



The UNIVERSITY of NORTH CAROLINA *at*
CHARLOTTE

UNC Tomorrow Phase II

D. Faculty and Staff Recruitment and Retention

1. Is your campus engaged in a thoughtful and deliberate planning process to address your campus' workforce needs now and for the future?

Yes. Between the Department of Human Resources/Equal Opportunity-Affirmative Action and the Division of Academic Affairs, considerable effort has been undertaken and will continue to assure that the various employment categories are analyzed and considered in campus strategic planning in order to support UNC Charlotte's recent and anticipated growth. Current and projected HR data and their implications were presented and discussed at the Chancellor's Executive Retreat in August 2008. The topic will be revisited at the mid-year retreat in December when the focus will be on new employee induction and orientation.

○ **Do you believe you have a thorough understanding of your current workforce and the changes that will be occurring over the next 5 years?**

Yes, we have a clear understanding of our current workforce and changes that will occur over the next 5 years.

UNC Charlotte currently employs nearly 2,800 full-time permanent faculty and staff:

5.7% EPA Senior Administrators

11.7% EPA Staff

52% SPA Staff

30.5% Faculty

Dependence on temporary employees, which fluctuates, adds up to another 4,000 during peak academic activity. Temporary employment disaggregated by category during the peak of Spring 2008 was:

14.3% EPA
11.5% SPA
18.5% Graduate Assistants
44.6% Student Wage
10.9% Federal Work Study

It is important to note that non-faculty new position growth over the past two years has increased by 20.4%. Thus, 25% of all employees have been working at UNC Charlotte for less than two years (19% EPA Senior Administrators, 32% EPA Staff, and 28% SPA Staff and well over 20% of Faculty). Depending on enrollment growth funding, growth in new positions is anticipated to continue over the next five years at a similar rate.

In five years, 18% of all permanent employees will be eligible for retirement (24% Faculty and 16% SPA/EPA Staff).

○ **Have you begun to identify the staffing levels and skill sets or competencies needed over the next 5 to 10 years?**

Yes. In ten years, 29% of all permanent employees at UNC Charlotte will be eligible for retirement (34% of the faculty and 26% SPA/EPA Staff). This represents nearly 800 permanent employees. Compounding the impact of this potential wave of retirements on recruiting is the fact that over this same ten-year window, it is conceivable that campus growth in new positions could reach nearly 40%. If this growth is realized, it could result in an additional need for 1,100+ new non-faculty permanent employees. In rough terms, that amounts to a potential need for over 178,000 square feet of office and support space to accommodate this employee growth. This analysis includes new positions anticipated by type (services/trades @ 190; skilled trades @ 75; admin support @ 275; professional @ 465; and technical @ 114), with growth in all campus divisions, but primarily in Academic Affairs and Business Affairs divisions as the infrastructure struggles to keep up with growth. This issue is being addressed in our campus Master Plan exercise that is scheduled for completion in fall 2009.

Related to the issue of staff competencies has been the massive and multi-year effort to move over 1,400 SPA employees on campus from the

old “graded/classified” system to “career banding.” The career banding system focuses heavily on competency identification for the job and competency assessment for the individual. While much training still remains to be done for both managers and employees to assure that all understand and embrace the concepts tied to employee development, we are pleased with our campus progress to date and believe this approach, while not perfect, offers us a greater chance of success in dealing with the fast pace of growth and change.

- **Do you have the analytical tools you need to conduct a workforce planning process?**

This will be an area of considerable focus. Planning assumptions will be refined and data monitored in consideration of anticipated student and program growth. For faculty and staff planning, we believe we have access to the tools needed to assist the Departments of Human Resources, Affirmative Action, Office of Academic Budget and Personnel and Office of Institutional Research in collaboratively fulfilling workforce-planning analysis. For example, the NC Office of State Personnel, in partnership with SAS, is developing the NC Workforce Outlook and Retirement Knowledge System (NC WORKS), a workforce planning data warehouse expected to be operational in 2009. In addition, we will continue our collaboration with UNC General Administration to knit together coherent and functional workforce planning efforts, which can help support campuses where expertise and depth may be thin, and to assure consistent analysis throughout the UNC System.

- **Is Human Resources included in your organization’s solution strategies to enable your organization to accomplish its mission, goals, and objectives?**

Yes, the Associate Vice Chancellor for Human Resources and the Human Resources Department are consistently included in organizational planning and decision making, particularly where such matters rely heavily on HR for success and/or where potential issues and impacts on employees are anticipated and require thoughtful foresight and planning.

2. With respect to critical talent issues, have you begun to identify gaps and surpluses between the present and the future with respect to leader and worker shortages?

We have identified staffing gaps in key business areas and are providing resources to add positions. Surpluses have not been a problem and we have worked to re-train current employees when business processes shift or their work responsibilities change.

- **Have you implemented or do you have plans to implement a proactive recruitment strategy designed to attract top talent and identify candidates to target hard-to-fill positions?**

For our staff positions, we are fortunate that the Charlotte area provides a large pool of talent for our posted positions. We anticipate that the pool of qualified applicants will increase at our university particularly in the areas of information technology, accounting, management and human resources, although we can anticipate continued struggles where available funding is insufficient to meet market demands for skills. Certain areas remain challenging even under the best circumstances, including campus police positions as a critical example, given the turnover in these positions locally, regionally and nationally. We have undertaken efforts over the past several years to systematically increase average SPA salaries on campus for all positions. Doing so has increased the average SPA salary by nearly \$8,000 over the past three years, from just under \$32,000 in 2005 to nearly \$39,000 currently. This approach, coupled with the economic environment, has coincided with a 3% drop in turnover during the same general timeframe. We have also successfully pursued specific efforts to reduce turnover by creating career ladder opportunities tied to training in those areas where turnover has been acute, for example, in our vivarium.

Although the local pool of applicants is expected to remain strong, we recognize that working at a financial institution or a hospital versus a state university is different. Recognizing this, we have undertaken a review of our new employee training programs and those programs focused on successful integration and mentoring of employees. While the economy is favorable to our applicant flow, we know that when the economy recovers we must be in position to retain critical employees. As addressed above, competitive salaries are part of that equation. Also fully engaging new employees and helping them develop personally and professionally are also important. The university senior leadership has publicly supported and reinforced to managers at every level of the

university the need to pay attention to employee development as a key leadership initiative. Human Resources has recently added another new training position, and continues to add training programs to our array of in-house development options available for our current and new employees. These training programs are vital to retooling our current employees, enabling them to advance in their careers by acquiring new skills and competencies, as reinforced by our new career banding methodologies.

In the area of faculty recruitment, our needs are driven by the Academic Plan. The colleges develop staffing plans that are consonant with the Academic Plan and that strive to achieve a balance of tenure track and non-tenure track faculty to meet the demands of our instructional programs. We have systematically pursued the use of full time lecturers to reduce our dependence on part time instructors. In support of faculty recruitment, we have used merit salary increases, augmenting appropriations with funds from campus-initiated tuition increases, to raise faculty salaries to more competitive rates, approaching 80% of the rates in our peer group, in order to recruit and retain top talent. When available, the President's Recruitment and Retention funds provide invaluable assistance, allowing us to make competitive offers to a number of outstanding faculty. In support of faculty hiring, Academic Affairs offers regular Recruitment Seminars for search committee members to provide strategies to increase the pool for hard-to-fill positions and to specifically enhance faculty diversity.

Because we compete for faculty at a national level, barriers to filling faculty positions include:

1. Our benefits package (discussed in greater detail below).
2. The cost of start-up packages which have grown dramatically in the sciences and engineering.
3. Funds available for moving expenses. In the past year, the Chancellor has made available significant non-state funds to enable us to provide more competitive packages in faculty hiring.
4. The need to accommodate requests for spousal/partner hires for faculty and staff. The difficulty increases if the spouse/partner is also seeking a faculty position and we do not have the need or resources to add another position in the appropriate area. When

possible, Academic Affairs has provided one-third to one-half of the funds needed to match funds in the hiring departments. Because we have been hiring approximately 100 faculty per year, the amount of time and effort involved in spousal/partner hires is substantial. We need a position dedicated to helping spouses/partners find suitable employment on campus or in the Greater Charlotte area.

- **Have you developed or do you have plans to develop a strategy to retrain, redeploy or reduce-in-force employees where functions are not needed in the future?**

We have a reduction-in-force policy which has been used sparingly over the past ten years. However, when used and in anticipation of troubling budget projections for the foreseeable future, Human Resources is well-versed and works closely with employees and management where positions are to be abolished. Our track record with early notification and time spent working to find re-employment within the University has been outstanding. As mentioned above, we know we must continue to stress training and professional development for all staff. The key to success in this area is early and in-depth coordination with department-level managers where there are indications of a need to reorganize and address potential impacts on employees.

An example of successful reorganization is the transition to a new model for staffing department offices in our College of Engineering. When it was clear that the model of receptionist and clerical support typically used was no longer meeting the needs of the College, HR and the College were able to transition to a model in which student services personnel became the front line staff in the department offices, providing more immediate service to students.

- 3. With respect to the aging workforce and attrition, have you evaluated the percentage of employees who will be eligible for retirement over the next 5-, 10, 15-, 20-year period and the impact this will have on your campus' workforce?**

Yes, our average age of all employees is 47 years. As noted earlier, nearly one-third of the university employment base will be eligible to retire at the same

time that the university can expect to grow by an additional 30%. HR has provided information in the aggregate to senior leadership on this subject.

- **Have you addressed how you can improve recruitment and retention of employees and reduce turnover in your organization?**

We have already mentioned recent campus-wide market-based SPA strategic salary initiatives focused on moving positions and employees to a more competitive footing, and initiatives related to training and development tied to career banding and employee engagement. In addition, we have instituted an annual campus leadership conference and other management-level training efforts to focus at the supervisory/management levels on the importance of leadership and climate in keeping employees positively motivated, particularly in times of budget and resource uncertainties. Senior leadership is informed annually concerning employee relations trends and matters, with appropriate recommendations extended as needed to ensure that employee-related issues are addressed at all levels.

Related to turnover among employees with less than two years experience at the university, we determined the need several years ago to refocus and improve the competencies of managers in the critical area of recruitment. We now have a cohort of campus members (internal and external to HR) certified in Development Dimensions International's (DDI) Targeted Selection Program, a rigorous behavioral-based recruiting approach. Further, we have certified trainers and campus members in a Covey program, Speed of Trust, aimed at breaking down inhibitors to success for employees and managers.

Other work to deal with recruiting and retention issues includes as examples:

1. Using consultative approaches to conferring with supervisors and managers on job/organizational design.
2. Providing guidance, training and assistance in concert with senior support on teleworking and flexible working schedules.
3. Encouraging mentoring and department sponsored programs to reinforce learning and positive experiences for new and relatively new employees.

4. Operating to the extent possible with transparency on matters related to policies, procedures and matters of employee concern. This includes open door access for the Staff Organization President, Staff Council and area representatives and use of multiple sources for disseminating employee and employment-related information (e.g. Campus News, “leader listserv”, website, Staff Council and other forums).
5. Providing Leadership Enhancement and Development (LEAD) training for supervisors; ASPIRE training for those identified as high potential and “aspiring” to leadership positions; Program in Administrative Certification (PAC); Covey Programs (7-Habits, Speed of Trust, others); and a variety of diversity-training and other training initiatives focused on specific audiences.
6. Encouraging use of UNC Tuition Waiver Program by employees.
7. Providing resources to help supervisors and employees with emotional and physical competence (i.e., Wellness programs, Employee Assistance Program, etc.).

Plans include:

1. Developing additional programs as needed and tying to campus outcomes/goals, like diversity. One example includes addressing the challenges that will arise with a more diverse workforce, including an expectation that the Latino population will be largely represented in the 2010 Census (which will dramatically affect the Affirmative Action Plan). Developing programs to help with inclusion such as GED, English as a Second Language, Conversational Spanish, etc. will be addressed.
2. Partnering with Council on University Community (COUC) to build a more unified campus approach to implementation of the campus Plan for Diversity, Inclusion, and Access, including using the existing cohort of certified diversity trainers on campus as an extension of COUC’s outreach.
3. Working with UNC General Administration as discussed below.

To specifically address the needs of the faculty, we have used a series of surveys to monitor the institutional climate and effectiveness. We have

longitudinal data from the UCLA Higher Education Research Institute (HERI) study of the faculty and have begun to monitor the status of early career faculty with the survey administered by the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard. The data from these surveys have been used to drive a number of institutional initiatives. For example, we have established:

1. *Leadership UNC Charlotte*, a university-wide, cohort-based program for department chairs and emerging leaders. The yearlong program focuses on the role of departmental leadership in establishing a productive climate, recruitment and retention of faculty and staff, evaluation of faculty and staff, and effective departmental communication.
2. A mentoring program for all new faculty and a mid-career mentoring program for those at the associate professor level to provide guidance and support.
3. A Committee on the Future of the Faculty to review policies and practices related to faculty recruitment, retention, and advancement and to make recommendations to the university administration and Faculty Council for improvements. Examples of recommendations endorsed by the Faculty Council include the creation of an Ombudsperson position, college based equity advisors, and greater flexibility in modifications of the tenure clock.

Our surveys of faculty have also indicated that the leading institutional effectiveness gap for untenured women faculty is childcare. This also ranks high for untenured male faculty. We have a detailed study of needs and requirements underway and will follow up with a market survey in the spring semester.

- **Are there policies or programs that General Administration should consider implementing that would help to improve your campus' recruitment and retention efforts?**

Work is needed in improving the overall benefit package. We recommend that the System

1. Review contribution rates, particularly for those in the UNC Optional Retirement System.

2. Reconsider whether or not to develop and pursue legislative authority for a separate health plan for the universities. The current financial state of the NC State Health Plan is troubling and may pose significant problems for employees when rates are inevitably increased. Our university budget may also be in jeopardy as current Health Plan deficits are addressed by the General Assembly.
3. Develop and support a phased retirement program for staff members that would allow employees to leave university employment in a planned and managed fashion, similar to that offered currently to faculty.
4. Continue to push for legislative authority for “Substantially Equivalent” authority under NC GS 126 (State Personnel Act). Such authority could allow for changes in leave accrual rates at the time of hire (particularly for professional level SPA positions where recruitment from outside NC becomes difficult for those with many years of experience at the time of hire). Such change could also support the development of a pay plan that allows performance pay and bonus incentives to reward exceptional performance.
5. Push to change the state law amended two years ago which now requires a six-month break before TSERS retirees can return to work. This presents an unnecessary legislated impediment to the university in dealing with situations where a critical loss of talent can result in adverse operational consequences in the short to intermediate term.
6. Push for immediate or one-year UNC ORP vesting versus the current five years stipulated in NC law.
7. Support the idea of expanded use of the UNC Tuition Waiver Program by employee dependents.
8. Continue to pursue and advocate for legislative authority for extending domestic partner benefits where currently prohibited.

○ **Has the availability of phased retirement been helpful in addressing faculty recruitment, retention, and retirement issues?**

Yes, it has helped ease the difficult decision to retire and made it less traumatic for some faculty. The administration appreciates the 3-

year advance notice of a retirement in order to prepare for the loss of the faculty member's expertise. Only about 1% of our faculty have participated each year, so the response has not been substantial.

- **Given the increasing numbers of non-tenured and non-tenure track faculty on UNC campuses, should phased retirement be extended to these faculty?**

We have had a small number of requests from our clinical faculty and lecturers. At present, it would probably be more helpful to relax the 6-month break in service rule so that our retirees on the State Health Plan can return and teach on a part time basis. As we develop senior lecturer positions and as more non-tenure track research or teaching faculty move through the ranks and are retained at the university for longer periods, a phased retirement program will be helpful.

4. With respect to worldwide demographic shifts in age and ethnicity/race, what challenges have you identified for your university at the present time, or within the next 5 years, as a result of demographic shifts?

As earlier noted, Charlotte's Hispanic population will continue to rapidly grow and this population will become our largest minority at some point in the next few years. We need to provide more training in conversational Spanish for all staff and provide more programs that promote an understanding of the Hispanic culture and society.

We are hiring growing numbers of young faculty and must accommodate their work/life balance concerns. We already provide a generous Family Leave Policy, but we are also investigating the provision of on-campus childcare. Work on this issue will be completed in spring 2009.

Young faculty (particularly female faculty) need greater flexibility in the tenure review process. Options/opportunities for reduced or restructured work schedules for faculty starting families are under study. Another consideration being explored is a part-time tenure-track process that is flexible enough to assist young faculty in accommodating professional as well as personal/family needs. While the focus has been on families with young children, similar arguments can be made about other family responsibilities.

5. What are some of the barriers that your University is facing with respect to recruiting and retaining high potential talent? What additional resources/flexibilities would be helpful to help you address these challenges, e.g., policies, programs, compensation, benefits, etc.?

Several have already been mentioned, but to briefly recap, the UNC ORP vesting period and low contribution rate by comparison to others nationwide are problematic and counterproductive to recruiting efforts. Also mentioned is the matter of legislated restriction to leave accrual rates for SPA employees. This is particularly problematic in negotiations with candidates for many professional-level SPA positions when the preferred candidate may be from out of state and/or possess many years of experience and already be earning well above minimum leave accrual rates.

As discussed, progress with salaries over the past few years has been significant. With respect to SPA staff recruitment, it is far more likely today for us to fail to hire based on something related to benefits (leave accrual rates, ineligible for UNC ORP and/or cost of dependent health coverage) than on salary. All three of the identified benefits issues have been discussed earlier. All three require legislative action to remedy. Not insignificantly, all three issues are covered by separate NC promulgating legislation chapters (State Personnel Act, NC Retirement System, State Health Plan).

6. With respect to managing a diverse multi-generational workforce, how are you defining diversity in your university?

According to our diversity plan: “Diversity is the acknowledgment and experience of the many facets of human difference. It involves the consideration of the variety of characteristics and traits which include, but are not limited to, ethnicity, race, gender, age, sexual orientation, disability, and religion.”

a. Are you setting goals for achieving increased diversity among faculty and staff?

In 2006 Chancellor Philip Dubois appointed the Council on University Community (COUC) to lead diversity efforts and to seek ways to sustain a diverse and inclusive community. The COUC is chaired by the Provost and consists of the Vice Chancellors and Athletic Director. The COUC was charged with developing a diversity plan for the campus and with monitoring and reporting on the diversity of our faculty, students, and

staff on an annual basis. The COUC has published a comprehensive status report on campus diversity that was presented at the Chancellor's retreat in 2007 and has since been updated. The report benchmarks progress against other institutions in the system for gender, race, and ethnicity. We have made significant progress in faculty and staff diversity, but have room to improve at the senior ranks of the faculty and higher paid staff positions.

b. Have you implemented programs, policies and activities to support diversity in your university? If so, describe those diversity initiatives? Have you found them to be effective, and if so, how do you measure effectiveness?

We have adopted the UNC Charlotte Campus Plan for Diversity, Access, and Inclusion that identifies six campus-wide objectives, key strategies for meeting the objectives, measures of success, and provides a framework for strategic planning within constituent units. The Plan includes mechanisms for assessing the progress of diversity efforts, such as monitoring and reporting demographic data, conducting climate surveys, and evaluating student learning outcomes relevant to diversity.

Accountability for meeting the objectives rests with the Vice Chancellors and Athletic Director. For example, in the Division of Academic Affairs, all the deans are expected to include diversity in their goal statements, and they are reviewed annually on their success in increasing diversity in their colleges. This in turn results in training and expectations for department chairs and search committees to consider actions to increase the diversity of the faculty and staff.

We have established the expectation that diversity will be considered in all new hires. In support of our efforts to diversify the faculty, each fall semester, the Provost sponsors and participates in Faculty Recruitment Seminars to provide search committee members and chairs with strategies to ensure a diverse pool of candidates, to conduct fair and unbiased reviews and interviews, and to encourage a more professional search process. In addition to monitoring who is hired, we are studying the process to ensure that effective strategies are employed in searches.

To encourage all members of the campus community to engage in activities that support diversity, access, and inclusion, the COUC administers the Chancellor’s Diversity Challenge Fund, a \$100,000 fund for faculty, staff and student initiatives that advance the University’s goals for diversity. To date, the Fund has awarded grants to various departments, units, and organizations for over thirty projects that employed strategies for increasing diversity in presence, awareness and appreciation of diverse cultures, and intergroup relations. The awards have supported lectures, cultural programs, workshops, and student community engagement projects. These projects have focused on a broad range of topics, including gender, LBGTO issues, race/ethnicity, and faculty and graduate student diversity.

As a means to promote deeper understanding of the Campus Plan for Diversity, Access, and Inclusion and to foster a sense of community among faculty, students, and staff, the Council has launched the UNC Charlotte Crossroads Initiative. Through facilitated dialogue among faculty, students, and staff, the project will allow UNC Charlotte to discuss possible future outcomes for the campus, in the context of changing community demographics. This fall, with a grant from the Foundation for the Carolinas, Crossroads Initiative hosted the first Crossroads Campus Forum to bring campus community members together in a conversation about the future in which increasing demographic diversity would be a driving force. The program developed four scenarios about the future of UNC Charlotte and engaged over 300 students, faculty, and staff in creating a vision for the future of the institution in which excellence would be fostered in an environment that supports diversity, access, and inclusion.

Other diversity resources across the University, targeted to students, faculty, and staff include:

1. The Multicultural Resource Center and the Office of International Programs that provide ongoing education and training throughout the academic year to help faculty, students, and staff explore many aspects of diversity.
2. Human Resources’ diversity training programs that are available to staff and supervisors.

3. The Summer Institute for Diversity in the Curriculum that offers resources to faculty to promote diversity and inclusiveness in course content, classroom climate, and diverse learning styles.
4. Disabilities Services, providing services to people with disabilities and information to increase awareness and understanding about disabilities and access.

In addition to these campus-wide resources, many individual colleges and units have initiated diversity programs tailored to their specific needs.

7. With respect to succession planning, has your campus engaged in a systematic process to identify key employees and the critical competencies that these employees possess to prepare for their replacement? What level of professional management and leadership development programs are available for your senior and mid-level managers? Please describe.

This is anticipated to be an area of significant emphasis for the foreseeable future. Based on data provided earlier, UNC Charlotte can expect significant retirement and transition over the next five to ten years as the campus both grows due to enrollment increase and new, more complex programs, and as employees at every level transition to retirement.

For senior administrators, particularly in Business Affairs, great interest follows the work of the Ernst & Young study and largely focused on the financial and administrative (business) infrastructure. Experience gained as our key finance/business leaders move through this process will provide us with critical insights.

Professional development is emphasized on this campus at every level. Each vice chancellor is charged with attending to the professional development of staff within his or her respective areas of responsibility. Investment of time, money and effort is underway as appropriate certifications are pursued and as campus “bench strength” is developed for critical skills that cut across divisional boundaries. Certifications in Business Process and Business Analysis have become essential to the university’s ability to plan and coordinate large-scale organizational initiatives. Deans and associate deans have participated in summer programs or short courses in institutional management. In addition to Leadership UNC Charlotte, our program for department chairs and emerging leaders, faculty leaders and professional staff have been regular participants in

the UNC Chapel Hill Bridges Program, a program for women aspiring to senior administrative positions. Other efforts include participation the American Leadership Forum, Leadership Charlotte, Leadership North Carolina, College/University Business Management Institute and many others.

One of the country's premier leader development institutes is headquartered and operates in Greensboro, the Center for Creative Leadership (CCL). Several of our deans have participated in the CCL programs. UNC General Administration might seek assistance with a UNC-focused approach for grooming potential senior leaders.

For our over 1,400 SPA employees recently "banded," campus managers will gain increased experience dealing with career development of employees, ideally "jointly managed." Information on critical behavioral and functional competencies is becoming better identified and will be more readily accessible for reference related to specific positions. This information and a better understanding overall will facilitate succession planning and organizational development moving to the future.

- 8. Beyond what you may have already identified in Questions 1-7 above, are there any other significant issues relating to recruitment and retention of high-quality faculty and staff that you wish to highlight? If so, please provide a brief description of the issue, how you would propose the issue be addressed, and any related policy, regulatory, or other administrative changes needed.**

Continue to fund the Recruitment and Retention fund for our faculty. This has been highly successful in providing extra funds to recruit and to stave off offers from other universities.

This report was prepared by

Gary Stinnett, Assoc. Vice Chancellor for Human Resources
Ramah Carle, Assoc. Provost for Budget and Personnel
Melba Spooner, Chair, Department of Middle, Secondary Education, & K-12 Education
Marcia Kiessling, Director, Office of Student Activities, Division of Student Affairs
Eleanor Stafford, Dean's Office, College of Liberal Arts and Sciences
Tommy Earnhardt, Staff Auditor, Internal Audit Department
Kerrie Stewart, Special Assistant to the Provost for the Council on University Community
Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs