



**Board of Trustees
Academic Affairs Committee
September 24, 2022, 1:45pm**

Action Item

AAC – 4 Request to Establish an Early College Research Center (Shelton)

Background Information

Over the years, a significant body of work focused on early college has evolved within the already established SERVE Center. This includes: 1) a 17-year longitudinal experimental study of the impact of North Carolina's early college model; 2) evaluations of five efforts to implement early college strategies in comprehensive high schools in Colorado, Connecticut, Indiana, Michigan, North Carolina, Ohio, and Texas; and 3) an ongoing five-year project examining the impact of North Carolina's dual enrollment program, a component of which is early colleges.

The establishment of a Center specifically on this topic would accomplish several things. It would increase visibility of the work that is already occurring and enhance our reputation as an authority in the area. This will lead to increased opportunities for partnerships and increased funding, making it easier for us to expand our current line of work. It would also result in increased recognition for SERVE and for UNCG by housing the only Center focused on this topic anywhere.

No additional resources will be required from UNCG to fund the Center.

Recommended Action

That the Board of Trustees of UNC Greensboro review and approve the request to establish an Early College Research Center.

Attachment:

4.1 Request to Establish an Early College Research Center Form

A handwritten signature in cursive script that reads "Debbie Storrs".

Debbie Storrs
Provost & Executive Vice Chancellor



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Debbie Storrs
Provost & Executive Vice Chancellor

Form A
Request to ESTABLISH an Institutional Center or Institute

Within one year of receipt of permission to plan, the proposed center/institute must submit a request to establish.

Submit three copies of all materials to the Vice Chancellor for Research and Economic Development, 1601 MHRA, Campus

Contact Information:

Name: Julie Edmunds

Title: Program Director, SERVE Center

Campus Address: 2634 Durham-Chapel Hill Blvd., Suite 208, Durham, NC 27707

Campus Telephone: 336-315-7415

FAX number:

E-Mail address: jedmunds@serve.org

Other contact names and email addresses: George Hancock, Executive Director, SERVE Center, ghancock@serve.c

I. General Information

Proposed Name of Center/Institute: Early College Research Center (ECRC)

Date Approval to Plan granted (attach copy of approval letter): **Organizational structure**

Center
 Institute

Proposed Status

Institutional

Inter-Institutional. (involves other NON-UNC institutions, agencies, or organizations, such as other non-UNC colleges and universities, schools, hospitals, industry, foundations, or governmental bodies)

Please list:

University System Multi-Campus Centers and Institute (involves more than one campus in the UNC system)

Please list:


Primary Mission of Center / Institute (Select one with the understanding that the center or institute may also conduct complementary activities outside of its primary designated mission.)

Research
 Public Service
 Instructional

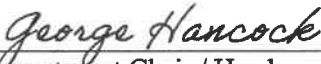

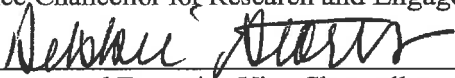

II. Please attach responses to the following. *Provide the information on one side of the paper, single-spaced, 1 inch margins, Times Roman. Do not exceed 10 pages.*

1. Provide a vision statement for the proposed center or institute.
2. State the proposed mission of the center or institute.
3. Explain how the proposed name of the center or institute accurately reflects the scope of the mission of the center or institute.
4. Describe the relevance of the mission of the proposed center or institute to the UNCG mission and strategic plan, including any impact upon the existing academic departments, centers, and institutes and to UNC.
5. Describe why this mission cannot be achieved within existing institutional or University structures and to UNC.
6. Provide a five-year list of the specific goals of the proposed center/institute.
7. Provide a statement on the anticipated effects of the proposed unit on the instructional, research and/or public service programs of the administrative campus; and, when inter-institutional arrangements are involved, a statement on the anticipated effects of the proposed collaboration on the instructional, research and/or public service programs of all participating campuses.
8. Discuss how the proposed center or institute will be differentiated from similar centers, institutes or units within the camps, UNC system and the State, and proposed relationships with them.
9. Describe any proposed advisory or policy boards.
10. Attach the proposed center/institute's organizational chart. Clearly explain, on the chart or in written form, the relationship of the center or institute to any academic units and the proposed lines of responsibility. (does not count towards page limit)
11. If relationships with the external community are a part of the vision of the proposed center or institute, describe how this will occur and how its effectiveness will be measured
12. Provide information about the qualifications of the proposed director and the criteria for the director's review, to include at minimum:
 - a. Cycle(s) for review of center and institute directors, including designation of the responsible office or offices;
 - b. Performance against individual objectives and goals;
 - c. Feedback on leadership and communication from center/institute staff, partners and/or clients; and
 - d. Management of fiscal and human resources.

13. Supply budget estimates for the first year of operation and projections for the following four years, including potential sources and estimated funding needed to initiate and sustain the proposed center or institute. Justify items included on the budget. (does not count towards page limit)
14. Explain immediate as well as projected operating needs, such as equipment, library resources, IT and space.
15. Each UNCG center or institute is required to develop and maintain a website displaying at a minimum the center's name, primary designation (research, public service, instructional), director's name and contact information, and a brief mission statement. Describe how a website will be maintained.
16. Given the mission outlined above, describe the benchmarks by which the productivity or impact of the Center/Institute will be evaluated including:
 - a. performance against objectives and goals;
 - b. quality and quantity of scholarly and/or instructional activity (as appropriate per mission) such as number of publications or exhibitions; number of students; number of invention disclosures, patent applications, patents received, and licenses providing appropriate details;
 - c. number, dollar amount, and source of sponsored research funding (as appropriate per mission); and
 - d. client feedback (client defined as appropriate per the mission).

Submitted by: Julie A. Edmunds
 Title: Program Director, SERVE Center
 Signature: 
 Date: 5/14/22

APPROVALS:

<u></u>	<u>6.16.22</u>
Department Chair / Head	Date
N/A	
Dean <u></u>	<u>6.20.22</u>
Vice Chancellor for Research and Engagement	Date
<u></u>	<u>9/9/22</u>
Provost and Executive Vice Chancellor	Date
<u></u>	<u>9.12.22</u>
Chancellor	Date
Chair, UNCG Board of Trustees	Date

Early College Research Center (ECRC)

Application Narrative

1. Provide a vision statement for the proposed center or institute.

ECRC will serve as the global hub for building knowledge about early college.

2. State the proposed mission of the center or institute.

ECRC's mission is to synthesize, and disseminate research concerning topics related to early college.

3. Explain how the proposed name of the center or institute accurately reflects the scope of the mission of the center or institute.

The name Early College Research Center accurately describes the emphasis of the Center, which will focus on research related to early college.

4. Describe the relevance of the mission of the proposed center or institute to the UNCG mission and strategic plan, including any impact upon the existing academic departments, centers, and institutes and to UNC.

The Center's mission is tightly aligned to UNCG's Strategic Plan. It fits squarely with the Knowledge Transformation area, which focuses on building understanding through research, critical analyses and translation of research to practice.

The Center will conduct research on topics related to early colleges, building on the extensive body of work that has already been done and that include: 1) a 17-year longitudinal experimental study of the impact of North Carolina's early college model; 2) evaluations of five efforts to implement early college strategies in comprehensive high schools in Colorado, Connecticut, Indiana, Michigan, North Carolina, Ohio, and Texas; and 3) an ongoing five-year project examining the impact of North Carolina's dual enrollment program, a component of which is early colleges.

The Center will also conduct critical analyses by synthesizing its own research as well as research being done by other entities. This may include reviews of literature or monographs that summarize existing issues related to early colleges.

Finally, translating research to practice will be a key goal of the Center. Center staff will focus on disseminating research through a Center website (a current early college research website has just been launched and will be rebranded to include reference to the center), through publication in peer-reviewed journals and in journals oriented toward practitioners. The research team that would be associated with the Center has already been very successful at publication, including two award-winning articles—Outstanding Article in the *Journal of Research on Educational Effectiveness* and the 2021 Palmer O. Johnson Award for the American Educational Research Association.

The topic of the Center is very aligned with UNCG's Vibrant Communities area of focus in the strategic plan. Early colleges are model of schools that combines the high school and college experiences. They are targeted at students who are underrepresented in college with the goal of expanding access to postsecondary education for more students, thereby improving a host of outcomes.

5. Describe why this mission cannot be achieved within existing institutional or University structures and to UNC.

It is true that substantial work has already happened without a Center and it would likely continue to happen without the establishment of such a Center. However, we believe that creating a Center would result in several key benefits. It would increase visibility of the work that is already occurring and allow us to be recognized as an authority in the area. This would then likely lead to increased opportunities for partnerships and increased funding, making it easier for us to expand our current line of work. It would also result in increased recognition for SERVE and we believe that UNCG would reap substantial benefits from housing the only Center focused on this topic anywhere.

6. Provide a five-year list of the specific goals of the proposed center/institute.

This timeline assumes approval in the summer of 2022.

Year 1: 2022-2023:

- Finalize a staffing plan for the Center, including the Director and UNCG staff and faculty who will be associated with the Center.
- Establish a Center Advisory Panel (see below).
- Work with UNCG business school students to develop a brand for the Early College Research Center.
- Modify the existing early college research website to indicate that is a product of the Center and to incorporate the Center's branding.
- Work with UNCG public relations staff to formally announce the formation of the Center.
- Continue existing study on Indiana's Rural Early College Network and begin new project evaluating Indiana's Urban Early College Network.
- Submit proposal to Institute of Education Sciences for research study examining the transferability of dual enrollment courses.
- Continue existing longitudinal study and study of impacts of dual enrollment courses.
- Disseminate book on early college research being published by Harvard Education Press.

Year 2: 2023-2024:

- Explore possibilities for joint appointments with UNCG faculty members interested in doing this research.
- Lay the groundwork for a student intern program.
- Continue existing research on Indiana's early college programming and on early colleges and dual enrollment in North Carolina.
- Complete study examining Indiana's Rural Early College Network.
- Submit at least two early college articles to peer-reviewed journals.
- Create infographics and briefs to disseminate research findings to lay audiences.
- Conduct presentations at practitioner and research-related conferences.
- Explore ways of increasing the interactivity of the website.
- Identify additional research questions and seek funding.

Year 3: 2024-2025:

- Establish a student intern program to allow UNCG early college students or undergraduate students to contribute to research around early colleges.
- Finish the study examining North Carolina’s early college and dual enrollment programs.
- Explore the possibility of hosting a virtual conference focused on early college research.
- Submit at least two articles to peer-reviewed journals.
- Create infographics and briefs to disseminate research findings to lay audiences.
- Conduct presentations at practitioner and research-related conferences.
- Identify additional research questions and seek funding.
- Undergo Center review process.

Years 4-5: 2025-2027:

- Continue the student intern program, expanding if possible.
- Continue existing research projects.
- Submit at least two articles to peer-reviewed journals.
- Create infographics and briefs to disseminate research findings to lay audiences.
- Conduct presentations at practitioner and research-related conferences.
- Identify additional research questions and seek funding.

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

We expect that the Center may attract other researchers interested in doing the work and provide opportunities for faculty members from different departments to participate in the research. We hope that it will provide the opportunity for collaboration particularly between SERVE, the School of Education, and the Economics Department. Because the Center will be run primarily with grant funding, we do not anticipate any negative impact on other departments or centers.

8. Discuss how the proposed center or institute will be differentiated from similar centers, institutes or units within the campus, UNC system and the State, and proposed relationships with them.

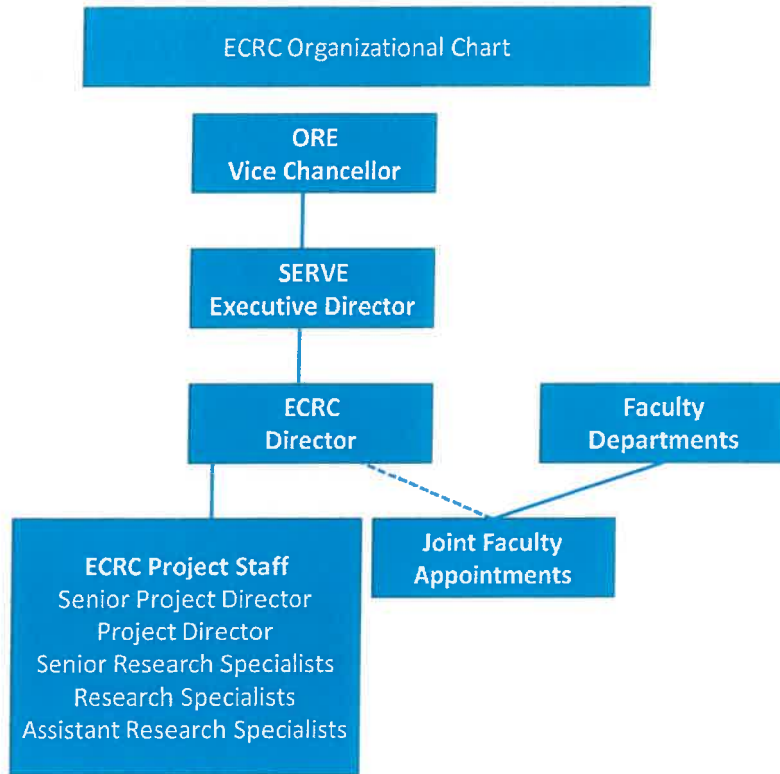
To our knowledge, the ECRC will be the first center in the world focused on research related to early colleges. It is possible that another research organization such as American Institutes of Research, might like to start a similar center, which is why we would like to be the first to establish one.

9. Describe any proposed advisory or policy boards.

The Center will have an Advisory Panel to provide input on research topics, on findings, and on dissemination. Membership in the Advisory Panel would include former early college students, early college practitioners, and representatives from organizations conducting research on early colleges. We anticipate that the Panel will meet twice a year and members will be compensated for their time.

10. Attach the proposed center/institute’s organizational chart. Clearly explain, on the chart or in written form, the relationship of the center or institute to any academic units and the proposed lines of responsibility. (does not count towards page limit)

ECRC will be housed within SERVE and the Center’s Director will report directly to the SERVE Executive Director. The Center will include a core set of staff who will report directly to the Director. Faculty with joint appointments or other individuals would keep their regular reporting structure, with Center work directed by the Center Director.



11. If relationships with the external community are a part of the vision of the proposed center or institute, describe how this will occur and how its effectiveness will be measured.

We currently plan to incorporate the external community through the Advisory Panel described above. It is likely that the work of the Center will evolve to include more involvement with the surrounding community especially given the large number of early colleges in Guilford County. We anticipate that the Advisory Panel will be able to provide insight on what that involvement might look like.

12. Provide information about the qualifications of the proposed director and the criteria for the director’s review.

Dr. Julie Edmunds will be the Director of ECRC; she is widely acknowledged as a national expert on early college research. She has been the Principal Investigator of multiple studies examining early colleges including a 17-year longitudinal experimental study, which has been funded through four consecutive grants from the Institute of Education Sciences and one grant from Arnold Ventures. She has also led evaluations of four large-scale efforts to implement early college strategies in comprehensive high schools. She is first author on nine peer-reviewed articles on early colleges published in top tier education research journals such as *Educational Evaluation and Policy Analysis*, *Journal of Research on Educational Effectiveness*, and *Teachers College Record* among others. She is also lead author of a book

on early colleges to be published in the fall by Harvard Education Press. In doing this research, she has successfully partnered with state agencies and managed multi-organization teams that include participants from organizations such as Abt Associates, RTI, RAND Corporation, MDRC, and New York University. A copy of Dr. Edmunds' cv is provided.

Dr. Edmunds' performance will be assessed as follows:

a. Cycle for review of center and institute directors, including designation of the responsible office or offices. Dr. Edmunds' performance with the Center will be assessed annually by Mr. Hancock on the regular EPA performance assessment cycle.

b. Performance against individual objectives and goals. In addition to her personal goals, Dr. Edmunds and her team will set annual goals for the Center. These goals will incorporate the milestones described above. Dr. Edmunds will report on progress toward these milestones annually during her performance review with Mr. Hancock.

c. Feedback on leadership and communication from center/institute staff, partners and/or clients. As part of the annual performance review cycle, Mr. Hancock will request feedback from Center staff. The Center will also build in opportunities for Center partners to provide feedback mid-way and at the end of projects. The website will also include an opportunity for users to provide feedback on the quality of the website materials.

d. Management of fiscal and human resources. Mr. Hancock will review the Director's management of human resources as part of the EPA performance review. Dr. Edmunds is regularly responsible for managing large scale projects and will continue to be held accountable for coming in under budget.

13. Supply budget estimates for the first year of operation and projections and for the following four years, including potential sources and estimated funding needed to initiate and sustain the proposed center or institute. Justify items included on the budget. (does not count towards page limit)

Almost all of the expenses associated with the Center will be covered with funding provided through grants and contracts. We will bring additional staff into the Center only as new funding allows. Table 1 presents the budget by year. The staffing allocations may fluctuate but UNCG will not be required to cover any staff time for this Center.

Year	Funding item	Amount	Source
Year 1	Center Director (.60 FTE, salary + fringe)	\$120,000	Most time covered by current awards: Evaluation of CCP (.35), Impact of ECHS (.10), Impact of Indiana ECHS (.02), CTE Advising (.10) Any specific Center management will be charged to Dr. Edmunds' ICR.
	Center staff (2.75 FTE, salary + fringe)	\$355,000	Covered by current awards: Evaluation of CCP, Impact of ECHS, Impact of Indiana ECHS (2 grants), CTE Advising
	Rental Space (Durham office)	\$30,000	Built into current grant awards
	Branding consultation	\$2,000	Dr. Edmunds' ICR
	Publications	\$4,500	Built into current awards
	Website development	\$2,500	Dr. Edmunds' ICR
	Advisory Panel member compensation	\$8,000	Dr. Edmunds' ICR
	Year 1 Total	\$522,000	
Year 2	Center Director (.60 FTE, salary + fringe)	\$125,000	Covered by current awards: Evaluation of CCP (.35), Impact of ECHS (.10), Impact of Indiana ECHS (.02), CTE Advising (.10)
	Center staff (2.75 FTE, salary + fringe)	\$365,000	Covered by current awards: Evaluation of CCP, Impact of ECHS, Impact of Indiana ECHS (2 grants), CTE Advising
	Rental Space (Durham office)	\$30,000	Built into current grant awards
	Publications	\$4,500	Built into current awards
	Website maintenance	\$2,500	Dr. Edmunds' ICR
	Advisory Panel member compensation	\$8,000	Dr. Edmunds' ICR
		Year 2 Total	\$535,000
Years 3-5	Center Director (.60 FTE, salary + fringe)	\$130,000 annually	Covered by existing and new awards: Evaluation of CCP (one-year NCE) , Impact of ECHS (one

Year	Funding item	Amount	Source
			year NCE), Impact of Indiana ECHS (.02), Credit transfer (new project)
	Center staff (2.75 FTE, salary + fringe)	\$375,000 annually	Covered by current and new awards: Evaluation of CCP, Impact of ECHS, Impact of Indiana ECHS (2 grants), CTE Advising
	Rental Space (Durham office)	\$30,000 annually	Built into current grant awards
	Publications	\$4,500 annually	Built into current awards
	Website maintenance	\$2,500 annually	Dr. Edmunds' ICR
	Advisory Panel member compensation	\$8,000 annually	Dr. Edmunds' ICR
	Annual Total, Years 3-5	\$550,000 annually	Covered by existing grants and other non-state funds

14. Explain immediate as well as projected operating needs, such as equipment, library resources, IT and space.

Because the Center will bring together existing projects into a cohesive whole, all equipment, technology and space are already in place.

15. Each UNCG center or institute is required to develop and maintain a website displaying at a minimum the center's name, primary designation (research, public service, instructional), director's name and contact information, and a brief mission statement. Describe how a website will be maintained.

We have already created a website that synthesizes our early college research, <https://earlycollegeresearch.uncg.edu/>. Once the Center is approved, we will rebrand the website and add a page that describes the mission of the Center. ORE and SERVE have staff who can maintain the website and update it as appropriate. When appropriate, the website will be updated using funds from existing research projects. Otherwise, support for the website can come from Dr. Edmunds indirect cost recovery fund.