform Optics, Metamaterials, and Precision Metrology – involve robust participation of faculty from CLAS and the College of Engineering. Another example is the collaborative research between faculty in the College of Computing Informatics, particularly the Department of Software and Information Systems, and faculty in the CLAS Department of Political Science and Public Administration on detecting and analyzing twitter data and cybersecurity privacy for the Internet of Things. Within the College, there are also collaborations that cross disciplines. For instance, the NSF-funded SPARC4 project, which seeks to increase the number of students who complete both associate of science and bachelor's of science degrees in the biological sciences, includes faculty from Sociology, Chemistry, Mathematics and Statistics, and Biological Sciences. Another example is funding from the Office of the Director of National Intelligence, which includes faculty from Criminal Justice and Criminology and from Political Science and Public Administration, and faculty from Africana Studies and Sociology have published research on the challenges African American custodial grandparents experience.

The funded research portfolio would likely continue to grow even if the college were divided. The report also notes that modest gains to non-STEM funding could have a significant impact on the University's relative position among peer and aspirational institutions with respect to research expenditures. Separating STEM and non-STEM disciplines may allow non-STEM disciplines to develop focused strategies to increase the funded research portfolio and to advocate for resources to facilitate such growth, and yet many external funding opportunities require cross-disciplinary collaboration.

Notably, academic research in the natural sciences typically requires a stream of substantial external funding, especially for experimental research. This informs the research culture of the natural sciences, in which sustained success in grant seeking is a necessary aspect of an academic career. External financial support for research activity in the humanities and social sciences is, on average, lower than that for natural sciences. Each discipline has distinct strategies for success in securing external funding. If CLAS continues with its current structure, a focused research staff might be better equipped to navigate the funding landscape for a disciplinary grouping. The University's successful pursuit of Top Tier status will require all disciplines to be fully engaged in research activities appropriate for the discipline while collaborating with other disciplines on grand challenges.

Regardless of the form of CLAS, fostering and maintaining collaboration that embraces today's greatest research challenges, the University would benefit from a university-level platform to facilitate collaborations across units. This should be done in a highly intentional way and improve on what currently exists. One potential option is an Associate Provost with campus-wide knowledge of all research areas and understanding of interdisciplinary, multidisciplinary, and cross-disciplinary opportunities. That individual would work alongside the Provost to field new cross-college cluster hires, work with Research and Economic Development to establish potential research clusters, guide existing and potential research clusters, guide policy with respect to graduate student support, and facilitate fluidity among the [Areas of Research Focus and Distinction](#).

## **4.C. Drive Progress for North Carolina and Beyond**

Driving progress for North Carolina and beyond focuses on the impact of the University to benefit our communities. To fulfill this goal, the University must engage with the community for the purposes of education and research and must foster experiential learning and career development opportunities for students.

### ***4.C.i. Engagement with the Community***

CLAS currently has strong ties to some segments of the community. For instance, numerous CLAS faculty participate as seminar leaders for the Charlotte Teachers Institute, which is housed in CLAS and is a partnership with Johnson C. Smith University and Charlotte-Mecklenburg Schools (CMS). CTI provides important professional development to local teachers and thus enhances the educational experience for CMS students.

CLAS also hosts public lectures that help build ties to the community by engaging non-academics in faculty research and providing networking opportunities at the Dubois Center. Most of the lectures focus on areas of research in the humanities and social sciences, with occasional topics by researchers in STEM areas. Examples include:

- Personally Speaking, which is a collaboration with the J. Murrey Atkins Library, and features faculty authors,
- The Anabel Aliaga-Buchenau Witness in Residence Initiative, which seeks to encourage conversations about issues pertaining to human rights and social justice,
- The Loy H. Witherspoon Lecture in Religious Studies and the Alice Tate Lecture in Judaic Studies, both housed in the Department of Religious Studies
- Center for the Study of the New South's Annual Levine Lecture,
- The Dr. Bertha Maxwell-Roddey Distinguished Africana Lecture, and
- The Barnhardt Seminar on Ethics and the World of Business, which engages faculty from both CLAS and Business.

However, general-audience lectures, akin to a version of Personally Speaking for natural sciences research, concentrating on relevant and accessible topics such as the impact of ongoing biophysics research on treatment of diseases such as Alzheimers, heart disease or cancer would be an effective outreach to the local community, perhaps beneficially engaging philanthropic donors with an interest in the science behind these issues. These activities could be developed regardless of college structure.

### ***4.C.ii. Raising Awareness about Scholarship and Academic Programs***

A division of CLAS into two or more colleges may increase community awareness about research and academic programs since the colleges' leadership teams would presumably be more familiar with the work of individual faculty members and curriculum and, as a result, be better situated to promote activity in fields closer to their own; this assumes that the colleges have staffing resources equivalent to or greater than those currently available to CLAS faculty for communication.

A division of CLAS could also provide each of these broad disciplines with focused community advocacy at the dean level. This is of vital importance for creating and growing relationships with

potential alumni, donors, the local community, the legislature, the Board of Governors, and the Board of Trustees. External community stakeholders are to a large extent non-overlapping between disciplinary groupings presently in CLAS. Having a strong disciplinary leader to champion discipline-focused relationship building could benefit students, our community, and the research enterprise.

#### ***4.C.iii. Fostering Experiential Learning and Professional Development***

Graduate and undergraduate students in CLAS are engaged in community-based research projects that build connections with both individuals and groups in the region. Some departments in the College likewise have internship agreements with local organizations, such as the Levine Museum of the New South, to provide students with professional experience and enhance the programming of these organizations in a cost-effective manner.

In addition, the CLAS LEADS program is designed to help students in the College grow into critical thinkers, imaginative leaders, and engaged citizens who are well prepared for their future careers. LEADS provides leadership and experiential learning opportunities for students and help foster connections to the community, partnering with non-profit and government organizations such as Discovery Place and Mecklenburg County Parks and Recreation. LEADS courses are most enriching when they include a mix of students from the humanities, natural sciences, and social sciences. However, students in the natural sciences currently have more structured opportunities for engagement in undergraduate research and paid internships that provide skills directly related to future employment prospects with corporations.

A reorganization or division of CLAS into two colleges may provide opportunities for further development of experiential learning and career development needs for students in the distinct disciplinary groupings, and, if properly resourced, provide more focused guidance for students seeking such opportunities. LEADS can continue to exist even if there are multiple colleges, but it may need to evolve to adjust to a new structure.

#### **4.D. Live our Guiding Commitments by Leading in Equity and Engagement**

Living our guiding commitments by leading in equity and engagement involves colleges in a number of dimensions. Key among them are demonstrating leadership in diversity, equity and inclusion; ensuring that the University is a great place to work and learn; cultivating student and alumni pride; and expanding the use of community programs and activities to grow the reputation of the University and philanthropic support.

##### ***4.D.i. Diversity, Equity, and Inclusion and Ensuring a Positive Environment***

###### **Race and Social Justice (RSJ) Initiative**

CLAS has a wide array of voices and disciplinary backgrounds, and that diversity has allowed CLAS to be a leader among colleges in addressing issues related to diversity, equity and inclusion. Last year, CLAS appointed the inaugural CLAS Race and Social Justice Advocate. The Advocate serves as a resource to departments and individuals to guide their race and social justice efforts and facilitates the activities of the six CLAS Race and Social Justice Working Groups (Anti-racist Workplace, Graduate Recruitment and Success, Policy Audit, Racial and Social Justice Faculty Research and Outreach, Self-Reflection, Undergraduate Student Success) which involve faculty and staff from across the college. A four-part series – “Justice, Equity, Diversity and Inclusion (JEDI): A

Reckoning Force in Higher Education” – was offered for all CLAS faculty and staff. Over 243 CLAS faculty and students registered for events with 30-70 members attending each session. Leaving CLAS as it is would have no impact on these college-wide initiatives.

Under a two-college structure, there would be some impact on the University’s efforts to support DEI. First, the two new colleges would need to collaborate intentionally to sustain the work of the current RSJ working groups, or the work would need to be divided, modified, or elevated to the level of the University. A two-college structure may allow some of the work to be more focused on disciplinary groupings with DEI goals that would be specific to different fields.

#### Climate and Leadership

If CLAS were divided, the University would need to be intentional in demonstrating the value of all members and all disciplines for their unique contributions, particularly those who identify as Black, Indigenous, and people of color (BIPOC). The creation of multiple colleges could potentially further isolate communities of color if targeted programming is not available to support the retention of BIPOC faculty at the University level and if individual colleges do not attend to faculty diversity, equity, and inclusion.

The diversity of disciplines in CLAS is a point of pride amongst some faculty, and leaving CLAS as one large college would support that affinity. However, not all voices from the survey of CLAS program directors and department chairs saw diversity of disciplines as a universally positive attribute. Negatives include difficulties involved in quickly gathering data, getting to a consensus on issues, and navigating complexity.

#### **4.D.ii. Cultivating Student and Alumni Pride**

The issue of student pride and affinity was discussed in section 3.A., with alumni pride being closely linked. In addition, issues related to communication have been examined above. Moreover, some respondents felt that student retention and experiences affect the ability to cultivate student and alumni pride. For example, students who graduate with a negative experience could impact alumni relationships and future enrollments in graduate or different professional schools. Regardless of college structure, additional resources should be focused on creating a positive and rewarding student experience.

#### **4.D.iii. UNC Charlotte Botanical Gardens and Philanthropic Support**

CLAS currently houses the University’s Botanical Gardens, a key community engagement point for the University. Feedback received from the survey of CLAS department chairs and program directors indicated that the Botanical Gardens are valued by the broad range of departments with which it interacts, where some of that interaction may not have been possible if it was separate from a large and diverse college. However, unlike most of CLAS, they are expected to serve as a source of revenue for the University.

Philanthropic support will require investments in deans as fundraising initiators and partners in collaboration with University Advancement, working in collaboration with departments. To effectively fundraise, the deans need to help establish fundraising priorities and build connections with

prospective donors. Both of those tasks may be easier in the context of a smaller college. However, many of the big ideas that philanthropists are drawn to involve tackling problems that are not the domain of a single discipline or even a single college. In this case, the diversity of CLAS could be a strength if the Dean were able to easily coordinate the generation and communication of big ideas across disciplinary groups.

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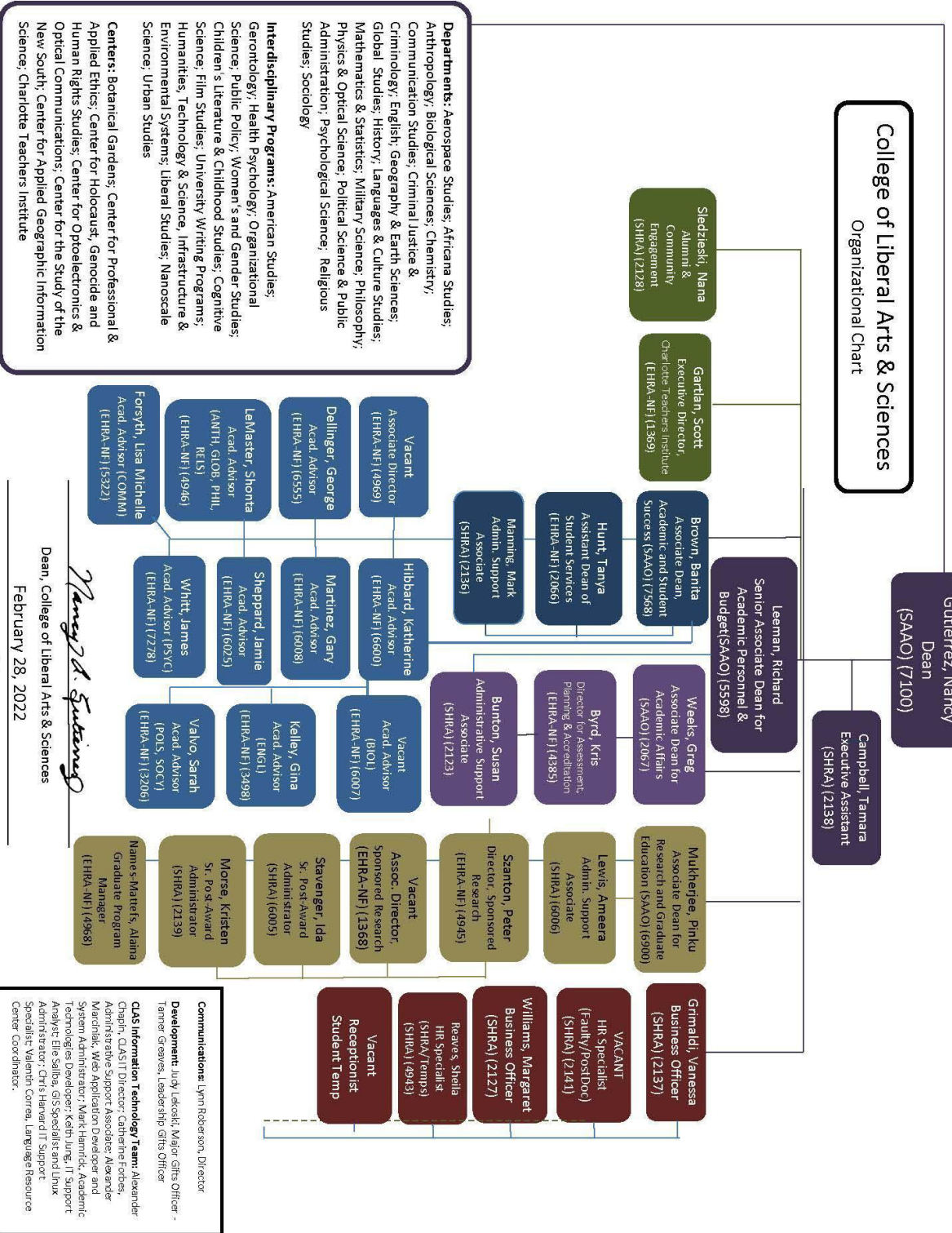
In sum, in assessing how each option aligns with the Strategic Plan, the Committee focused on four key areas: (1) In the area of student success and enrollment, the Committee considered the impact of organizational changes on access, affordability, time to graduation, student retention, preparation for careers and life, enrollment, and the undergraduate general education curriculum; (2) Under the area of research, the Committee considered the findings of the [Roadmap to Research Top Tier](#); (3) In the area of community engagement, the committee considered the impact of a potential reorganization on raising awareness and visibility, engaging with the community for the purposes of education and research, experiential learning and career development opportunities, and communication about scholarship. (4) In the area of diversity, equity, and inclusion (DEI), the Committee examined implications of organizational change in advancing core DEI commitments in relation to curricula, research, and institutional culture.

**To realize the Strategic Plan goals, some Committee members concluded that the most valuable arrangement would be a division of CLAS into two separate colleges, while others concluded that the most valuable arrangement is the current CLAS with some adjustments to the structure. Substantial and sustained investment in university-level resources and leadership at all levels can support efforts in each of these areas, whether the college retains its current structure, is reorganized, or divided into two or three colleges.**

Appendix A: [Benchmarking Analysis, Hanover Research](#)

## **Appendix B: CLAS Organizational Chart as of February 2022**





## Appendix C: 2018 Internal Study of CLAS Memorandum

### MEMORANDUM

**TO: NANCY GUTIERREZ  
DEAN, COLLEGE OF LIBERAL ARTS & SCIENCES**

**FROM: SHAWN LONG, ASSOCIATE DEAN FOR ACADEMIC AFFAIRS  
CHARLES BRODY, INTERIM ASSOCIATE DEAN**

**DATE: FEBRUARY 1, 2018**

**RE: RECOMMENDATIONS ON COLLEGE ORGANIZATION**

#### **Background**

The retirement of Senior Associate Dean, Bill Hill, provided an impetus to consider the staffing and organization of the CLAS Dean's Office. The specific issues that we consider include the appropriate staffing and organizational requirements for the Dean's Office, the possibility of forming "schools" of related departments/programs within the College and a means of providing better and perhaps more efficient support for interdisciplinary programs.

Following your charge and suggestions, we have met with current members of the Office, the Executive staff, held forums with department chairs and program directors and spoken with a number of individual faculty members. We also reviewed the recently published *Organizing Academic Colleges, A Guide for Deans* from the Council of Colleges of Arts and Sciences for best practices. We visited the websites of numerous institutions, some of which were highlighted in the book. Finally, we consulted the websites of institutions that have some sort of interdisciplinary structure, e.g., a school, department, program or office.

#### **Organizing Academic Colleges**

The book is largely descriptive but proved useful in terms of viewing our own organizational structure and providing some ideas about minor changes. Given the size and complexity of our College, we did not consider the Dean only or VPAA and Dean of the College models. Based on our current structure and the conversations that we had, we also did not give much consideration to the idea of divisional deans (e.g., humanities, social sciences, natural sciences) as in some of the models. That meant that two models discussed—the "Traditional" model (I) and the "Functional + Administrative Associate/Assistant Deans & Directors (V)—proved most directly relevant since our current structure includes elements of both.

In the Traditional model, Associate and Assistant Deans, Professional Staff, Department Chairs, Center Directors and Program Heads all report directly to the Dean. Examples of larger institutions employing a Traditional Model include Kansas State University College of Arts and Sciences and Oklahoma State University College of Arts and Sciences.

In the Functional + Model, there are positions in academic and support areas reporting directly to the dean as well as line positions overseeing major operational functions. The administrative heads of these operational units may be associate deans (for academic functions) or directors (for support functions such as technology, advising etc.). Examples include University of Kentucky College of Arts & Sciences, George Washington University Columbian College of Arts & Sciences and Texas A & M University College of Liberal Arts.

Both the Traditional and Functional Models may include the addition of semi-independent “schools” whose directors have a dotted-line relationship with the College dean.

### **Interdisciplinary Arrangements**

As noted above, we examined a variety of arrangements at other institutions that house interdisciplinary programs. The various structures include:

- Schools (e.g., Purdue University and University of Texas Dallas)
- Departments (e.g., Winthrop University and Kennesaw State University)
- Offices (e.g., Lehigh University)

Schools of Interdisciplinary Studies are the most bureaucratized with a Head or Director; faculty, some with tenure homes in the School, some jointly appointed; bylaws and promotion /tenure regulations.

Departments are similar to schools, in many respects, but also generally seem to encompass those units that provide the opportunity for students to create individualized interdisciplinary majors.

An office of interdisciplinary, such as the one at Lehigh University, provides only administrative support for interdisciplinary programs, but does not create a separate department structure or faculty.

### **Listening Tour**

We began each of our meetings by providing a brief description of our charge, discussing the CCAS Guide and the various organizational models including noting the difference between divisional and functional associate deans and also the differences among associate deans, assistant deans and directors. We asked a number of questions to get the discussion started but the discussions were rather free ranging. The questions included asking those present to describe the ideal configuration for the Dean’s office (associate deans, assistant deans, staff etc.), whether there were services not currently provided by the College Office that they felt should be, whether the current structure adequately serves the needs of interdisciplinary programs, and how might the College office serve better. We also pointed out that resources to implement any changes will not be unlimited. For the forums with chairs and directors, Amanda Sargent, Graduate Assistant in the Dean’s office and Organizational Doctoral Student, took notes that captured the discussion and copies of those notes are attached. We were less

diligent and organized about note-taking at other meetings. Fortunately, a number of consistent threads emerged.

- 1) Things are not broken, major changes or reorganization are not required.
- 2) There was not much support for the idea of divisional (as opposed to our current functional) associate deans. Chairs were, however, appreciative of the effort to have all of the major areas within the College represented among the associate deans.
- 3) A new associate dean with faculty/chair experience should be hired. Both College staff and chairs felt it was important for someone with that background be able to discuss budget and personnel issues with faculty and chairs, and oversee faculty-related processes and activities.
- 4) Some of the functions that Bill Hill served in the office (e.g. space) do not require an associate dean.
- 5) It would be helpful to have a more clearly delineated (and detailed) list of the responsibilities of each of the associate deans and those responsibilities appropriately reflective of the associate dean's skill set and overarching portfolio. (Who should we contact for \_\_\_\_?)
- 6) Groups of staff members organized into "offices" (like our office of research) can create positive outcomes for both the staff and those they serve.
- 7) A number of areas could use additional attention:
  - a) Community outreach and engagement
  - b) Support for interdisciplinary programs
  - c) Maintaining and disseminating college and departmental data
  - d) Development, particularly for the departments
  - e) Faculty and Leadership development
- 8) There is a desire to create one or more "schools" within the College.
- 9) A few caveats were also noted:
  - a) We should be cautious about growing administration within the College as things are, to a large degree, zero-sum and it takes resources from our primary mission.
  - b) Many of the areas requiring attention are also served centrally by University offices. Perhaps, we should argue that they need to improve rather than replicating what they should be doing.
  - c) While interdisciplinary programs would benefit from additional supports and advocacy, the creation of a single department would create additional problems and is not preferred.

## **Assessment/ Program Review Position**

We recently learned that a position from the Office of Accreditation and Assessment that previously dealt with assessment in our College and program review is being transferred to us. We have the opportunity to tweak the job description to best meet the needs in CLAS.

### **Recommendations:**

Based on the above, we offer the following recommendations for changes/ additions to the College office:

- 1) Hire a new fourth associate dean whose primary areas of responsibility are to include academic personnel and budgets.
- 2) Review the job descriptions and delineate areas of responsibility for all associate deans and directors of support areas. (See the example of Oklahoma State University CAS on p. 42 of Organizing Academic Colleges.) Post these lists prominently on the College website.
- 3) Add a staff member to focus on the less academic responsibilities, and more operationally-related activities, previously managed by Bill Hill, e.g. space, renovations, equipment, business continuity, data analyst and curator, etc.
- 4) Expand the job description of the assessment/program review position to include collating, maintaining and reporting college and department level data used in budget requests, annual reports, program reviews etc. A suggested job title might be Director/Coordinator of Academic Assessment and Reporting.
- 5) Create an Office of Interdisciplinary programs to provide support especially for our smaller interdisciplinary majors and minors. The mission of the Lehigh Office seems appropriate: "We are the office that provides administrative support to the many exciting interdisciplinary units in the College of Arts and Science (CAS). Among our many responsibilities, we maintain records, assist students and faculty, and coordinate dozens of events each semester." A director might be a senior faculty member (tenure-track or lecturer) from one of the programs. Administrative support for existing programs could be pooled and advising for most of the programs could be provided in the office. This would require having a physical office location for the Office of Interdisciplinary Programs to support the director and the administrative staff.
- 6) Consider forming a number of additional "offices" within the College, perhaps reporting to the various associate deans as Advising does to Banita and Research does to Rick. For example, Eleanor's group along with the new staff member in (3) above could report to the associate dean for Personnel and Budget. The Director for Academic Experiences and

Outreach (LEADS director), assessment and reporting coordinator would report to the associate dean for academic affairs. Lynn's group and Alex's group might be united under an executive director (or co-directors) in a model similar to the Hive at University of Kentucky. This would create natural synergies between two important support functions within the college.

7) Continue funding a graduate assistant to support the various functions of the college.

Three additional staff positions to consider:

8) An outreach/community engagement/experiential learning coordinator to assist CLAS faculty in developing research opportunities for our faculty and experiential opportunities for our students.

9) An additional development person to work primarily with the departments.

10) Dean's Faculty Fellow or Faculty Associate to assist with projects assigned by the Dean and/ or developed by the Faculty Fellow/Associate to advance the mission of the college and to provide leadership opportunities for aspiring faculty leaders (one year appointment).

**Appendix D: CLAS 2021-22 Annual Report**  
**COLLEGE OF LIBERAL ARTS AND SCIENCES**  
**2020-21 ANNUAL REPORT HIGHLIGHTS**

**GOAL I: Educate a diverse student body through an integrated academic experience that position graduates for personal success and civic responsibility in the global environment of the 21<sup>st</sup> century.**

A. The College provided a substantial and increased level of instruction in AY 2020-21.

1. As of the start of Fall 2020, the number of CLAS undergraduate majors increased by 7% over Fall 2019, and the number of CLAS graduate students increased by 10.5%.
2. Total student credit hours taught by CLAS faculty increased 1% over AY 2019-20. Undergraduate SCH's increased by 0.7%; graduate SCH's increased by over 6%.
3. SCH's increased in CLAS, although Full-time FTE decreased by 1% over AY 2019-20, and total FTE in the College decreased by 3% over AY 2019-20.

B. The quality of instruction provided by CLAS faculty remained high.

Graduation and retention rates in the College continued to hold steady or improve across a variety of categories and metrics.

CLAS FTIC Students: (Table 1)

- Largest class of CLAS freshmen, increasing by 9.7% over the previous year.
- Retention rates for CLAS FTIC students continued to be steady. The “Continued to 4<sup>th</sup> Year” rate dropped, however the “Graduated in Three Years” for the same cohort of FTIC students (2017) increased.
- Graduation rates for CLAS FTIC students have improved steadily over the five-year strategic planning period.

CLAS Transfer Students: (Table 2)

- Overall number of CLAS Transfer students declined in 2020
- Retention rates have improved over the five-year strategic planning period.
- Graduation rates improved over the five-year strategic planning period.

Improved Graduation Rates Overall: (Table 3)

- Overall graduation rate of CLAS majors increased 8% over the five-year planning period
- Graduation rate of CLAS majors declined slightly in 2020, but remained above 30%.

The College's strong graduation and retention rates reflect the quality of instruction provided in the College, as evidenced by a variety of metrics, including:

1. *The high quality of instruction as evidenced by awards.* The high quality of instruction provided by College faculty is recognized through on campus and external awards. (Tables 4 and 5)

Over the past four years of awards:

- Three CLAS professors representing three different departments have received the Bank of America Teaching Excellence Award
- Three CLAS professors representing two different departments have received the Bonnie E. Cone Early Career Professorship in Teaching.
- A CLAS faculty member received the 2020 University Teaching Excellence Award.
- Four CLAS departments have received the Provost's Teaching Award: Africana Studies, Biological Sciences, English and Psychological Science.
- Two CLAS professors representing two different departments have received the Harshini V. de Silva Graduate Mentor Award.

Recognition of programmatic excellence includes:

- The Math Finance Master's Program was ranked No. 12 in the nation in 2020 among Master of Financial Engineering Programs by *The Financial Engineer*. This rank marks a continued improvement, from #18 in 2016 and #16 in 2018.
- The Master of Public Administration program was ranked #48 in the country by *USN&WR*.

2. *Student learning that extends beyond the classroom.* The College continued to build upon its commitment to students' post-graduation success through its LEADS program, increased attention to internships across the College and increased research opportunities for undergraduate students. Despite the difficulties posed by the pandemic, programs across the College continued to arrange for internship opportunities for students, engaged in experiential learning with community partners virtually and established safety protocols which allowed students to participate in lab research and field work.

Some highlights from across the College include:

- Student enrollment in LEADS designated classes increased by over 400% to 842 enrollments in 2020-21.
- The LEADS program initiated a class-based internship program, partnering with Discovery Place, Imaginon, Satori, SVP Charlotte, Mecklenburg County Parks and Rec, Funsepa and Heineman-Robicsek Medical Outreach.
- Two college departments (Chemistry; Criminal Justice and Criminology) continued their work as National Science Foundation REU Sites
- With the Millennium Fellowship Program, students participated virtually in a global experiential learning opportunity related to three United Nations' Goals: (1) Blessing the Queen City--UN Goal #2: Zero Hunger, (2) Cloud of Witnesses--UN Goal #3: Good Health and Wellbeing, and (3) iAct UN Goal #13: Climate Action. Students represented CLAS majors of History, International Studies, Mathematics, Philosophy, Political Science,



Sociology, Spanish, and minors of Anthropology, Holocaust, Genocide, and Human Rights, and Women's and Gender Studies.

- The Democracy 49 project worked to heighten awareness of civic participation and elections among students across campus.
- As Study Abroad opportunities were lost, Global Studies and Languages and Culture Studies established joint virtual learning programs with international partners. These student-to-student interactive experiences included (a.) virtual collaboration with Kingston University on a week-long Human Rights Festival; (b.) virtual exchange with Stellenbosch University focusing on global social movements and activism; (c.) Tandem Exchange with TU Berlin; (d.) three COIL (Collaborative International Learning) Projects, two with University of Shizuoka and one with Sophia University; and (e.) two GNL (Globally Networked Learning) Projects with University of Cantabria and Xidan University.
- The Writing Resources Center had over 500 appointments during the year that were devoted to writing resumes, application letters, scholarship letters and other professional documents.
- Multiple CLAS faculty from the departments of Philosophy, Religious Studies, English, History and Writing, Rhetoric & Digital Studies participated in the Career Competency Integration Institute.
- Model UN Students led the Model United Nations Carolinas Conference, which included 200+ participants from universities and high schools from across the US and Canada including the US Air Force Academy, University of San Diego, and Northern Arizona University in October 2020. The university's Model UN team participated in two other virtual conferences, earning eight individual delegate awards and one Distinguished Delegation (of 10 students) award.

The College's success in taking learning beyond the classroom is evidenced in part by the multiple undergraduate and graduate students who received regional, national and international awards (*Tables 6 and 7*).

### *3. Innovative, cross-disciplinary and inter-college programs.*

Eleven new curriculum programs were initiated this year that emphasize interdisciplinary learning:

- B.A. in Writing, Rhetoric and Digital Studies
- Inter-college B.S. in Data Science
- Dual Degree M.A./M.F.A. program with Kingston University (UK)
- Graduate Certificate in Biomedical Sciences
- Graduate Certificate in Biotechnology
- Graduate Certificate in Business Languages (Spanish and German)
- The Gerontology program developed "pathways" with five Masters programs by which students can earn the Graduate Certificate in Gerontology as a way of adding value to their degree. The program is currently developing similar pathways with four additional Masters programs.
- Security and Intelligence Studies minor and concentration in the POLS degree.

This year the College began the process of establishing an Office of Interdisciplinary Studies to coordinate and promote interdisciplinary pedagogy, research and community engagement across the College. The College reorganized staff lines in order to provide the unit with two office assistants and has secured a central suite for the director and support staff. The College is currently recruiting for a Director of the Office of Interdisciplinary Studies, to begin July 1, 2021.

#### *4. Attention to online and on-campus pedagogy.*

The dramatic shift to online teaching this year required substantial time and attention from faculty, departments and programs to learning new pedagogical tools and approaches. Many CLAS faculty attended workshops, a program of peer mentors was established within departments and faculty informally supported each other in multiple ways throughout the year. In addition to learning new online pedagogy, CLAS faculty also developed innovative ways to teach students on campus; e.g. with field labs held outdoors, hybrid delivery of classes, etc.

Some of the programmatic innovations made in response to the pandemic included:

- Several programs utilized half term programming of methods and capstone classes that allowed students who were “behind” in a course to accelerate the completion of their degree.
- Assessment of a pilot shared assignment initiative across First Year Writing classes determined that reinvigorating portfolio pedagogy would yield stronger results. The Writing, Rhetoric and Digital Studies department will emphasize portfolio pedagogy in its faculty development in the coming year.
- The Writing Resources Center introduced new online workshops on topics such as APA style, MLA style and thesis statements.
- Math developed a program of embedded tutors in order to enhance students’ willingness to access virtual tutoring.

#### *5. A commitment to equity.*

Some of this year’s notable achievements include:

- Continued work on multiple STEM outreach programs including:
  - NIH Bridges to Baccalaureate Award
  - NSF S-STEM SPARC4 (works to encourage low income, talented community college students to study STEM)
  - NSF funded I-PASS, (works with middle school and undergraduate scholars to increase the diversity and access in STEM)
  - ACS Project SEED (laboratory research experiences for high school students from economically disadvantaged backgrounds)
- Sponsored, acquired funding for and conducted multiple outreach programs to K-12 students, including (along with the STEM outreach listed above):
- The History Department established the “Gregory Mixon-Sonya Ramsey Black Lives Matter Scholarship” to highlight anti-racist work in the History major, aiming particularly to benefit Black History students.

- Gerontology Program community partners include organizations which represent diverse communities of seniors, including by race, gender orientation, SES and ability.
- Sponsored, acquired funding for and conducted multiple public lectures, conferences and workshops that addressed issues of equity.
- Three of the six NC AGEF Fellows are faculty in CLAS
- Faculty applied for and received multiple Chancellor's Diversity Grant funding for a wide range of speakers, workshops and projects.
- Philosophy Dept. held 6<sup>th</sup> annual meeting (virtually) of GROUP (Graduate Recruitment of Underrepresented Philosophers).
- The Physics Department presented a 20-minute graduate-recruiting talk in Spanish to students at the University of Puerto Rico in Mayagüez as part of the department's continuing outreach to students in Latin America.
- The College attended graduate student fairs at three North Carolina public HMSIs.
- During International Education Week LACS sponsored a talk on the incarceration of Japanese Americans during World War II.
- Conducted the Multicultural PreDoctoral Summer Teaching Fellows program which provided innovative equity-oriented courses to our students: including Environmental Race, Justice and Ethnicity; Communication; Ethnographies of Global South Asian Diaspora; and Race, Gender and Sports.
- LACS faculty sponsored the Heritage Language Learning Symposium in February 2021. More than 150 students, educators, and administrators from the USA (K12- University level), Latin America, and Canada attended the Symposium. Four UNC Charlotte Latinx student organizations (HCAP, LASO, HLXU, and LHS) also actively participated in the event.
- History and Latin American Studies faculty organized the first virtual Conference on Latin American History with approximately 200 panelists from the United States and least 14 other countries.
- History and Latin American Studies faculty also organized the virtual Southeastern Council of Latin American Studies conference, with approximately 215 panelists from the United States and 8 other countries. Number of universities approximately 70.

Some evidence of the College's success in addressing issues of equity include:

- The percentage of URM students in CLAS graduate programs increased from 18% in Fall 2019 to 21% in Fall 2020. There is still work to be done in our recruiting, but this marks an important step of improvement.
- For STEM degree completion by African American students, the College ranks # 1 in North Carolina for Mathematics majors, #2 for majors in the Physical Science and #5 for Biological Science majors. (Source: Integrated Postsecondary Education Data System)
- For STEM degree completion by African American students, the College ranks #4 in the nation for Mathematics majors and #8 in the nation for majors in the Physical Sciences. (Source: Integrated Postsecondary Education Data System)
- The Organizational Science Summer Institute Program, dedicated to preparing URM undergraduate students for graduate study, has placed 80% of its participants in graduate

programs over the past thirteen years. Programs of study include UCLA and the Wharton School of Business.

- The graduate student group in Optical Science and Engineering is 41% female (19 of 46).
- The graduate student group in Applied Physics is 30% female (3 of 10).
- Recruited a diverse class for the IO MA program that entered in the fall of 2020, including diversity in regard to gender (60% female) and race/ethnicity (four racial and ethnic minorities)
- Four out of the six incoming Organizational Science doctoral students for Fall 2021 are URM students.
- Lisa Zhang, a high school student mentored by Tom Schmedake, won numerous awards, based on research she conducted under Tom's guidance in previous years:
  - NC Region 6 Science and Engineering Fair - First Place in Advanced Chemistry
  - U.S. Navy and Marine Corps 2020 Naval Science Award
  - NC Student Academy of Science 2020 State Competition - First Place in Advanced Chemistry
  - NC Science and Engineering Fair - State Finalist (the event was canceled due to COVID-19)
  - North Carolina Junior Science and Humanities Symposium - Second Place in Chemistry
- Christopher Bejger served as an ACS Project SEED advisor to Ms. Afrah Faraz for two summers (2018 and 2019), Ms Faraz was selected as one of 33 recipients of the ACS Project SEED scholarship for the 2020-21 academic year. Ms. Faraz is currently a student at UNC Chapel Hill where she majors in Chemistry and Neuroscience, and is also enrolled in the Chancellor's Science Scholar's Program.

**GOAL II. Expand scholarly knowledge and leverage discovery for the public benefit through innovative programs of research, creative activities, and graduate education that span the disciplines.**

By all measures, CLAS faculty continued to make important scholarly contributions during the strategic planning period. The overall number of publications increased by 20%, including a 44% increase in the number of book length contributions, 51% increase in book chapters produced, and 14% increase in peer-reviewed journal articles. (*Table 7*) External research award funding has increased by almost 10% during the planning period with over \$12 million in awards, and submissions have increased by over 47% to \$88 million. (*Table 8*) These increases occurred despite the number of CLAS tenure-track faculty increasing only 6% over the same period, and decreasing 1% from the previous year. We also recognize that this level of productivity, particularly in terms of publications, will not be sustained over the next several years due to the pandemic. The College recognizes that many areas of scholarship, including participant research, travel to library and archives, and even the daily work of reading, studying and writing, were impacted by the pandemic. The College remains committed to providing the strongest possible environment to support faculty research at all levels.

The quality of CLAS scholarship remains demonstrable. Internally, since 2018 four CLAS faculty have received the First Citizens Bank Scholarship Award, representing Africana Studies Political Science, Psychological Sciences, and Biological Sciences. (*Table 4*) Externally, in 2020, seven faculty received career recognitions. Five faculty (Andrew Truman, Biological Science; Dan Rabinovich, Chemistry; Greg Gbur, Physics and Optical Science; Thomas Suleski, Physics and Optical Science and Cynthia Hancock, Sociology) were elected as fellows of their national disciplinary societies. Mike Doyle (Languages and Culture Studies) received the Orden de Don Quijote from the National Hispanic Collegiate Honor Society. Mike Fiddy (Physics and Optical Science) received the Meritorious Public Service Medal from the Defense Advanced Research Projects Agency. Thomas Barth (Political Science and Public Administration) received the Chester A. Newland Presidential Citation of Merit from the American Society for Public Administration. (*Table 5*)

In 2020, CLAS faculty received six book awards, four article of the year awards and three Top Paper awards. In addition, Colleen Hammelman received an NSF CAREER award grant which, combined with the two new CAREER award grants announced in 2021 (Christopher Bejger, Chemistry and Rosario Porrás-Aguilar, Physics and Optical Science) and two awarded in 2019 (Helen Li, Mathematics and Statistics; and Kevin McGoff, Mathematics and Statistics) means that College faculty have received five NSF Career Awards in three years. Similarly, Jason Black (Communication Studies) was named a Fulbright Scholar for Spring 2020. Two more faculty (Christine Davis and Ashli Stokes, both Communication Studies) received Fulbright awards in 2020, although their appointments were postponed to Fall 2021 due to Covid. (*Table 5*) For this coming year, the College has already demonstrated similar recognition for its faculty's scholarship. In addition to the two new CAREER awards and two Fulbrights Scholar Awards, for 2021 the College will also be able to report faculty receipt of a National Humanities Center Fellowship (Oscar de la Toure, Africana Studies) and a National Institute of Health MIRA R35 Award (Kirill Afonin, Chemistry).

This year, twenty-six CLAS faculty served as chief editors of scholarly journals. CLAS faculty also served as editors for eleven book series.

### **GOAL III: Engage community partners in mutually beneficial programs which enhance the economic, civic, and cultural vitality of the region.**

Even during the pandemic, every department and program in the College was professionally engaged with the community through research, service and teaching or both. Throughout the College, faculty serve on community advisory boards, provide consulting, create public-private research collaborations, give public talks, provide interviews, write public essays, referee student competitions and serve the regional, state, national and international community in myriad ways. Graduate and undergraduate students conduct community-based research and reach out through internships, practica and community-oriented classes to support a wide variety of individuals and organizations.

Some of the CLAS community outreach efforts include:

- The Charlotte Teachers Institute continued its partnership with CLAS, COED, Johnson C. Smith University, and Charlotte-Mecklenburg Schools to provide innovative content-oriented seminars for K-12 teachers. This year 95 CMS teachers from 52 CMS schools participated. These teachers have taught over 13,175 PK-12 grade students. To date, 700 CMS teachers--who have in turn taught more than 137,000 students annually--have written 1,040 original curriculum units in 92 university professor-led, seven-month professional seminars.
- The Botanical Gardens reached more community visitors than ever. This included:
  - An increase in garden visitors from ~55,000 in 2019-2020 to ~57,000 in 2020-2021. This represents a 3.6% increase over one year.
  - An increase in participation in Garden Classes from about 500 in 2019-2020 to about 605 in 2020-2021
  - A partnership with the Native Plant Society's events, which reaches an additional 1,000 members of the community.
  - An increase in Facebook likes from about 7,300 in 2019-2020 to about 8,000 in 2020-2021. This is about a 9.6% increase over 2019-2020.
  - An increase in membership last year from 289 in 2019-2020 to 363 in 2020-2021 for an increase of just over 25%.
  - Development of a weekly vodcast that toured the Gardens. Views of the vodcast ranged from 200 to 1500 for each vodcast.
- The *Personally Speaking* Series was moved to an online virtual delivery. Over 90 viewers attended each of the three speaking events.
- The Ethics Center extended its community reach this year by establishing a YouTube channel on which events are now archived and accessible. The Conference on Social Work was postponed from 2020 due to the pandemic, but was held virtually in May 2021 with over 170 worldwide participants.
- The Public Policy and Urban Institute created the "Talking Policy Event," which this year featured a former director of FEMA discussing racial equity in disaster preparedness activities. emergency management. The event had over 300 registrations, with 50% of the registrations representing attendees from non-academic companies and organizations.
- Held an inaugural "Alumni Legends" talk virtually as a pilot project. Over 40 registrants attended to hear an alumnus of the Meteorology program speak.
- Languages and Culture Studies hosted the Carolina Chinese K-12 Speech Contest (Final) virtually on November 7, 2020. Over 50 students who are selected from 300+ preliminary contestants participated in this contest.
- Mathematics and Statistics hosted and proctored the Actuarial exam on campus for the Society of Actuaries
- Mathematics and Statistics hosted the Carolinas in Mathematics Symposium at UNC Charlotte (CMSC), a one-day meeting focusing on undergraduate and graduate mathematical research and education that was held remotely.
- Two PhD students and one master's student work in the Hidden Valley neighborhood as part of CHARP efforts conducting their thesis and dissertation work using community action research methods

- CAGIS (Center for Geographic Information Science) has a focus on funded projects in the region with several faculty, including a SmartCities NSF grant, and several other regionally relevant funded projects
- Geography and Earth Science faculty, in collaboration with CAGIS, continued its "healthy wells" project in Gaston County, funded through the CDC
- The Organizational Science Volunteer Program Assessment, an audit tool by which nonprofit organizations can optimize their use of volunteers.
- The Organizational Science Shelter Employee Engagement and Development System.

### **Addressing the Pandemic**

CLAS faculty and students also devoted their expertise to helping the community address the Covid-19 pandemic. Example of CLAS faculty and student work in this area include:

- In partnership with a global research network coordinated by University College London, Assistant Professor Andrea Freidus (Anthropology), Emerita Professor Dena Shenk, and M.A. student Cristin Wolf were one of 22 international teams performing rapid assessment work on the pandemic. Their research on local long-term care facilities has been published in two applied anthropology journals, *Anthropology of Aging*, and *Human Organization*, the flagship journal of the Society for Applied Anthropology (“A Rapid Qualitative Appraisal of the Impact of COVID-19 on Long-term Care Communities in the United States: Perspectives from Area Aging Staff and Advocates”).
- Eric Delmelle, Yu Lan (PhD student), Deborah Thomas, Jean-Claude Thill, Hannah Palko (PhD student), Wenwu Tang, and Wei-Ning Xiang (Geography and Earth Sciences) all have peer-reviewed publications related to COVID-19.
- Eric Delmelle and Deborah Thomas taught a GEOG 4000/5000 class “Place-based Geographic COVID-19 Research Perspectives and Realities for Practice.”
- Dr. Pali Indrasekara (Chemistry) received a grant (\$19,987) from the North Carolina Biotechnology Center for her project titled, "Optical diagnostic platform for acute phase COVID-19 detection."
- Several Chemistry M.S. and Nanoscale Science Ph.D. students worked in the UNC Charlotte COVID testing lab.

### **Goal IV. The College recognizes that a commitment to equity and inclusion must be threaded throughout its work in teaching, scholarship and community engagement.**

This year the College appointed its first Race and Social Justice Advocate. The Advocate’s portfolio includes attention to College policies, graduate and undergraduate education, workplace culture and faculty scholarship. Five working groups have been established to address these areas, with a sixth working group dedicated to taking a broader view of the College and its work in this area and to consider innovative directions in which this work may be pursued. Over ninety CLAS faculty and staff are participating in these six working groups.

**TABLES**

**Table 1. Retention and Graduation of Undergraduate Full-time First Time Freshman in CLAS**

Calendar Year	First-time Freshmen	% Continued to 2 <sup>nd</sup> Year	% Continued to 3 <sup>rd</sup> Year	% Continued to 4 <sup>th</sup> Year	% Continued to 5 <sup>th</sup> Year	% Graduated in 1 Year	% Graduated in 2 Years	% Graduated in 3 Years	% Graduated in 4 years
2015	787	82.1%	72.7%	65.9%	21.0		0.5%	4.3%	48.3%
2016	743	84.1%	74.6%	68.0%	20.6%		1.0%	6.1%	53.0%
2017	689	79.7%	68.2%	61.9%			2.0%	8.0%	
2018	736	82.2%	73.9%				2.3%		
2019	841	82.5%							
2020	923								

**Table 2. Retention and Graduation of Undergraduate Full-time Transfer Students in CLAS**

Calendar Year	Transfer Students Started	% Continued to 2 <sup>nd</sup> Year	% Continued to 3 <sup>rd</sup> Year	% Continued to 4 <sup>th</sup> Year	% Continued to 5 <sup>th</sup> Year	% Graduated in 1 Year	% Graduated in 2 Years	% Graduated in 3 Years	% Graduated in 4 Years
2015	1,036	76.9%	49.8%	19.4%	7.1%	1.2%	18.8%	47.0%	59.5%
2016	1,070	78.9%	53.2%	19.0%	7.2%	1.0%	18.2%	49.1%	62.6%
2017	1,057	82.2%	51.5%	19.2%		0.8%	24.0%	54.5%	
2018	1,087	79.9%	48.8%			1.0%	26.1%		
2019	1,026	85.6%				1.2%			
2020	963								

**Table 3. CLAS Undergraduate Degree Earned Rates**

Academic Year	Degrees Awarded	Percentage of Majors
2019-20	2,219	30.7%
2018-19	2,445	33.0%
2017-18	2,346	30.9%
2016-17	1,928	23.44%
2015-16	1,817	22.74%



**Table 4. University Faculty Awards**

	<b>Bank of America Teaching Excellence Award</b>	<b>Bonnie E. Cone Early Career Teaching Award</b>	<b>UNC Charlotte Award for Teaching Excellence</b>	<b>Harshini V. de Silva Graduate Mentor Award</b>	<b>First Citizens Bank Scholars Award</b>	<b>Bonnie E. Cone Civic Engagement Award</b>
<b>2021</b>	<i>Not yet named</i>	<i>Not yet named</i>	<i>Not yet named</i>	<i>Not yet named</i>	Dr. Akin Ogundiran, AFRS	<i>Not yet named</i>
<b>2020</b>		Dr. Jeanette Bennett, PSCY	Tonya Bates, BIOL	Dr. Suzanne Leland, POLS	Dr. James Walsh, POLS	Dr. Joanne Carman, POLS
<b>2019</b>	Dr. Jennifer Webb, PSYC	Dr. Janaka Lewis, ENGL and WGST			Dr. Steven Rogelberg, PSYC and MGMT	Dr. Mark West, ENGL
<b>2018</b>			<i>Award began in 2020</i>		Dr. Pinku Mukherjee, BIOL	Dr. Janni Sorensen, GES
<b>2017</b>	Dr. Michéle Bissière, LACS	Dr. Jennifer Webb, PSYC	<i>Award began in 2020</i>	Dr. Heather Smith, GES		Dr. Thomas Schmedake, CHEM

**Table 5: Faculty Regional, National and International Awards**

<b>Faculty Name</b>	<b>Department</b>	<b>Award</b>	<b>Sponsoring Organization</b>
Oscar de la Torre	Africana Studies	Best Book on Amazonian Studies, 2018-19	Latin American Studies Association
Oscar de la Torre	Africana Studies	Honorable Mention, Roberto Reis Award	Brazilian Studies Association
Elise Berman	Anthropology	First Book Award Finalist	American Association of Applied Linguistics
Michelle Pass	Biological Sciences	Finalist 2020 Best Collaboration in Mentoring Award	City of Charlotte Mayor's Mentoring Alliance
Andrew Truman	Biological Sciences	Fellow	Cell Stress Society International
Dan Rabinovich	Chemistry	Fellow	American Chemical Society

Dan Rabinovich	Chemistry	Award for Research at an Undergraduate Institution	American Chemical Society
Juan Vivero-Escoto	Chemistry	Innovation Award Lecture	International Association of Advanced Materials
Erin Basinger	Communication Studies	Top Paper Award	National Council on Family Relations
Jason Black	Communication Studies	Fulbright Scholar	Fulbright Program
Larianne Collins	Geography and Earth Sciences	Best Secondary Article	<i>Journal of Geography</i>
Missy Eppes	Geography and Earth Sciences	Kirk Bryan Award for Best Quaternary Geology-Geomorphology Publication in Past Five Years	Geology Society of America
Lauri Garo	Geography and Earth Sciences	Outstanding Dissertation Award	Counseling Division, American Education Research Association
Colleen Hammelman	Geography and Earth Sciences	CAREER Award	National Science Foundation
David Vinson	Geography and Earth Sciences	Excellence in Review Award	<i>Applied Geochemistry Journal</i>
Erika Edwards	History	Letitia Woods Brown Memorial Book Prize	Association of Black Women Historians
Erika Edwards	History	Best Black History Books of 2020	African American Intellectual History Society
Maren Ehlers	History	Honorable Mention, John Whitney Hall Prize for Outstanding Book	Association for Asian Studies
Sonya Ramsey	History	Hooks Academic Research Fellow	Benjamin L. Hooks Institute for Social Change, University of Memphis
Michael Doyle	Languages and Culture Studies	Selected for the Orden de Don Quijote	National Collegiate Hispanic Honor Society
Bobby Hopgood	Languages and Culture Studies	Top 25 Most Viewed Video Presentations	American Council on Teaching of Foreign Languages Virtual Conference
Bobby Hopgood	Languages and Culture Studies	Ten Best Conference Presentation	Foreign Language Association of North Carolina
Will Davis	Languages and Culture Studies	Selected as Competing Artist	ArtFields 2020

Vasily Astratov	Physics and Optical Science	Summer Faculty Fellowship	Air Force Research Laboratory
Mike Fiddy	Physics and Optical Science	Meritorious Public Service Medal	Defense Advanced Research Projects Agency
Mike Fiddy	Physics and Optical Science	Honorary Directors Award	Army Research Lab
Gregory Gbur	Physics and Optical Science	Fellow	Optical Society
Rosario Porras-Aguilar	Physics and Optical Science	Editor's Pick (top journal article)	<i>Applied Optics Journal</i>
Thomas Suleski	Physics and Optical Science	Fellow	Optical Society
Tom Barth	Political Science and Public Administration	Chester A. Newland Presidential Citation of Merit	American Society for Public Administration
Joanne Carman	Political Science and Public Administration	Best Article Award	<i>Journal of Public and Nonprofit Affairs</i>
Jason Giersch	Political Science and Public Administration	Distinguished Paper Award	North Carolina Association for Research in Education
Jason Windett	Political Science and Public Administration	Runner-up, Blue Diamond Awards for Business Impact	Charlotte Area Technology Collaborative
John Reeves	Religious Studies	Named Alumnus-in-Residence	Hebrew Union College-Jewish Institute on Religion
Alexandra Kaloyanides	Religious Studies	Claremont Prize for the Study of Religion	Institute for Religion, Culture and Public Life at Columbia University
Cynthia Hancock	Sociology	Fellow	Southern Gerontological Society
Cynthia Hancock	Sociology	Fellow	Sigma Phi Omega (International Gerontology Academic Honor and Professional Society)

**Table 6: Undergraduate Student Regional, National and International Awards**

<b>Name</b>	<b>Department</b>	<b>Award</b>	<b>Organization</b>
Multiple students	Biological Science	NIH Bridges to Baccalaureate Award	National Institute of Health
Multiple students	Biological Science	NSF S-Stem SPARC4 Scholarships	National Science Foundation

Destiny McKleny	Biological Science	Undergraduate Scholar	Environmental Mutagenesis & Genomics Society
Terawit Kongruengkit	Chemistry	Graduate Research Fellowship	National Science Foundation
Matthew Elardo	Chemistry	Moissan Summer Undergraduate Research Fellowship	American Chemical Society, Division of Flourine Chemistry
Jon Palmer	Chemistry	Barry Goldwater Scholarship	Barry Goldwater Excellence in Education Scholarship Foundation
Alison Stadick	Chemistry	Excellence in Undergraduate Research	American Chemical Society, Carolina-Piedmont Local Section
Lily Drake	Communication Studies	Finalist, Extemporaneous Speaking	UT/TSU Regional Forensics Tournament
Lily Drake	Communication Studies	Finalist, Extemporaneous Speaking	JMU Regional Forensics Tournament
Lily Drake	Communication Studies	Finalist, Extemporaneous Speaking	American Forensic Association-National Speech Tournament, 7 <sup>th</sup> District Qualifying Tournament
Multiple students	Criminal Justice & Criminology	Fifth Place Team	Southeastern Intercollegiate Mediation Tournament
Brittany Dever and Jordan Kowalski	Criminal Justice & Criminology	Fifth Place Team	International Intercollegiate Alternative Dispute Resolution competition
Tazreean Ahmed	Languages and Culture Studies	1 <sup>st</sup> place	2020 Duke Japanese Speech Contest

Marlen Gomez Alvear	Languages and Culture Studies	Finalist, Thomas Pickering Foreign Affairs Fellowship	U.S. Dept. of State
Shaneice Board	Languages and Culture Studies	Study Abroad Scholarship	Fund for Education Abroad
Maggie Johnson	Languages and Culture Studies	Fulbright Fellowship to do research in India	Fulbright Scholars
Will Patten	Languages and Culture Studies	Study Abroad Scholarship	Critical Language Scholarship Program
Samantha Roberts	Languages and Culture Studies	Fulbright Scholarship to teach English in Germany	Fulbright Scholars
Josette Ryall	Languages and Culture Studies	TAPIF Program, teach English in France	French Ministry of Education
Megan Bird	Political Science and Public Administration; Languages and Culture Studies	Finalist	Rhodes Scholar Competition

**Table 7: Graduate Student Regional, National and International Awards**

<b>Name</b>	<b>Department</b>	<b>Award</b>	<b>Organization</b>
Zindy Cruz	Anthropology	Underrepresented Groups Scholarship	Society of American Archeologists
Zindy Cruz	Anthropology	DirectAMS Radiocarbon Award	Society of American Archeologists
Celeste Lam	Anthropology	Semifinalist, Fulbright Scholarship	Fulbright Scholarships
Remi Ketchum	Biological Science	GROW Fellowship to research in Japan	National Science Foundation
Farida Yasmin	Biological Science	Faculty for the Future Award	Schlumberger Foundation
Melissa Holtzman	Biological Science	Summit Scholarship	NC Audubon Society

Kiran Lalwani	Biological Science	Student Travel Award	Environmental Mutagenesis & Genomics Society
Tyler Carrier	Biological Science	Postdoctoral Fellowship to study in Germany	Humboldt Foundation
Ashley Blackwell	Chemistry	Graduate Research Fellowship	NC Space Grant
Morgan Chandler	Chemistry	Graduate Student Poster Talk Award	NC Photochem
Cody Ward	English	Travel Research Award	Texas State University
Cheryl Sherrard	Gerontology	Student Paper Award	Southern Gerontological Association
Amanda Weir-Gertzson	Gerontology	Student Paper Award	Sigma Phi Omega
Cheryl Sherrard	Gerontology	Student Paper Award	Sigma Phi Omega
A. Payen	Health Psychology	Junior Scientist Fellowship	APAGA/Psi Chi
A. Payen	Health Psychology	Pre-Doctoral Mental Health and Substance Abuse Services Fellowship	American Psychological Association (APA)
B. Price	Health Psychology	Graduate Student Research in General Health Psychology Award	American Psychological Association
B. Price	Health Psychology	Graduate Student Diversity Grant	American Psychological Association
C. Gadaire	Health Psychology	Graduate Research Grant	Psi Chi
Julia Poppell	Latin American Studies	Fulbright Semifinalist	Fulbright Scholars Program

Faith Mejia	Latin American Studies	Curriculum Grant	Duke-UNC Program in Latin American Studies
Margaret Kocherga	Nanoscale Science	Argonne Chain Reaction Innovation Entrepreneurial Development Award	Argonne National Laboratories
Margaret Kocherga	Nanoscale Science	First Place Graduate Award, , Innovate Carolina Student Innovation Competition	The Product Development and Management Association, Carolinas Chapter
Margaret Kocherga	Nanoscale Science	Nominee, Blue Diamond Award	Cool Innovation
Roxanne Ross	Organizational Science	OB Track Best Doctoral Student Paper, co-winner	Southern Management Association
Alison Toth	Organizational Science	OB Track Best Doctoral Student Paper, co-winner	Southern Management Association
Roxanne Ross	Organizational Science	Founders' Award	Society for Business Ethics
Wendy Long	Organizational Science	Graduate Academic Scholarship	Society for Human Resource Management Foundation
Adoril Oshana	Organizational Science	Thesis Support Funding	Dept. of Defense/Center for Open Science
Grant Bidney	Physics and Optical Science	Summer Student Fellowship	Air Force Research Laboratory
Riley McKeough	Physics and Optical Science	Travel Grant	International Society for Optics and Photonics (SPIE)
Riley McKeough	Physics and Optical Science	Honorable Mention	National Science Foundation Graduate Student Fellowship

			Competition
Shohreh Shadalou	Physics and Optical Science	Winner, Robert S. Hilbert Memorial Optical Design Competition	Synopsys Optical Solutions Group
David Flahery	Religious Studies	Study Abroad Scholarship	Critical Language Scholarship Program
David Flahery	Religious Studies	Study Abroad Scholarship	American Institute of Indian Studies

**Table 8: CLAS Publications**

	Books	Book Chapters	Journal Articles	Other	Total	Per TT
% Change since 2015	+ 46%	+54%	+24%	- 29%	+20%	+ 23%
2020 Change over 2019	- .02%	+ 2%	+ 9%	- 43%	+ 5%	+ 4%
2020	44	114	523	76	757	2.22
2019	45	112	481	134	722	2.14
2018	50	152	461	137	800	2.25
2017	52	160	481	102	795	2.14
2016	44	143	428	105	720	1.97
2015	30	74	421	108	633	1.80

**Table 9: CLAS Research Funding Submissions and Awards, CY 2017, CY 2020**

	Submissions Amount	Awards Amount	Number of Awards	Awards per TT Faculty
<b>CY 2017</b>	\$ 72,769,345	\$ 11,195,753	133	\$ 30,177
<b>CY 2020</b>	\$ 103,264,558	\$ 12,356,932	122	\$ 36,237
<b>% Change</b>	<b>+ 41.9%</b>	<b>+ 10.3%</b>		<b>+ 20%</b>

**Table 10: Scholarly Journals Edited by CLAS Faculty**

*African Archaeological Review.* Akin Ogundiran (AFRS), Editor-in-Chief.

*Asian Research Journal of Mathematics.* Jaya Bishwal (MATH), Co-Editor-in-Chief.

*Cartography and Geographic Information Science.* Eric Delmelle (GES), Editor-in-Chief.

*Earth Sciences History.* John Diemer, (GES), Editor.

*The French Review.* Michèle Bissière (LACS), Managing Editor,



*Fringes: Journal of the N.C. Teachers Association NCETA.* Meghan Barnes (ENGL) Co-Editor.

*Frontiers in Microbial Immunology.* Ian Marriott (BIOL), Editor in Chief.

*Journal of Africana Religions.* Danielle Boaz (AFRS), Co-Editor-in-Chief.

*Journal of Business and Psychology.* Steven Rogelberg (PSYC), Editor in Chief.

*Journal of First World War Studies.* Heather Perry (HIST), Editor.

*Journal of Forensic Psychology Practice.* Bruce Arrigo (CJUS), Editor-in-Chief.

*Journal of Language of Aggression and Conflict.* Pilar Blitvitch (ENGL) Co-Editor in Chief.

*The Journal of Popular Music Studies.* Robin James (PHIL), Co-Editor.

*Journal of Urban History.* David Goldfield (HIST), Editor.

*The Latin Americanist.* Greg Weeks (CLAS) through March 2021; Jurgen Buchenau (HIST) April 2021 forward, Editor.

*Poetics.* Vaughn Schmutz (SOCY), Co-Editor.

*RISE: A Children's Literacy Journal.* Mark West (ENGL), Editor.

*SHOCK.* Mark Clemens (BIOL), Editor-in-Chief.

*Social Science Research.* Yang Cao (SOCY), Co-Editor.

*Social Science Research.* Stephanie Moller (SOCY), Co-Editor.

*Socio-Ecological Practice Research.* Wei-Ning Xiang (GES), Editor.

*Theology & Sexuality.* Kent Brintnall (RELS), North American Editor.

*The Thomas Wolfe Review.* Paula Eckard (ENGL), Editor in Chief.

*Topology and its Applications.* Alan Dow (MATH), Co-Editor-in-Chief.

*Translation and Interpreting Studies.* Christopher Mellinger (LACS), Managing Editor.

**Table 11: Book Series editorships**

Buchenau, Jürgen (HIST). Editor. Viewpoints/Puntos de Vista, Wiley Co..

Buchenau, Jürgen (HIST). Co-editor (with Steven Hyland). The World in Latin America/Latin America in the World, University of New Mexico Press, 2019-present.

Cameron, Christopher (HIS). Co-editor, Black Lives and Liberation, Vanderbilt University Press.

Cox, Karen (HIST). Co-editor (with Françoise Hamlin), The Boundless South, University of North Carolina Press, 2020 to present

Goldfield, David (HIST). Editor, Making the Modern South, Louisiana State University Press.

Jordan-Zachery, Julia (AFRS). Series Co-Editor. Intersectionality Series, Temple University.

Smith, John David (HIST). Editor. New Studies in Southern History, Lexington Books.

Smith, John David (HIST). Editor. American Abolitionism and Antislavery, Kent State

University Press.

Smith, John David (HIST). Editor. American Ways, Rowman & Littlefield.

Smith, John David (HIST). Editor. Library of African-American Biography, Rowman & Littlefield.

**Table 12: Partial List of CLAS Community Engagement Partners (Service and Research)**

Air Quality Commission for Mecklenburg County	Charlotte Museum of History
The Alarm Industry Research and Education Foundation	Charlotte Pride History Project Board of Scholars
Alliance Française de Charlotte	Charlotte Religious Literacy Initiative
Arbor Acres Life Plan Community	Charlotte Mecklenburg Department of Storm and Water Services
Arday Kell High School	Charlotte Village Network
The Arnold Foundation	Child Care Resources
Asian American Chamber of Commerce, Charlotte NC	Chinese Language and Culture Meet-Up group
Axon Connected, Earlysville, VA	Clean Air Carolina Citizens Science Advisory Board
Baikowski International Corporation, Charlotte, NC	Clear Creek Elementary School.
Body and Soul Senior Fitness	Convening Our Tribes Group
Cabarrus Health Alliance	Criminal Justice Advisory Group for Mecklenburg County
Caldwell Presbyterian Church	Discovery Place
Camp Blue Skies.	Diversity:IN North Carolina
Care Ring	East Voyager Academy
Carolinas Asian Chamber of Commerce	École du samedi de Charlotte
Carolinas College of Health Sciences	Eminess Technologies, Monroe, NC
Central Piedmont Community College	FLIR Systems, Charlotte, NC
Public Safety Advisory Board	Gamdan Optics, San Jose, CA
Centralina Area Agency on Aging	The Gardens of Taylor Glen
Charlotte Lit	Gaston College
Charlotte Mecklenburg Police Department	Gaston County Health and Human Services
Charlotte-Mecklenburg Food Policy Council	
Charlotte-Mecklenburg School Board	

Gaston Police Department  
German Language and Culture Foundation  
Girls Rock Charlotte  
Goulston Technologies, Monroe, NC  
Greenbox Solutions  
Helping Hand Project, Charlotte NC  
Highlands Biological Station, Highlands,  
NC  
House of Mercy, Belmont, NC.  
Justice Initiatives  
Keselowski Advanced Manufacturing,  
Statesville, NC  
@LatinXChem Virtual poster session  
The Laurels at Highland Creek  
Loaves and Fishes/Friendship Trays  
Madison Saints Paradise South  
Major Cities Police Chief's Association  
Mecklenburg County Criminal Justice  
Advisory Group  
Moms Moving Forward  
National Committee on US-China Relations  
NC Biotechnology Center  
North Carolina Humanities Council  
Nuspot Technologies, Charlotte, NC

Paragon Polymer Consulting, Mooresville,  
NC  
The Parkinson Association of the  
Carolinas  
Phillip O. Berry High School  
Plasmonics, Inc., Orlando, FL  
Quantum Bearing Science, Charlotte, NC  
Queen City STEM School  
Rowan Cabarrus Community College  
Ruffy Holmes Senior Center  
Sandia National Labs, Albuquerque, NM  
Sharon Towers Life Plan  
Community  
Shepherd's Center of Charlotte  
Southminster Life Plan Community  
TARGET Trauma Program  
TreesCharlotte  
Trinity Oaks Life Plan Community  
Turning Point Academy  
United Protective Technologies, Locust, NC  
Waltonwood Providence  
Winthrop University, Alumni Advisory  
Board Member  
Youth Society for Biomedical and life  
Science