



**Interim President Roper's May 2020 Board of Governors Meeting Remarks
May 20, 2020**

Thank you, Chair Ramsey, and good morning, ladies and gentlemen.

On behalf of the entire UNC System team, I congratulate you, Chair Ramsey, Vice Chair Murphy, and Secretary Burris-Floyd, on your re-election as UNC Board of Governors officers.

We thank you for your service and leadership, and we are grateful to the entire Board for extending this period of stability. Now, more than ever, it is important that we stay focused on doing our work together for the people of North Carolina.

I would also like to recognize Chancellor Dubois. Today is his final meeting with the Board as chancellor. Phil, thank you for your many years of service to UNC Charlotte and to our System.

On April 30, the Niner community was certainly in our thoughts as we all paused to remember last year's tragic event and honor the many displays of heroism that saved lives.

When Dr. Sharon Gaber assumes her role as the new chancellor on July 1, she will find a university community that is resilient and committed to one another, to Charlotte, and to the state. We look forward to working with her.

Our thoughts and prayers go out to the family of former Elizabeth City State University Chancellor Thomas E.H. Conway Jr., who passed away Friday evening. The UNC System remembers and honors the contributions he made to the university and to northeastern North Carolina through his years of service and leadership.

We also congratulate ECSU Chancellor Karrie Dixon, who just last week was one of thirty women appointed to the newly-formed federal Women in Aviation Advisory Board. This news reflects the extraordinary momentum ECSU is experiencing. Dr. Dixon's appointment speaks volumes about her leadership and the university's growing reputation as an innovator in aviation education.

I want personally to thank Professor David Green for the many contributions he has made as chair of the Faculty Assembly. Working with him has meant a great deal to me.

As I turn to describe how the UNC System is meeting the challenge of the COVID-19 pandemic, I want to begin by calling out the tremendous work that the faculty and staff across all the institutions have done – with amazing dedication and can-do spirit – to move courses and instruction to online format. I want to give a particular shout out to the IT staff who facilitated the move to remote working conditions.

We owe all of them a huge debt of gratitude.

Since I reported to you at the April Board meeting, we have continued our contingency planning efforts – for the System as a whole and for each of the institutions as we prepare to welcome students back to campus in the fall.



Governors, please know that we understand that each of you is engaged in these same sorts of efforts as you work to reopen your businesses and return your lives to “normal,” as rapidly and as effectively as possible. You are deeply concerned with restoring operations while maintaining the health and safety of everyone involved.

I want you do know that we, throughout the UNC System, are all working flat out to achieve these same goals.

I know you are sick and tired of these Zoom meetings. I empathize. The leadership team and at the UNC System are spending many hours of our days on zoom. One of the side effects are the headaches they cause. Believe me ... I’ve suffered through some.

But the bigger problems related to the loss of in-person meetings relate to the inability to read faces or to understand feelings involved. We lose the capacity to have side conversations and interact personally.

I say all this to give you an impression of the challenges we face and all that we are doing to get the work of this UNC System done. Please don’t think that we are taking this situation lightly.

These days, the question I hear most frequently is, “What will be the UNC System’s mode of operations for the fall?”

We are optimistic, leaning in and expecting our students, faculty, and staff to return to classrooms, labs, and libraries this fall.

Crucially, our planning is focused on ensuring that appropriate safeguards for health and safety will be in place.

And we will be ready for any set of circumstances that may prevail. In that light, we are working through a series of possible scenarios for operations for the Fall 2020 term.

While we have been doing this important planning work, our faculty, students, and staff have been hard at work completing the semester, after transitioning quickly to online instruction several weeks ago.

It goes without saying that we have depended on the cooperation and insight of our chancellors throughout this work. Over the past several weeks we have been continually engaged with all of the UNC System institutions.

Through a full round of 17 lengthy virtual conferences, the senior leadership team and I were able meet with all of the chancellors and their teams to discuss their plans for what lies ahead. Then a second round of detailed video conference discussions focused specifically on the areas where institutions will most depend on the UNC System Office for guidance and support.



We have developed draft guidance in five critical workstreams:

- Academic & Student Affairs
- Health & Safety
- Workplace, Faculty, and Staff HR Issues and Policy
- Finance and Budget
- Communications

Currently, we are in the process of sharing and revising the strategies in concert with the chancellors and their teams.

Our goal is to have this work completed by the end of May for institutions to use as they undertake their detailed planning.

As we move ahead, we are closely following what other universities and university systems are doing and saying, and we are in continuous communication with the leaders of our state, including Dr. Mandy Cohen, the Secretary of Health and Human Services.

This very intensive preparation is critical. It will ensure that our education, research, and service can continue, undiminished.

Of course a constant priority is dealing with revenue losses we now face as a result of COVID-19. Much of our discussion revolves around how we can continue to serving North Carolina while spending less.

Recent legislative action reflects the State's historic and ongoing investment in our mission, which serves residents in every corner of North Carolina.

The Legislature met three weeks ago and appropriated \$44.4 million to reimburse our institutions for the costs associated with our move to online education, increased sanitization, and other expenses related to our COVID response.

We appreciate the Legislature's steadfast support, which has provided funding of our non-recurring request.

In addition, a number of our policy requests were approved, including providing some limited liability protections for our institutions that have responded to the pandemic by creating PPE for first responders, local medical centers, and the military.

The Legislature returned on Monday for the short session. As you can imagine, the lean State revenue outlook will undoubtedly impact the UNC System. Thanks once again to the Board for your support of our revised budget request at our April meeting. We will need that strong support to continue as the Legislature puts together a budget of individual bills throughout the session.



As we work with the State's representatives and leaders, Pete Brunstetter is on point as the UNC System's Chief Operating Officer. He brings experience to this position, having served as long-time co-chair of the Senate Appropriations/Base Budget Committee, playing an important role helping North Carolina recover during the Great Recession.

Later today, the Board will vote to approve how we allocate the State's COVID- relief emergency funds. In your deliberation, you will consider directing a portion of these funds to a digital learning accelerator package. This project is a vivid example of our forward-thinking approach to the challenges we face.

- The digital learning accelerator will support the development of digital course libraries for 10 high-demand courses and expand access to student success coaching and virtual tutoring for remote learners.
- This investment will also support several key building blocks necessary to enhance the quality of our online teaching, including faculty development, online proctoring, and virtual labs.

This work that Dr. Kimberly van Noort and Dr. Andrew Kelly and their teams at the System Office have put together reflects what we can accomplish when we collaborate *as* a System, even in the midst of a crisis.

The State's many investments in these efforts will help us leverage our System-wide expertise and creativity, so that students receive cutting-edge education, no matter where their classes meet in the fall.

Before I conclude, I want to add this point – all the chancellors and their teams at our UNC System institutions have undertaken a tremendous amount of work with dedication and seriousness.

In all of our deliberations, no one has expressed exasperation or frustration. They have committed to these activities with unparalleled focus on those whom we are privileged to serve – the students, faculty, staff, families, communities and citizens of our great state.

The coming months will present many complex challenges. But, I am confident that—with our robust leadership, shared commitment, and strong fiscal discipline—the UNC System and this great State are both well-positioned to succeed and lead during these unprecedented circumstances.

Thank you all for your leadership and your help.



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UNC System Office

On April 29, the UNC System released a statement announcing expectations to open campuses for the Fall 2020 semester and is working with chancellors to set a safe and healthy plan forward. Chancellors will have flexibility to determine what steps they need to take to protect students, faculty and staff, especially high-risk populations, both on campus and off. Above all, our steps forward will be contingent on what we discover through ongoing monitoring of infection rates and North Carolina's testing and treatment capacity. We will continue to follow the advice of the nation's infectious disease experts, our own experts at UNC Health, and remain in frequent contact with Dr. Mandy Cohen, Secretary of NC Department of Health and Human Services.

We announced in early May that all 17 constituent institutions have signed a formal letter committing to System Math Pathways core recommendations. This unified action is a significant milestone in a System-wide effort to redesign general education math requirements so that students are able to align these courses with their long-term degree and career goals. Institutions have agreed to prioritize getting students to take their first math course within their first 30 hours of enrollment and to providing professional development for the faculty and advisors involved with these courses.

Thank you to all those involved in the search and hiring process that has led to naming the next leader for UNC Charlotte. Dr. Sharon Gaber will serve as the university's fifth chancellor and will succeed Philip L. Dubois, who will retire on June 30. She is the second woman to lead the institution, following in the footsteps of university founder and philanthropist Bonnie Cone.

We held a Virtual Town Hall in late April for UNC System employees. The Zoom webinar gathered more than 280 participants and included a presentation from Human Resources and an open Q&A session.

Appalachian State University

At App State, community engagement remained a priority for students, faculty, and staff, amid COVID-19. A virtual tip jar was created in support of local service workers, and funds were raised on social media to support the area's Hunger and Health Coalition.

App State faculty, representing 17 disciplines, are conducting research to discover how COVID-19 is impacting the state's rural areas. The topics to be explored include economic effects, prediction of vulnerability and future hotspots, homelessness and substance use, and ways to support vulnerable community members living alone.

East Carolina University

ECU celebrated the accomplishments of more than 5,000 graduates with its 111th spring commencement on May 8 by virtual ceremony. Interim Chancellor Ron Mitchelson conferred degrees for 3,860 undergraduates and 1,201 master's and doctoral degree recipients. The university also plans to invite the spring graduates back to campus in the fall for in-person events as COVID-19 restrictions and guidelines allow.



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Fundraising continues to help students affected by the coronavirus. More than \$163,000 has been donated to help students facing displacement, unemployment, and other financial challenges.

Dr. Drew Baker, clinical professor of pediatrics and division chief of general pediatrics in the Brody School of Medicine at ECU, offered tips to local parents about ways to keep their kids happy and healthy as coronavirus continues to impact their community and the world. His advice ranged from addressing children's fears about getting sick to ensuring that kids get enough exercise while sheltering at home.

Elizabeth City State University

The ECSU Vikings Food Pantry has donated 400 pounds of non-perishable food to the Food Bank of Albemarle. According to the Food Bank director, this donation equates to 333 meals for the region.

ECSU recently named former WNBA and Wolfpack player Tynesha Lewis as its next Head Women's Basketball Coach. Athletic Director George Bright announced the hire at a virtual press conference.

Fayetteville State University

FSU's Broadwell College of Business and Economics was awarded a \$199,280 grant from the LEAF Foundation to establish an innovation and entrepreneurship hub. The hub will assist small and under-resourced businesses develop the skills to build viable, sustainable businesses. The hub will offer consulting services, conducted by graduate and undergraduate students under the direction of faculty.

In collaboration with Davidson County Community College, Fayetteville State University has been awarded a Realizing Transformation Award by Frontier Set - an initiative funded by the Bill & Melinda Gates Foundation. The awards support innovative approaches to improving student success.

N.C. A&T State University

In honor of the spring 2020 graduates, the city of Greensboro and the Chamber of Commerce worked with businesses to host "Greensboro Goes Blue and Gold" during the weekend of May 9. The event included N.C. A&T State University and UNC Greensboro.

Political science student Brenda Caldwell has been named a 2020 finalist for the Truman Scholarship, a premier fellowship for those pursuing careers as public service leaders. She was invited to interview in the first panel of students in Washington, D.C., after a competitive campus selection process.

The National Institute of Diabetes and Digestive Kidney Disease at the National Institutes of Health awarded \$5.7 million to N.C. A&T State University and three North Carolina Diabetes Research Center consortium partners. The award will support shared technological infrastructure for advancing innovative diabetes research and fostering inter-institutional collaborations in North Carolina.

North Carolina Central University



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NCCU received a \$330,000 grant from the Minority Serving Institutions STEM Research and Development Consortium to assist in developing new risk-assessment tools for the Department of Homeland Security. NCCU will develop new state-of-the-art forecasting and alerting capabilities to help U.S. Customs and Border Protection safeguard against entry by pests and diseases that could be detrimental to the nation's environment or economy.

The Health Equity, Environment and Population Health program has been established at NCCU's Julius L. Chambers Biomedical Biotechnology Research Institute. The new initiative provides epidemiology assistance and other critical services to several local health departments to assist in the battle against the coronavirus. Specifically, the program assists Cabarrus, Anson, and Rowan counties, where public health systems may lack funding and staff to adequately serve patients during the pandemic.

NCCU's School of Education has been awarded \$3.7 million by Central Carolina Regional Education Service Alliance to expand diversity among school administrators to bolster the university's efforts in producing a diverse pool of Master of School Administration graduates. The four-year grant will provide funding to the Central Carolina Principal Preparation Program and focus on developing diverse individuals as school principals to enrich learning in North Carolina's underserved communities.

NC State University

NC State's Center for Additive Manufacturing and Logistics is using 3D printers to create transparent face shields for the WakeMed health care system. The center's staff are operating their six 3D printers around the clock to produce an average of 150 face shields each day for WakeMed health care workers. Each face shield can be used multiple times with the proper sanitation procedures.

The Science House, a statewide STEM education outreach effort housed within NC State's College of Sciences, has developed online learning resources for K-12 students receiving school instruction at home during the coronavirus pandemic. Science House's virtual learning portal, Science House Express, provides engaging online learning materials, do-at-home activities, and in-depth interviews with noted scientists.

NC State's Nonwovens Institute is using its pilot production facilities to produce materials that will be used to make surgical face masks for medical workers on the front lines of fighting COVID-19. N95 respirators and surgical masks generally consist of an outer protective layer and an inner filtration layer, both made from nonwoven materials. But in light of the current critical need for face masks in health care settings, the Nonwovens team created a new material that can perform both functions at once. The institute is working with industry partners who will use the material to make face masks. In addition, the institute donated almost 5,000 meters of the new material to the Fort Bragg U.S. Army base to be used in creating face masks for health care workers in Army medical centers. Soldiers at Fort Bragg will turn the 4,725 meters of donated material into about 100,000 face masks. The Nonwovens Institute intends to donate up to 1,000 meters of the material to Fort Bragg each week on an ongoing basis.

UNC Asheville



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Volunteers from UNC Asheville and the community have been fabricating and donating personal protective equipment to health care providers. The equipment is in use on the pediatrics floor at Mission Hospital in Asheville, MAHEC and in Vidant Health Center. A team of UNC School of Medicine students whose clinical rotations in Asheville have been curtailed by the virus are contributing.

Isaiah Green, ASG president, was sworn into the Board of Governors as an ex-officio member in late April and will participate in a formal in-person swearing in ceremony in July, depending on COVID-19 health and safety measures. He will represent all UNC System students and will serve on the educational planning, policies, and programs committee and the committee on strategic initiatives.

UNC Asheville awarded five Selby and Richard McRae Scholarships to exceptional students from the incoming Class of 2024. Each student will receive \$50,000 over the course of their four years. An additional 39 Provost Scholarships have also been awarded, ranging from \$1,000 to \$5,000 bringing the total scholarship support to nearly half a million dollars for first-year students.

UNC-Chapel Hill

A clinical trial of the broad-spectrum antiviral drug Remdesivir on approximately 1,000 patients proved effective and should result in a new standard of care for COVID-19 patients. Remdesivir was developed through an academic-corporate partnership between Gilead Sciences and the Baric Lab at the Gillings School of Global Public Health. Ralph Baric, the William R. Kenan Jr. Distinguished Professor of Epidemiology, called the results "a game-changer for the treatment of patients with COVID-19."

Faculty at UNC-Chapel Hill and NC State have teamed up to create personal protective equipment for health care workers on the frontlines of the COVID-19 pandemic. At UNC, makerspace staff, volunteers, and medical students have produced tens of thousands face shields made of PETG plastic, while a mechanical and aerospace engineering team at NC State is creating much-needed replacement lenses for powered respirators and intubation shields. The UNC/NC State Joint Department of Biomedical Engineering also created task forces of students, faculty, and designers to make about 1,000 masks for UNC Health pediatric patients. Students are prepared to make several thousand masks if needed.

UNC Charlotte

Dr. Sharon Gaber was named chancellor-elect for UNC Charlotte on April 28. With a background in city and regional planning that precedes an accomplished higher education career, Gaber's experience and perspective align with UNC Charlotte's position as North Carolina's urban research university. Gaber became president at UToledo in 2015 after six years as provost and vice chancellor for academic affairs at the University of Arkansas. Gaber succeeds Philip L. Dubois, who has led UNC Charlotte since 2005 and is the UNC System's longest-serving chancellor. She expects to arrive in Charlotte later this summer.

UNC Charlotte observed the one-year anniversary of the campus shooting that claimed the lives of two students and injured four others. The event was marked by a wreath ceremony at the Kennedy Building, where the incident took place. More than 39,600 viewers watched the 30-minute program via live stream. The remembrance featured comments from Chancellor Philip L. Dubois, Vice Chancellor of Student Affairs Kevin Bailey, student leaders, and prominent alumni. The Niner Nation Remembrance



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Commission, formed by Dubois in May 2019, has recommended the creation of a significant, focal memorial and commemorative space on campus.

UNC Charlotte announced new leadership for three academic areas—business, engineering, and urban research and community engagement—pivotal to the university’s mission to serve the greater Charlotte region and beyond. Jennifer Troyer was named dean for the Belk College of Business, Robert Keynton was appointed dean of the William States Lee College of Engineering, and Byron White was named associate provost for the Office of Urban Research and Community Engagement.

UNC Greensboro

Teachers and staff at Moss Street Partnership School have donated more than 230 iPads to students at the elementary school to help with online instruction. Teachers have continued to look for ways to keep learning engaging and are connecting with students on Zoom. The school also provides “weekend backpacks” with non-perishable food items for students facing food insecurity at home and is a food distribution site for Rockingham County, providing breakfast and lunch five days a week. MSPS is operated by UNC Greensboro in partnership with Rockingham County Schools.

Three UNCG students are fighting COVID-19 in New York. Scott Dollar and Ali Cosgrove, both second-year students in the nurse anesthesia program, are helping treat coronavirus patients at the Catholic Health COVID-19 Treatment Facility at St. Joseph Campus in a Buffalo, NY suburb. While their clinicals are on hold, both are spending a month there, working five 12-hour shifts a week. After work, they spend their time completing class assignments on line. Bevin Strickland, who is scheduled to earn her Doctor of Nursing Practice in August, will spend two months working at Mount Sinai Queens ER.

UNC Pembroke

UNCP counseling program faculty and students have won awards at the NC Counseling Association’s annual conference. Graduate student Elzetter Norris has been awarded a National Board for Certified Counselors Minority Fellowship Program for Addictions Counselors of \$15,000. Seven UNCP graduate counseling students have been awarded \$10,000 in scholarships from the Governor’s Institute on Substance Abuse. In addition, UNCP counseling faculty members Drs. Jonathan Ricks and Jeffrey Warren were recognized for their contributions to the counseling profession.

UNCP has made two new senior-level appointments. Dr. Teagan Decker was named dean of the Esther G. Maynor Honors College and Steve Varley has been named vice chancellor for Advancement.

UNC Wilmington

UNC Wilmington has named its new provost. Jamie Winebrake, currently a dean at the Rochester Institute of Technology, will start on July 1.

Alumnus John Royle and five friends are providing free ear guards to health care workers and law enforcement on the front lines of the COVID-19 pandemic. The group is making ear guards to alleviate the pain caused by wearing surgical masks for an extended period of time. Royle, an exercise science



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major, got the idea from bruising on the faces of health care workers from protective surgical masks. The group used eight 3D printers to provide a total of 3,982 ear guards.

Summer enrollment at UNCW has grown, with more than 1,000 more students enrolled over last year.

UNC School of the Arts

The School of Filmmaking has been recognized by *Variety* and *Backstage*, leading publications of the arts and entertainment industry. *Variety* ranked the school in its list of top 50 entertainment programs worldwide, and *Backstage* ranked UNCSA in the top eight film programs for aspiring cinematographers. The articles highlight three faculty members – Joy Goodwin, Thomas Ackerman, ASC and Scott Ressler.

Brett Sellitti, a graduating senior in the School of Design and Production, has won the highly competitive Richard Hay Undergraduate Scene Design Award from the United States Institute for Theater Technology. Sellitti is the fifth UNCSA student since 2009 to win the undergraduate scene design award from USITT, the nation's leading association of professionals and students in the backstage industry.

UNCSA has launched "UNCSA at Home," an online portal showcasing student and faculty performances past and present, to enjoy while we stay at home, and until we can be back together in person. "UNCSA at Home" features complete performances, videos created at home, slideshows, and more from each of the school's five conservatories – Dance, Design & Production, Drama, Filmmaking, and Music – all accessible on demand for free at uncsa.edu/athome.

Western Carolina University

Faculty and students from the College of Engineering and Technology are using 3D printers to produce face shields for health professionals across the region. After a successful run by Patrick Gardner, director of WCU's Rapid Center, four engineering students checked out printers for use at their own homes, tripling the CET's capacity to build the visor portion of the face shields to more than 350 a week.

WCU faculty and students with ties to China located a surgical mask distributor in that Asian nation and secured a shipment of 6,000 surgical masks for use by front-line workers in WNC's smaller health care facilities. The faculty members paid for the masks, then launched a successful Go Fund Me effort that not only covered the cost of the first 6,000 masks, but also enabled the purchase of additional personal protection equipment for health care workers.

WCU's recently approved master's degree program in experiential and outdoor education has gained accreditation from the Southern Association of Colleges and Schools Commission on Colleges. The program, which is designed for professionals and those seeking careers in positions such as environmental educators, camp directors, wilderness therapy instructors, park rangers, and outdoor adventure instructors, is scheduled to begin offering classes in the fall.

Winston-Salem State University



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A newly released economic impact report shares that WSSU has a \$500 million impact on the Triad. The report, prepared by Professor of Accounting, Economics, and Finance Dr. Zagros Madjd-Sadjadi and his students included university spending and the financial impact of students and graduates.

Winston-Salem State University's online RN to Bachelor of Science in Nursing program is now ranked the best in the nation. According to RegisteredNursing.org, WSSU's program has an innovative curriculum that is affordable and highly flexible for registered nurses who want to advance their education quickly.

Chancellor Elwood L. Robinson's radio show is back on a new platform with a new name: *Future Focus Now*. The webcast will air live on Tuesday evenings on WSNC 90.5 FM's Facebook page. In each episode, Robinson will discuss important issues with top thought leaders, researchers, artists, and personalities. Episodes have included Carl Armato, president and CEO of Novant Health, Mark Owens, president and CEO of Greater Winston-Salem Inc., and Stephen A. Smith, commentator on ESPN's *First Take*.

WSSU hosted a virtual celebration to honor the Class of 2020 graduates. The virtual celebration recognized individual achievements, and each student was announced by name. Participants were highlighted in a personalized graduate slide and a 10-12 second video. The virtual celebration did not replace the formal commencement ceremony, which will be held later in the academic year.

North Carolina School of Science and Mathematics

NCSSM is converting all of its summer offerings, including Summer Accelerator residential summer camp experiences, to virtual offerings that will provide high-quality educational experiences for students.

Students, faculty, and staff helped the NC Student Academy of Science implement its contingency plan to convert the NCSAS State Competition a remote format. The competition involved students as young as 12 who had never used Zoom as well as 40 judges from 10 institutions. Keynote speaker Dr. Melanie Simpson, chair of NC State's Biochemistry Department, gave her presentation via Zoom as well.

A team of three NCSSM high school students won the top distinction in the college-level Consortium for Mathematics and Its Applications's worldwide Mathematical Contest in Modeling, the only team outside of China with a top-rated paper. To win, residential seniors Jason Li, Suraj Rao, and Melody Wen tackled a real-world problem related to changes in ocean temperatures. The team was able to calculate and predict migration changes of ocean-dwelling species and its impact on revenue to the fishing industry. The NCSSM team was the only high school team to earn the distinction of "Outstanding" and surpassed teams from Emory, NYU, Virginia Tech, USC, UCLA, and more. NCSSM was allowed to compete with undergraduates after their outstanding work in an earlier high school version of the competition.

Acquisition of Property by Lease – NC State University

ISSUE OVERVIEW

NC State University is requesting approval of a lease for the 2020-21 academic year to address a current shortfall in available student housing. NC State previously executed similar leases for the 2018-19 and 2019-20 academic years. The lease exceeds the delegated approval authority and requires approval from the Board of Governors.

The proposed lease is for three floors in a private residence hall immediately adjacent to the campus and will provide overflow residential housing for 384 students and six residential advisors. The proposed lease is for the 2020-21 academic year at an annual rent of \$2,489,184. The current student housing rates will cover the cost of the lease. The rooms will provide comparable space at the same rates for students living on campus.

NC State University

Property Acquisition – Lease

LESSOR:	University Towers Operating Partnership, LP, Memphis, Tenn.
LESSEE:	State of North Carolina, NC State University
LOCATION:	111 Friendly Drive, Raleigh, NC
LEASE AMOUNT:	\$2,489,184
DESCRIPTION:	Floors 4, 5, and 6
LEASE TERM:	10 months, August 2020 – May 2021
LEASE EXPIRATION:	May 2021

The lease of this property was approved by the NC State Board of Trustees at its meeting on February 28, 2020.

RECOMMENDATION

It is recommended that the Board of Governors approve this request.

Capital Improvement Projects – Appalachian State University

ISSUE OVERVIEW

UNC System institutions are required to request authority from the Board of Governors to proceed with non-appropriated projects using available funds (non-general funds). Non-appropriated capital projects are funded by the institution and include the construction, repair, or renovation of facilities such as residence halls, dining facilities, research buildings, athletic facilities, and student health buildings.

There is one UNC System institution that has requested a total of two capital improvement projects for advance planning authorization.

I. ADVANCE PLANNING

Institution/Project Title		Total Project Cost (\$)	Previous Authorization (\$)	Requested Authorization (\$)	Funding Source
Appalachian State University					
1.	Rivers Street (at Roess Dining Facility) and Trivette Hall Dining Renovations	\$2,468,537	\$0	\$203,591	Dining Receipts
2.	University Bookstore	\$2,049,760	\$0	\$167,100	Trust Funds
<i>Appalachian Subtotal</i>		<i>\$4,518,297</i>	<i>\$0</i>	<i>\$370,691</i>	
Grand Total		\$4,518,297	\$0	\$370,691	

RECOMMENDATION

All projects and associated funding sources are in compliance with G.S. 143C-8-12 (State Budget Act).

It is recommended that these projects be authorized and reported to the NC Office of State Budget and Management as non-appropriated projects that do not require any additional debt or burden on state appropriations.



**THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

Report on FY 2019 UNC System Debt Capacity Study

May 19, 2020

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FY 2018-19 Debt Capacity Study

Purpose of the Study

The Current Operations and Capital Improvements Appropriations Act of 2015, which was signed into law on September 18, 2015, added a new Article 5 to Chapter 116D of the General Statutes of North Carolina (the “*Act*”), requiring each constituent institution (collectively, the “*Institutions*”) of The University of North Carolina (the “*University*”) to provide the Board of Governors of the University (the “*Board*”) with an annual report on its current and anticipated debt levels. The Act requires that the University, in turn, submit to the Office of State Budget and Management, the Joint Legislative Commission on Governmental Operations, the State Treasurer and The University of North Carolina System (the “*UNC System*”) an annual study incorporating each Institution report.

This report (the “*Study*”) has been developed to address the Act’s mandate to advise stakeholders “on the estimated debt capacity of The University of North Carolina for the upcoming five fiscal years” and establish “guidelines for evaluating the University’s debt burden.”

The Act also requires the Board to submit a uniform report from each institution regarding its debt burden and anticipated debt levels, in addition to other data and information relating to each institution’s fiscal management. Those Institution Reports are attached to the Study as **Appendix D**.

Methodology Used

Since the Act defines “debt” for the purposes of the Study to exclude debt serviced with “funds appropriated from the General Fund of the State,” the Study primarily focuses on special obligation bonds issued under Article 3 of Chapter 116D (“*special obligation bonds*” or “*general revenue bonds*”) and other long-term debt issued on behalf of each institution to finance various capital facilities, including housing and other enterprise projects.

N.C. General Statute §116D-26(a) prohibits using the obligated resources of one institution to secure the debt of another institution, meaning the University has no debt capacity independent of its constituent Institutions’ individual ability to issue debt. The Study does not, therefore, aggregate each institution’s individual debt levels and obligated resources to derive a University-wide debt capacity metric. Instead, the Study offers a comprehensive review of each institution’s debt capacity using the guidelines presented in the Act, which the System has presented in detail in the Institution Reports included as part of **Appendix D**.

The Act expressly requires the University to establish guidelines for two ratios—**debt to obligated resources** and a **five-year payout ratio**. The Study also includes two additional ratios that are more widely used to measure a public university’s debt burden—**expendable resources to debt** and **debt service to operating expenses**. For more details on the ratios, see the information under the caption “[Description of Ratios](#)” on the following page.

The Study is based on a financial model that has been developed to measure four ratios on a pro forma basis over the next five years (the “*Study Period*”). Recognizing the wide diversity in enrollment, funding sources and missions across each institution, the UNC System has worked with each institution to establish tailored and meaningful target policies for its respective ratios.

While an institution’s ultimate debt capacity is affected by numerous quantitative and qualitative factors, for the purposes of the Study, “*estimated debt capacity*” is defined as the maximum amount of debt each institution could issue without exceeding its ceiling ratio for debt to obligated resources in any single year of the study period.

Description of Ratios

The model considers the following four ratios:

Statutory Ratios

Ratio	Explanation	Commentary
Debt to Obligated Resources	Compares each institution's outstanding debt to the funds legally available to service its debt	<ul style="list-style-type: none"> Provides a general indication of an institution's ability to repay debt from wealth that can be accessed over time Tied to the statutory framework for institution debt, so ratio is not used outside the State
Five-Year Payout	Measures the percentage of each institution's debt to be retired within the subsequent five year period	<ul style="list-style-type: none"> Indicates how rapidly an institution's debt is amortizing and how much additional debt capacity may be created in the near term Five year horizon is not widely used

Supplementary Ratios

Ratio	Explanation	Commentary
Debt Service to Operations	Measures debt service burden as a percentage of each institution's total operating expenses	<ul style="list-style-type: none"> Indicates an institution's operating flexibility to finance existing requirements and new initiatives Uses expenses rather than revenues because expenses tend to be more stable year-over-year Permits comparison to peers outside the State
Expendable Resources to Debt	Measures the number of times each institution's liquid and expendable net assets covers its aggregate debt	<ul style="list-style-type: none"> Provides a general indication of an institution's ability to repay debt from wealth that can be accessed over time Permits comparison to peers outside the State

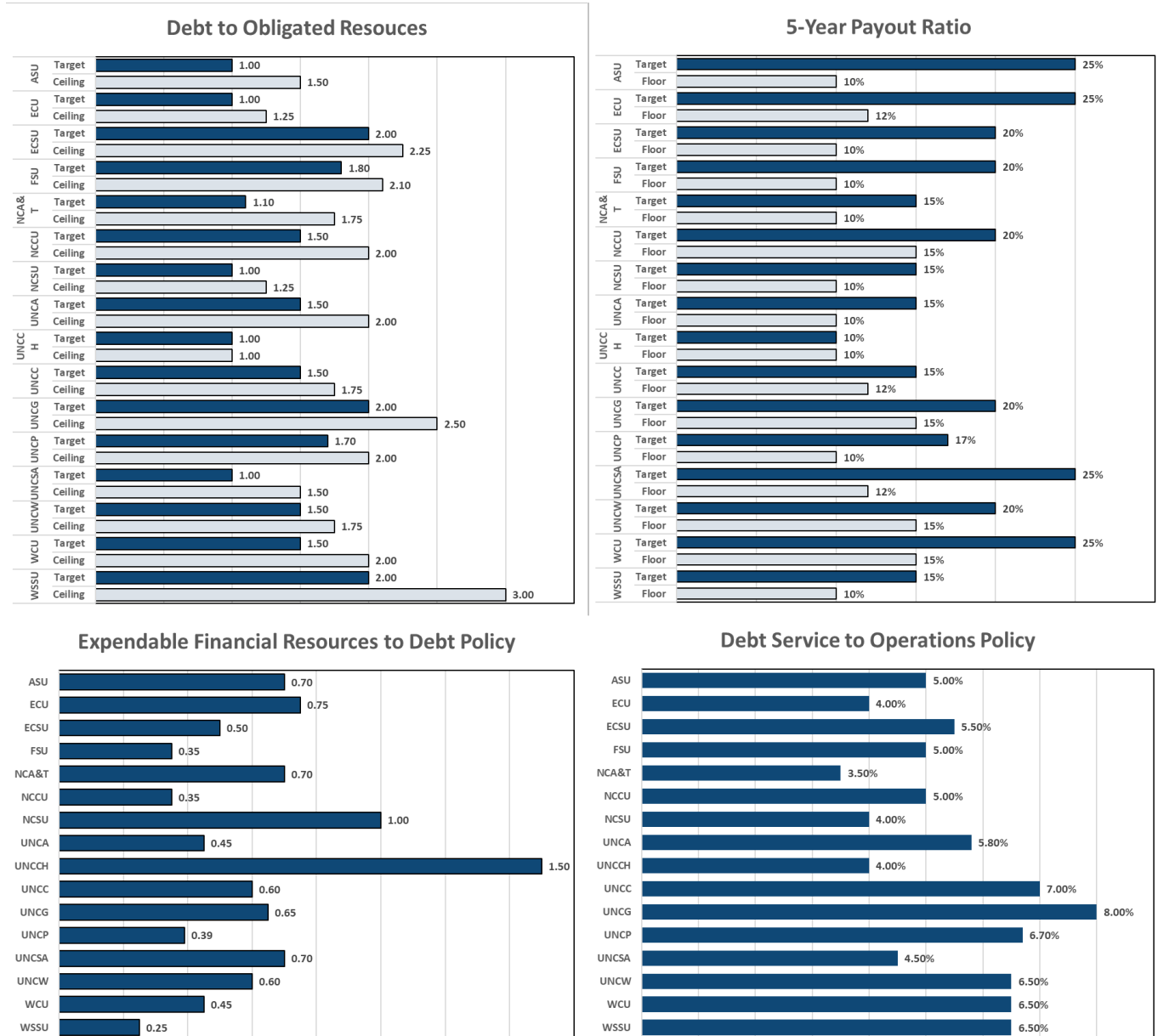
The first two ratios—**debt to obligated resources** and **five-year payout**—are mandated by the Act. While the ratios provide useful snapshots of each institution's debt profile and fiscal condition, the two ratios are not used outside of North Carolina. To provide additional data points and peer comparisons, the Study tracks two additional ratios—**debt service to operations** and **expendable resources to debt**.

Note that the Study uses each institution's "Available Funds" as a proxy for its obligated resources. "Available Funds" is reported publicly by each institution with outstanding general revenue bond debt and reflects how Article 3's "obligated resources" concept has been translated into the bond documentation governing each institution's general revenue bonds. The two concepts are identical for most institutions, but to the extent there is any discrepancy, "Available Funds" will produce a lower, more conservative figure.

See **Appendix A** for more information on the ratios and the definitions for related terms.

Overview of Target and Policy Ratios

For the two statutorily-required ratios—**debt to obligated resources** and the **five-year payout ratio**—each institution has set both a target ratio and a floor or ceiling policy, as applicable. The target and policy ratios are summarized below. See **Appendix C** for more information on the methodology each institution used in setting its target and policy ratios.

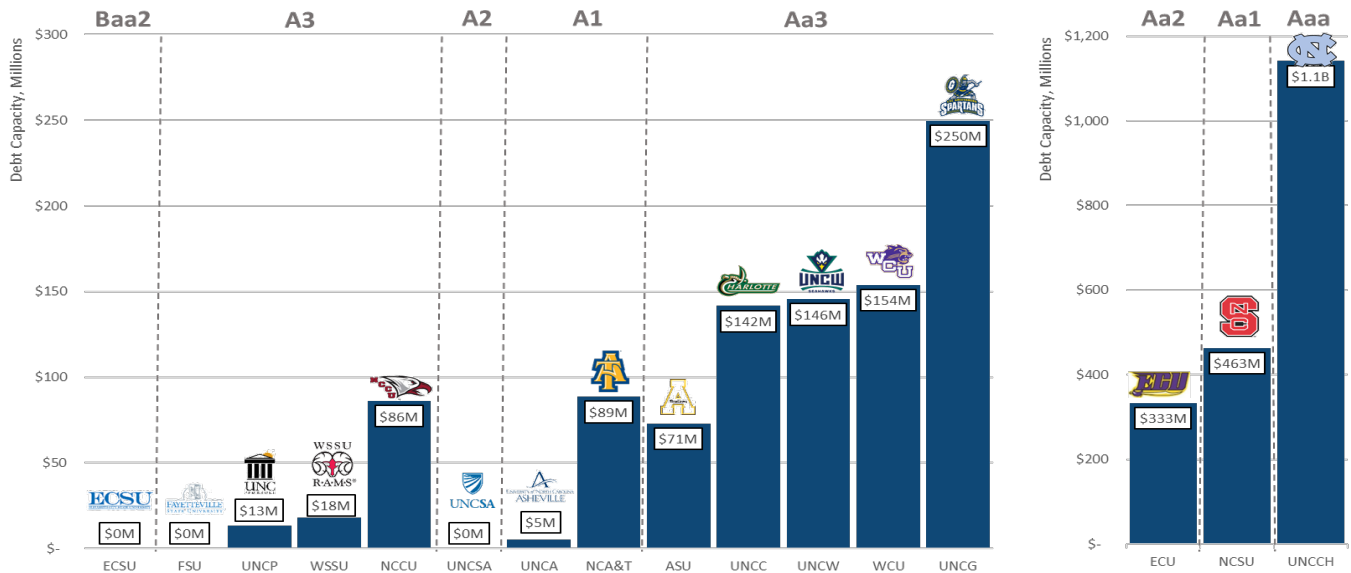


Conclusions

The following table summarizes the **current estimated debt capacity** of each institution as defined for the purposes of the Study. The numbers in the table reflect the **maximum amount of debt each institution could issue in fiscal year 2020** without exceeding its ceiling ratio for **debt to obligated resources** during any year of

the Study Period, after taking into account any Approved Future Projects. The Approved Future Projects for each institution, if any, are detailed in its report included as part of **Appendix D**.

Estimated Debt Capacity Across the System (2020)

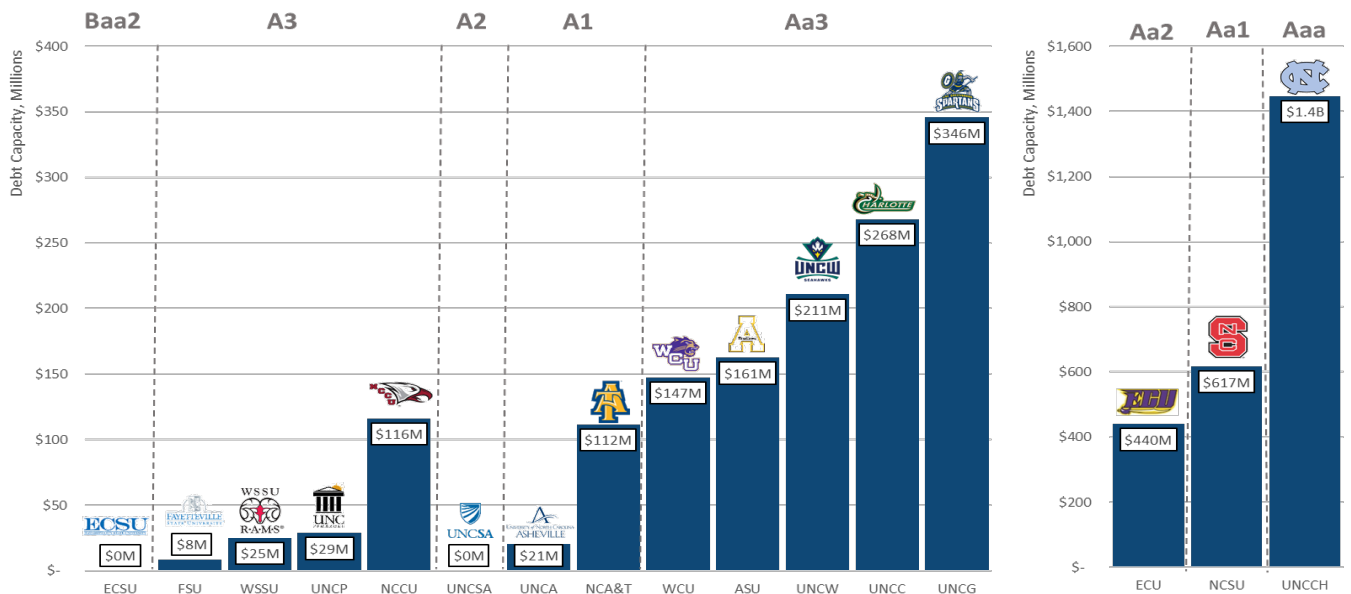


The estimated debt capacity figures for ECU, NC State and UNC-Chapel Hill have been presented in a separate chart using a compressed scale to make the estimated debt capacity figures for the other institutions easier to interpret.

FSU and UNCP are not currently rated by Moody's. FSU and UNCP have been grouped based on their corresponding ratings from either Standard and Poor's or Fitch.

Generally, debt capacity for each institution will grow over the course of the Study Period. The table below summarizes each institution's **projected estimated debt capacity for fiscal year 2024**, assuming it issued no debt (other than debt to finance any Approved Future Projects) until the last year of the Study Period.

Estimated Debt Capacity Across the System (2024)



The estimated debt capacity figures for ECU, NC State and UNC-Chapel Hill have been presented in a separate chart using a compressed scale to make the estimated debt capacity figures for the other institutions easier to interpret.

FSU and UNCP are not currently rated by Moody's. FSU and UNCP have been grouped based on their corresponding ratings from either Standard and Poor's or Fitch.

The credit ratings in the graphs on the previous page represent the Moody's rating or assumed Moody's rating as of June 30, 2019 except for UNC School of the Arts, which received its credit rating from Moody's in January 2020. ECU, N.C. A&T, and FSU received rating changes after the end of the study period. Moody's downgraded ECU to Aa3. Fitch upgraded N.C. A&T to AA-. Standard and Poor's lowered FSU to BBB+.

The range of capacities reflects the diversity among the Institutions, each with its own strengths, challenges and mission. The Study reflects the general health and proactive management of each institution's balance sheet, much of which is attributable to the State's history of strong support for the University and its Institutions. The general growth in capacity over the course of the Study Period indicates relatively rapid amortization rates for most institutions.

The limited debt capacity shown for Elizabeth City State University, UNC Asheville, UNC School of the Arts, and Fayetteville State University reflect recent or future financings that have already been approved by the Board and the General Assembly and are already factored into the debt-related ratios for those institutions. It is anticipated those institutions will have limited additional borrowing needs during the study period.

A small handful of institutions are facing significant headwinds in terms of enrollment and revenue growth, which is reflected in their debt capacity results. For those institutions, improving debt capacity alone may not be a priority; instead, their debt capacity will improve as they continue to work with the UNC System to implement new strategies and policies to meet their unique challenges.

While the Study provides useful insight into the overall fiscal position and capital needs of each institution, policymakers and other stakeholders identify trends and challenges facing each institution and the University over time, the Study also underscores the unique nature of public higher education debt and the value of the UNC System's centralized support and oversight. **The Study's emphasis on aggregate debt and asset levels is valuable, but the current approval process, which is predicated on a collaborative, project-by-project analysis of tailored cost estimates and project-specific sources of repayment, should continue to drive decision-making with respect to any proposed project.**

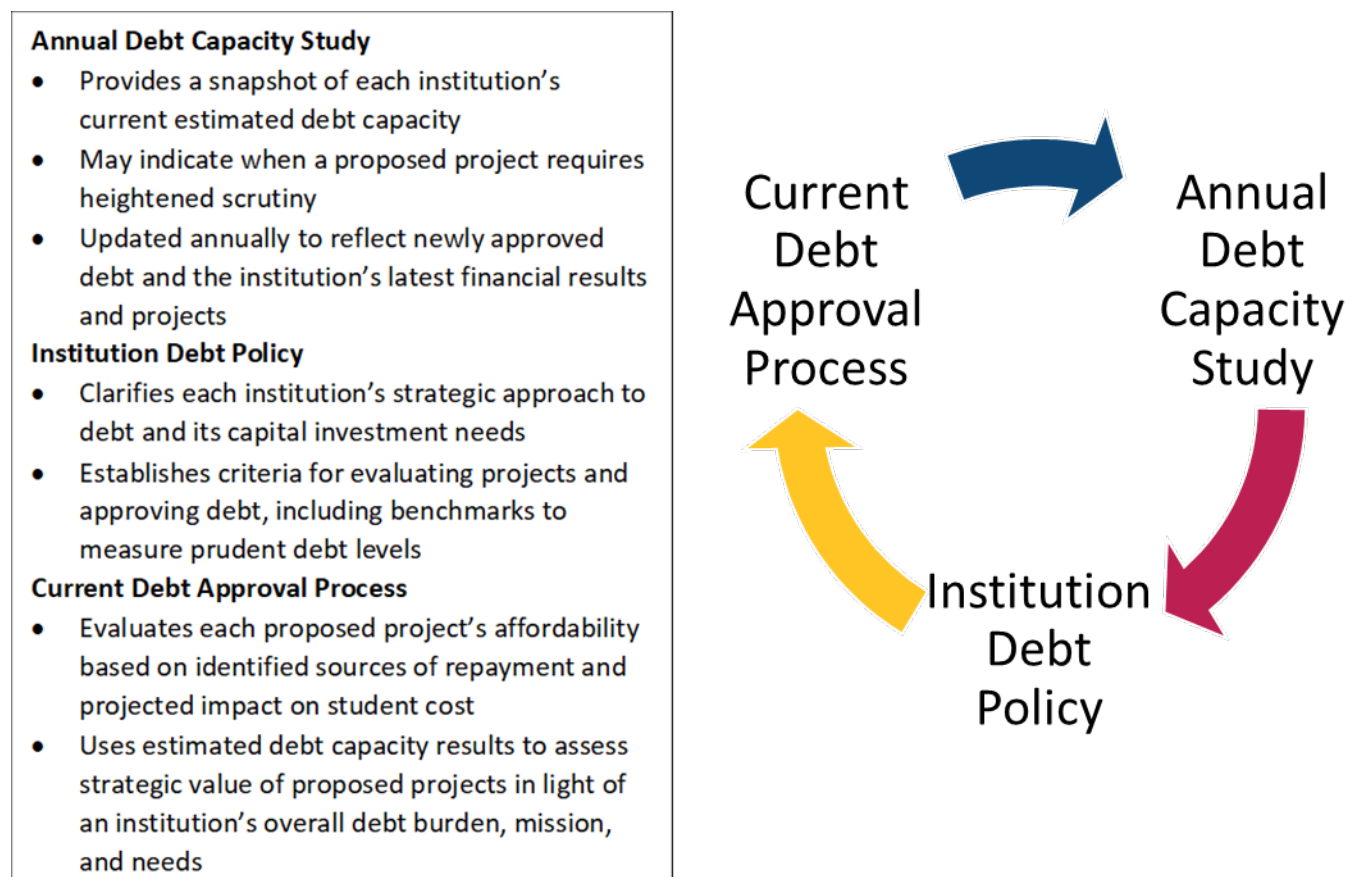
Recommendations

Recommended Use of the Study

Since the Study is framed broadly to accommodate the complexity and diversity of each institution's mission, business model, size and infrastructure needs, the Study should be used as a general assessment of each institution's overall fiscal position and to help Institutions, policymakers, and other stakeholders identify trends and challenges facing each institution and the UNC System over time. Like any other management tool, the Study is not intended as a substitute for the considered judgment of institution leadership, the UNC System, the Board, or the General Assembly. An institution may be better served, for example, foregoing a project when it has significant debt capacity or pursuing a financing even if doing so would cause the institution to exceed one of its stated target ratios.

While the Study will help policymakers and stakeholders determine when additional scrutiny for a project may be warranted to ensure Institutions are deploying debt prudently and strategically, institution debt policies and the University's debt approval process—which is predicated on a project-by-project analysis of tailored cost estimates and identified sources of repayment—should continue to drive decision-making with respect to any proposed financing.

The graphic below summarizes how the Study is intended to be integrated into a comprehensive debt management framework that includes each institution's debt policy and the University's debt approval process.



Debt Consolidation Initiatives

In keeping with the State's constitutional mandate to provide all people of the State with access to the benefits of the University at the lowest practicable cost, the Board and the UNC System are committed to exploring all options that may help the institutions operate in a more cost-effective manner.

As discussed above and in more detail on **Appendix B**, institutions generally meet their financing needs by issuing general revenue bonds through the Board under Article 3 of Chapter 116D of the General Statutes of North Carolina, as amended. Under the current approach, the bonds issued on behalf of each institution are rated and priced based solely on that institution's ability to repay the debt from its own resources. This siloed approach results in a wide range of borrowing costs across the System, with the smallest institutions forced to borrow at interest rates significantly higher than the rates charged to the largest institutions.

To find a more efficient way for institutions to obtain financing and for smaller institutions to access the capital markets, the Board and UNC System continue to explore options to develop and implement a new consolidated borrowing structure that would provide credit support to institutions in the System. Under the proposed structure, a credit facility would be in place to lend to participating institutions, subject to diligence review by the UNC System and receiving approval by Board of Governors. The UNC System Office is evaluating various structures and options to accomplish this goal and the extent to which legislative changes may be required to effectively implement those solutions.

Use and Impact of Project-Based Financing Structures

Project-based financing structures—i.e., debt obligations payable solely or primarily from the financed project's revenues (collectively, “**Project Financings**”)—have been used effectively throughout the State for many years. Institutions have structured their Project Financings using both their affiliate support organizations (collectively, “**Foundation Financings**”) and unaffiliated, tax-exempt organizations (collectively, “**Privatized Financings**”). Many Project Financings have been structured with the support of master lease arrangements with the institutions (collectively, “**State-Supported Project Financings**”), while others have been structured so that the institutions have no obligation to repay any associated debt (collectively, “**Nonrecourse Project Financings**”).

Since project revenues in Nonrecourse Project Financings accrue to the project owner and not the institution, Nonrecourse Project Financings are not payable from the obligated resources of an institution and have therefore been excluded from the Study's debt capacity calculations. By contrast, State-Supported Project Financings, which are supported by the institution's obligated resources, are included in the Study's debt capacity calculations.

Over the past year, several institutions have entered into (or have obtained approval to enter into) large-scale Project Financings for new, on-campus housing facilities. Each of those transactions has been structured as Nonrecourse Project Financings, so those debt instruments are not included in the Study's debt capacity calculations. The rating agencies have made it clear in recent months, however, that they will be more likely to include Nonrecourse Project Financings in their institution leverage metrics for on-campus housing, even if the institution has no legal obligation to repay the debt. Thus, the use of Nonrecourse Project Financing structures may reduce the debt capacity of an institution in the eyes of the rating agencies.

The UNC System Office has developed guidelines for the prudent use of Project Financing structures and will continue to work with the institutions and other stakeholders in State government to ensure Project Financing structures are used strategically and in keeping with the UNC System's mandate to provide access to the benefits of the University at the lowest practicable cost.

Update S&P Credit Ratings Due To COVID-19 Impact

In April 2020, S&P Global issued revised credit rating outlooks in response to the COVID-19 impacts for US higher education. While the entire US education system is under pressure, S&P noted institutions having BBB ratings and lower have the greatest concern. Uncertainties about the timing and duration of social distancing may impact enrollment levels in Fall 2020 and associated tuition revenues. S&P further indicated those institutions hardest hit will be those without adequate reserves, insufficient liquidity, high debt levels, and increased reliance on state appropriation funding.

As of December 31, 2019, 9.2% of S&P's rated institutions (approximately 40 out of 438 private and public institutions) carried negative outlooks. With the current April assessment, 38% (or 166 institutions) have negative outlooks. Recently, credit ratings for Fayetteville State University, UNC Pembroke, and Winston-Salem State University have been revised with negative outlooks due to risks of state funding cuts and risks to associated entities linked to certain debt issuances by these universities.

Appendix A: Key Definitions

Debt: Debt incurred under Chapter 116D of the North Carolina General Statutes or any other debt that will be serviced with funds available to the institutions from gifts, grants, receipts, Medicare reimbursements for education costs, hospital receipts from patient care, or other funds, or any combination of these funds, but not including debt that will be serviced with funds from the General Fund of the State. “Debt” does not include project-based financing structures that are nonrecourse to the institutions.

Obligated Resources: Any sources of income or receipts of the Board of Governors or the institution at which a special obligation bond project is or will be located that are designated by the Board as the security and source of payment for bonds issued under this Article to finance a special obligation bond project, including, without limitation, any of the following:

- a. Rents, charges, or fees to be derived by the Board of Governors or the institution from any activities conducted at the institution.
- b. Earnings on the investment of the endowment fund of the institution at which a special obligation project will be located, to the extent that the use of the earnings will not violate any lawful condition placed by the donor upon the part of the endowment fund that generates the investment earnings.
- c. Funds to be received under a contract or a grant agreement, including "overhead costs reimbursement" under a grant agreement, entered into by the Board of Governors or the institution to the extent the use of the funds is not restricted by the terms of the contract or grant agreement or the use of the funds as provided in this Article does not violate the restriction.
- d. Funds appropriated from the General Fund to the Board of Governors on behalf of a constituent institution for utilities of the institution that constitute energy savings as that term is defined in G.S. 143-64.17.

Generally, obligated resources do not include funds appropriated to the Board of Governors or the institution from the General Fund by the General Assembly from funds derived from general tax and other revenues of the State, and obligated resources do not include tuition payment by students.

5-Year Payout Ratio: Percentage of each institution’s long-term debt scheduled to be retired during the succeeding five-year period.

Debt Service to Operations: Ratio that measures an institution’s debt service burden as a percentage of its total expenses. Ratio uses aggregate operating expenses as opposed to operating revenues because expenses are generally more stable. Operating Expenses also include an adjustment for any noncash charge relating to the implementation of GASB 68 and 75.

Debt Service to Operations = (Annual Debt Service) / (Total Operating Expenses)

**Expendable
Resources
to Debt:**

Ratio that measures the number of times an institution's liquid and expendable net assets covers the institution's aggregate funded debt. In calculating the ratio, the institution's Unrestricted Net Assets has been adjusted to add any non-cash charges for the period (such as adjustments required by GASB 68 and 75).

Expendable Resources to Debt =
$$\frac{\text{Adjusted Unrestricted Net Assets} + \text{Restricted Expendable Net Assets}}{\text{Debt}}$$

Appendix B: Overview of UNC System Debt

Most debt within the scope of the Study is comprised of special obligation bonds issued by the Board on behalf of each institution in accordance with Article 3 of Chapter 116D of the General Statutes of North Carolina, as amended (“**Article 3**”). Institutions may use special obligation bonds (or “**general revenue bonds**,” as they are commonly called) to finance any capital facility located at the campus that supports the institution’s mission, but only if the Board has specifically designated the project as a “special obligation bond project” in accordance with Article 3.

Article 3 contains procedural safeguards to ensure the thoughtful use of special obligation bonds. For example, before any general revenue bonds are issued, Article 3 requires the approval of the Institution’s Board of Trustees, the Board of Governors, the General Assembly and the Director of the Budget (in consultation, if necessary with the Joint Legislative Commission on Governmental Operations).

As part of its approval, the Board of Governors must (1) designate the proposed project as a “special obligation bond project” and the obligated resources that will serve as the source of repayment for the proposed bonds and (2) establish that sufficient obligated resources are reasonably expected to be available to service the proposed bonds. In its report to the General Assembly seeking approval for a proposed Article 3 project, the Board must provide details regarding the project need, expected project costs, expected increases in operating costs following completion (including any contemplated impact on student costs), estimated debt service and the sources and amounts of obligated resources to be used to repay the debt.

Although Article 3 focuses on an institution’s obligated resources in the aggregate, as a practical matter, the plan of finance for each proposed project is evaluated on a standalone basis. **If an institution is unable to demonstrate that existing or future revenues associated with a project are sufficient to service the proposed debt, then the financing will generally not move forward unless the project is redesigned to a sustainable and appropriate scale.** Those project-specific revenues may take the form of enterprise system revenues (such as dormitory or dining system revenues) or other dedicated revenue sources (such as capital campaign donations or student fees). Institution debt issued under other legislative authority, including student housing revenue bonds under Article 19 of Chapter 116D, is also subject to procedural safeguards and are evaluated on a project-by-project basis.

This slight disconnect between the statutory framework for evaluating debt capacity—with its focus on **affordability relative to each institution’s aggregate obligated resources**—and the practical manner in which projects are evaluated and approved—with its focus on **an individual project’s affordability based on a specific source of repayment**—means that the Study presents an inherently conservative picture of each institution’s debt capacity. While the model’s inherent conservatism encourages prudent planning, the Study’s limitations in evaluating the affordability of any single campus project should be noted.

Unlike the State of North Carolina’s debt capacity study, for example, where future debt service is paid out of well-defined and relatively predictable revenue streams, campus projects may be financed through a variety of revenue sources, none of which is easily modeled on a pro forma basis at the aggregate obligated resources level. In addition, the Act establishes a target ratio that compares aggregate debt (which will increase immediately by the full amount of the debt once issued) to obligated resources (which will increase incrementally over time). This means that any new financing will generally reduce the institution’s debt capacity as reflected in the Study, even if the new project would be entirely supported by new revenues that would not exist but for the project.

None of the institution debt included in the Study affects the State of North Carolina’s debt capacity or credit rating. Such obligations are payable only from the applicable institution’s obligated resources (or other pledged revenues) and do not constitute a debt or liability of the State or a pledge of the State’s full faith and credit.

Appendix C: Study Methodology and Background

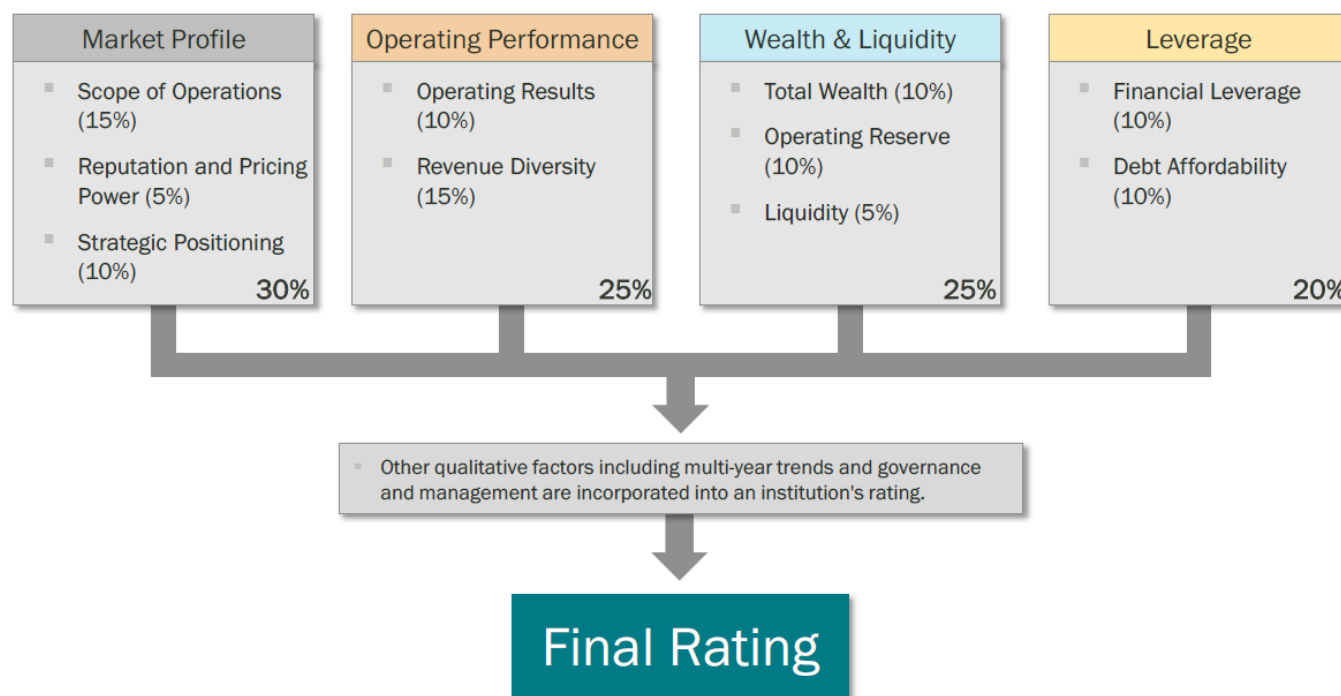
Overview of Strategic Debt Management and Credit Assessment

The prudent use of debt, in service of each institution's mission, provides several strategic benefits:

- **Achieving intergenerational equity** – Most capital projects will benefit students for decades. Financing a portion of each institution's planned capital investments enables each institution to better align the benefits and financial burdens across multiple generations.
- **Enhancing effectiveness** – An institution may use debt to invest in transformative projects on an accelerated schedule, permitting the institution to leverage its resources to better scale its programs, serve its stakeholders and meet its mandated mission.
- **Imposing discipline** – Debt can be used to clarify priorities and reduce other spending that may crowd-out investments necessary for the institution's long-term health.

Burdensome debt levels, however, can undermine an institution's effectiveness and viability. Debt may diminish the future operational flexibility of an institution and may limit its ability to adapt to future developments and trends in the marketplace. In the worst instances, debt levels may hasten the decline of an institution, creating a downward spiral that exerts ever-increasing pressure on its balance sheet.

Each institution's credit rating (for those with rated debt) serves as a general barometer of how the rating agencies view the institution's financial strength and its debt management practices, which, in turn, informs the institution's reputation in the capital markets. In assessing a public university's creditworthiness, rating agencies generally consider three or four broad categories of factors. The table below summarizes the factors that Moody's Investors Service ("*Moody's*") considers as part of its "scorecard," which guides its credit profile analysis in the higher education sector:



*The Study focuses on Moody's methodology, as it rates nearly all of the Institutions.

As part of their criteria, the rating agencies give significant weight to various qualitative factors, such as the strength of the institution's leadership, the quality and responsiveness of its long-range planning and the role of any centralized oversight. In a rating report issued in February of 2016 in connection with an institution bond offering, for example, Moody's noted that the institution **"benefits from being part of the UNC system, which has a demonstrated history of strong oversight of member institutions"** and listed the institution's **"generous operating and capital support from the State of North Carolina"** as a primary credit strength.

For several reasons, the Study has not attempted to tie "debt capacity" to the predicted impact any new debt may have on an institution's credit rating. First, each institution's mission and strategic planning should drive its debt management decisions, not the rating agencies' outside assessment of the institution's credit profile. Managing an institution's operations solely to achieve a certain credit rating may distort strategic objectives and lead to unintended consequences. As Moody's states in its current Rating Methodology for Global Higher Education (dated November 23, 2015):

"Strategic positioning depends on effective short- and long-range planning, consistent self-assessment and benchmarking, and ongoing monitoring and accountability. ... Determining the appropriate level of investment is a significant challenge, as too little investment can result in a gradual loss of student demand, research funding, or philanthropy if donors feel that the university is in decline. Overinvesting can saddle a college with an unsustainable business model, with revenue unable to support high fixed costs, including debt service."

Second, projecting the exact amount of debt an institution could issue during the study period without negatively impacting its credit rating is difficult. Any single financial ratio makes up only a fraction of the overall credit analysis, and weak ratios may be ignored or deemphasized in a particular situation based on multi-year trends, projections and other qualitative factors. Further, while the financial performance of its institutions has no impact on the State's credit rating, each institution's credit rating has historically benefitted from the State's strong support and overall financial health. As a result, many institutions "underperform" relative to the national median ratios for their rating category, making comparisons to median ratios challenging. Finally, because median ratios are not perfectly correlated to rating outcomes, a model that attempts to draw a linear relationship between any single ratio and a projected rating outcome would have limited predictive value.

In this context, **it is important to distinguish "debt capacity" from "debt affordability."** Debt capacity provides a general indication of each institution's ability to absorb debt on its balance sheet during the study period. Debt affordability, on the other hand, evaluates the merits of a specific financing (or a specific amount of debt), taking into account a number of quantitative and qualitative factors relating to the projects under consideration, including project revenues and expenses, cost of funds, competing strategic priorities and the "hidden" costs of foregoing the projects entirely.

Development of the Financial Model

To support the Study, a financial model has been developed to analyze four financial ratios for each institution on a pro forma basis over the course of the study period. Since Article 3 does not permit the institutions to pool their obligated resources to form a common source of funds to support all institution project financings, the Study focuses on the individual institution data and does not attempt to aggregate each institution's capacity to derive a University-wide measure of "debt capacity." The other components of the model are designed to assist

each institution in establishing guidelines for maintaining prudent debt levels and for evaluating capital investment priorities in light of fiscal constraints.

Each institution's debt capacity reflects the amount of debt each institution could issue during the Study Period without exceeding its ceiling ratio for **debt to obligated resources**. Each institution has developed its own target policy for each ratio in consultation with the UNC System to ensure the ratio is tailored and meaningful for that institution's size, mission, resources, and average age of plant.

Methodology for Setting Target Ratios

Since there are differences in each institution's mission, enrollment, resources, and capital needs, imposing a single set of target policies across all institutions would distort the information produced by the Study—either by generating too much capacity for the larger institutions or by holding smaller institutions to unrealistic benchmarks relative to their size and scale. To produce a more meaningful model for each institution, the Institutions, in consultation with the UNC System, have set their own target policies for the model ratios.

In setting its target policies, each institution considered many quantitative and qualitative factors, including comparisons to its designated peer institutions, its strategic initiatives, its historical results, its average age of plant, its recent and projected growth and any existing debt policies. As discussed above, the credit ratings of the Institutions are bolstered by several favorable qualitative factors, including, most importantly, the State's long history of support. Since the institutions benefit from those qualitative factors, it follows that many quantitative measures are weaker than the median ratios for their assigned rating category. Institutions were not forced, therefore, to set their target ratios directly in line with those median ratios, as that approach would invite quantitative comparisons to larger, wealthier peers. Institutions used median ratios as an important benchmark in setting their policy ratios.

Other Assumptions and Factors Affecting the Model

The financial model is based on each institution's financial results as of **June 30, 2019**—the most recent period for which audited financials are available. The model includes debt issued to finance new projects since June 30, 2019, but the model excludes any refinancing, redemption or other debt payments that have occurred during the current fiscal year, building an additional element of conservatism into the model.

The financial model also takes into account any legislatively approved project that an institution plans to finance during the study period. Interest rate assumptions for any pro forma debt are based on conservative, fixed rate projections and are adjusted to account for each institution's credit rating and the expected term of the financing.

The financial model adds back to each institution's unrestricted and restricted expendable net assets any noncash charge taken in connection with the implementation of GASB 68 and GASB 75 and will make similar adjustments for the implementation of related accounting policies in the future. While GASB 68 impacts an institution's unrestricted net assets and not restricted expendable net assets, GASB 75 impacts both figures. This is relevant as the calculation of Available Funds incorporates unrestricted net assets but not restricted expendable net assets, while the calculation of Expendable Financial Resources includes both figures. Therefore, the GASB 75 adjustment made to Available Funds and Expendable Financial Resources will not match.

Finally, by default, the financial model assumes that each institution's Available Funds, expendable resources, and operating expenses will grow by an annual rate equal to the Consumer Price Index (1.70% at the time the model was developed). Each institution was given the option, however, to adjust the growth factor for each of the model components based on its reasonable expectations for its performance over the study period. Any

such adjustment, along with the factors considered in making the adjustment, is described in the individual institution reports attached as **Appendix D**.

Appendix D: Reports from Constituent Institutions



REPORT ON FY 2019 UNC SYSTEM DEBT CAPACITY STUDY

May 19, 2020

Overview of FY2019 Debt Capacity Study

UNC System Report

- G.S. 116D-56 requires the Board to advise stakeholders “on the **estimated debt capacity of The University of North Carolina for the upcoming five fiscal years.**”
- The Debt Capacity Study focuses on the following elements:
 - The UNC System’s current approach to evaluating debt and the complexity of the credit rating process;
 - Assignment of each institution’s estimated debt capacity over a five-year period; and
 - Recommendations for the use of the Study and suggestions for future improvement.
- 15 out of 16 institutions maintained or increased their debt capacity over the five-year study period, 7 institutions have increased their debt capacity compared to last year, and all 16 universities have improved at least one of their primary financial ratios since the FY 2018 study.

Overview of FY2019 Debt Capacity Study

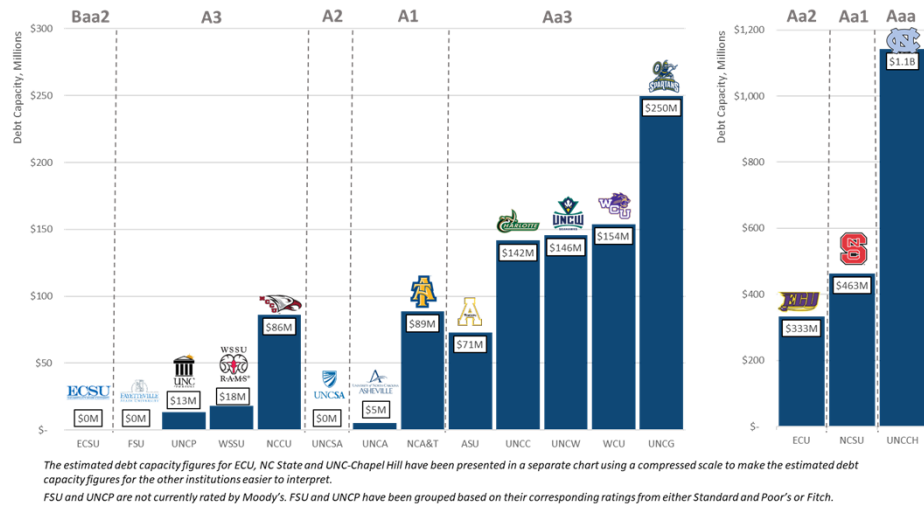
Institution Reports

- Each institution report provides context for the institution's financial model and addresses the legislative requirements.
- Institution reports contain the following components:
 - Overview of recent enrollment trends and other general performance metrics;
 - Explanation of factors considered in setting growth factors;
 - Summary of projected results for the financial model's four financial ratios;
 - Current debt and credit profiles, including details on financed projects, sources of repayment, and recommendations for maintaining or improving the institution's credit rating; and
 - Copy of any existing debt management policy.

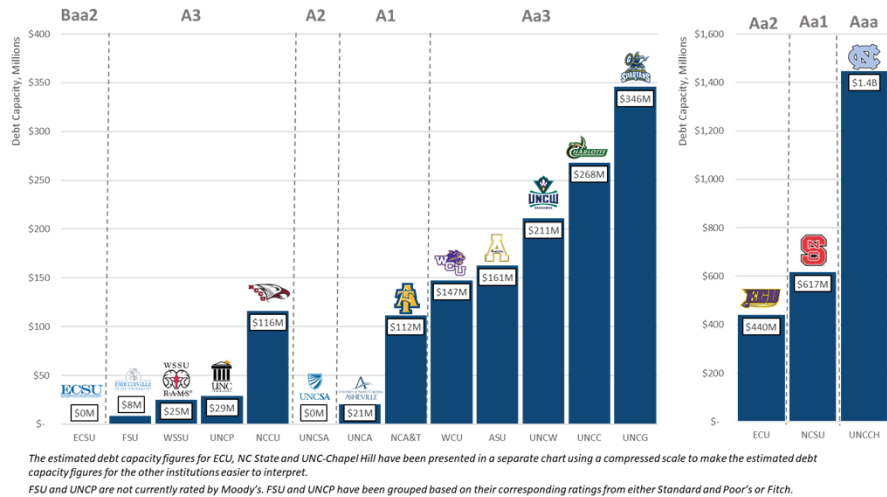
Debt Capacity Basics

- What does “projected debt capacity,” as used in the Study, measure and mean?
 - Calculates debt capacity at the end of the Study period, assuming each institution issues no additional debt other than financings already approved by the General Assembly
 - Paying down existing debt and projected growth in Available Funds generally lead to an increase in capacity
- Why might an institution's estimated debt capacity be lower than projected?
 - Issuance of additional debt not already captured in the model
 - Deterioration in factors incorporated in Available Funds calculation (investments, auxiliary revenues, etc.)

Estimated Debt Capacity (July 1, 2019)

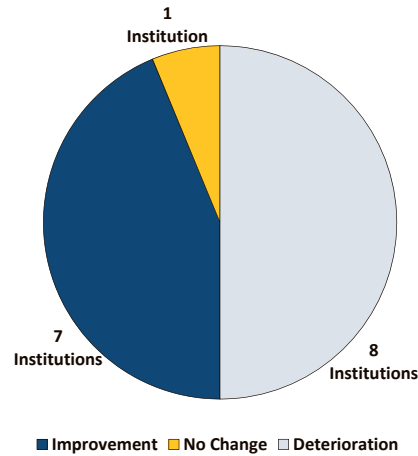


Projected Debt Capacity in 2024



Campus Debt Capacity Trends

Debt Capacity vs FY 2018 Study



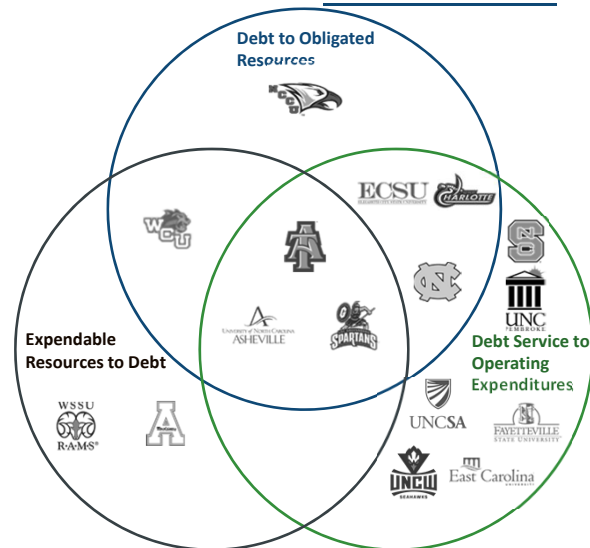
THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Breakdown of Debt Capacity Decreases

- Debt capacity decreases when campuses issue new debt for capital projects
- Several institutions have issued new debt or plan to during the study period including:
 - UNC School of the Arts: \$46M for a new residence hall
 - UNC Wilmington: \$14M for a new dining hall
 - Western Carolina: \$83.6M for a parking deck and a residence hall

7

Comparison of Institution Ratios to FY 2018



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Observations

- Every institution improved in at least one of the Study's primary ratios.
- Four institutions improved in two primary ratios.
- Three institutions improved in all three of the primary ratios.

8

Institution Credit Ratings Used in the Study

Institution	Moody's	S&P	Fitch
ASU	Aa3		
ECSU	Baa2		
ECU	Aa2	AA-	
FSU		A-	A+
NC A&T	A1		A+
NCCU	A3		
NC State	Aa1	AA	
UNCA	A1		
UNCC	Aa3	A+	
UNC-CH	Aaa	AAA	AAA
UNCG	Aa3	A+	
UNCP		A-	
UNCSA	A2		
UNCW	Aa3		
WCU	Aa3		
WSSU	A3	BBB+	
Rating Upgrade		Outlook Upgrade	
Rating Downgrade		Outlook Downgrade	

Institution Campus Credit Ratings (May 2020)

Institution	Moody's	S&P	Fitch
ASU	Aa3		
ECSU	Baa2		
ECU	Aa3	AA-	
FSU		BBB+	A+
NC A&T	A1		AA-
NCCU	A3		
NC State	Aa1	AA	
UNCA	A1		
UNCC	Aa3	A+	
UNC-CH	Aaa	AAA	AAA
UNCG	Aa3	A+	
UNCP		A-	
UNCSA	A2		
UNCW	Aa3		
WCU	Aa3		
WSSU	A3	BBB+	
Rating Upgrade		Outlook Upgrade	
Rating Downgrade		Outlook Downgrade	

COVID-19 and Higher Education Debt

- All three major credit rating agencies now have a negative outlook for the higher education sector.
- Moody's Report: Outlook Shifts to Negative as Coronavirus Outbreak Increases Downside Risks:
 - "The sector faces disruption in enrollment patterns, state support, endowment income and philanthropy, and research grants and contracts."
 - "Operating performance will tighten across the sector as colleges shift to online educational delivery and incur other emergency preparedness costs."
- S&P gave negative outlooks to FSU, UNCP, and WSSU in April due to risks of State funding cuts.

Peer Comparison

Financial Measures	Baa2 Median	ECSU	A3 Median	FSU	NCCU	UNCP	WSSU
Total Debt (\$, in millions)	107	30	34	59	82	62	136
Total Cash & Investments (\$, in millions)	53	24	52	44	109	78	80
Operating Revenue (\$, in millions)	72	56	58	83	194	83	132
Operating Expenses (\$, in millions)	75	60	55	120	195	128	129

Financial Measures	A2 Median	UNCSA	A1 Median	NCA&T	UNCA
Total Debt (\$, in millions)	64	51	113	161	85
Total Cash & Investments (\$, in millions)	100	132	219	167	82
Operating Revenue (\$, in millions)	97	66	250	279	95
Operating Expenses (\$, in millions)	93	67	240	271	96

Peer comparison uses financial data from the institutions and compares it to the median figure for all public colleges with the same credit rating from Moody's.

Peer Comparison

Financial Measures	Aa3 Median	ASU	UNCC	UNCG	UNCW	WCU
Total Debt (\$, in millions)	437	303	548	323	218	159
Total Cash & Investments (\$, in millions)	735	270	566	448	285	244
Operating Revenue (\$, in millions)	691	422	691	425	354	255
Operating Expenses (\$, in millions)	641	421	623	398	329	228

Financial Measures	Aa2 Median	ECU	Aa1 Median	NCSU	Aaa Median	UNCCH
Total Debt (\$, in millions)	1,396	397	1,493	534	1,134	1,410
Total Cash & Investments (\$, in millions)	1,974	521	4,608	2,095	4,499	4,088
Operating Revenue (\$, in millions)	2,120	908	4,513	1,573	3,240	3,074
Operating Expenses (\$, in millions)	2,133	920	4,253	1,511	3,196	2,983

Peer comparison uses financial data from the institutions and compares it to the median figure for all public colleges with the same credit rating from Moody's.

THANK YOU

Sale of Special Obligation Bonds – North Carolina State University

ISSUE OVERVIEW

The Board of Governors is authorized to issue special obligation bonds for capital improvements projects that have been approved by the General Assembly. Although a specific source of funding is used by a campus when retiring these bonds, special obligation bonds are generally payable from all campus revenues excluding tuition, State appropriations, and restricted reserves.

North Carolina State University (NC State) requests that the Board issue special obligation bonds in one or more series of tax-exempt or taxable bonds in an aggregate principal amount not to exceed \$290,000,000 for the purpose of (1) financing \$42,000,000 of remaining costs of construction, equipping and furnishing of the Carmichael Gymnasium project, a new Plant Sciences Building, and Fitts-Woolard Hall (Engineering Building Oval and Campus Infrastructure) (collectively, the “2020 Projects”); (2) refinance \$50,000,000 of its outstanding Commercial Paper and convert to long-term debt, (3) refinancing bonds issued on NC State’s behalf in 2010 (the “2010B Bonds”) and 2013 (the “2013A Bonds,” and together with the 2010B Bonds, the “Refunded Bonds”); and (4) funding associated costs related to the 2020 bond issuance including costs related to marketing of bonds and cost of issuance.

NC State is seeking authority to (1) finance the remaining 2020 Projects with the 2020 Bonds (2) refinance NC State’s outstanding Commercial Paper with long-term debt, (3) refund the 2010B Bonds, and (4) advance refund the 2013 Bonds to streamline costs of issuance and provide NC State with maximum flexibility to take advantage of prevailing market conditions. NC State estimates that it can achieve approximately \$17,000,000 in net present value savings by refunding the Refunded Bonds, representing 10% of the par amount refunded.

Because the 2010B Bonds were issued as taxable “Build America Bonds” under the American Recovery and Reinvestment Act of 2009, NC State pays a taxable rate of interest on the 2010B Bonds but receives a subsidy payment from the federal government equal to a percentage of each interest payment. The subsidy, which was originally set at 35% of each interest payment, has been reduced in recent years due to federal budget sequestration. In addition to the anticipated savings described above, refinancing the 2010B Bonds with traditional, tax-exempt bonds will eliminate the risk associated with any further reduction or elimination of the federal subsidy payments.

The 2020 Bonds will be sold in the public market on a negotiated basis by Goldman Sachs & Co. LLC and Barclays Capital Inc.

NC State currently has an issuer credit rating of “Aa1” with a stable outlook by Moody’s Investor Service and an issuer credit rating of “AA” with a stable outlook by Standard & Poor’s. This transaction is expected to have no impact on NC State’s credit rating. Parker Poe Adams & Bernstein LLP is bond counsel, and First Tryon Advisors is the financial advisor.

RECOMMENDATION

It is recommended that the president of the University, or his designee, be authorized to sell the special obligation bonds through the attached resolution.

APPENDIX E

RESOLUTION OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA SYSTEM AUTHORIZING THE ISSUANCE OF SPECIAL OBLIGATION BONDS TO FINANCE AND REFINANCE SPECIAL OBLIGATION BOND PROJECTS FOR NORTH CAROLINA STATE UNIVERSITY

WHEREAS, by Chapter 116 of the General Statutes of North Carolina, the Board of Governors (the “Board”) of the University of North Carolina System (the “UNC System”) is vested with general control and supervision of the constituent institutions of the UNC System; and

WHEREAS, the Board is authorized by Chapter 116D of the General Statutes of North Carolina (the “Act”) to issue, subject to the approval of the Director of the Budget, at one time or from time to time, (1) special obligation bonds of the Board for the purpose of paying all or any part of the cost of acquiring, constructing, or providing special obligation projects and (2) refunding bonds for the purpose of refunding any bonds by the Board under the Act or under any Article of Chapter 116 of the General Statutes of North Carolina, including the payment of any redemption premium on them and any interest accrued or to accrue to the date of redemption of the bonds refunded; and

WHEREAS, North Carolina State University at Raleigh (“NC State”) and its financial advisor have advised the Board that it may be able to achieve debt service savings and reduce the risk of further cuts in federal subsidy payments by refunding the North Carolina State University at Raleigh Taxable General Revenue Bonds (Build America Bonds), Series 2010B (the “2010B Bonds”) previously issued by the Board on behalf of NC State to finance and refinance various special obligation bond projects at NC State;

WHEREAS, NC State and its financial advisor have advised the Board that it may be able to achieve debt service savings by refunding the North Carolina State University at Raleigh General Revenue Bonds, Series 2013A (the “2013A Bonds”) previously issued by the Board on behalf of NC State to finance and refinance various special obligation bond projects at NC State;

WHEREAS, NC State has requested the Board to (a) finance the following projects: Carmichael Addition and Renovation and Plant Sciences Building, each as authorized by S.L. 2016-97 of the 2016 Session Laws of the North Carolina General Assembly, and Fitts-Woolard Hall (Engineering Building Oval and Campus Infrastructure) as authorized by S.L. 2015-275 of the 2015 Session Laws of the North Carolina General Assembly and (b) refund the North Carolina State University at Raleigh General Revenue Bond, Series 2002A (commercial paper), the proceeds of which were used to pay costs of the projects referred to in (a) above (collectively all the projects to be financed and refinanced being the “Special Obligation Bond Projects”); and

WHEREAS, the Board has determined to issue North Carolina State University at Raleigh General Revenue Bonds (with appropriate descriptions and series designations) in one or more series (the “Bonds”) in an aggregate principal amount not to exceed \$290,000,000 to refund all or a portion of the 2010B Bonds and the 2013A Bonds to achieve debt service savings, to finance and refinance the Special Obligation Bond Projects and to pay the costs of issuing the Bonds; and

WHEREAS, the Board has determined to issue the Bonds under a General Trust Indenture dated as of October 1, 2001 (the “General Indenture”) between the Board and The Bank of New York, the successor to which is U.S. Bank National Association, as trustee (the “Trustee”), and Series Indenture, Number 15 (the “Series Indenture”) between the Board and the Trustee; and

APPENDIX E

WHEREAS, the Bonds and other obligations issued under the General Indenture are payable solely from any funds of NC State or the Board in each Fiscal Year remaining after satisfying obligations of NC State or the Board under a trust indenture, trust agreement or bond resolution providing for the issuance of debt of the Board with respect to NC State as of the date of the General Indenture, but excluding (1) appropriations by the General Assembly of the State from the State General Fund, (2) tuition payments by NC State students, (3) funds whose purpose has been restricted by the gift, grant or payee thereof, (4) revenues generated by Special Facilities (as defined in the General Indenture) and (5) funds restricted by law (the “Available Funds”); and

WHEREAS, Goldman Sachs & Co. LLC and Barclays Capital Inc. (the “Underwriters”) will agree to purchase all of the Bonds pursuant to the terms of a bond purchase agreement (the “Purchase Agreement”) between the Board and the Underwriters; and

WHEREAS, there have been made available to the Board forms of the following documents (the “Board Documents”), which the Board proposes to approve, ratify, execute and deliver, as applicable, to effectuate the financing:

1. the General Indenture;
2. the Series Indenture;
3. the Purchase Agreement;
4. an Escrow Agreement between the Board and U.S. Bank National Association, as escrow agent, related to the refunding of the 201B0 Bonds and the 2013A Bonds;
5. the Preliminary Official Statement (the “Preliminary Official Statement”) relating to the Bonds, which after the inclusion of certain pricing and other information will become the final Official Statement (the “Official Statement”) relating to the Bonds; and
6. the Bonds in the form set forth in the Series Indenture; and

WHEREAS, the issuance of the Bonds does not directly or indirectly or contingently obligate the State or any agency or political subdivision of the State to levy or to pledge any taxes to pay the cost, in whole or in part, of the Bonds in compliance with Section 116D-23 of the Act;

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

Section 1. **Authorization of Bonds.** That the Board hereby authorizes the issuance of the Bonds in an aggregate principal amount not to exceed \$290,000,000 under the General Indenture and the Series Indenture to refund all or a portion of the 2010B Bonds and the 2013A Bonds to achieve debt service savings, to finance and refinance the Special Obligation Bond Projects and to pay the costs of issuing the Bonds. The Bonds may be issued in one or more series of bonds, including any combination of tax-exempt bonds and taxable bonds as the Senior Vice President for Finance and Administration and CFO of the UNC System (the “SVP-Finance”), or his designee, in consultation with the appropriate officers at NC State, determine to be in the best interest of NC State for the purposes set forth herein.

Section 2. ***Sufficiency of Available Funds.*** That the Board hereby finds that sufficient Available Funds are available to pay the principal of and interest on the Bonds and to provide for the maintenance and operation of the facilities at NC State to the extent required under the General Indenture.

Section 3. ***Selection of Underwriters and other Financing Team Members.*** That the Board authorizes the SVP-Finance and the Vice Chancellor for Finance and Administration of NC State to select co-managing underwriters for the Bonds, if necessary or desirable, and any other professionals necessary to undertake the financing as contemplated in this Resolution.

Section 4. ***Authorization of Board Documents.*** That the form and content of the Board Documents be and the same hereby are in all respects authorized, approved and confirmed, and the Chair of the Board, the President of the UNC System, the SVP-Finance, the Secretary and the Assistant Secretary of the Board and the Secretary of the UNC System, or anyone acting in an interim capacity, individually and collectively (the “*Authorized Officers*”), be and they hereby are each authorized, empowered and directed to execute and deliver the Board Documents for and on behalf of the Board, including necessary counterparts, in substantially the form and content presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution thereof to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein, and that from and after the execution and delivery of the Board Documents the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Board Documents as executed.

Section 5. ***Authorization of Purchase Agreement.*** That the Chair of the Board, the President of the UNC System and the SVP-Finance, individually or collectively, be and they hereby are each authorized, empowered and directed to execute and deliver the Purchase Agreement for and on behalf of the Board, including necessary counterparts, in a form and substance consistent with the terms of this Resolution and that from and after the execution and delivery of the Purchase Agreement the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Purchase Agreement as executed.

Section 6. ***Authorization of Preliminary Official Statement and Official Statement.*** That the form, terms and content of the Preliminary Official Statement be and the same hereby are in all respects authorized, approved and confirmed, and the use of the Preliminary Official Statement by the Underwriters in connection with the sale of the Bonds is hereby in all respects authorized, approved, ratified and confirmed. The President of the UNC System and the SVP-Finance, or their respective designees, individually or collectively, be and they hereby are each authorized, empowered and directed to deliver the Official Statement for and on behalf of the Board in substantially the form and content of the Preliminary Official Statement presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution of the Purchase Agreement to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein, and the use of the Preliminary Official Statement and the Official Statement by the Underwriters in connection with the sale of the Bonds with investors is hereby authorized, approved and confirmed.

Section 7. ***General Authority.*** From and after the execution and delivery of the documents hereinabove authorized, the Authorized Officers are each hereby authorized, empowered and directed to

APPENDIX E

do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of said documents as executed, and are further authorized to take any and all further actions to execute and deliver any and all other documents as may be necessary to the issuance and on-going administration of the Bonds. Any provision in this Resolution that authorizes more than one Authorized Officer to take certain actions shall be read to permit such Authorized Officers to take the authorized actions either individually or collectively. The Chancellor and the Vice Chancellor for Finance and Administration at NC State, or their respective designees, individually or collectively, are hereby authorized to execute and deliver all documents as may be necessary to the issuance and on-going administration of the Bonds on behalf of NC State.

Section 8. ***Conflicting Provisions.*** All resolutions or parts thereof of the Board in conflict with the provisions herein contained are, to the extent of such conflict, hereby superseded and repealed.

Section 9. ***Effective Date.*** This Resolution is effective immediately on the date of its adoption.

PASSED, ADOPTED, AND APPROVED this 20th day of May, 2020.

APPENDIX E

STATE OF NORTH CAROLINA

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SS:

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COUNTY OF ORANGE

SECRETARY'S CERTIFICATE
OF AUTHENTICATION

I, Meredith M Steadman, Assistant Vice President and Secretary of the University of North Carolina System, *DO HEREBY CERTIFY* that (1) the foregoing is a full, true and correct copy of the approving resolution adopted by the Board of Governors of the University of North Carolina System at its meeting on May 20, 2020 and appearing in the minutes of such meeting, (2) notice of the meeting of the Board of Governors of the University of North Carolina System held on May 20, 2020 was sent to each member of the Board, and (3) a quorum was present at the meeting on May 20, 2020 at which time the foregoing Resolution was adopted.

WITNESS, my hand and the seal of the University of North Carolina System this ____ day of _____, 2020.

[SEAL]

Assistant Vice President and Secretary of the
University of North Carolina System

**Request for Authorization to Establish a
Bachelor of Science in Information Technology
(BS, CIP 11.0103) at
North Carolina Central University**

I. Program Highlights

- North Carolina Central University's proposed Bachelor of Science in Information Technology (IT) degree program would prepare students to help businesses and corporations protect, manage, and analyze data to improve efficiency and productivity. Many of our business practices, online shopping activities, or social profiles generate huge data streams. However, big data has no value if it is not properly analyzed and secured. To extract and protect information relevant to decision-making processes, IT professionals will need the right tools and methodologies to provide data analysis and security solutions to businesses.
- The proposed degree program would require 120 total credit hours, offering two concentrations: Cybersecurity and Data Analytics. The program would include general education courses (36 credit hours), business core courses (27 credit hours), information technology core courses (27 credit hours), two concentrations in Cybersecurity (18 credit hours) and Data Analytics (21 credit hours), and unrestricted electives (from four-seven credit hours, depending on the concentration).
- The proposed degree program would be administered on campus and online.
- Fifteen full-time students on campus are projected in the first year. Ninety full-time students on campus are projected by the fourth year.
- The School of Business will request one new tenure track faculty member for cybersecurity. Depending upon enrollment growth, one new tenure track faculty member may be requested for data analytics. In addition, a technology support technician will be requested to maintain the cybersecurity lab and the data analytics hardware and software.
- NCCU would use enrollment increase funds to support the program. The NCCU Administration, including the Dean of the School of Business are committed to supporting this new program.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Six institutions in the UNC System offer a BS in information technology, including East Carolina University, North Carolina Agricultural and Technical State University, the University of North Carolina at Charlotte, The University of North Carolina at Pembroke, the University of North Carolina Wilmington, and Winston-Salem State University.

Between 2015 and 2018, enrollment in each institution's information technology program increased, demonstrating growing interest in the discipline. In 2018, ECU had 280 students enrolled in the program and conferred 47 degrees. North Carolina A&T had 279 students enrolled and conferred 17 degrees. UNC Charlotte had 135 students enrolled and conferred 63 degrees. UNC Pembroke had 117 students enrolled and conferred 16 degrees. UNC Wilmington had 107

students enrolled and conferred 43 degrees. Winston-Salem State had 48 students enrolled and conferred three degrees.

The existing programs provide instruction in information technology, but the proposed program would be differentiated by concentrations in both cybersecurity and data analytics offered through the School of Business.

2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support NCCU's mission by offering students and faculty opportunities to engage in innovative thinking, teaching and research activities with opportunities to generate new ideas and research opportunities. Through the partnerships established with the local IT organizations in the Research Triangle Park (RTP) area (IBM, SAS, CISCO, etc.), students enrolled in the proposed degree program concentrations in Cybersecurity or Data Analytics would have access to industry insights—through internships and site visits—allowing them to incorporate their respective perspectives and problem-solving capabilities.
3. **Demand (local, regional, state).** According to Cyberseek, an organization providing labor market information related to cybersecurity, there are more than 4,000 cybersecurity job openings in the RTP area in NC, with a 1.4 cybersecurity workforce supply/demand ratio. The high demand is leading to higher job placements and better salaries for cybersecurity graduates with a premium of about \$12,000 over the average for all computer jobs.

The faculty discussed the proposed program and job placement opportunities with members of the Computer Information Systems (CIS) Advisory Council, consisting of industry partners representing the City of Durham, Lincoln Financial, IBM, Cisco Systems, MCNC, Information Technology Senior Management Forum (ITSMF), BDPA Associates, alumni who graduated from the CIS degree program, and current students in the Computer Science and Business (CSB) program. Industry partners were asked what cybersecurity skills they would want their employees to have for job placement and to help develop the curriculum. The CIS advisory subcommittee cybersecurity curriculum conference call was held in March 4, 2019 to review proposed cybersecurity classes and curricular topics.

4. **Potential for Unnecessary Duplication.** No other institutions in the UNC System offer stand-alone cybersecurity programs at the bachelor's level. One cybersecurity degree program at the master's level is offered at UNC Charlotte. There are several post-baccalaureate certificates related to Data Analytics offered at UNC System institutions, and two master's programs, offered at Appalachian State University and UNC Charlotte. Most of the cybersecurity related programs are offered as certificates. Although there are schools offering a bachelor's degree in information technology, there is no UNC System institution offering a bachelor's degree in information technology with concentrations in cybersecurity and data analytics within the School of Business.

Given the high demand in the job market for cybersecurity (4,000 open positions in RTP) and data analytics, the combined programs in the state may not be producing enough graduates to meet industry needs.

5. **Employment Opportunities for Graduates.** The US Bureau of Labor Statistics' (BLS) 2018 report projects that employment of cybersecurity personnel will grow 28 percent from 2016 to 2026,

faster than the seven percent average for all occupations. The report indicates that median pay was \$95,000 in 2018 (with a bachelor's degree). According to The Cisco 2018 Security Annual Cybersecurity Report, *Capabilities Benchmark Study*, the lack of trained personnel and lack of skilled talent tops the list of obstacles in all industries and across all regions. These two issues are the main challenges to adopting advanced security processes and technology. The US BLS also reported that demand associated with data science will generate approximately 11.5 million job openings by 2026.

As noted above, Cyberseek, an organization providing labor market information related to cybersecurity, there are more than 4,000 cybersecurity job openings in the RTP area in NC, with a 1.4 cybersecurity workforce supply/demand ratio. The high demand is leading to higher job placements and better salaries for cybersecurity graduates with a premium of about \$12,000 over the average for all computer jobs.

6. **Faculty Quality and Number.** The School of Business will request one new tenure track faculty member for cybersecurity. Depending upon enrollment growth, one new tenure track faculty member may be requested for data analytics. In addition, a technology support technician will be requested to maintain the cybersecurity lab and the data analytics hardware and software.
7. **Availability of Campus Resources (library, space, etc.)** The James E. Shepard Memorial Library (Shepard Library) contains a Business Collection that could support the proposed degree program. The collection supports teaching and research of undergraduate and master's level courses within the School of Business, including the Computer Information Systems core courses. There are currently nine full-time librarians who are members of the University faculty/staff. Each school or college has a librarian liaison assigned to it. The library liaison provides library instruction sessions at the request of faculty. Additionally, students and faculty can access over 400 online electronic academic databases and over 200,000 e-books.

The facilities are adequate for support of the proposed degree program. The core information technology courses and the cybersecurity and data analytics concentration courses would be delivered in NCCU's School of Business. The School of Business, built in 1956, has three computer labs and ten classrooms to support instruction. Additionally, the School of Business received a grant to build a new cybersecurity lab, which will be housed in one of the three existing computer labs.
8. **Relevant Lower-level and Cognate Programs.** Currently, the Decision Sciences Department has a data analytics certificate for undergraduate and graduate students. There are no cognate programs in cybersecurity offered at this time.
9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

APPENDIX F

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	3,728	16,435
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	2,690	2,690
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	6,418	19,125

10. Expected Quality. The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. North Carolina State University has a master's program in Data Analytics and UNC Charlotte has a Master of Science in Cyber Security degree program. Both programs offer potential opportunities for collaboration, which will be explored with the program coordinators. In addition, NCCU will contact representatives for other programs within the UNC System with Cybersecurity certificates/tracks to evaluate and pursue opportunities to collaborate.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the NCCU faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, NCCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve NCCU's request to establish a Bachelor of Science in Information Technology degree program (CIP 11.0103) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Science in Sports Medicine
(BS, CIP 26.0908) at
North Carolina Central University**

I. Program Highlights

- North Carolina Central University's proposed Bachelor of Science in Sports Medicine degree program would prepare students for careers in the areas of sports injury or illness management and/or performance enhancement. Potential job placements include cardiac rehab, clinical exercise specialist, exercise physiology, fitness instructor, physical therapy assistant, occupational therapy assistant, or health care assistant. In addition, due to new guidelines from the Commission on Accreditation of Athletic Training Education, (CAATE), after the fall of 2022, undergraduate athletic training programs cannot accept new students to qualify for the Board of Certification (BOC) exam. All accredited athletic training programs must offer a post-baccalaureate degree. This change in degree level will increase the need nationwide for majors aimed at preparing students for a master's degree in athletic training. The proposed sports medicine degree program would fulfill this need and serve as an additional option for students who would otherwise major in Pre-Med, Pre-Physical Therapy, or Pre-Occupational Training.
- The proposed degree program would require 120 total credit hours. The curriculum would consist of 38 credit hours in general education courses, 30 credit hours in kinesiology core courses, 18 credit hours in sports medicine, and 34 credit hours in non-departmental courses.
- The proposed degree program would be administered on campus.
- Twenty-five full-time students are projected in the first year. One hundred full-time students are projected by the fourth year.
- Existing faculty would be adequate to support the proposed degree program.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Two institutions in the UNC System offer a baccalaureate degree in athletic training: the University of North Carolina Wilmington and Western Carolina University. Only Western Carolina has a program that specializes in sports medicine. Both programs are administered on campus.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support NCCU's mission by preparing students to become global leaders and practitioners who transform communities. It would further serve the mission by producing graduates who are engaged problem solvers that advance research in the health sciences.

The proposed degree program would align with the Chancellor's Strategic Priorities, Goal Seven: Critical Workforces of the UNC Strategic Plan, Higher Expectations. Goal Seven prioritizes the increase in the number of "quality credentials awarded in health sciences."

APPENDIX F

3. **Demand (local, regional, state).** According to the U.S. Department of Labor's CareerOneStop search tool, the projected rate growth for athletic trainers in the State of North Carolina predicts an increase of 23 percent for athletic trainers, 28 percent for physical therapists, 26 percent for occupational therapists, and 37 percent for physician assistants. These projections are commensurate with national predictions of job growth in these areas. In North Carolina, this would result in an increase in 4,020 jobs and a total of 17, 560 jobs in these fields by 2024.
4. **Potential for Unnecessary Duplication.** Currently, there are no other undergraduate degree programs in the UNC System in sports medicine under the Classification of Instructional Programs (CIP) code of 26.0908. Western Carolina offers the BS in athletic training, with a specialization in sports medicine. However, given recent changes in athletic training accreditation standards, the program may not accept undergraduate students after the fall of 2022. The proposed degree program would be differentiated by preparing students for graduate study in athletic training as well as other health care professions.
5. **Employment Opportunities for Graduates.** The proposed degree program would prepare students for admissions to graduate programs in physical therapy, occupational therapy, physician assistant, athletic training, and medical schools. According to the U.S Bureau of Labor Statistics, these professions are predicted to have above-average growth. The National average growth rate (percent change in employment) from 2016 to 2026 is projected to be 23 percent for athletic trainers, 28 percent for physical therapists, 24 percent for occupational therapists, and 37 percent for physician assistants. Nationwide, this will result in an increase of 144,000 jobs and a total of 648,200 jobs in these fields by 2024.
6. **Faculty Quality and Number.** Existing faculty would be adequate to support the proposed degree program.
7. **Availability of Campus Resources (library, space, etc.)** The James E. Shepard Memorial Library (Shepard Library) maintains a collection of over 300,000 print volumes. The facility holds over 1200 journals, magazines and newspapers and more than 120,000 government documents. Beyond its print collection, the library subscribes to over 220 electronic databases which provide students with 24/7 access to over 25,000 electronic full text journals and books. The library staff consists of professionals and support personnel, including a librarian who serves as liaison to the Department of Kinesiology and Recreation Administration.

The existing facilities are adequate for support of the proposed degree program.

8. **Relevant Lower-level and Cognate Programs.** There are no other cognate programs at NCCU for the proposed degree program. No other subject-matter fields will be necessary to support the curriculum.
9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

APPENDIX F

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	3,728	16,435
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	2,690	2,690
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	6,418	19,125

10. Expected Quality. The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. NCCU has existing collaborations with academic, clinical teaching and research institutions. These are formal affiliate agreements with University of North Carolina at Chapel Hill and Duke University Hospital Systems. The agreements offer clinical learning experience for student majors pursuing sports medicine, orthopedics, physician assistant, athletic training and physical and occupational therapy professions.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the NCCU faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, NCCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve NCCU's request to establish a Bachelor of Science in Sports Medicine degree program (CIP 26.0908) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Arts in Human and Organizational Leadership and Development
(BA, CIP 52.0213) at
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill's proposed Bachelor of Arts in Human and Organizational Leadership and Development degree program would prepare students for careers in management analytics, human resources, training and development, social and community services management, and training and development management. Human and organizational leadership and development is a field of applied science focused on understanding and managing change and improvement in people and organizations. The proposed degree program would be offered by the School of Education.
- The proposed degree program would require 120 total credit hours. The curriculum would include general education courses, with credit hours dependent upon the requirements at students' date of enrollment. Students who enrolled prior to or during the 2020-2021 academic year would be subject to UNC-Chapel Hill's current set of General Education Curriculum. Students who enroll in the 2021-2022 academic year or later would fulfill requirements of the IDEAs in Action General Education Curriculum. Forty-five hours of coursework would be required for the major, including 18 hours in required coursework, 15 hours of electives, and a 12-hour internship/capstone sequence.
- The proposed degree program would be administered on campus.
- Fifty full-time students are projected in the first year. One hundred full-time students are projected by the fourth year.
- Existing faculty are adequate to support much of the proposed degree program. It is estimated that one additional clinical faculty member with recent field experience and extensive contacts among organizational leaders in the region would be an essential complement to existing faculty.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no other undergraduate degree programs in human and organizational leadership in the UNC System.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support UNC-Chapel Hill's mission to prepare the "next generation of leaders" for North Carolina and beyond and thus serve the UNC System's mission to contribute "to the solution of societal problems" and enrich "the quality of life in the State."
3. **Demand (local, regional, state).** Analysis by Hanover Research concluded that employment growth in occupations related to human and organizational leadership development is "expected to be faster than average in North Carolina, the Southeast, and nationwide through 2024, and student and employer demand for HOLD's analytics and organizational dynamics enable it to meet this demand." According to the U.S. Department of Labor's CareerOneStop

search tool, the projected growth in careers related to human and organizational leadership development in North Carolina predicts an increase of 19 percent for management analysts, 13 percent for human resources managers, and 15 percent for training and development managers.

4. **Potential for Unnecessary Duplication.** Currently, there are no other undergraduate degree programs in human and organizational leadership in the UNC System. The closest analogue in the UNC System to the proposed degree program is North Carolina State University's BA in Leadership in the Public Sector. However, it functions as a degree completion program, designed for students who have an associate degree or who are changing majors after completing a substantial amount of coursework in another program at the bachelor's level. The proposed degree program would target a more traditional undergraduate population.

An independent market analysis by Hanover Research concluded: "There is no evidence of other North Carolina bachelor's degree programs offering HOLD's unique mix of education, social science, policy, analytics, and leadership education." It would be the only undergraduate program in the UNC System associated with CIPS code 52.0213.

5. **Employment Opportunities for Graduates.** The proposed degree program would prepare graduates for careers in management analytics, human resources, training and development, social and community services management, and training and development management. Projections Central predicts that openings in these fields will grow by 17 percent annually in North Carolina, 16 percent annually in the Southeast, and 12 percent annually across the United States over the next decade. In addition to being in high demand, these fields are highly remunerated, with annual salaries ranging from approximately \$65,000 (for Human Resources specialists and Social and Community Service Managers) to more than \$120,000 (for Human Resources Managers and Training and Development Managers.)
6. **Faculty Quality and Number.** Existing faculty are adequate to support much of the proposed degree program. It is estimated that one additional clinical faculty member who has recent field experience as well as extensive contacts among organizational leaders in the region would be an essential complement to existing faculty.
7. **Availability of Campus Resources (library, space, etc.)** The library's resources, including substantial e-journals and e-research by discipline, are adequate to support the proposed degree program.

The existing facilities are adequate to meet student and faculty needs for the proposed degree program. Course sections will be taught in general use classrooms managed by the university as well as classrooms managed specifically by the School of Education.

8. **Relevant Lower-level and Cognate Programs.** The proposed BA in Human and Organizational Leadership Development degree program would build on the School of Education's undergraduate minor in education and will complement the School of Education's undergraduate minor in human development and family studies. The proposed curriculum would not require improvement or expansion in any complementary subject matter fields. The proposed course of study includes several elective courses offered via other programs, including the School of Business, the Department of Public Policy, the Department of Communication, and the Department of Sociology.

- 9. Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	7,019	34,198
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	1,732	1,732
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	8,751	35,930

- 10. Expected Quality.** The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.
- 11. Feasibility of Collaborative Program.** There are no other undergraduate degree programs in human and organizational leadership in the UNC System. However, the proposed course of study would include several cross-listed electives in UNC-Chapel Hill's School of Business, Education, and Departments of Communication, Public Policy, and Sociology. Faculty are working on a partnership with the UNC-Chapel Hill School of Education's Human Development and Family Studies major around shared research methods and capstone coursework.
- 12. Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC-Chapel Hill faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

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It is recommended that the Board of Governors approve UNC-Chapel Hill's request to establish a Bachelor of Arts in Human and Organizational Leadership and Development degree program (CIP 52.0213) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Arts in Medical Anthropology
(BA, CIP 45.0203) at
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill's proposed Bachelor of Arts in Medical Anthropology degree program would prepare students for careers related to research in natural and social sciences, clinical health care, and social service arenas. The field of medical anthropology introduces students to the biocultural character of disease and engages them in direct work with communities.
- The proposed degree program would require 120 total credit hours. The curriculum would include general education courses, with credit hours dependent upon the requirements at students' date of enrollment. Students who enrolled prior to or during the 2020-2021 academic year would be subject to UNC-Chapel Hill's current set of General Education Curriculum. Students who enroll in the 2021-2022 academic year or later would fulfill requirements of the IDEAs in Action General Education Curriculum. The curriculum would require 27 credit hours of core courses in medical anthropology and a minor of 15 credit hours.
- The proposed degree program would be administered on campus.
- Twenty full-time students are projected in the first year. Eighty full-time students are projected by the fourth year.
- The proposed degree program has been granted a tenure-track line to hire a cultural medical anthropologist. In addition, a second hire may be needed in the biological subfield to provide appropriate course opportunities.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no other medical anthropology degree programs within the UNC System or private institutions in North Carolina.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support UNC-Chapel Hill's mission and key objectives of the UNC System, the institution's College of Arts and Science's strategic plan, and their Blueprint for Next through the development of a contemporary, innovative, inclusive, and global curriculum. It would provide students with multidisciplinary, evidence-based knowledge, skills, and experiences that draw on and integrate the humanities and sciences; and will prepare students to be productive citizens in a 21st century global society that requires creativity, flexibility, and knowledge-based capabilities.
3. **Demand (local, regional, state).** According to the U.S. Department of Labor's CareerOneStop search tool, the projected rate growth for jobs related to medical anthropology in the state of North Carolina predicts an increase of 14 percent for epidemiologists, 23 percent for physical therapists, 15 percent for nutritionists, and 14 percent for health educators. These projections are commensurate with national predictions of job growth in these areas.

4. **Potential for Unnecessary Duplication.** There are no other universities in the UNC System or the state of North Carolina that offer a degree in medical anthropology. On the UNC-Chapel Hill campus, the only existing major in the College of Arts and Sciences related to health is the BA in Global Studies, Concentration in Global Health and the Environment. Students pursuing this degree may include medical anthropology courses towards their major. The proposed degree program would differ by offering a broad-based, multidisciplinary education that incorporates studies of biology and culture, history and the present, through the framework of anthropology.
5. **Employment Opportunities for Graduates.** Career paths in dentistry, osteopathic, chiropractic, and integrative medicine, which all enjoy high societal demand, are common among medical anthropology minors and would be pursued by graduates of the proposed degree program. Options may include careers in global health (e.g., field consultants, organization development specialists, and program implementation and evaluation), public health (e.g., education and prevention specialists, epidemiologists, study coordinators, nutritionists, disease ecologists, and public health information officers), allied health care, and health and human services positions.

According to the U.S. Bureau of Labor Statistics, “employment in healthcare occupations is projected to grow 14 percent from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups.”

6. **Faculty Quality and Number.** The department has been granted a tenure-track line to hire a cultural medical anthropologist to support course offerings, student mentoring, and supervision of honors’ theses. In addition, the proposed degree program may require a second hire in the biological subfield to provide appropriate course opportunities.
7. **Availability of Campus Resources (library, space, etc.)** The present library holdings are adequate for the instructional and research needs of the proposed degree program. Since the curriculum would involve the expansion of an existing minor degree with faculty already actively involved in research in this field, the existing library resources should be sufficient.

The existing facilities are adequate for support of the proposed degree program. The Department of Anthropology’s space comprises 9,214 square feet on the second, third, and fourth floors of Alumni Building, as well as two small temporary offices in Caldwell Hall. The facilities include the Human Biology Laboratory, a 400-square foot newly renovated laboratory space. The lab provides an integrative, comparative approach to studies of human biology and health.

8. **Relevant Lower-level and Cognate Programs.** There are no lower-level or cognate programs that support the proposed degree program. The BA in Medical Anthropology would be a self-sufficient, inter-disciplinary course of study that provides students with course work that begins with introductory level foundations and builds in sophistication and complexity through courses that are also suitable for graduate level study.
9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

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Tuition and fees are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	7,019	34,198
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	1,732	1,732
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	8,751	35,930

10. Expected Quality. The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. Medical Anthropology faculty have extensive ties with colleagues in the School of Global Public Health, Carolina Population Center, School of Nursing, School of Allied Sciences, and at research institutions at Research Triangle Park. These relationships provide opportunities for collaboration for undergraduate students through guest lectures given in medical anthropology classes, through the enrollment of graduate students from these various schools in combined upper-level undergraduate/graduate courses, and through the collaborative research projects that medical anthropology faculty undertake with these colleagues and share with their undergraduates. It is possible that these connections may foster internship opportunities for students.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC-Chapel Hill faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve UNC-Chapel Hill's request to establish a Bachelor of Arts in Medical Anthropology degree program (CIP 45.0203) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Fine Arts in Graphic Design
(BFA, CIP 50.0409) at
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte’s proposed Bachelor of Fine Arts in Graphic Design degree program would prepare students for careers in visual communications, including, but not limited to: graphic designer/developer, art director, web designer, user experience/user interface designer, animator, and creative director. The target audience would be regional college applicants interested in a professional creative career in visual communication.
- The proposed degree program would require 120 total credit hours. The proposed curriculum would require general education courses (37 credit hours), College of Arts and Architecture courses (5 credit hours), and major core courses (78 credit hours).
- The proposed degree program would be administered on campus.
- Seventy-five full-time students and five part-time students are projected in the first year. Ninety full-time students and 10 part-time students are projected by the fourth year.
- No tuition differential will be sought to support the proposed degree program.
- Existing faculty are adequate to support the proposed program. Given that the proposed degree program would transform an existing concentration-based program into a degree program, the current faculty would be sufficient to serve student needs.
- The library’s resources are adequate to support the proposed degree program.
- Existing facilities are adequate to support the proposed degree program.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** UNC System institutions offering programs similar to the proposed BFA in graphic design include Appalachian State University, East Carolina University, Elizabeth City State University, North Carolina State University, University of North Carolina at Asheville, and Western Carolina University. Each program is offered on campus.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support UNC Charlotte’s mission by providing a competitive program of creative activity that responds to both corporate and civic needs in the local community. It is also consistent with the UNC System’s mission to “discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities.”
3. **Demand (local, regional, state).** According to NCworks.gov, the 2016 median wage for a graphic designer employed in Mecklenburg County was \$45,219, while the median wage for a web developer was \$75,961. On April 6, 2018, there were 28 job openings for graphic designers advertised online in Mecklenburg County, for which there were 102 potential candidates in the workforce, or 3.64 candidates per job. While they consider this to be a competitive statewide market, they also forecast graphic design to be a ‘National High Growth’ industry that has a ‘Bright Outlook Nationally.’ The local forecast for web developers is even healthier, as there were

57 job openings advertised with 48 potential candidates, or 0.84 candidates per job. NCWorks considers Web development to be a 'Regional High Growth' industry that has a 'Bright Outlook Statewide.'

Graduates of UNC Charlotte's existing concentration-based program have been successful in gaining employment in the field. In the fall of 2017, UNC Charlotte sent a Google Survey to graphic design concentration alumni and received a total of 180 responses. The survey included questions about location, employer and job title, and perceptions of trends in the field of graphic design. Notably, 89% of the respondents are currently employed in a design, marketing, or advertising position.

4. **Potential for Unnecessary Duplication.** Consultations with Appalachian and ECSU regarding their enrollment growth, including waitlists at Appalachian, suggest that the proposed degree program would not have a negative impact on existing programs. Graduation trends data from the Institutional Research Analytics group at UNC Charlotte reveal that a significant portion of degrees awarded by UNC Charlotte are completed by students who come from Mecklenburg and surrounding counties. The establishment of a BFA in Graphic Design at UNC Charlotte would provide the only in-person, on-campus professional degree in the discipline for the Charlotte metro region.
5. **Employment Opportunities for Graduates.** According to the Bureau of Labor Statistics (BLS), there were 266,300 graphic design positions nationally in 2016 with a median pay of \$47,640 per year. From 2016 to 2026, the employment outlook for graphic designers is projected to grow 4% nationally, below the average of 7% for all occupations. However, there were 162,900 Web developer positions nationally, with a significantly higher median pay of \$66,130 per year. The occupation is projected to grow 15%, more than twice the average for all occupations.
6. **Faculty Quality and Number.** Existing faculty are adequate to support the proposed program. Given that the proposed degree program would transform an existing concentration-based program into a degree program, the current faculty would be sufficient to serve student needs.
7. **Availability of Campus Resources (library, space, etc.)** UNC Charlotte's Atkins Library has adequate resources to support the proposed degree program. The university has relevant print holdings in both Atkins Library and supporting materials in the Charles C. Hight Architecture Library. The library also has relevant electronic holdings in the categories of monographs and periodicals. In addition, the library offers audio-visual equipment for students and faculty in both locations.

The Atkins Library has several relevant electronic databases, including Art and Architecture Complete, and Arts and Humanities Database from ProQuest, and ProQuest Arts Premium Collection. The library also provides access to the image database Artstor, which includes over two million images. Approximately 31,000 of those images are related to graphic design and illustration. In addition, there are several relevant interdisciplinary databases such as JSTOR and Academic Search Complete.

Existing facilities are adequate to support the proposed degree program. The current concentration-based program has two dedicated computer labs, with 48 available digital

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workstations that serve as the primary classrooms for delivery. An additional computer lab, with 24 available digital workstations, as well as flexible studio-based classrooms within the Department of Art and Art History would also be available to deliver classes, as needed.

- 8. Relevant Lower-level and Cognate Programs.** Studio art and art history courses are necessary and valuable to support the proposed degree program. The courses currently offered meet specialized accreditation standards of the National Association of Schools of Art and Design (NASAD) and do not require improvement or expansion.

Students engaged in the proposed curriculum would benefit from proficiency in concepts related to business, marketing, sociology, anthropology, psychology, and others that examine human motivation. Existing general education courses in those fields are adequate to support the proposed degree program. There would be no needed improvement or expansion of those fields.

- 9. Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	3,812	17,246
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	3,094	3,094
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	6,906	20,340

- 10. Expected Quality.** The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

- 11. Feasibility of Collaborative Program.** UNC Charlotte identified collaborative opportunities that target North Carolina community colleges. A high proportion of students served at UNC Charlotte are transfer students. Many of those students transferred from community colleges in the region, such as Central Piedmont Community College or Rowan Cabarrus Community College. The proposed degree program would include 15 credits of studio art and art history coursework that could transfer from 31 NC community colleges to UNC Charlotte in accordance with the Comprehensive Articulation Agreement (CAA) of August 2016. Since the CAA transfer course list was expanded in 2018 and 2019, UNC Charlotte is considering adding another nine-12 credits worth of pre-major courses that would transfer.

Given the demand within similar programs in the UNC System, UNC Charlotte would entertain collaborative opportunities through distance education courses and summer session opportunities as appropriate.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC Charlotte faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Charlotte's request to establish a Bachelor of Fine Arts in Graphic Design degree program (CIP 50.0409) to enroll students starting fall 2020.

**Staff Report and Recommendation for
Johnson and Wales University**

Background

Johnson and Wales University (Johnson and Wales), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Providence, Rhode Island and a large residential campus located in Charlotte. Johnson and Wales is regionally accredited by the New England Commission of Higher Education and seeks licensure to expand its program offerings to include a Bachelor of Science in Public Health, a Bachelor of Science in Health Science, a Bachelor of Science in Psychology, a Bachelor of Arts in Economics, a Master of Science in Clinical Mental Health Counseling, and a Master of Science in Addiction Counseling. Each of these programs are offered on other Johnson and Wales campuses. Acting under authority delegated to her by the Board and the president, Dr. Kimberly van Noort issued Johnson and Wales a license to offer these programs on April 20, 2020.

Bachelor of Science in Public Health and Bachelor of Science in Health Science

Staff Recommendation: Approval
Program Site: Charlotte, NC
Projected start date: Fall 2020
Projected enrollment: 5-10 per program

The reviewer for these programs wrote a largely favorable report that required the institution to provide clarification regarding faculty credentials and certain course content. Johnson and Wales responded adequately to the report.

Bachelor of Science in Psychology

Staff Recommendation: Approval
Program Site: Charlotte, NC
Projected start date: Fall 2020
Projected enrollment: 5-10

The reviewer for this program made several findings regarding the clinical component of this program, including how sites will be located and evaluated, what responsibility the student has for locating a site and how that expectation will be communicated to the student, and what steps Johnson and Wales has undertaken to ensure it will be able to offer its students an adequate number of sites. The reviewer also made findings regarding the adequacy of the proposed number of faculty teaching in the program. Johnson and Wales responded adequately to the report.

Bachelor of Arts in Economics

Staff Recommendation: Approval
Program Site: Charlotte, NC
Projected start date: Fall 2021
Projected enrollment: 5-10

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The reviewer for this program wrote a largely favorable report that required the institution to provide clarification regarding which faculty who would be teaching in the program and their credentials. Johnson and Wales responded adequately to the report.

Master of Science in Clinical Mental Health Counseling and Master of Science in Addiction Counseling

Staff Recommendation: Approval

Program Site: Charlotte, NC

Projected start date: Fall 2020

Projected enrollment: 5-10 per program

The reviewer for this program made several findings regarding status of the programmatic accreditation for these program and the ability of the programs' graduates to become licensed in North Carolina. The reviewer also made findings regarding the adequacy of the proposed number of faculty teaching in the program. Johnson and Wales responded adequately to the report.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	59%	
	Transferred Out	20%	
	Withdrew	21%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	2.9	3.0	2.4
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	7.0	6.9	7.7

State authorization staff did not receive any complaints regarding Johnson and Wales in the 2018-2019 academic year.

Recommendation

Ratify the license Dr. van Noort issued to Johnson and Wales (OPEID 00340410) to offer Bachelor of Science in Public Health, a Bachelor of Science in Health Science, a Bachelor of Science in Psychology, a Bachelor of Arts in Economics, a Master of Science in Clinical Mental Health Counseling, and a Master of Science in Addiction Counseling.

¹ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

² Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

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³This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns. Charlotte campus only.

⁴ Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018. Charlotte campus only.

Staff Report and Recommendation for Northcentral University

Background

Northcentral University (Northcentral), located in Scottsdale, Arizona, is a regionally accredited not-for-profit university and is an existing licensee in good standing. Northcentral seeks to expand program offerings in North Carolina to include a Doctor of Philosophy in Psychology and a Doctor of Nursing Practice in Executive Leadership. Northcentral anticipates its students only performing clinical rotations and externships for these programs, and the university does not have any current plans to establish a brick-and-mortar presence in North Carolina. Staff most recently conducted a site visit on February 13, 2019.

Doctor of Philosophy in Psychology

Staff Recommendation: Approval
Program Site: Various clinical sites
Projected start date: Upon licensure
Projected enrollment: Fewer than five

The reviewer for this program made findings, which included questions regarding the course syllabi, disclosure to students and prospective students that the programs are not designed to lead and do not lead to professional licensure, procedures for identifying appropriate clinical sites in North Carolina, and faculty qualifications. Northcentral adequately responded to each finding.

Doctor of Nursing Practice in Executive Leadership

Staff Recommendation: Approval
Program Site: Various clinical sites
Projected start date: Upon licensure
Projected enrollment: Fewer than five

The findings for this program included mandating that Northcentral disclose to prospective North Carolina students that the program is in programmatic accreditation candidacy status, that the program justify the recency of some of its instructional materials, and that the program justify the qualifications of some members of its faculty. Northcentral adequately responded to each finding.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	35%	
	Transferred Out	34%	
	Withdrew	30%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ		2018	2017
		0.2	0.2
Three-year cohort default rate ^{iv}		Class of 2016	Class of 2015
		5.4	5.3
			Class of 2014
			5.6

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State authorization staff did not receive any complaints regarding Northcentral in the 2018-2019 academic year.

Recommendation

License Northcentral University (OPEID 03813300) to offer a Doctor of Philosophy in Psychology and a Doctor of Nursing Practice in Executive Leadership.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

**Staff Report and Recommendation for
St. Andrews University/Webber International University**

Background

St. Andrews University/Webber International University (OPEID 00154000) (St. Andrews), located in Laurinburg, is an existing licensee in good standing. St. Andrews is a branch of Webber International University (Webber), located in Babson Park, Florida, and is a member of the North Carolina Independent Colleges and Universities (NCICU). St. Andrews is subject to licensure by the Board for all programs initiated after its 2011 merger with Webber. The institution is regionally accredited by the Southern Association of Colleges and Schools and seeks authorization to offer a Bachelor of Science in Nursing.

Bachelor of Science in Nursing

Staff Recommendation: Approval
Program Site: Laurinburg, NC Projected
Start date: Fall 2020 Projected
Enrollment: 20

Staff conducted a site visit to St. Andrews in October 2019 and assessed its institution-wide compliance with the Board's standards for licensure and determined that the institution met those standards. Because this program leads to professional licensure in nursing, the North Carolina Board of Nursing must also authorize it. After their own site visit and review, the Board of Nursing authorized the program, contingent on the Board of Governor's approval, in May 2020.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	32%	
	Transferred Out	36%	
	Withdrew	32%	
Employment Placement Rate ⁱⁱ		90.4%	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) (Webber) ⁱⁱⁱ	2017	2016	2015
	1.6	2.1	2.6
Three-year cohort default rate (Webber) ^{iv}	Class of 2016	Class of 2015	Class of 2014
	8.3	13.9	17.4

State authorization staff did not receive any complaints regarding St. Andrews in the 2018-2019 academic year.

Recommendation

Issue St. Andrews (OPEID 00154000) a license to offer a Bachelor of Science in Nursing.

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ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ This data is reported pursuant to the state of Florida's standards, which is where Webber International University is based. "Employed" means all graduates who, six months after graduation, are employed full- or part-time, or who are pursuing an advanced degree, or who are serving the nation in the military, Peace Corps, etc.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

Staff Report and Recommendation for SKEMA Business School

Background

SKEMA Business School (SKEMA), an existing licensee in good standing, is a private French institution with a campus in Raleigh on NC State University's Centennial Campus. It is not accredited by an American regional accreditor, but it is a member of similar French organizations and AACSB—The International Association for Management Education. SKEMA seeks to expand its programs by offering a Master of International Marketing and Business Development degree.

Master of International Marketing and Business Development

Staff Recommendation: Approval

Program Site: Raleigh, NC

Projected start date: Fall 2020 Projected enrollment: 15

This proposed program is already offered at other SKEMA campuses, and the program's learning objectives and curriculum are similar to the programs the Board already licenses. The reviewer for these programs wrote a favorable report focusing on the institution's compliance with faculty and program of study licensure requirements.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes	SKEMA does not participate in FSA funding and does not report 8-year rates. Its most recent self-reported retention rates for its currently-licensed programs are 100%.		
Employment Placement Rate	97% (self-reported in 2019 annual report)		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	Does not participate in FSA funding and does not report. Last independent System Office review of finances conducted in 2019.		
Three-year cohort default rate	Class of 2016	Class of 2015	Class of 2014
	No FSA funding/does not report		

State authorization staff did not receive any complaints regarding SKEMA in the 2018-2019 academic year.

Recommendation

Issue SKEMA a license to offer a Master of International Marketing and Business Development degree.

**Staff Report and Recommendation for
The University of Southern California**

Background

The University of Southern California (USC), an existing licensee in good standing, seeks approval to offer a Master's of Education in School Counseling and a Master of Science in Nutrition, Healthspan, and Longevity in North Carolina. USC seeks to offer clinical placements for these programs and has no current plans to establish a brick-and-mortar presence in the state. USC is regionally accredited by the Western Association of Schools and Colleges.

Master's of Education in School Counseling

Staff Recommendation: Approval
Program Site: Various clinical sites in NC
Projected start date: Upon Licensure
Projected enrollment: 5-10

USC's hybrid Master's of Education in School Counseling program is offered nationwide exclusively in a hybrid format. The reviewer for this program praised most aspects of the program while making findings regarding faculty qualifications, the manner in which clinical sites are selected and evaluated, guidelines for transferring in academic credit, and the ability of graduates to become licensed school counselors in North Carolina. USC thoroughly responded to the findings.

Master of Science in Nutrition, Healthspan, and Longevity

Staff Recommendation: Approval
Program Site: Various clinical sites in NC
Projected start date: Upon Licensure
Projected enrollment: Fewer than five

USC's hybrid Master of Science in Nutrition, Healthspan, and Longevity program combines elements of programs in gerontology and nutrition and is designed for those who want to pursue a career in nutrition and dietetics. It is programmatically accredited by the Accreditation Council for Education in Nutrition and Dietetics.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	92%	
	Transferred Out	5%	
	Withdrew	3%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ		2018	2017
		2.9	3.0
Three-year cohort default rate ^{iv}		Class of 2016	Class of 2015
		1.6	1.8
			Class of 2014
			2.0

State authorization staff did not receive any complaints regarding USC in the 2018-2019 academic year.

Recommendation

License USC (OPEID 00132800) to offer a Master's of Education in School Counseling and a Master of Science in Nutrition, Healthspan, and Longevity.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

Staff Report and Recommendation for Walden University

Background

Walden University (OPEID 00154000) (Walden), located in Minneapolis, Minnesota, is an existing licensee in good standing. The institution is regionally accredited by the Higher Learning Commission and seeks to authorization to offer a Bachelor of Social Work (BSW). Walden seeks to offer the BSW at clinical sites only and does not anticipate a brick-and-mortar presence in North Carolina.

Bachelor of Social Work

Staff Recommendation: Approval

Program Site: Clinical sites throughout North Carolina

Projected start date: Upon Licensure

Projected enrollment: 90

Staff and examiners reviewed this program. The findings were generally favorable, and focused on elements such as course design and the practicum experience. Walden's BSW is programmatically accredited by the Council on Social Work Education. Acting under authority delegated to her by the Board and the president, Dr. Kimberly van Noort issued Walden a license to offer this program on January 24, 2020.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	22%	
	Transferred Out	35%	
	Withdrew	42%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	2.6	2.9	3.0
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	6.9	7.3	7.5

State authorization staff did not receive any complaints regarding Walden in the 2018-2019 academic year.

Recommendation

Ratify the license Dr. van Noort issued Walden (OPEID 02504200) to offer a Bachelor of Social Work.

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ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns. In Walden's case, the Department of Education agreed to provide Walden these unofficial scores based on Walden's finances separated from the finances of its parent company.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.



UNC-NCCCS 2+2 E-Learning Initiative

Report to the Joint Legislative Education Oversight Committee

June 15, 2020

**The University of North Carolina System
Chapel Hill, North Carolina**

UNC-NCCCS 2+2 E-Learning Initiative

The Need

Community colleges serve as the gateway to postsecondary education for many low-income and first-generation college students, who arrive with great talent and aspiration but with multiple academic, financial, and personal challenges. To reach these students, the University of North Carolina System must build stronger pathways with community college partners.

Nearly 11,000 North Carolina community colleges students transferred into the UNC System in Fall 2019, a 51 percent increase over the past ten years. Among those North Carolina students who do transfer, about 40 percent graduate with a bachelor's degree, a rate near the nation's average among transfer students of 42 percent. These data are critical, since students who transfer from community colleges to universities are more likely to be from lower-income families than are students who enter higher education through four-year institutions.¹

National research and UNC System data show that students who graduate with an associate degree before transferring have higher persistence and completion rates than those who transfer before completing their degrees. Working with our two-year college peers, the System has worked to develop strategies that help students understand the importance of finishing what they start.

Background

In 2005, the General Assembly of North Carolina created the 2 + 2 E-Learning Initiative to address the critical shortage of teachers in our state. The North Carolina Community College System (NCCCS) and the University of North Carolina System Office were the recipients of the initiative. This collaborative project focused on the development of online course content as a means to educate additional teachers in North Carolina.

NCCCS creates online course content through its Virtual Learning Community (VLC), <http://vlc.ncccommunitycolleges.edu>, which provides quality online courses to the 58 community colleges. Online courses and degrees provide access to students who may not be able to attend college in a traditional face to face method. Currently, the VLC provides access to several education courses:

- Advanced Issues in Early Childhood Education (EDU 288)
- Advanced Issues in School-Age Education (EDU 289)
- Educational Technology (EDU 271)
- Effective Teacher Training (EDU 275)
- Foundations of Education (EDU 216)
- Introduction to Early Childhood Education (EDU 119)
- Issues in Early Childhood Education (EDU 188)
- Teacher Licensure Preparation (EDU 250)

In 2005, the two systems identified five pre-education programs under the North Carolina Comprehensive Articulation Agreement (CAA), which allows for students to begin their education by earning an associate degree at a community college before transferring to a university to complete a bachelor's degree. The five identified associate degree programs were completed by NCCCS in June 2009 through the efforts of VLC course development centers: Associate in Arts/Elementary Education, Associate in Arts/Middle

¹ Bowen, W., Chingos, M., & McPherson, M. (2009). *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton, NJ: Princeton University Press.

UNC-NCCCS 2+2 E-Learning Initiative

Grades Education and Special Education, Associate in Science/Chemistry and Chemistry Education, Associate in Science/Biology and Biology Education, and Associate in Science/Mathematics Education.

Transfer Pathways

With the subsequent revision of the Comprehensive Articulation Agreement (CAA) in 2014, transfer pathways into education programs were developed at each of the sixteen UNC System universities. The associate degree programs that were developed as part of this initiative in 2009 were consolidated with the revision to the CAA into two pathways to all educator preparation programs in the UNC System: Associate in Arts and Associate in Science degrees. The CAA revision mandated that all associate degrees have a baccalaureate degree plan (BDP) to designate a plan for transfer. All BDPs for each UNC school can be found at: <https://myapps.northcarolina.edu/transfertools/advising-tools-nc-community-college-transfer-students>.

This information is embedded into the Transfer Toolbox, which has been made available to all 58 community colleges and UNC System institutions. Any advisor can search by the selected institution and find degree plans for any education degree the student wishes to pursue. In addition, advisors can investigate course equivalencies across institutions to assist students with effective transfer to the senior institution. Plans for a student version of the Transfer Toolbox are underway. When it is completed, it will provide user-friendly information directly to potential transfer students.

To further facilitate seamless transfer from North Carolina community colleges to UNC System institutions, a series of Transfer Talks were conducted to provide information and updates to community college and senior institution transfer personnel. Feedback regarding improvements for BDPs, revisions to the CAA, and best transfer practices was gathered within the monthly Transfer Talks. Refinement to teacher education BDPs were addressed as a part of the information gleaned during the web conferences. The Transfer Talks serve as a collaborative platform between the two systems to improve the transfer student experience.

Teacher Quality Research

The UNC System engages in teacher quality research to provide information and data to inform strategic initiatives in educator preparation for transfer, traditional, and non-traditional pipelines. Funds were used to develop systems to track student progress in teacher education programs at UNC System institutions. As a result, the funding has helped to support ongoing educator quality research, build interactive data dashboards for teacher preparation program improvement, and build greater capacity and accessibility within teacher education.

The UNC Educator Quality Research Initiative (EQRI) is an ongoing strategic research partnership among the UNC System, expert researchers, and subject matter experts focused on the development and implementation of an annual agenda of research on educator preparation and effectiveness. This initiative provides educator preparation programs in the UNC System with research evidence to inform program improvement efforts, enhance state-wide understanding of critical workforce needs, and support evidence-based education reform efforts. Much of this research is focused on critical pipeline issues (e.g., enrollment trends, time-to-degree, teacher productivity, academic credentials of students, employment rates, employment distribution, and retention in the field). In addition, several of these studies assess the effectiveness of the graduates of educator preparation programs, all of which enroll transfer students and many through 2+2 initiatives. In addition, the annual agenda of research includes

UNC-NCCCS 2+2 E-Learning Initiative

the rigorous evaluation of the efficacy and efficiency of several P12 programs and initiatives, such as Laboratory Schools, Principal Fellows, and the North Carolina New Teacher Support Program. Future research will study outcomes of students who transfer from NCCCS.

In 2015, the UNC Educator Quality Dashboard was developed to share and disseminate key findings from the strategic research agenda. The dashboard is a public, interactive, web-based tool designed to ensure greater public accountability, increase transparency, and facilitate data for all education stakeholders. Built with SAS® data visualization software, the dashboard provides an easy-to-use interface that enables users—including educators, administrators, policymakers, parents, and students—to analyze and display data on educator quality within selected populations, geographic regions, or subject areas. Visitors to the dashboard may examine performance indicators at the System and campus levels across a range of factors, including educator recruitment, selection, preparation, and performance. The dashboard is also useful for analyzing the impact of educator preparation program graduates on P12 student learning, measures associated with national accreditation, and other outcome-based indicators. The dashboard can be viewed online at eqdasbboard.northcarolina.edu.

In 2017, the Data and Strategic Research Advisory Committee (DSRAC) was established to better utilize the significant expertise at UNC System institutions to guide and inform the annual strategic research agenda, data dashboards, and required educator preparation program reporting. The DSRAC is comprised of university leaders and research faculty from all 15 UNC System educator preparation programs and is tasked with ensuring all research initiatives reflect the most accurate and beneficial data for program improvement. The DSRAC is also tasked with providing expert consultation on the development of new measures and refinement of current indicators of educator quality; ensuring that data and research drive program improvement and evidence-based decision-making cultures among UNC System educator preparation programs; and ensuring all strategic research initiatives remain at the forefront of research and development.

Conclusion

With new approaches and support for reform, the UNC System, in partnership with the North Carolina Community College System, can be a launching pad for many more North Carolinians to begin rewarding careers in education. Student success can be boosted through the creation of highly structured transfer pathways with clear academic requirements that ensure that students are connected to effective academic, social, and financial supports that promote retention and persistence.



School Leadership Supply and Demand Report

Report to the Joint Legislative Education Oversight Committee

June 15, 2020

The University of North Carolina System

Chapel Hill, North Carolina

Pursuant to Section 9.3 (b) of S.L. 2010-31, the Board of Governors of The University of North Carolina shall study the issue of supply and demand of school administrators to determine the number of school administrators to be trained in the programs in each year of the biennium and report the results of this study to the Joint Legislative Education Oversight Committee.

Introduction

The purpose of this report is to provide data to the Joint Legislative Education Oversight Committee concerning school administration programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of school-based administrators in North Carolina. For this study, school administrators are defined as superintendents, principals, and assistant principals.

The data included in this study were collected by the North Carolina Department of Public Instruction and provided to the UNC System Office by the Education Policy Initiative at Carolina. The data, collected between 2011 and 2019, represent the most recent information available for each indicator.

This report is divided into five sections:

- Demographics of North Carolina School Administrators
- Demand Trends for North Carolina School Administrators
- Supply Trends for North Carolina School Administrators
- Discussion of Findings
- Conclusions

Demographics of North Carolina's School Administrators

Superintendents. Demographic data indicate that 74 percent of school superintendents in North Carolina public schools during the 2018-2019 academic year were male, 76 percent were White, and 23 percent were African-American, and the average age was 52 years. Superintendents reported an average of 25.3 years of experience in education, with eight percent having achieved a master's degree and 91 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 72 percent were White and 26 percent were African-American. The average age for principals was 46 with a range of 45-48 across regions. The data suggest that principals had an average of 20.9 years of experience in education with 76 percent having achieved a master's degree, and 23 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 63 percent female, 65 percent white, and 33 percent African-American. Assistant principals were mostly in their early to mid-40s, with an average of 43 to 45 years of age across regions. Assistant principals averaged 17.3 years of experience in education, with 86 percent having achieved a master's degree and 9.9 percent holding doctorates or other advanced degrees.

The following tables provide detailed demographic data about North Carolina's superintendents, principals, and assistant principals. To further clarify school administrator regional supply-and-demand,

each table offers data disaggregated by geographic region. The State Board of Education Regions & Districts are described below:

Northeast Region / District 1

Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Gates, Halifax, Hertford, Hyde, Martin, Northampton, Pasquotank, Perquimans, Pitt, Roanoke Rapids, Tyrrell, Washington, Weldon

Southeast Region / District 2

Brunswick, Carteret, Craven, Duplin, Greene, Jones, Lenoir, New Hanover, Onslow, Pamlico, Pender, Wayne

North Central Region / District 3

Chapel Hill-Carrboro, Chatham, Durham, Edgecombe, Franklin, Granville, Harnett, Johnston, Lee, Nash, Orange, Person, Vance, Wake, Warren, Wilson

Sandhills Region / District 4

Bladen, Clinton, Columbus, Cumberland, Hoke, Montgomery, Moore, Richmond, Robeson, Sampson, Scotland, Whiteville

Piedmont Triad Region / District 5

Alamance, Asheboro, Caswell, Davidson, Davie, Elkin, Forsyth, Guilford, Lexington, Mount Airy, Randolph, Rockingham, Stokes, Thomasville, Surry, Yadkin

Southwest Region / District 6

Anson, Cabarrus, Cleveland, Gaston, Iredell, Kannapolis, Lincoln, Mecklenburg, Mooresville, Rowan, Stanly, Union

Northwest Region / District 7

Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Hickory, McDowell, Mitchell, Newton-Conover, Watauga, Wilkes, Yancey

Western Region / District 8

Asheville, Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, Polk, Rutherford, Swain, Transylvania

APPENDIX I

Tables 1, 2, and 3 provide the number of school administrators within an age range.

Table 1: Superintendent Age (2018-19)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	51.53	4	9	31	35	37
Northeast	49.16	2	1	5	8	3
Southeast	51.29	0	0	5	3	4
North Central	49.63	0	3	5	6	2
Sandhills	52	1	2	1	3	6
Piedmont Triad	53.17	0	0	8	3	6
Southwest	54.08	1	1	1	2	7
Northwest	49.38	0	2	4	5	2
Western	54	0	0	2	5	7

Table 2: Principal Age (2018-19)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	46.33	484	574	660	425	348
Northeast	46.05	33	41	42	28	25
Southeast	48.01	39	44	62	43	49
North Central	45.64	120	125	137	81	67
Sandhills	48.06	29	58	72	55	47
Piedmont Triad	46.3	88	93	120	67	63
Southwest	45.11	116	131	129	78	46
Northwest	46.31	35	44	49	34	26
Western	47.39	24	38	49	39	25

Table 3: Assistant Principal Age (2018-19)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	43.69	1110	609	657	374	371
Northeast	45.04	48	26	44	23	25
Southeast	44.61	100	48	64	35	53
North Central	42.49	329	165	149	95	72
Sandhills	45.13	94	47	72	42	49
Piedmont Triad	43.96	176	109	105	55	64
Southwest	43.6	244	148	159	85	73
Northwest	43.05	63	25	27	19	15
Western	44.05	56	41	37	20	20

APPENDIX I

Tables 4, 5, and 6 provide data about the years of education experience of current North Carolina school administrators.

Table 4: Superintendents' Years of Education Experience (2018-19)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	25.32	4	4	10	35	32	32
Northeast	23.53	0	2	2	6	7	2
Southeast	26.75	0	0	1	4	3	4
North Central	24.5	0	0	5	5	2	4
Sandhills	26.54	0	1	0	4	3	5
Piedmont Triad	25.25	1	1	0	4	7	4
Southwest	24.92	2	0	1	1	3	5
Northwest	23.43	1	0	1	6	4	2
Western	28.71	0	0	0	5	3	6

Table 5: Principals' Years of Education Experience (2018-19)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	20.88	77	341	659	729	466	219
Northeast	19.95	12	22	53	33	34	15
Southeast	21.96	7	22	61	68	50	29
North Central	20.49	12	93	133	165	89	38
Sandhills	21.84	3	27	68	88	49	26
Piedmont Triad	21.25	10	59	113	121	85	43
Southwest	20.08	23	74	131	153	85	34
Northwest	20.58	6	27	53	50	38	14
Western	21.76	4	17	47	51	36	20

Table 6: Assistant Principals' Years of Education Experience (2018-19)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	17.27	442	755	799	639	318	174
Northeast	17.17	27	35	44	31	27	7
Southeast	17.46	42	73	68	68	35	14
North Central	16.39	143	220	188	150	64	45
Sandhills	17.75	36	77	73	65	37	16
Piedmont Triad	18.03	56	114	142	114	45	38
Southwest	17.51	78	178	194	152	71	37
Northwest	16.68	27	31	43	25	17	6
Western	17.67	33	27	47	34	22	11

Tables 7, 8 and 9 display data around the degrees earned by superintendents, principals and assistant principals

Table 7: Superintendents' Highest Degree Earned (2018-19)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	1	9	19	87
Northeast	0	5	4	10
Southeast	0	2	3	7
North Central	0	0	2	14
Sandhills	0	0	1	12
Piedmont Triad	0	0	0	17
Southwest	1	1	1	9
Northwest	0	1	3	9
Western	0	0	5	9

Table 8: Principals' Highest Degree Earned (2018-19)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	17	1902	262	310
Northeast	0	135	20	14
Southeast	1	194	19	23
North Central	1	416	41	72
Sandhills	6	203	16	36
Piedmont Triad	1	296	76	58
Southwest	5	380	47	68
Northwest	2	142	22	22
Western	1	136	21	17

Table 9: Assistant Principals' Highest Degree Earned (2018-19)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	136	2674	172	136
Northeast	6	141	16	3
Southeast	12	265	10	13
North Central	39	706	38	27
Sandhills	15	259	8	22
Piedmont Triad	23	434	36	16
Southwest	25	602	41	41
Northwest	9	124	6	10
Western	7	143	17	6

APPENDIX I

Tables 10, 11, and 12 provide data on the gender and ethnicity of North Carolina superintendents, principals and assistant principals.

Table 10: Race and Gender of Superintendents (2018-2019)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	30	86	0	27	0	0	0	88
Northeast	4	15	0	7	0	0	0	12
Southeast	2	10	0	2	0	0	0	10
North Central	5	11	0	8	0	0	0	8
Sandhills	2	11	0	6	0	0	0	7
Piedmont Triad	9	8	0	2	0	0	0	15
Southwest	2	10	0	0	0	0	0	11
Northwest	1	12	0	1	0	0	0	12
Western	5	9	0	1	0	0	0	13

Table 11: Race and Gender of Principals (2018-2019)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	1544	941	8	624	16	27	3	1770
Northeast	96	73	0	64	0	2	0	101
Southeast	145	91	0	50	2	1	1	177
North Central	326	203	2	181	6	0	1	334
Sandhills	173	87	1	85	1	20	0	150
Piedmont Triad	279	151	3	110	2	1	1	304
Southwest	316	182	2	112	4	1	0	371
Northwest	109	79	0	15	1	2	0	166
Western	100	75	0	7	0	0	0	167

Table 12: Race and Gender of Assistant Principals (2018-2019)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	1963	1148	13	994	37	35	2	1967
Northeast	121	43	1	65	2	0	0	90
Southeast	208	92	0	69	1	3	0	221
North Central	486	310	4	332	14	5	0	437
Sandhills	197	106	2	126	5	25	1	141
Piedmont Triad	301	207	2	182	4	1	0	307
Southwest	455	253	3	198	10	0	1	478
Northwest	86	62	1	8	0	0	0	137
Western	99	75	0	14	1	1	0	156

Demand Trends for North Carolina School Administrators

Table 13 outlines North Carolina's principal retention rates from the 2011-12 through the 2017-18 academic years. Consistently, few principals left the principalship after their first year on the job, with at least an 85 percent statewide retention rate for each cohort. By the fifth year, more than half of North Carolina's principals were no longer in that position.

Table 13: Principal Retention Rates

Cohort Year and Size	Principal One Year Later	Principal Two Years Later	Principal Three Years Later	Principal Four Years Later	Principal Five Years Later
2011-12 (N=2497)	2135 (85.5%)	1861 (74.5%)	1623 (65%)	1372 (54.9%)	1192 (47.7%)
2012-13 (N=2499)	2152 (86.1%)	1875 (75%)	1592 (63.7%)	1389 (55.6%)	1198 (47.9%)
2013-14 (N=2502)	2156 (86.2%)	1847 (73.8%)	1598 (63.9%)	1381 (55.2%)	1194 (47.7%)
2014-15 (N=2527)	2159 (85.4%)	1868 (73.9%)	1618 (64%)	1410 (55.8%)	---
2015-16 (N=2509)	2160 (86.1%)	1876 (74.8%)	1644 (65.5%)	---	---
2016-17 (N=2522)	2168 (86%)	1893 (75.1%)	---	---	---
2017-18 (N=2530)	2183 (86.3%)	---	---	---	---

Table 14 presents data on the number of assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if:

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved Master of School Administration (MSA) program and is participating in that program's required internship.

During the 2018-19 academic school year, 12.8 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by district, with 26.3 percent of assistant principals holding a provisional license in the Northwest region and less than ten percent holding a provisional license in the North Central region.

Table 14: Newly Hired Assistant Principals (2018-19) Who Hold a Provisional License

Region	Number (Percentage) of Provisional Licenses
<i>Statewide (N = 547)</i>	<i>70 (12.8 percent)</i>
Northeast (N = 42)	5 (11.9 percent)
Southeast (N = 54)	9 (16.7 percent)
North Central (N = 162)	15 (9.3 percent)
Sandhills (N = 49)	6 (12.2 percent)
Piedmont Triad (N = 69)	7 (10.1 percent)
Southwest (N = 89)	13 (14.6 percent)
Northwest (N = 38)	10 (26.3 percent)
Western (N = 44)	5 (11.4 percent)

Tables 15, 16 and 17 display the number of new school administrators statewide, and by region in the 2018-19 academic year.

Table 15: Number of New Superintendents by Region (2018-19)

Region	Number of New Superintendents
<i>Statewide</i>	<i>12</i>
Northeast	4
Southeast	1
North Central	0
Sandhills	4
Piedmont Triad	2
Southwest	0
Northwest	1
Western	0

Table 16: Number of New Principals by Region (2018-19)

Region	Number of New Principals
<i>Statewide</i>	<i>253</i>
Northeast	24
Southeast	20
North Central	59
Sandhills	16
Piedmont Triad	41
Southwest	45
Northwest	22
Western	26

Table 17: Number of New Assistant Principals by Region (2018-19)

Region	Number of New Assistant Principals
<i>Statewide</i>	<i>547</i>
Northeast	42
Southeast	54
North Central	162
Sandhills	49
Piedmont Triad	69
Southwest	89
Northwest	38
Western	44

Supply Trends for North Carolina School Administrators

Table 18 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2018-19, 84.2 percent of newly hired principals had served as assistant principals in 2017-18. Of the newly hired assistant principals in 2018-19, fewer than half, or 48.3 percent, were classroom teachers in the previous year. Additionally, 15.5 percent of newly hired assistant principals were employed as assistant principal interns in 2017-18.

Table 18: Sources of New Principals and Assistant Principals

	New Principals (2018-19) Who Were Asst. Principals in 2017-18	New APs (2018-19) Who Were Teachers in 2017-18	New APs (2018-19) Who Served as Interns in 2017- 18
Statewide (P N=253) (AP N=547)	213 (84.2%)	264 (48.3%)	85 (15.5%)
Northeast (P N=24) (AP N=42)	18 (75%)	15 (35.7%)	7 (16.7%)
Southeast (P N=20) (AP N=54)	19 (95%)	35 (64.8%)	5 (9.3%)
North Central (P N=59) (AP N=162)	51 (86.4%)	58 (35.8%)	55 (34%)
Sandhills (P N=16) (AP N=49)	13 (81.3%)	30 (61.2%)	4 (8.2%)
Piedmont Triad (P N=41) (AP N=69)	34 (82.9%)	36 (52.2%)	4 (5.8%)
Southwest (P N=45) (AP N=89)	39 (86.7%)	48 (53.4%)	5 (5.6%)
Northwest (P N=22) (AP N=38)	19 (86.4%)	18 (47.4%)	3 (7.9%)
Western (P N=26) (AP N=44)	20 (76.9%)	24 (54.6%)	2 (4.6%)

Table 19 provides the number of graduates of North Carolina's Master of School Administration (MSA) programs. Since the 2014-15 academic year, UNC System principal preparation programs have produced more than 1,300 school leaders.

Table 19: MSA Degrees Conferred at UNC System Institutions

Institution	2014-15	2015-16	2016-17	2017-18	2018-19
ASU	38	26	19	24	17
ECU	57	50	41	61	48
ECSU	6	15	8	8	9
FSU	17	22	10	13	14
NCA&T	1	2	10	8	6
NCCU	12	14	26	14	19
NCSU	9	0	35	66	14
UNCA	---	---	---	---	---
UNCCH	27	26	32	27	30
UNCC	31	22	19	36	28
UNCG	12	0	10	15	31
UNCP	23	25	19	12	27
UNCW	11	9	19	7	16
WCU	18	24	15	29	18
WSSU	---	---	---	---	---
Total	262	235	263	320	277

Discussion of Findings

A 2016 study by the National Center for Education Statistics provides an analysis of national demographic trends in school leadership using data from the 1987-88 through 2011-12 administrations of the Schools and Staffing Survey (SASS). During this 25-year timeframe, the number of female principals in public schools increased from 25 percent to 52 percent. With regard to race and ethnicity, minimal change occurred, with African-American principals increasing from nine percent to ten percent, Hispanic principals increasing from three percent to seven percent, and White principals decreasing from 87 percent to 80 percent. The average age of principals also remained fairly consistent, increasing from 46.8 to 48.0 years of age. A greater number of public school principals reported having received master's degrees (53 percent to 62 percent); however, there was a decline in the number of principals having achieved doctorates or other advanced degrees (44 percent to 36 percent).¹

Demographic Trends. Based on the 2018-19 data for North Carolina school administrators, superintendents were well educated, with 91 percent holding doctorate or other advanced degrees. Superintendents also had significant experience in education, with an average of 25 years in the field; however, with an average of 52 years of age, many are also nearing retirement (i.e., full retirement is possible after 30 years of service). There was a lack of racial diversity among North Carolina's superintendents with African-Americans serving as the only ethnic minorities in this advanced leadership role. There was also a gender imbalance among North Carolina superintendents, although more than half of all assistant principals and principals were women.

¹Hill, J., Ottem, R., DeRoche, J., Owens, C. (2016). Trends in public and private school principal demographics and qualifications: 1987-88 to 2011-12. Stats in Brief. NCES 2016-189.

North Carolina principals were younger and had less education experience than superintendents. Principals were also further from retirement with only 27 percent having 25 or more years of experience. Also, 23 percent of principals held doctorate and other advanced degrees. More than one in four principals belonged to an ethnic minority group and almost two-thirds of all principals were women.

More than half of assistant principals were younger than 45 years of age, and 39 percent had fewer than fifteen years of education experience. Also, 86 percent of assistant principals had at least a master's degree, and ten percent had a doctorate or other advanced degree. More than one-third (35 percent) of assistant principals were ethnic minorities, and women represented greater numbers (63 percent) in the assistant principalship than any other level of school leadership.

Demand Trends

In 2018-19, 253 new principals were hired, with the majority of new principals employed in the North Central region. Assistant principals were also in high demand, with 547 new hires, almost 30 percent, hired in the North Central region. Only 12 superintendents were hired state-wide.

Data regarding principal retention demonstrate that over 40 percent of North Carolina's principals were no longer employed in the state's public schools after 4 years on the job, and that more than half left their positions after five years. Age data indicated that administrator turnover rates over the next several years will increase due to retirement, particularly among superintendents. Considering the number of new MSA graduates in 2018-19 (277) and the number of assistant principals who are under the age of 40, the data indicates that a large pool of potential principals and superintendents currently exists to fill these gaps.

Supply Trends

A total of 812 school administrators were hired in North Carolina in 2018-19 (12 superintendents, 253 principals, and 547 assistant principals). Of the new principals, 84 percent were employed as assistant principals during 2017-18. In addition, 48.3 percent of assistant principals were employed as teachers the previous year. These numbers, in addition to the number of new MSA graduates (277) produced by the UNC System in 2018-19, suggest that there would be a minimal shortfall in the supply of school administrators needed to meet the state demand.

If it is assumed that out-of-state preparation data holds true to previous reports at five percent of the supply, one might deduce that the supply of new administrators produced by the UNC System equaled 54 percent of the 2018-2019 state demand for new administrators, leaving 46 percent of positions to be filled via other preparation pathways. Further exacerbating this supply issue is the fact that only 13 percent of new assistant principal hires hold provisional licenses. It is important to note that increased turnover among more experienced principals, declining enrollment in principal preparation programs, and the hiring of principals from out-of-state are key considerations when determining supply trends. In addition, there are likely many educators who hold licenses in school administration who do not yet serve as school administrators—lending even greater complexity to the estimation of school administrator supply-and-demand trends.

Conclusion

Principal turnover continues to be issue in North Carolina, with more than half of the state's principals leaving their job after five years of employment. Levin & Bradley (2019) note that principal turnover can

disrupt school improvement, increase teacher turnover, and lower gains in student achievement—these declines in student outcomes are even stronger in high-poverty, low achieving schools.² As principals often leave their jobs due to inadequate preparation and limited professional development opportunities, program improvements in principal preparation are key to increasing principal retention.

A closer look at the supply and demand of educational leaders in North Carolina reveals an issue with both the numbers of leaders being produced and the lack of racial diversity in the leadership pipeline. Research clearly indicates the positive impact of increased diversity in school leadership for both teachers and students, such as higher rates of teacher job satisfaction, greater administrative support and recognition, and more access to the resources necessary to teach. Additionally, diverse leadership in schools has been shown to reduce the disciplinary action gap between African-American and White students and improve the number of African-American students identified as academically gifted.³ Beyond the fact that there is a need for program growth and greater access to high-quality principal preparation programs, there should be more attention given to the low levels of racial diversity amongst educational leaders in North Carolina. According to the 2018-2019 data, 86 percent of superintendents are white, 74 percent of principals are white, and 67 percent of assistant principals are white in North Carolina.

In response to the need for greater access to quality preparation for school leaders, the Transforming Principal Preparation Program (TP3) was consolidated with the North Carolina Principal Fellows Program (NCPFP) in 2019, creating a more strategic and unified funding source for the principal preparation programs in North Carolina. The new NCPFP/TP3 combines TP3's competitive grants-based model with the Principal Fellows' Commission-based governance to ensure North Carolina's aspiring leaders are well-trained and retained in North Carolina's high-needs schools. The consolidation of the two principal preparation programs allows for a competitive model amongst the providers as resources are assigned to recruit high-quality candidates to the most rigorous, evidence-based preparation programs. The consolidated programs plan to produce approximately 40 percent of the state's educational leadership demand.

The consolidated NCPFP/TP3 is open to traditional public and independent institutions of higher education, as well as non-traditional, non-profit routes of entry. Through the incentive of state funds, the program integrates the key research-based components of successful principal preparation nationwide, including:

- Proactive, intentional recruitment efforts;
- A high bar for entry;
- Rigorous and relevant coursework;
- Strategic and sustained investments in teacher and principal salaries;
- Teacher recruitment scholarships for hard-to-staff schools and subjects;
- Teacher leadership and alternative compensation pilots;
- Targeted investments in high-quality recruitment and principal preparation;

² Levin, S. & Bradley, K. (2019). Understanding and addressing principal turnover: A review of the research. Reston, VA: National Association of Secondary School Principals and The Learning Policy Institute.

³Viano, S. L., & B. Hunter, S. (2017). Teacher-principal race and teacher satisfaction over time, region. *Journal of Educational Administration*, 55(6), 624-639. doi:10.1108/JEA-10-2016-0122. See also Roch, C. H., & Elsayed, M. A. A. (2020). Race, school discipline, and administrative representation. *International Public Management Journal*, 23(2), 161-185. doi:10.1080/10967494.2019.1659196; Grissom, J. A., Rodriguez, L. A., & Kern, E. C. (2017). Teacher and principal diversity and the representation of students of color in gifted programs: Evidence from national data. *The Elementary School Journal*, 117(3), 396-422. doi:10.1086/690274

APPENDIX I

- A full-time, paid residency; and
- A focus on authentic partnerships with and preparation for service in high-need schools and districts

North Carolina has demonstrated a commitment to improve the supply and capacity of educational leaders through a consolidation of state funds. However, educational leadership for public school instruction should portray representative diversity. Developing flexible, competency-based models that allow for virtual, self-paced adult professional learning in the training of K12 leadership could assist with this goal. Moreover, the creation of a coaching/mentoring model by former graduates of the NCPFP/TP3 program would build the capacity of educational leaders utilizing a prescriptive approach. With the state's ongoing commitment to educational leadership, a diverse pool of leaders can change the outcomes and experiences of our K12 students.



**UNC-NCCCS Joint Initiative for Teacher Education and Recruitment
Annual Report**

June 15, 2020

**University of North Carolina System
Chapel Hill, North Carolina**

UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report

A Critical Need

In North Carolina, the opportunity to receive a sound basic education is a fundamental right. In light of that commitment, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University of North Carolina System.

Unfortunately, we know this critical need is more of a challenge than ever before. From 2011 to 2018, enrollment in education programs within the UNC System charted a thirty percent decline, mirroring a national trend where some states have seen staggering declines of approximately fifty percent.¹ Added to this are the same underlying perennial issues: a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and, among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career.

All of these challenging realities speak to the importance of robust, strategic, and proactive teacher recruitment efforts. While the UNC System remains the state's largest producer of public school educators, it is clear that teacher preparation pathways have changed in significant ways over the last decade. In particular, more students have sought to pursue a teaching credential by starting at a community college before transferring to an institution in the UNC System to complete their bachelor's degree in education. The UNC and North Carolina Community College systems are working in tandem to ensure that there is a clear and accessible talent pipeline for recruiting, preparing, and retaining the teachers of tomorrow's classrooms.

Continuing Efforts

Over the past decade, there have been numerous measures implemented under the larger umbrella effort of the UNC-NCCCS Joint Initiative on Teacher Education and Recruitment. As one of the foundational steps after the initiative was established in 2006, the UNC System contracted with Noel-Levitz to conduct market research to assess the recruitment practices of all fifteen educator preparation programs (EPPs) and used that assessment to identify the most effective campus-based strategies, as well as to identify any potential gaps in their respective recruitment efforts.

Building on that work, the UNC System established a recruitment network, so that each EPP had a designated point of contact to spearhead recruitment efforts for their respective institution, which were informed by the Noel-Levitz findings and formalized by an institution-authored recruitment plan. The other key goals of the recruitment network was to foster a spirit of collaboration among the other EPPs and to encourage each to build a relationship with their surrounding communities, especially with surrounding LEAs and area community colleges.

Although the Joint Initiative is no longer funded, the UNC and NC Community College Systems continue to take significant and important steps to create clear, accessible pathways for students to enter the teaching profession – cutting down on the costly duplication of courses and needless confusion of program requirements. With the revision of the Comprehensive Articulation Agreement (CAA) in 2014,

¹ Partelow, Lisette. "What to Make of Declining Enrollment in Teacher Preparation Programs." *Center for American Progress*, 3 Dec. 2019, www.americanprogress.org/issues/education-k-12/reports/2019/12/03/477311/make-declining-enrollment-teacher-preparation-programs/.

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transfer pathways into education programs were developed at each UNC System Institution. All education programs have a pathway noted for Associate in Arts and Associate in Science degrees as part of the CAA.

As the teacher workforce continues to change in a dynamic 21st century economy, so too must recruitment strategies. For example, when the North Carolina Teaching Fellows Program was reestablished by the General Assembly in 2017, the new eligibility framework created an avenue for community college students to apply as a transfer student for a Teaching Fellows award. These are the types of policy changes that fully utilize established talent pipelines, especially when community colleges can be a key element in helping to recruit more diverse candidates and may help incentivize candidates to return back to their home communities to teach.

Existing Needs

The UNC System receives an annual appropriation of \$750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters.

While these funds provide vital support, two changes to current programs that the General Assembly included in the proposed 2019 State Budget would further benefit the System's recruitment efforts:

1. The expansion of the North Carolina Teaching Fellows Program to include three additional EPPs. This revenue-neutral expansion would expand the footprint of the current program across the state, with a particular focus on geographic and racial diversity of the EPPs included as program partners. This expansion is critical especially in light of the fact that greater geographic diversity would overlap with most of the most high-needs school districts.
2. Structural changes to the current framework of the Future Teachers of North Carolina program would allow the program to be a System-wide initiative across all 15 EPPs (the current FTNC model has three IHE partners currently). By engaging all 15 EPPs, the reworked model would be better positioned for outreach to LEAs across the state, greatly expanding the number of high school juniors and seniors presented with the opportunity to pursue the teaching profession. To further engage high school juniors and seniors in selecting education as a potential major, the NCCCS is also currently exploring options for integration of the Future Teachers of North Carolina program. Additional outreach within high schools to provide information about starting a future teaching degree at the community college with subsequent transfer to a UNC EPP is being planned.

Conclusion

Teacher recruitment is a complex but critical task. Public perceptions and media coverage of the teaching profession; divisive public policy debates over teacher pay, academic standards, and educational equity; and a relentless – albeit important – focus on improving teacher quality and student outcomes can lead potential teachers to choose a different career path. But at the core, our success recruiting teachers today

UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report

will define the success of the public schools in North Carolina tomorrow. Therefore, teacher recruitment must continue to be a foundational goal for educator preparation programs.



Annual Educator Preparation Report

Report to the Joint Legislative Education Oversight Committee

June 15, 2020

The University of North Carolina System

Chapel Hill, North Carolina

Pursuant to GS 116-11 (12d), the Board of Governors of The University of North Carolina shall provide a comprehensive annual report on teacher education efforts at The University of North Carolina each year to the Joint Legislative Education Oversight Committee and the State Board of Education.

Introduction

Teacher preparation is a core part of the University of North Carolina System's identity. Many UNC System institutions were founded over the past two centuries for the purpose of teacher preparation. While their missions have expanded since those early days, the focus on educator preparation remains paramount.

The fifteen Educator Preparation Programs (EPPs) in the UNC System are leaders in efforts to prepare teachers to be successful as they focus on continuous improvement of their programs. UNC System graduates make up 43 percent of the public school teachers in North Carolina, but that number could be a lot higher. To that end, the System's strategic plan, *Higher Expectations*, calls on our institutions to increase the number of high-quality credentials in several critical workforce areas, including K-12 education. UNC System teacher education programs are responding to this goal through several strategic efforts aimed at preparing more—and more effective—teachers and school leaders for the public schools of North Carolina through recruitment, preparation, and teacher quality research.

UNC Educator Preparation Trends

The UNC System's colleges of education have experienced significant declines in enrollment, mirroring a nationwide trend. Between 2011 and 2018 alone, enrollments in educator preparation programs in the UNC System dropped 30 percent. Those numbers have rebounded some since 2016, but are still far below previous levels.¹ Despite these enrollment declines, the UNC System is still the largest producer of public school teachers in North Carolina. Thirty-seven percent of the teachers in North Carolina's public schools are UNC System graduates and 43 percent of the beginning teaching corps (i.e., teachers with less than two years of experience) graduated from UNC System EPPs. Research indicates that, overall, teachers prepared at UNC System institutions generally have higher value-added estimates, earn higher evaluation ratings, and stay in the classroom longer than teachers prepared through most other routes.² Data from 2018 indicate that about 84% of UNC System graduates met or exceeded targets for expected student growth.³

Educator Preparation & P12 Partnership Efforts

The UNC System established the Division of University & P12 (Preschool through 12th Grade) Partnerships in 1998. The division was created to acknowledge the University's priority of strengthening North Carolina's public schools and educator preparation programs. This work continues to be one of the University's highest priorities. Now structured within the Strategy and Policy Division, the P12 Partnerships team is the primary liaison with the fifteen UNC System schools of education, inter-institutional programs related to P12 education, the NC Department of Public Instruction, the NC General

¹ See UNC Educator Quality Dashboard. "Enrollment". <http://eqdashboard.northcarolina.edu>.

² Research suggests that teachers who enter through Teach for America perform better than UNC-trained teachers, as do visiting international teachers in some subjects. See Bastian, Kevin and Qi W. Xing. "Staffing North Carolina's Classrooms: Evidence Connecting Teacher Preparation to Teacher Outcomes." Education Policy Initiative at Carolina (EPIC) (2015): https://publicpolicy.UNC.edu/files/2015/07/Staffing_North-Carolinas_Classrooms_Evidence-Connecting_Teacher-Preparation_to_Teacher-Outcomes_April-2016.pdf.

³ See UNC Educator Quality Dashboard. "Education Value-Added Assessment System (EVAAS)." <http://eqdashboard.northcarolina.edu/performance-employment/>.

Assembly, and all other programs and organizations related to the University's support for public schools, students, and teachers. The division is primarily focused on the UNC System's goal of preparing effective teachers and school leaders for North Carolina's public schools. The division staff works toward this mission by supporting evidence-based programs, initiatives, and strategic research to improve P12 practices and educator preparation.

In 2015, the UNC Board of Governors Subcommittee on Teacher and School Leader Quality adopted a set of recommendations designed to strengthen, focus, and, where necessary, redesign UNC System educator preparation programs to produce a world-class educator workforce for North Carolina (Appendix A). These recommendations guided the work of the P12 Division for several years, and significant progress has been made in accomplishing these overarching goals. The state has re-launched the Teaching Fellows program, providing recruitment incentives for teacher candidates at three UNC System institutions to serve in high-need fields and schools in North Carolina; all educator preparation programs in the UNC System now use edTPA, a validated performance tool enabling data-driven improvements in candidates' preparation and teacher education programs; and the Educator Quality Dashboard has served as a national model for ensuring public accountability for the state's public EPPs enabling more data-driven policymaking for educator preparation across the state. The division has worked diligently to ensure greater public accountability, implement research-based approaches to teacher and principal preparation, increase collaboration and partnerships, expand and enhance high quality clinical practice, strengthen recruitment and selection of prospective candidates into educator preparation programs, and improve support for early career educators.

Educator Preparation & Recruitment

Even amidst this progress, the UNC System knows there is more work to be done, especially in light of new policies, higher expectations, and increasing demands upon P12 schools. In addition, System Office leaders recognize the benefit of multiple approaches to meaningful improvement and sustainable change, and have endeavored to build on state-level policy reforms and system-wide efforts by working with EPP leaders, practicing teachers, and other stakeholders on key initiatives. The P12 Division administers and provides support for the following initiatives:

North Carolina Teaching Fellows Program

First established in 1986, the North Carolina Teaching Fellows Program is a forgivable-loans-for-service program designed to recruit high-achieving students into the teaching profession. Teaching Fellows provides up to \$4,125 per semester in financial aid that is repayable through teaching service in any North Carolina public school—traditional public, lab school, or charter school.

Reauthorized by the NC General Assembly in 2017, the Teaching Fellows program now focuses specifically on recruiting for the high-need subject areas of STEM and Special Education. There are currently five EPP partners -- two private and three UNC System institutions: North Carolina State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte. In 2019, the Board of Governors included a proposal to expand the Teaching Fellows program to three additional EPPs. That proposal is currently awaiting legislative approval.

There are currently 164 Teaching Fellows, and the process is underway to select the third class of candidates for the 2020-2021 academic year. While the primary goal of the Teaching Fellows program is to produce high-quality educators in high-need subject areas, there is a particular focus on increasing the diversity of teaching fellows in terms of both racial and geographic representation.

North Carolina Principal Fellows Program/Transforming Principal Preparation Program (TP3)

The Principal Fellows Program, created in 1993, was originally designed to provide state-funded forgivable loans to principal candidates attending UNC System institutions. In 2015, the Transforming Principal Preparation Program (TP3), a competitive grants-based program for high-quality principal preparation, was established in North Carolina.

In 2019, the General Assembly took action to reform principal preparation by enacting Senate Bill 227: TP3/Principal Fellows Consolidation. The legislation consolidates the traditional Principal Fellows Program with the Transforming Principal Preparation Program (TP3), revolutionizing the way North Carolina recruits and prepares school leaders. The consolidated program retains the competitive grants-based model of TP3 and the state-appointed Commission governance structure of the Principal Fellows Program. In the first full year of the merger (2021-2022), there are 109 candidates scheduled to graduate.

Future Teachers of North Carolina

The purpose of the Future Teachers of North Carolina Program (FTNC) is to encourage high-achieving high school students to consider teaching as a profession by providing opportunity to enroll in college-level, introductory education courses that award up to six credit hours at a partnering UNC System institution. The three UNC System partner institutions are North Carolina A&T State University, the University of North Carolina Wilmington, and Western Carolina University. FTNC was established by the General Assembly in 2017.

As required by the authorizing legislation, the System Office worked with faculty members from each of the partner institutions of higher education (IHEs) to develop a course curriculum, supported by a team from RTI International. High school teachers who are accepted into the program attend a curriculum training and receive professional development support. Support is also provided to support targeted recruitment efforts to participating students by hosting campus visits to learn more about the respective education programs of the partner institutions.

The BOG has proposed legislative changes to the FTNC program that would expand the current program footprint from three institutions to all System EPPs. This pending change would provide institutions with greater opportunity to partner with school districts in their respective regions and strengthen the recruitment pipeline by providing a clearer pathway and easier transition from high school into an EPP.

Teacher Recruitment Fund

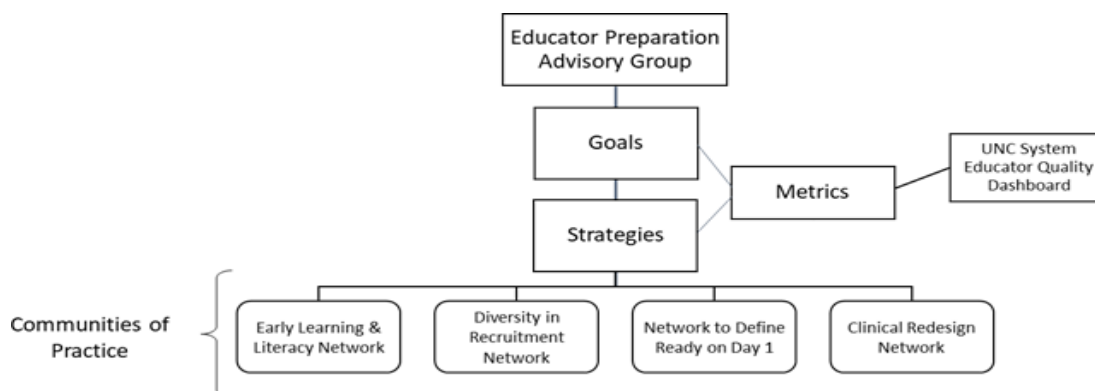
The UNC System receives an annual appropriation from the NC General Assembly of \$750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters.

Educator Preparation Advisory Group

In 2018, the UNC System Office commissioned a report, *Leading on Literacy*⁴, to examine undergraduate teacher preparation programs within its constituent institutions. The study identified several opportunities for improvement in teacher preparation, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher recruitment and preparation more broadly. In response to these findings, the System Office convened an Educator Preparation Advisory Group in 2018, comprised of education experts across P12 and higher education, with the mission to support and accelerate improvement of teacher preparation across the UNC System.

Over the course of 18 months, the advisory group developed a set of goals, strategies, and actions to accelerate improvement in educator preparation (Appendix B). Each of the strategies that the advisory group prioritized will generate an associated “community of practice” to *catalyze action* among a group of EPPs within the UNC System to accelerate their progress toward one or more of the Advisory Group’s goals (see Figure 1).

Figure 1: Relationship between the Advisory Group’s Goals, Metrics, Strategies, and Communities of Practice



This internal review overlapped substantially with another state-wide effort to increase educational quality and attainment across the full P20 spectrum: the myFutureNC initiative. In its final recommendations, the myFutureNC Commission included placing a priority on recruiting, developing, and retaining excellent educators state-wide.

Early Learning and Literacy Impact Coalition

The Educator Preparation Advisory Group formulated the Early Learning and Literacy Impact Coalition as the first of the communities of practice. Teams from five diverse educator preparation programs (three UNC System institutions and two private institutions) developed a set of recommendations

⁴ Bryan, B.A., Hougen, M., & Nelson, K. (2018). *Leading on Literacy: Challenges and Opportunities in Teacher Preparation Across the University of North Carolina System*. Chapel Hill, NC: University of North Carolina System Office. https://www.northcarolina.edu/UNC_Teacher_Prep_Report_2018.

over the course of year. The working group, facilitated by Deans for Impact, a national non-profit, based its recommendations upon the belief that educator preparation programs must set clear expectations for early childhood and elementary candidates such that they understand and organize their teaching around the principles and practices that are identified in *The Science of Early Learning*.⁵ The coalition established recommendations for the State Board of Education to advance improved practice in early learning and literacy (Appendix C).

In February 2020, the co-chairs of the Educator Preparation Advisory Group presented to the Board of Governors the recommendations set forth by the Early Learning and Literacy Coalition, in addition to a progress report of the advisory group's efforts. As noted previously, the Board of Governors passed a Resolution on Teacher Preparation (Appendix D), which charged UNC System educator preparation programs to develop a unified literacy framework to be adopted and implemented by all institutions by June 2022. In addition, the resolution outlined an annual timeline for reporting progress on each of the goals set forth by the Educator Preparation Advisory Group.

Other Initiatives

Laboratory Schools

In 2016, the North Carolina General Assembly passed legislation requiring the UNC Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools rather than eight. These laboratory schools are considered K-12 public schools of choice, operated by a UNC System institution rather than by a local school district. Five laboratory schools are currently open and operating: East Carolina University's Community School, Western Carolina University's The Catamount School, Appalachian State University's Appalachian Academy at Middle Fork, The University of North Carolina at Greensboro's Moss Street Partnership School, and the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy. The University of North Carolina at Charlotte (UNCC) is scheduled to open an additional laboratory school in the 2020-21 academic year.

The establishment of the UNC laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The Lab Schools directly partner with local school districts to promote evidence-based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals. UNC Lab Schools serve every part of the University of North Carolina System mission — teaching, research, and public service.

GEAR UP

In 2019, the University of North Carolina System Office was awarded a new, seven-year, \$25.7 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is the fourth statewide GEAR UP grant that the UNC System has secured since 2000.

GEAR UP is a national college access initiative funded by the U.S. Department of Education, aimed at increasing the number of low-income students enrolled at and succeeding in postsecondary education. As a state grantee, GEAR UP North Carolina disseminates information about college access across the state. At designated target school districts, located in financially-disadvantaged areas, GEAR UP reaches

⁵ Deans for Impact (2019). *The Science of Early Learning*. Austin, TX: Author.

students to get them motivated and on track to pursue post-secondary education. The program's work with 12th graders is designed to help them transition from high school to postsecondary education.

GEAR UP NC uses a two-part strategy to serve students in fifteen high schools across multiple school districts. Services are provided to 6th and 7th grade students and their families in five middle schools, and their respective feeder high school also receives GEAR UP priority services. These services include customized instruction to improve math and science preparation, afterschool and summer academic enrichment, and access to STEM and computer science apprenticeship opportunities. These students will continue to receive services as they complete high school and their first year of postsecondary education. In addition to targeting the five feeder high schools, priority services are also provided in ten additional high schools across multiple school districts. Special consideration is given to high schools with low rates of college enrollment. Twelfth graders and their families receive just-in-time support, such as financial aid counseling, college advising, and college match and fit counseling. Students also receive student coaching during their first year of postsecondary education. By 2026, GEAR UP North Carolina will provide academic preparation and college exploration services to nearly 35,000 students and their families.

Digital Learning

The UNC System and the North Carolina Independent Colleges and Universities (NCICU) are working collaboratively under a contract with the North Carolina State Board of Education to create a professional development strategy related to the Digital Learning Competencies for faculty at educator preparation programs. As part of this effort, working groups comprised of representatives from the UNC System and NCICU were established and have jointly recommended Micro-Credentialing as a professional development strategy for EPP faculty. During the 2019-2020 academic year, the working groups have jointly completed the following deliverables:

- Planning for the *2020 Digital Learning Research Symposium* and work on the refinement of the Professional Development Strategy
- Collaboration with Elon University to host the *2020 Digital Learning Research Symposium*, a joint meeting of the NCICU and UNC EPP deans/department chairs held on February 14, 2020. The symposium featured an agenda focused on digital learning techniques led by EPP graduates and EPP faculty teaching throughout the state.
- The working groups are jointly authoring a final report on their recommended Professional Development Strategy of Micro-Credentialing. The final report will also include a refined version of the Digital Learning Competencies for EPP faculty, as well as recommendations for a streamlined version of the Digital Learning Progress Rubric for EPPs.

Strategic Research Initiatives

Established in 2007, the UNC Educator Quality Research Initiative is an ongoing strategic research partnership among UNC System subject matter experts focused on the development and implementation of an annual agenda of research on educator preparation and effectiveness. This initiative provides educator preparation programs in the UNC System with research evidence to inform program improvement efforts, enhances state-wide understanding of critical workforce needs, and supports evidence-based education reform efforts. This collaborative partnership has investigated numerous topics, including: the value-added effectiveness of teachers entering the profession through varied pathways; on-the-job performance and retention of graduates of UNC System educator preparation programs; beginning teacher and employer perceptions of preparation quality; the predictive validity of teacher performance assessments; the effectiveness of teachers with graduate degrees; and beginning teachers expertise in evidence-based early literacy instruction. In addition, the annual research agenda

includes the rigorous evaluation of the efficacy and efficiency of several P12 programs and initiatives, such as Laboratory Schools, Principal Fellows, and the North Carolina New Teacher Support Program.

In 2015, the UNC Educator Quality Dashboard was developed to share and disseminate key findings from the strategic research agenda. The dashboard is a public, interactive, web-based tool designed to ensure greater public accountability, increase transparency, and facilitate data for all education stakeholders. Built with SAS® data visualization software, the dashboard provides an easy-to-use interface that enables users, including educators, administrators, policymakers, parents, and students, to analyze and display data on educator quality within selected populations, geographic regions, or subject areas. Visitors to the dashboard may examine performance indicators at the System and institution levels across a range of factors, including educator recruitment, selection, preparation and performance. The dashboard is also useful for analyzing the impact of educator preparation program graduates on P12 student learning, measures associated with national accreditation, and other outcome-based indicators. The dashboard can be viewed online at eqdasbhoard.northcarolina.edu.

In 2017, the Data and Strategic Research Advisory Committee (DSRAC) was established to better utilize the significant expertise at UNC System institutions to guide and inform the annual strategic research agenda, data dashboards, and required educator preparation program reporting. The DSRAC is comprised of university leaders and research faculty from all 15 UNC System educator preparation programs and is tasked with ensuring all research initiatives reflect the most accurate and beneficial data for program improvement. The DSRAC is also tasked with providing expert consultation on the development of new measures and refinement of current indicators of educator quality; ensuring data and research drive program improvement and evidence-based decision-making cultures among UNC System educator preparation programs, and ensuring all strategic research initiatives remain at the forefront of research and development.

Innovations in Educator Preparation

BWF Fast Track Scholars: The Burroughs Wellcome Fast Track Scholars Program began in 2006 as a partnership between the Burroughs Wellcome Fund and four University of North Carolina System institutions: North Carolina Central University, North Carolina State University, UNC Asheville, and UNC-Chapel Hill. The BWF Fast Track program was designed to create a “fast track” pathway to teacher certification for science and math majors. At each of the four participating institutions, the Provost, Dean of Education, and Dean(s) of Arts & Sciences collaborated to develop the “fast track” pathway offered to junior and senior science or math majors to obtain teacher certification in a science/math licensure area, along with a science or math baccalaureate degree.

The BWF program also provided scholars with financial support and the opportunity to participate in a STEM-focused international trip as a professional development opportunity after teaching in the classroom for two years. The BWF partnership was designed to support approximately 30 slots at each participating institution. While the funding for scholarships has ended, the BWF Fast Track program remains an important example of an innovative partnership that created specific pathways to foster recruitment and preparation of high-quality STEM candidates.

UNC-BEST and North Carolina A&Teach: The UNC-BEST and North Carolina A&Teach programs recruit STEM majors in either their junior or senior year and provide an accelerated pathway to teacher licensure, which includes careful instruction in pedagogy and time dedicated for students to be in a classroom environment. These abridged pathways provide students with the benefit and added marketability of

teacher licensure without additional time, coursework, or expense. Both serve as examples of how institutions can take the initiative to tailor pathways in a way that is organically supported by the campus leadership and faculty—particularly by independently securing grant funding for their respective efforts that allows for financial assistance to be offered to participating students. Funding from the National Science Foundation’s Robert Noyce Teacher Scholarship program was utilized to support the North Carolina A&Teach work, and NSF Noyce funding has also supported similar STEM teacher recruitment efforts at other campuses, including Appalachian State, East Carolina, NC State, and UNC Charlotte.

Educator Preparation at UNC Asheville: Students at UNC Asheville have the opportunity to pursue a major of their choosing while also obtaining teaching certification in four years. The program currently offers teacher licensure in twelve areas of concentration, including middle and high school math and science.

The Walter and Daisy Carson Latham Clinical Schools Network: The Walter and Daisy Carson Latham Clinical Schools Network is a partnership between East Carolina University and 47 public school systems in North Carolina, encompassing approximately 600 schools and 22,500 teachers. The network represents a shared responsibility for the recruitment, induction, retention, and renewal of teachers across eastern North Carolina. The network provides quality field placements for pre-service teachers in diverse settings and authentic clinical experiences that promote interaction between university faculty, public school faculty, teacher education candidates, and public school students.

Pathway to Practice NC: The Pathway to Practice program helps North Carolina address its growing teacher shortage by providing a new avenue for residency-licensed or lateral entry teachers to gain licensure. To provide more effective teacher preparation for residency-licensed teachers, UNC-Chapel Hill’s School of Education and NC State’s College of Education established Pathway to Practice to provide residency-licensed teachers with the teaching skills and knowledge they need to be effective in the classroom. Pathway to Practice is affordable, self-paced, competency-based, and offered 100% online. The program launched in October 2017, with 15 residency-licensed teachers. In less than a year, Pathway to Practice had more than doubled its enrollment. Since it began, the program has seen 12 teachers complete the program and earn full teacher licensure, with another 86 residency-licensed teachers from across the state currently enrolled.

Conclusion

Preparing more high-quality teachers and school leaders for North Carolina’s P12 students is one of the University of North Carolina System’s highest priorities. This goal is central to the UNC System’s mission and Strategic Plan. While no single solution will transform North Carolina’s educator workforce alone, the work of the Division of University & P12 Partnerships makes an important contribution in fostering the success of North Carolina students.

The goals, strategies, programs, and initiatives outlined in this report reflect the UNC System’s long-standing contribution and renewed commitment to the long-term success of P12 education in North Carolina. It is worth noting that a global economy and an ever-changing policy landscape both underscore the vital need to continually expand and reexamine the System Office’s efforts to make meaningful reforms to educator preparation the linchpin of transformative change for P12 education.

400.4.1

Adopted 02/08/74

Amended 02/13/76

Amended 09/13/85

Amended 01/09/98

Amended 11/11/04

Amended 05/27/16

Amended 03/23/18*

Amended 05/20/20

**Policy on Standards for Licensure of Nonpublic Degree
Granting Postsecondary Activity**

I. Purpose. This policy implements N.C. Gen. Stat. § 116-15 (hereinafter G.S.), relating to the standards for licensure for nonpublic degree granting postsecondary activity in North Carolina.

II. Definitions

A. "Postsecondary degree" means a credential conferring on the recipient thereof the title of "Associate," "Bachelor," "Master," or "Doctor," or an equivalent title, signifying educational attainment based on:

1. Interactions between faculty and students following a coherent course of study with specified student outcomes; and/or
2. A coherent course of study in which the student and instructor are not in the same place delivered either synchronously or asynchronously with specified student outcomes and faculty-student interaction mediated through electronic means; or
3. A combination of the foregoing; provided, that "postsecondary degree" shall not include any honorary degree or other so-called "unearned" degree.

B. "Institution" means any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or university that engages in, purports to engage in, or intends to engage in any type of postsecondary degree activity.

C. "Nonpublic institution" means an institution that is not a constituent institution of the University of North Carolina or the North Carolina Community College System.

D. "Instruction" means delivery of a coherent and formal plan of study constructed for students so that they can demonstrate specific learning outcomes.

E. "Postsecondary degree activity" means:

1. Awarding a postsecondary degree; or
2. Conducting or offering study, experience, or testing for an individual or certifying prior successful completion by an individual of study, experience, or testing, under the representation that the individual successfully completing the study, experience, or testing will receive credit, at least in part, that may be used toward a postsecondary degree.

Postsecondary degree activity includes conduct with respect to either a complete postsecondary degree program or any study, experience or testing represented as creditable toward a postsecondary degree.

F. “Publicly registered name” means the name of any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or institution that appears as the subject of any Articles of Incorporation, Articles of Amendment, or Certificate of Authority to transact business or to conduct affairs, properly filed with the Secretary of State of North Carolina and currently in force.

G. “Board” means the Board of Governors of the University of North Carolina.

III. Exemption from Licensure

A. Institutions Continuously Conducting Postsecondary Degree Activity in North Carolina since July 1, 1972. Any institution that has been continuously conducting postsecondary degree activity in this State under the same publicly registered name or series of publicly registered names since July 1, 1972, shall be exempt from the provisions for licensure upon presentation to the Board of Governors of information acceptable to the Board to substantiate such postsecondary degree activity and public registration of the institution’s names. Any institution that, pursuant to a predecessor statute, had presented to the Board proof of activity and registration such that the Board granted exemption from licensure, shall continue to enjoy such exemption without further action by the Board. [G.S. 116-15(c)]

B. Programs Relative to Religious Education. No institution shall be subject to licensure under this section with respect to postsecondary degree activity based upon a program of study, equivalent experience, or achievement testing, the institutionally planned objective of which is the attainment of a degree in theology, divinity, or religious education or in any other program of study, equivalent experience, or achievement testing that is designed by the institution primarily for career preparation in a religious vocation. This exemption shall be extended to any institution with respect to each program of study, equivalent experience, and achievement test that the institution demonstrates to the satisfaction of the Board should be exempt from licensure requirements. [G.S. 116-15(d)]

C. Institutions Conducting Postsecondary Degree Activity within the Military. To the extent that an institution undertakes postsecondary degree activity on the premises of military posts or reservations located in this State for military personnel stationed on active duty there, or their dependents, or employees of the military, the institution shall be exempt from licensure requirements. [G.S. 116-15(e)] If the institution offers or conducts postsecondary degree activity for other persons, the institution shall be subject to licensure. Institutions declared exempt under this section shall present annual reports to the UNC System Office describing degree activity and enrollments.

D. Distance Education Conducted Pursuant to a State Authorization Reciprocity Agreement. Any institution conducting postsecondary degree activity in North Carolina pursuant to a State Authorization Reciprocity Agreement to which the State of North Carolina is a party shall be exempt from licensure requirements.

IV. Standards for Licensure. To be licensed to conduct postsecondary degree activity in the State of North Carolina, a nonpublic postsecondary educational institution shall satisfy the Board of Governors that

it meets the standards as specified by G.S. 116-15(f) and has demonstrated that its academic programs meet the Board of Governors' standards for an education of good quality.

A. Standard 1 (Charter). The institution shall be state-chartered. If chartered by a state or sovereignty other than North Carolina, the institution shall also obtain a Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina issued by the Secretary of State of North Carolina. [G.S. 116-15(f)(1)]

1. Charter. The institution is chartered by the Secretary of State of North Carolina and has been issued a Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina, if applicable.

2. Availability of articles of incorporation. A copy of the articles of incorporation or other relevant business formation documents of the institution and all amendments thereto must be on file in the office of the chief executive officer of the institution and available for review on request during normal working hours by any person. If the institution is chartered outside North Carolina, a copy of the Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina must also be on file in the office of the chief executive officer and be available for review by any person.

3. Availability of articles of incorporation of controlling corporation(s). If the institution is controlled, directly or indirectly, by one or more other business entities, a copy of the governing documents and amendments thereto of each such business entity must also be on file in the office of the chief executive officer of the institution and be available for review by any person.

B. Standard 2 (Period of Operation). The institution must have been conducting postsecondary degree activity in a state or sovereignty other than North Carolina during consecutive, regular-term academic semesters, exclusive of summer sessions, for at least the two years immediately prior to submitting an application for licensure under this section, or must have been conducting with enrolled students, for a like period in this State or some other state or sovereignty, postsecondary educational activity not related to a postsecondary degree; provided, that an institution may be relieved temporarily of this standard under the conditions set forth herein. [G.S. 116-15(f)2 and G.S. 116-15(i)]

Availability of interim permit. An institution which meets the standards for licensure set forth herein except for having conducted postsecondary degree activity for at least the two years immediately prior to submitting an application for licensure may be granted an interim permit to conduct postsecondary degree activity if the institution can demonstrate stability, experience, reputation, and performance which two years of operation would normally denote.

C. Standard 3 (Program of Study). The substance of each course, program of study, equivalent experience, or achievement test must be such as may reasonably and adequately achieve the stated objective for which the study, experience, or test is offered in order to be certified as successfully completed. [G.S. 116-15(f)(3)]

1. Support of mission. The program of study offered by an institution must reflect and support the mission of the institution and be reasonably designed to achieve the stated objectives.

2. Programs and Courses. Programs and courses will have academic curricula that are designed to achieve stated educational objectives. The institution shall demonstrate that each academic program is approved by the faculty and the administration and evaluated on a regular basis to determine its effectiveness. This evaluation must include assessment of student learning outcomes, retention and graduation rates, and student and faculty satisfaction.
3. Distance education. Academic standards, student learning outcomes, and student satisfaction for distance education courses must be substantively the same as for courses delivered in-person. The technology used must be appropriate to meet course objectives. Distance education must promote interaction between students and faculty and among students.
4. General education. If the institution offers associates or bachelor's degrees, then the institution shall offer a general education program that is a substantial component of each such degree. One or more courses, or their equivalencies, must be taken from each of humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The institution must identify appropriate general education competencies and provide evidence that graduates have attained those competencies.
5. Associate degrees. The general education component of an associate's degree ordinarily consists of a minimum of 15 semester hours or the equivalent. Associate degree programs will ordinarily consist of a minimum of 60 semester credit hours or the equivalent.
6. Baccalaureate degrees. The general education component of a baccalaureate degree ordinarily consists of a minimum of 30 semester hours or the equivalent. Baccalaureate degree programs must include clearly defined requirements for majors in academic disciplines. Baccalaureate degree programs will ordinarily consist of courses carrying a minimum of 120 semester credit hours or the equivalent.
7. Graduate degrees. An institution's graduate degree programs must be more advanced in academic content than its associates and baccalaureate degree programs. Graduate degree programs must be designed to encourage independent learning and contributions to a profession or field of study. A graduate degree program ordinarily requires one or more academic year of full-time course work or the equivalent in part-time attendance, independent study, work-study, or other similar programs. However, an institution may award a graduate degree to students who have completed the requirements of a graduate program at an accelerated pace or can otherwise demonstrate that they have met the objectives of the program.
8. Residence. Institutions may only award postsecondary degrees to students who have completed at least twenty-five percent (25%) of the degree's required credit hours or equivalent at the institution. The UNC System Office may waive this provision for good cause shown, which good cause may include an institution teaching out the students of a recently closed institution.
9. Transferability. The institution shall publish its transfer policies in the institution's catalog. These policies must define criteria for transferring credit. The institution shall have a defined and published policy for evaluating, awarding and accepting credit for academic instruction, regardless of its mode of delivery.

D. Standard 4 (Facilities and Library). The institution must have adequate space, equipment, instructional materials, and personnel available to it to provide education of good quality. [G.S. 116-15(f)(4)]

1. Facilities. The institution shall operate and maintain facilities that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.
 - a. Compliance with safety and health laws. The institution shall comply with all ordinances and laws relative to the safety and health of persons on the campus.
 - b. Laboratories and equipment. Laboratories and equipment must be adequate for supporting the particular program of instruction and enhancing student-learning outcomes.
 - c. Experiential Learning Sites. Institutions must ensure that sites used in field placement, internships, externships, clinical rotations, and similar experiential learning activities are safe and adequate. Institutions must publish policies regarding how experiential learning sites will be evaluated prior to hosting students and on an ongoing basis. Institutions which seek to offer experiential learning must show that there are adequate sites and supervisors available to the institution's students. Institutions must clearly communicate to students and prospective students whether it is the institution's responsibility or the student's responsibility to locate any required experiential learning site. .
 - d. Housing. Student housing owned, leased, maintained, or approved by the institution must be appropriate, safe, and adequate.
 - e. Nonownership. If the facilities from which the institution operates are not owned by the institution, the institution must demonstrate that facilities from which it operates or other acceptable facilities are likely to be available to it for one and one-half times the duration of the most lengthy postsecondary degree program offered.
 - f. Equipment. Equipment required to fulfill the institution's mission must be operational and in an adequate state of repair.
2. Library and electronic resources. The institution must have an adequate library or access to a library and information resources.
 - a. Objectives and policies. The library must have a mission statement and objectives that are compatible with the institution's mission. The library must engage in a formal, iterative planning and assessment process that includes faculty and students. The institution's students must have access to regular and timely instruction in the use of the library.

b. Consortia agreements. Institutions may demonstrate compliance with subsection (D)(2) of this policy through entering consortia agreements with existing libraries. Consortia agreements with other libraries must define the following:

- (1) The extent to which the holdings of the other libraries support adequately the institution's educational program and enrollment at the relevant degree level;
- (2) The degree to which students of the institution can use these libraries and the nature of the use, including procedures for student and faculty registration for use;
- (3) The arrangements with the other libraries for acquisition of materials needed for the institution's educational program which the outside library may not normally acquire;
- (4) The degree of authority of the institution's officials in making library policy to support the needs of the institution;
- (5) Financial arrangements or fees for the use of other libraries; and
- (6) Responsibilities of the institution for replacement of materials lost or otherwise misused by students of the institution. The details of the contractual arrangements with other libraries must meet the criteria outlined in these standards.

c. Staff and Administration. The institution must have a librarian. The librarian will ordinarily have a graduate library degree from a school of library science that is accredited by the American Library Association. The librarian must report to an appropriate senior administrator. The librarian must perform duties of a professional nature involving organization of the library program, supervision or performance of acquisitions, cataloging, reference, circulation and use functions, and coordination of the library with the academic program of the institution. Any additional library staff must be of a size and quality adequate to meet the objectives of the library and the academic programs it supports. The institution must publish hours during which an appropriate library staff member will be available to assist students. If the institution maintains a physical library, the library must be open to student access for a reasonable number of hours when classes are not scheduled. The library must have a formal channel for soliciting input from and communicating with the user community, including a selection of faculty members representative of the academic programs of the institution.

d. Budget. The institution must provide the library an operating budget, sufficient to provide, maintain, and insure adequate and suitable library holdings, facilities, and services.

e. Library facilities. If the institution maintains a physical library, then the space assigned for library usage must be conducive to study. The size must be appropriate for the student body, number of volumes in the collection, and the type of instructional program emphasized by the institution. Space allocated for book

and periodical shelving must be sufficient for growth, as well as for the current collection. Adequate space must be provided for staff, library services, and other instructional materials.

f. The library collection. The holdings of the library must be appropriate for the purpose, course offerings, degree programs, and enrollment of the institution. The library must have a collecting strategy that must assures the quality and appropriateness of the collection. The institution must evaluate of the collection by checking holdings against bibliographies and basic lists, reviewing circulation and interlibrary loan or consortial lending statistics, and processing faculty and student feedback.

E. Standard 5 (Faculty and Other Personnel Qualifications). The education, experience, and other qualifications of directors, administrators, supervisors, and instructors must be such as may reasonably ensure that the students will receive, or will be reliably certified to have received, education of good quality consistent with the stated objectives of any course or program of study, equivalent experience, or achievement test offered by the institution. [G.S. 116-15(f)(5)]

1. Faculty. The institution must employ competent faculty members to accomplish the mission and goals of the institution, and must give them a central role in curriculum development and delivery.

2. Educational credentials. The institution must document and justify the qualifications of its faculty members.

a. Faculty teaching in programs leading to a baccalaureate degree, associate's degree, or non-degree programs offering credit towards a degree. Faculty teaching in a baccalaureate's degree program, an associate's degree program or a non-degree program offering credit towards a degree must hold either (i) a master's degree from an institution accredited by an accreditor recognized by the Council for Higher Education Accreditation (CHEA) with a minimum of eighteen graduate semester hours or the equivalent in the discipline the faculty member is teaching, or (ii) a baccalaureate degree from an institution accredited by an accreditor recognized by CHEA and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that reasonably prepare the faculty member to teach at the postsecondary level in the discipline.

b. Faculty teaching in programs leading to graduate or professional degrees. Faculty teaching in programs granting graduate or professional degrees must hold either (i) the doctorate or other terminal degree in the teaching discipline or related field from an institution accredited by an accreditor recognized by CHEA, or (ii) a graduate degree from an institution accredited by an accreditor recognized by CHEA and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that reasonably prepare the faculty member to teach at the graduate level in the discipline.

c. Graduate teaching assistants. Graduate teaching assistants must hold a master's degree or 18 graduate semester hours in the teaching discipline from an institution accredited by an accreditor recognized by CHEA. Graduate assistants

must be directly supervised by a faculty member experienced in the teaching discipline with planned and periodic evaluations.

3. Size. The number of faculty, proportion of part-time to full-time faculty members, and ratio of faculty to students must be sufficient to ensure the effectiveness of the educational program, including counseling and advising of students.

4. Appointment, Definition of responsibilities, and evaluation. The institution must publish and implement policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. Faculty responsibilities must be defined in writing. The institution must evaluate the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status.

5. Faculty development. The institution must provide for ongoing professional development of faculty. Faculty individually must engage in continuing professional study or research appropriate to their responsibilities.

6. Appointment. The institution must publish policies on academic freedom in a manner accessible to students, prospective students, and the public.

7. Faculty involvement in decision-making. The institution must publish policies, in a manner accessible to students, prospective students, and the public, clearly defining the role of the faculty in decision making in the hiring of other faculty, curriculum development, evaluation of faculty, and the hiring and evaluation of administrative staff.

8. Stability. The faculty conducting classes in upper-division courses must be stable. The institution must provide a roster evidencing such stability in its initial application and in each annual report. The institution must induce such stability with adequate salaries, fringe benefits, desirable working conditions, and tenure status as appropriate.

9. Administration. The executive, administrative, and academic officers of the institution must have a graduate or professional degree from an institution accredited by an accreditor recognized by CHEA, or a baccalaureate degree and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that reasonably prepare them for their positions.

F. Standard 6 (Catalog). The institution must provide students and other interested persons with a catalog or brochure containing information describing the substance, objectives, and duration of the study, equivalent experience, and achievement testing offered; a schedule of related tuition, fees, and all other necessary charges and expenses; cancellation and refund policies; and such other material facts concerning the institution and the program or course of study, equivalent experience, and achievement testing as are reasonably likely to affect the decision of the student to enroll therein, together with any other disclosures that may be specified by the Board. Such information is provided to prospective students prior to enrollment. [G.S. 116-15(f)(6)]

1. The catalog may be hard copy, or may consist of one or more webpages. The catalog, or if the catalog is electronic, notification of where it may be accessed online, must be provided to students and prospective students prior to enrollment. As used in this

subsection (F), “prior to enrollment” means at least five days prior to the institution receiving any money from the student or prospective student that is not fully refundable.

2. In addition to those items enumerated in G.S. 116-15(f)(6), the catalog must also include:

- a. A description of the faculty and their qualifications;
- b. A description of students’ rights and the student code of conduct;
- c. The institution’s admission policies;
- d. A statement regarding the transferability of its academic credit to other academic institutions that are accredited by an accreditor recognized by the CHEA. For those institutions which are not accredited, their catalog must include a disclaimer that academic credit earned may not transfer to accredited institutions and that degrees earned may not be accepted for admission to higher degree programs at accredited intuitions;
- e. The procedures used by the institution to evaluate and grant academic credit for postsecondary degree activity completed elsewhere;
- f. The dates defining the time period covered by the catalog, which may not be longer than two years;
- g. The institution’s mission;
- h. The entity or entities which own the institution, if not the institution itself;
- i. Name, title, and office location of the institution’s officer responsible for receiving students who wish to file complaints and to seek redress;
- j. Information regarding how students may file complaints with the Board of Governors;
- k. If applicable, location, telephone number, electronic mail and web address of the principal office of the corporation owning the institution;
- l. Availability of health care services and degree of responsibility of the institution for providing such services;
- m. The institution’s cancellation and refund policy;
- n. A description of job placement assistance provided to students and former students;
- o. In the case of institutions delivering courses through distance education, information on the nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, and availability of academic support services;

- p. A statement of what programs, if any, satisfy educational requirements for professional licensure in North Carolina;
- q. The membership of the governing board of the institution, along with the membership of the governing board of any parent entities; and
- r. The location where the institution's tuition guarantee bond is filed.

G. Standard 7 (Program Completion Credentials). Upon satisfactory completion of study, equivalent experience, or achievement test, the student must be given appropriate educational credentials by the institution, indicating that the relevant study, equivalent experience, or achievement testing has been satisfactorily completed by the student. [S. 116-15(f)(7)] The institution must employ sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The institution must have published policy for evaluating, awarding and accepting credit for transfer, experiential learning, advanced placement, and equivalent experiences that is consistent with its mission and ensures that course work and learning outcomes are at the appropriate postsecondary level.

H. Standard 8 (Student Records). The institution must maintain records that are adequate to reflect the application of relevant performance or grading standards to each enrolled student. [G.S. 116-15(f)(8)] The institution must protect the security, confidentiality, and integrity of its student records. The institution must maintain student records for each student, whether or not the student completes the educational program.

1. Content of records. Records must show attendance, progress, and grades of each enrolled student.
2. Purpose of records. Adequate student records must be maintained by the institution to substantiate student attendance, academic progress, grades earned, and to provide evidence that satisfactory standards are enforced relative to attendance, progress, and performance.
3. Disposition of records. The institution must ensure that student records are provided to the North Carolina State Archives in the event that the institution discontinues operations. In the case of an institution having more than one campus, the institution must transfer a copy of closing campus's student records, including without limitation each student's transcript, regardless of whether the entire institution is closing. Records must be transmitted in a form acceptable to the North Carolina State Archives.
4. Records security. The institution must ensure the security and confidentiality of student records, consistent with state and federal law and industry best practices.

I. Standard 8B (Student Services). Consistent with its mission, the institution must provide student support programs, services, and activities. These services may include admissions, orientation, counseling and guidance, academic advising, financial aid advising, health care, job placement, student records, and extracurricular activities. The institution must evaluate the effectiveness of the services it provides to students.

1. Admissions. The institution must have a clearly stated admissions policy. High school graduation or an equivalent credential should ordinarily be required to matriculate. A baccalaureate degree or equivalent must be required for admission into graduate or professional degree programs. Admission must be determined by the readiness and ability of a student to gain knowledge from the instructional offerings.
 2. Counseling and guidance. Appropriate counseling and guidance services must be available to students. An advisor must be assigned to assist each student in program planning, course selection, and other academic matters.
 3. Health care services. Suitable health care services must be readily available in or near the institution. The character of these services and degree of institutional responsibility must be stated in the catalog and other appropriate literature.
 4. Outcome data. Institutions must provide graduation and retention data to students, prospective students, and the University of North Carolina System Office (UNC System Office) upon request, along with the methodology used to calculate that graduation and retention data. If the institution calculates job placement data for any purpose, that data must be provided to students, prospective students, and the UNC System Office upon request. Institutions must maintain records sufficient to verify graduation, retention, and job placement data which is reported to students, prospective students, and the UNC System Office on a student-by-student basis. Institutions must engage in planning processes reasonably calculated to increase students' graduation, retention, and job placement rates.
- J. Standard 9 (Compliance with Ordinances and Laws). The institution must be maintained and operated in compliance with all pertinent ordinances and laws, including rules and regulations adopted pursuant thereto, relative to the safety and health of all persons upon the premises of the institution. [G.S. 116-15(f)(9)]
- K. Standard 10 (Finance and Organization). The institution must be financially sound and capable of fulfilling its commitments to students. [G.S. 116-15(f)(10)]
1. Finances. The institution must possess and maintain adequate financial resources to sustain its mission and purpose.
 - a. Stability. Financial resources including enrollment, cash reserves, and endowment (if any) must be stable and show that the institution is capable of maintaining operations for an extended period of time. The minimum "extended period of time" is one and one-half times the duration of the most lengthy postsecondary degree program offered.
 - b. Adequacy. The following financial indicators must be in keeping with industry standards and reasonably likely to produce an education of good quality for students:
 - (1) Average annual expenditures per student for educational programs or average annual income per student from educational activities;

- (2) Financial ratios utilized in industry standard accounting analyses, such as the Current Ratio, Cash Ratio, Total Debt to Assets ratio;
 - (3) Measures utilized as part of debt covenant compliance; and
 - (4) Analytical ratios specific to higher education, such as the Composite Financial Index and those methods adopted by the National Association of College and University Business Officers.
 - c. Plan for financial development. The institution must maintain a coordinated, comprehensive, and flexible financial plan for its long-range management.
 - d. Financial records and audit report. The institution's recent financial history must demonstrate financial stability. The institution must present documents consistent with generally accepted accounting standards reflecting its financial condition during the application process and yearly thereafter in the reporting process. The institution must maintain adequate and sufficient financial records, and its financial statements must be audited annually by an independent certified public accountant (CPA) according to generally accepted auditing standards. The independent certified public accountant must render an unqualified opinion as to the fairness of presentation of financial statements and as to their conformity with generally accepted accounting principles.
 - e. Insurance. Adequate casualty and liability insurance must be maintained to protect the institution's financial interests.
 - f. Bonding. A tuition guaranty bond, or equivalent, of not less than \$10,000 and at least equal to or higher than the maximum amount of prepaid tuition held (i.e., unearned tuition held) existing at any time during the most recent fiscal year must be maintained. The bond must secure the institution's compliance with G.S. 116-15 and Section 400.1 of the UNC Policy Manual. The bond must continue in effect until cancelled by the institution, and it must recite that such cancellation may not be effective prior to 30 days' notice of cancellation to the Board. The institution must provide a statement by an independent certified public accountant specifying the existing principal amount of tuition guaranty bond and that the principal amount is not less than \$10,000 and is at least equal to or higher than the maximum amount of prepaid tuition held (i.e., unearned tuition held) existing at any time during the most recent fiscal year. Such statement should be expressed as follows: "The guaranty tuition bond in the amount of _____ (amount) maintained by _____ (name) as of the date of this statement is not less than \$10,000 and is at least equal to or higher than the maximum amount of prepaid tuition held (i.e. unearned tuition held) existing at any time during the fiscal year ended _____." The UNC System Office shall promulgate regulations relating to the proper calculation of the bond.
2. Organization. The institution must be organized to provide efficient and effective administrative, program, and resource support for the attainment of its mission. The institution must demonstrate that there is an ongoing planning and evaluation process that guides its decision-making and actions. The institution must demonstrate that it engages

in continuous planning, evaluation, and improvement. The institution must be able to demonstrate that it accomplishes its mission by presenting student outcome data, faculty data, and other evaluative data. The institution must substantively follow all of its internal policies and procedures..

- a. Mission statement. The institution must have a mission statement which includes the philosophy and objectives of the institution. The mission statement must be periodically reviewed. The mission statement must be published in a manner accessible to students, prospective students, and the public.
- b. Governance. The institution must operate under control of a governing board. The board must be responsible for formulation of institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary service(s), selection and evaluation of a chief executive officer, fiscal stability of the institution, the institutional mission, development and maintenance of bylaws consistent with the institution's mission and specifying the number, manner of appointment, and terms of officers and members of the board; frequency of minimum meetings per annum; format of official minutes of board meetings; and all matters related to duties, responsibilities, and procedures of the governing board and its members.
- c. Management and Administration. There must be a clear and appropriate distinction between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. The institution must have a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. The governing board must have a policy and a process to monitor and resolve conflicts of interest. The institution must develop and maintain a policy or policies regarding the roles of the governing board, administrators, faculty, and students in resolution of issues and determination of the policies.

3. Teachout

- a. An institution must provide the Board a teachout plan when:
 - (1) For accredited institutions, the institution is notified that its institutional accreditation is or will be terminated;
 - (2) For institutions participating in Federal Student Aid programs pursuant to Title IV of the Higher Education Act of 1965 (Title IV funding), the institution is notified that its Program Participation Agreement will not be renewed, or that the United States Department of Education (the Department) will bring an action against the institution to limit, suspend, or terminate its Title IV funding, or that the Department has or will institute an emergency action against it pursuant to 34 C.F.R. § 668.83;
 - (3) For institutions authorized in other states or jurisdictions, notification that another state or jurisdiction has or will suspend or terminate the institution's authorization;

(4) The filing of bankruptcy or receivership of the institution or of a corporate parent; and

(5) When otherwise requested by the UNC System Office

b. A teachout plan must contain:

(1) The projected date of closure;

(2) An explanation of how students, faculty, and staff will be informed of the closure;

(3) An explanation, on a student-by-student basis, of the institution will help affected students to complete their programs of study with minimal disruption;

(4) Copies of signed teachout agreements with other institutions, if any;

(5) A description of how faculty and staff will be redeployed or helped to find new employment;

(6) Confirmation that the institution has contacted the North Carolina State Archives to begin transferring student records;

(7) When required by the UNC System Office, confirmation that the institution has ceased new enrollments and refunded any monies paid by prospective students who had not yet matriculated; and

(8) Other information and representations required by the UNC System Office.

c. The UNC System Office will not release the institution's tuition guaranty bond held pursuant to G.S. 116-15(f1) until the institution's teachout plan is approved by the UNC System Office and the institution has completed the plan.

L. Standard 11 (Business Practices). The institution, through itself or those with whom it may contract, must not engage in promotion, sales, collection, credit, or other practices of any type which are false, deceptive, misleading, or unfair. [G.S. 116-15(f)(11)]

M. Standard 12 (Professional Conduct). The chief executive officer, trustees, directors, owners, administrators, supervisors, staff, instructors, and employees of the institution must not have a record of unprofessional conduct or incompetence that would reasonably call into question the overall quality of the institution. [G.S.116-15(f)(12)]

N. Standard 13 (Student Housing). Any student housing owned and maintained or approved by the institution, if any, must be appropriate, safe, and adequate. [G.S. 116-15(f)(13)] All federal, state, and local laws and regulations must be complied with respect to the safety and health of occupants and visitors to student housing.

O. Standard 14 (Cancellation and Refund Policy). The institution must have a fair and equitable cancellation and refund policy. [G.S. 116-15(f)(14)] The institution must have and maintain a fair and equitable cancellation and refund policy that applies equally to all students. Such policy must be published in a manner accessible to students, prospective students, and the public.

P. Standard 15 (Institutional Agent). No person or agency with whom the institution contracts may have a record of unprofessional conduct, or incompetence that would reasonably call into question the overall quality of the institution. [G.S. 116-15(f)(15)] Appropriate information must be readily available for review concerning any person or agency with whom the institution contracts for academic or support services.

V. License and Interim Permit. To be issued a license, the institution must satisfy the Board that standards enumerated in section IV., above, are met. An institution which meets standards for licensure except for having conducted postsecondary degree activity for at least two years immediately prior to submitting an application for licensure may be granted an interim permit to conduct postsecondary degree activity if the institution can demonstrate a quality of stability, experience, reputation, and performance which two years of operation would normally denote. Before the end of the period of the interim permit, the institution will be re-evaluated to determine if it qualifies for a license. Procedural regulations regarding licenses and interim permits, including without limitation rules regarding reviewing, revoking, suspending, and modifying licenses and interim permits, will be promulgated by the UNC System Office. These procedural regulations may include regulations allowing the president or the president's designee to grant licenses to be later ratified by the Board. Unless issued a license or interim permit, or declared exempt from licensure, postsecondary degree activity may not be undertaken in North Carolina by nonpublic institutions.

VI. Enforcement. The UNC System Office shall will to the attention of the Attorney General, for such action as the Attorney General may deem appropriate, any institution failing to comply with these requirements for licensure.

VII. Licensure Fees. All institutions applying for or receiving licensure to conduct educational activities in North Carolina must pay licensing fees and annual fees as set by the UNC System Office.

VIII. Other Matters

A. Effective Date. The requirements of this policy shall be effective on the date of adoption of this policy by the Board of Governors.

B. Relation to Federal and State Laws. The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, those statutory enactments which may govern or relate to the subject matter of this policy.

C. Regulations and Guidelines. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

*Supersedes Section 400.4.1, originally entitled, "Policy on Licensing Nonpublic Institutions to Conduct Postsecondary Degree Activity in North Carolina," adopted February 8, 1974, and last amended May 27, 2016.

A-2. Authorization of Tuition for 2020-21

The following RESOLUTION for the 2020-21 academic year reflects no tuition increases due to the COVID-19 pandemic. The only exception is for new degree programs that will begin in Fall 2020. Resident undergraduate tuition rates for 2020-21 will only apply to the cohort of students that enroll in the fall of 2020.

RESOLUTION AUTHORIZING TUITION

WHEREAS, G.S. 116-143 requires that the Board of Governors of the University of North Carolina System shall fix the tuition and fees, not inconsistent with the actions of the General Assembly, at the UNC System constituent institutions.

NOW, THEREFORE, BE IT RESOLVED, that, effective with the Fall Term of 2020, the constituent institutions are authorized to charge and collect the following tuition rates.

I. 2020-21 Tuition Rates

In accordance with legislative and UNC System Office guidelines, institutions submitted tuition and fee proposals for 2020-21. Due to the COVID-19 pandemic, no tuition increases are recommended. The tuition amounts for all current programs will remain unchanged from the 2019-20 academic year and are shown on pages 4 through 10. Four institutions are requesting to establish rates for new degree programs as shown below:

A. New Professional School Programs

Appalachian State University

MS in Athletic Training – new established rates – \$6,839, residents/\$20,271, nonresidents

Appalachian State University is requesting to establish tuition rates as shown above for the new Master of Science in Athletic Training program approved by the Board of Governors in November 2017. The tuition differential above the graduate base rate is \$2,000 for the MS in Athletic Training. This differential is comparable to other new MSAT programs within the UNC System. The tuition revenue would cover accreditation and association fees, as well as comprehensive program review fees for CAATE (the AT national accreditation board), clinical education site maintenance, program management software to track student hours, preceptors, and clinical site information, personnel costs to extend two nine-month faculty to 12 months, and support for student scholarships and graduate assistantships.

UNC Charlotte

College of Liberal Arts & Sciences – new established rates - \$7,037, residents/\$20,471, nonresidents
Graduate Certificate in Biomedical Sciences
Graduate Certificate in Biotechnology

UNC Charlotte is requesting to establish tuition rates as shown above for the new Graduate Certificates in Biomedical Sciences and Biotechnology. The tuition differential above the graduate base rate is \$2,700. The proposed rate is the same as the existing certificate programs for Bioinformatics Applications and Bioinformatics Technology at UNC Charlotte. The revenue generated would cover program instructional support, faculty development, program staffing and operating costs, and need-based and merit-based financial aid.

UNC Pembroke

MS-Athletic Training – new established rates – \$5,775, residents/\$17,838.18, nonresidents

UNC Pembroke is requesting to establish tuition rates as shown above for the new Master of Science in Athletic Training program approved by the Board of Governors in November 2017. The tuition differential above the graduate base rate is \$1,495. An analysis of MSAT programs in South Carolina, Virginia, and North Carolina (UNC System and private institutions) shows that the cost of UNCP's MSAT degree is less than most institutions. The requested differential puts UNCP's program in the best competitive position, both within the state and surrounding states, while providing the additional funds necessary for a quality graduate health care program. The tuition revenue generated would support recruitment of highly qualified faculty, clinical supplies and equipment, and equipment maintenance costs.

Western Carolina University

MS-Athletic Training – new established rates – \$6,135, residents/\$16,542, nonresidents

Western Carolina University is requesting to establish tuition rates as shown above for the new Master of Science in Athletic Training program approved by the Board of Governors in November 2017. The tuition differential above the graduate base rate is \$1,700 for the MS in Athletic Training. This program is housed in the College of Health and Human Services. There are several graduate programs within the college that have tuition differentials ranging from \$600 (Master of Social Work) to \$4,800 (Doctor of Nurse Practitioner). The tuition revenue generated would support faculty and student professional development, program software, clinical supplies and equipment, recruitment, and marketing.

B. 2020-21 Increases in Regular Tuition Rates

Institution		N.C. Residents		Nonresidents	
		From	To	From	To
North Carolina State University					
	UG	6,535.00	6,535.00	26,654.00	26,654.00
	Grad	9,095.00	9,095.00	26,421.00	26,421.00
College of Veterinary Medicine					
D.V.M. Candidate	Grad	17,039.00	17,039.00	45,080.00	45,080.00
Veterinary Graduate	Grad	9,095.00	9,095.00	26,421.00	26,421.00
Institute for Advanced Analytics					
Master of Advanced Analytics	Grad	19,095.00	19,095.00	36,421.00	36,421.00
College of Management					
Master of Accounting	Grad	22,157.00	22,157.00	39,421.00	39,421.00
Master of Business Admin.	Grad	23,220.00	23,220.00	41,031.00	41,031.00
Master of Global Luxury & Management	Grad	23,220.00	23,220.00	41,031.00	41,031.00
College of Design					
Bachelor of Architecture (5th year)	UG	7,935.00	7,935.00	28,054.00	28,054.00
Master of Architecture	Grad	10,495.00	10,495.00	27,821.00	27,821.00
Master of Landscape Architecture	Grad	10,495.00	10,495.00	27,821.00	27,821.00
Master of Art and Design	Grad	10,495.00	10,495.00	27,821.00	27,821.00
Master of Graphic Design	Grad	10,495.00	10,495.00	27,821.00	27,821.00
Master of Industrial Design	Grad	10,495.00	10,495.00	27,821.00	27,821.00
Doctorate of Design	Grad	13,095.00	13,095.00	30,421.00	30,421.00
College of Engineering					
MS in Chemical Engineering	Grad	11,495.00	11,495.00	28,821.00	28,821.00
MS in Computer Engineering	Grad	13,895.00	13,895.00	31,221.00	31,221.00
MS in Electrical Engineering	Grad	13,895.00	13,895.00	31,221.00	31,221.00
MS in Electric Power Systems Engineering	Grad	13,895.00	13,895.00	31,221.00	31,221.00
Joint Department (NC State & UNC-CH) of					
Biomedical Engineering - MS Train	Grad	13,395.00	13,395.00	30,721.00	30,721.00
MS in Computer Networking (CSC & ECE)	Grad	13,895.00	13,895.00	31,221.00	31,221.00
Master of Computer Science	Grad	14,695.00	14,695.00	32,021.00	32,021.00
MS in Computer Science	Grad	14,695.00	14,695.00	32,021.00	32,021.00
College of Sciences					
Master of Financial Mathematics	Grad	19,095.00	19,095.00	36,421.00	36,421.00
UNC-Chapel Hill					
New UG student in 2018-19 or 2019-20	UG	7,019.00	7,019.00	34,198.00	34,198.00
Returning UG Student (continuously enrolled since 2017-18)	UG			33,889.00	33,889.00
	Grad	10,552.00	10,552.00	28,278.00	28,278.00
School of Business					
Master of Accounting (includes summer)	Grad	41,711.00	41,711.00	62,117.00	62,117.00
MBA	Grad	48,051.00	48,051.00	63,174.00	63,174.00
Receipts-Supported Business Programs:					
MAC Online (15 months)	Grad	69,425.00	69,425.00	69,425.00	69,425.00
MBA for Execs. Evening (24 mos.)	Grad	88,608.00	88,608.00	88,608.00	88,608.00
MBA for Execs. Weekend (20 mos.)	Grad	119,305.00	119,305.00	119,305.00	119,305.00
MBA @ UNC (24 mos./online)	Grad	125,589.00	125,589.00	125,589.00	125,589.00

B. 2020-21 Increases in Regular Tuition Rates (continued)

Institution		North Carolina Residents		Nonresidents	
		From	To	From	To
UNC-Chapel Hill (continued)					
Graduate School/Sch. of Info. & Lib. Science					
PSM in Biomedical Health Informatics	Grad	16,802.00	16,802.00	34,528.00	34,528.00
Graduate School					
PSM in Toxicology	Grad	18,552.00	18,552.00	36,278.00	36,278.00
Sch. of Journalism and Media	Grad	13,135.00	13,135.00	29,702.00	29,702.00
MA Media & Communication	Grad	14,885.00	14,885.00	31,452.00	31,452.00
School of Law					
Juris Doctor (J.D.)	Grad	21,141.00	21,141.00	38,287.00	38,287.00
International LLM	Grad	N/A		44,314.00	44,314.00
School of Education					
Master of Arts in Teaching	Grad	11,552.00	11,552.00	29,278.00	29,278.00
Master in School Administration	Grad	11,552.00	11,552.00	29,278.00	29,278.00
Master in Educational Innovation, Technology & Entrepreneurship	Grad	18,552.00	18,552.00	36,278.00	36,278.00
School of Government (MPA)	Grad	11,552.00	11,552.00	29,278.00	29,278.00
MPA @ UNC (27 months-receipts supported)	Grad	54,405.00	54,405.00	54,405.00	54,405.00
School of Info. & Library Science					
MS in Information Science	Grad	14,052.00	14,052.00	31,778.00	31,778.00
MS in Library Science	Grad	14,052.00	14,052.00	31,778.00	31,778.00
Post Masters Certificate	Grad	16,552.00	16,552.00	34,278.00	34,278.00
PSM in Digital Curation	Grad	18,712.00	18,712.00	37,458.00	37,458.00
School of Social Work (MSW)	Grad	14,602.00	14,602.00	32,578.00	32,578.00
Health Affairs					
School of Pharmacy					
Pharm D	Grad	22,387.00	22,387.00	44,948.00	44,948.00
School of Nursing	UG	7,019.00	7,019.00	34,198.00	34,198.00
MS in Nursing	Grad	17,352.00	17,352.00	35,078.00	35,078.00
Post Masters of Science in Nursing	Grad	17,352.00	17,352.00	35,078.00	35,078.00
Doctor of Nursing Practice	Grad	17,352.00	17,352.00	35,078.00	35,078.00
School of Public Health	UG	7,019.00	7,019.00	34,198.00	34,198.00
	Grad	11,418.00	11,418.00	28,387.00	28,387.00
Master of Public Health	Grad	18,418.00	18,418.00	35,387.00	35,387.00
MS in Public Health	Grad	18,418.00	18,418.00	35,387.00	35,387.00
Master of Healthcare Administration	Grad	18,418.00	18,418.00	35,387.00	35,387.00
MS in Environmental Engineering	Grad	12,618.00	12,618.00	29,587.00	29,587.00
DrPH	Grad	16,418.00	16,418.00	33,387.00	33,387.00
School of Dentistry					
D.D.S.	Grad	35,609.00	35,609.00	62,124.00	62,124.00
ASPID (receipts supported)	Grad	115,000.00	115,000.00	115,000.00	115,000.00
Dental Hygiene	UG	7,019.00	7,019.00	34,198.00	34,198.00
Dental Graduate (except Oral and Craniofacial Biomedicine)	Grad	12,153.00	12,153.00	30,000.00	30,000.00
Dental MS Programs (except Oral and Craniofacial Biomedicine & Dental Hygiene)	Grad	16,609.00	16,609.00	35,124.00	35,124.00
MS in Dental Hygiene	Grad	14,353.00	14,353.00	32,200.00	32,200.00
Oral & Craniofacial Biomedicine (MS & PhD)	Grad	10,552.00	10,552.00	28,278.00	28,278.00

B. 2020-21 Increases in Regular Tuition Rates (continued)

Institution		North Carolina Residents		Nonresidents	
		From	To	From	To
UNC-Chapel Hill (continued)					
School of Medicine					
M.D.	Grad	32,746.00	32,746.00	60,140.00	60,140.00
MS-TraIn (Joint Dept. of BME with NC State)	Grad	14,852.00	14,852.00	32,578.00	32,578.00
Medical Technology	UG	7,019.00	7,019.00	34,198.00	34,198.00
School of Medicine/Allied Health Sciences					
Master of Clinical Laboratory Science	Grad	18,402.00	18,402.00	36,128.00	36,128.00
Master of Radiologic Science	Grad	18,402.00	18,402.00	36,128.00	36,128.00
Doctor of Audiology	Grad	18,402.00	18,402.00	36,128.00	36,128.00
Doctor of Physical Therapy - Entry Level	Grad	18,402.00	18,402.00	36,128.00	36,128.00
Post-Prof. Transitional-Doctorate					
Physical Therapy	Grad	18,402.00	18,402.00	36,128.00	36,128.00
MS in Occupational Therapy	Grad	18,402.00	18,402.00	36,128.00	36,128.00
MS in Clinical Rehabilitation and Mental					
Health Counseling	Grad	18,402.00	18,402.00	36,128.00	36,128.00
MS in Speech-Language Pathology	Grad	18,402.00	18,402.00	36,128.00	36,128.00
Physician Assistant (includes summer)	Grad	28,359.00	28,359.00	50,874.00	50,874.00
East Carolina University	UG	4,452.00	4,452.00	20,729.00	20,729.00
	Grad	4,749.00	4,749.00	17,898.00	17,898.00
Master of Business Admin.	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Master of Science in Accounting	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Business Analytics Certificate	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Hospitality Management Certificate	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Management Info. Systems Certificate	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Marketing Certificate	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Project Management Certificate	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Supply Change Management Certificate	Grad	6,999.00	6,999.00	20,148.00	20,148.00
MS in Sustainable Tourism & Hospitality	Grad	4,749.00	4,749.00	17,898.00	17,898.00
Sustainable Tourism Certificate	Grad	6,999.00	6,999.00	20,148.00	20,148.00
MS in Athletic Training	Grad	4,749.00	4,749.00	17,898.00	17,898.00
School of Dental Medicine	Grad	29,944.00	29,944.00	N/A	
School of Medicine	Grad	20,252.00	20,252.00	48,649.00	48,649.00
Master of Public Health	Grad	6,549.00	6,549.00	19,698.00	19,698.00
MS in Communication Science & Disorders	Grad	7,749.00	7,749.00	20,898.00	20,898.00
MS in Nursing	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Post Masters of Science in Nursing	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Doctor of Nursing	Grad	6,999.00	6,999.00	20,148.00	20,148.00
Doctor of Nursing Practice	Grad	7,799.00	7,799.00	20,948.00	20,948.00
MS in Occupational Therapy	Grad	6,149.00	6,149.00	19,298.00	19,298.00
Master of Social Work	Grad	5,361.00	5,361.00	18,510.00	18,510.00
Doctor of Audiology	Grad	7,149.00	7,149.00	20,298.00	20,298.00
Doctor of Physical Therapy	Grad	6,829.00	6,829.00	19,978.00	19,978.00
Physician Assistant	Grad	8,686.00	8,686.00	21,835.00	21,835.00
Doctor of Philosophy in Communication					
Sciences & Disorders	Grad	7,149.00	7,149.00	20,298.00	20,298.00

B. 2020-21 Increases in Regular Tuition Rates (continued)

Institution		North Carolina Residents		Nonresidents	
		From	To	From	To
N.C. A&T State University	<i>UG</i>	3,540.00	3,540.00	17,050.00	17,050.00
	<i>Grad</i>	4,745.00	4,745.00	17,545.00	17,545.00
Master of Business Administration	<i>Grad</i>	7,745.00	7,745.00	20,150.00	20,150.00
Joint School of Nanoscience and					
Nanoengineering with UNCG	<i>Grad</i>	5,219.00	5,219.00	18,937.00	18,937.00
Joint Masters in Social Work with UNCG	<i>Grad</i>	5,219.00	5,219.00	18,937.00	18,937.00
Joint Ph.D in Social Work with UNCG	<i>Grad</i>	5,219.00	5,219.00	18,937.00	18,937.00
UNC Charlotte	<i>UG</i>	3,812.00	3,812.00	17,246.00	17,246.00
	<i>Grad</i>	4,337.00	4,337.00	17,771.00	17,771.00
College of Business					
Master of Accountancy	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
Master of Business Administration	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
Doctor in Business Administration	<i>Grad</i>	25,337.00	25,337.00	38,771.00	38,771.00
MS in Management	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
Business Foundations Certificate	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
Business Analytics Certificate	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
Entrepreneurship & Innovation Certificate	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
MBA Plus Certificate	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
MS in Economics	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
Applied Econometrics Certificate	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
MS in Mathematical Finance	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
MS in Real Estate	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
Real Estate & Financial Devel. Certificate	<i>Grad</i>	10,337.00	10,337.00	23,771.00	23,771.00
College of Arts & Architecture					
Master of Architecture	<i>Grad</i>	6,087.00	6,087.00	19,521.00	19,521.00
MS in Architecture	<i>Grad</i>	4,337.00	4,337.00	17,771.00	17,771.00
Master of Urban Design	<i>Grad</i>	6,087.00	6,087.00	19,521.00	19,521.00
College of Business and the College of					
Computing and Informatics					
PSM in Data Science & Business Analytics	<i>Grad</i>	11,337.00	11,337.00	24,771.00	24,771.00
Data Science Business Analytics Certificate	<i>Grad</i>	11,337.00	11,337.00	24,771.00	24,771.00
College of Computing and Informatics					
MS in Computer Science	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
MS in Information Technology	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
MS in Cyber Security	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
Network Security Certificate	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
Secure Software Development Certificate	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
Bioinformatics Applications Certificate	<i>Grad</i>	7,037.00	7,037.00	20,471.00	20,471.00
Bioinformatics Technology Certificate	<i>Grad</i>	7,037.00	7,037.00	20,471.00	20,471.00
PSM in Bioinformatics	<i>Grad</i>	7,037.00	7,037.00	20,471.00	20,471.00
Advanced Databases & Knowledge					
Discovery Certificate	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
Game Design & Development Certificate	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
Management of Information Technology					
Certificate	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
Information Security & Privacy Certificate	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00
Human-Computer Interaction Certificate	<i>Grad</i>	8,337.00	8,337.00	21,771.00	21,771.00

B. 2020-21 Increases in Regular Tuition Rates (continued)

Institution		North Carolina Residents		Nonresidents	
		From	To	From	To
UNC Charlotte (continued)					
College of Health and Human Services					
Master of Health Administration	Grad	7,037.00	7,037.00	20,471.00	20,471.00
Master of Public Health	Grad	4,937.00	4,937.00	18,371.00	18,371.00
MS in Respiratory Care	Grad	5,337.00	5,337.00	18,771.00	18,771.00
MS in Nursing (excludes MSN Anesthesia track)	Grad	5,537.00	5,537.00	18,971.00	18,971.00
Nursing Post-Masters Certificate	Grad	5,537.00	5,537.00	18,971.00	18,971.00
Advanced Practice RN Post-Masters Cert.	Grad	5,537.00	5,537.00	18,971.00	18,971.00
Doctor of Nursing Practice	Grad	9,137.00	9,137.00	22,571.00	22,571.00
PhD of Public Health Sciences	Grad	6,137.00	6,137.00	19,571.00	19,571.00
PSM of Health Informatics	Grad	7,037.00	7,037.00	20,471.00	20,471.00
Public Health Core Concepts Certificate	Grad	4,937.00	4,937.00	18,371.00	18,371.00
Community Health Certificate	Grad	4,937.00	4,937.00	18,371.00	18,371.00
Health Informatics Certificate	Grad	7,037.00	7,037.00	20,471.00	20,471.00
Master of Social Work	Grad	4,337.00	4,337.00	17,771.00	17,771.00
Ph.D. in Health Services Research	Grad	4,337.00	4,337.00	17,771.00	17,771.00
College of Engineering					
Master of Fire Protection & Admin.	Grad	6,137.00	6,137.00	19,571.00	19,571.00
MS in Engineering	Grad	6,137.00	6,137.00	19,571.00	19,571.00
MS in Civil Engineering	Grad	6,137.00	6,137.00	19,571.00	19,571.00
Ph.D. in Civil Engineering	Grad	4,337.00	4,337.00	17,771.00	17,771.00
MS in Electrical Engineering	Grad	6,137.00	6,137.00	19,571.00	19,571.00
MS in Mechanical Engineering	Grad	6,137.00	6,137.00	19,571.00	19,571.00
MS in Engineering Management	Grad	6,137.00	6,137.00	19,571.00	19,571.00
MS in Construction & Facilities Mgmt.	Grad	6,137.00	6,137.00	19,571.00	19,571.00
MS in Applied Energy & Electromechanical Systems	Grad	6,137.00	6,137.00	19,571.00	19,571.00
Ph.D. in Infrastructure & Envir. Systems	Grad	6,137.00	6,137.00	19,571.00	19,571.00
PhD in Electrical Engineering	Grad	6,137.00	6,137.00	19,571.00	19,571.00
PhD in Mechanical Engineering	Grad	6,137.00	6,137.00	19,571.00	19,571.00
College of Liberal Arts & Sciences					
Master of Industrial/Organizational Psychology	Grad	6,737.00	6,737.00	20,171.00	20,171.00
Biotechnology Certificate	Grad	New	7,037.00	New	20,471.00
Biomedical Sciences Certificate	Grad	New	7,037.00	New	20,471.00
UNC Greensboro		UG	4,422.00	4,422.00	19,581.00
		Grad	5,219.00	5,219.00	18,937.00
School of Business & Economics					
MS in Accounting	Grad	9,779.00	9,779.00	23,497.00	23,497.00
MA in Applied Economics	Grad	6,659.00	6,659.00	20,377.00	20,377.00
Master of Business Administration	Grad	9,779.00	9,779.00	23,497.00	23,497.00
Doctor of Business Administration	Grad	8,819.00	8,819.00	22,537.00	22,537.00
MS in Athletic Training	Grad	8,819.00	8,819.00	22,537.00	22,537.00
MS in Consumer, Apparel, and Retail Studies	Grad	8,099.00	8,099.00	21,817.00	21,817.00
MS in Information Technology and Management	Grad	9,779.00	9,779.00	23,497.00	23,497.00
MS in International Business	Grad	8,819.00	8,819.00	22,537.00	22,537.00

B. 2020-21 Increases in Regular Tuition Rates (continued)

		North Carolina Residents		Nonresidents	
Institution		From	To	From	To
UNC Greensboro (continued)					
School of Education					
MS in Counseling	Grad	5,939.00	5,939.00	19,657.00	19,657.00
MS in Counseling and Educational Specialist (dual degree)	Grad	5,939.00	5,939.00	19,657.00	19,657.00
PhD in Counseling and Counselor Education	Grad	5,939.00	5,939.00	19,657.00	19,657.00
Master of Library Information Studies	Grad	5,579.00	5,579.00	19,297.00	19,297.00
Graduate School					
MS in Informatics and Analytics	Grad	7,919.00	7,919.00	21,637.00	21,637.00
School of Health and Human Services					
MA in Comm. Science and Disorders	Grad	8,039.00	8,039.00	21,757.00	21,757.00
MS in Genetic Counseling	Grad	7,775.00	7,775.00	21,493.00	21,493.00
Master in Kinesiology/Concentration in Sport Psychology	Grad	8,819.00	8,819.00	22,537.00	22,537.00
Post-Bacc Certificate - Dietetic Internship	Grad	8,819.00	8,819.00	22,537.00	22,537.00
School of Nursing					
Doctor of Nursing Practice	Grad	8,219.00	8,219.00	21,937.00	21,937.00
UNC Wilmington	UG	4,443.00	4,443.00	18,508.00	18,508.00
	Grad	4,719.00	4,719.00	18,548.00	18,548.00
School of Business					
MS in Accountancy	Grad	9,530.85	9,530.85	23,320.08	23,320.08
Master of Business Administration	Grad	6,919.00	6,919.00	20,748.00	20,748.00
Executive MBA (online)	Grad	8,460.36	8,460.36	22,289.36	22,289.36
Business Foundations Certificate	Grad	8,460.36	8,460.36	22,289.36	22,289.36
MS in Computer Science & Info. Systems	Grad	4,899.00	4,899.00	18,728.00	18,728.00
MS in Finance and Investment Mgmt.	Grad	9,819.00	9,819.00	23,648.00	23,648.00
MS in Business Analytics	Grad	9,819.00	9,819.00	23,648.00	23,648.00
College of Arts and Sciences					
MA in Filmmaking	Grad	8,594.00	8,594.00	22,423.00	22,423.00
MS in Data Science	Grad	5,719.00	5,719.00	19,548.00	19,548.00
MA-Integrated Marketing Communication	Grad	5,739.00	5,739.00	19,568.00	19,568.00
Master of Public Administration	Grad	6,698.00	6,698.00	20,527.00	20,527.00
Executive Master of Public Admin. (online)	Grad	6,698.00	6,698.00	20,527.00	20,527.00
College of Health and Human Services					
Doctor of Nursing Practice	Grad	6,059.00	6,059.00	19,888.00	19,888.00
Appalachian State University	UG	4,242.00	4,242.00	19,049.00	19,049.00
	Grad	4,839.00	4,839.00	18,271.00	18,271.00
MS in Accounting	Grad	8,439.00	8,439.00	21,871.00	21,871.00
Master of Business Admin.	Grad	8,439.00	8,439.00	21,871.00	21,871.00
MS in Applied Data Analytics	Grad	8,439.00	8,439.00	21,871.00	21,871.00
MS in Athletic Training	Grad	New	6,839.00	New	20,271.00
Master of Health Administration	Grad	7,839.00	7,839.00	21,271.00	21,271.00
Master of Speech-Language Pathology	Grad	4,839.00	4,839.00	18,271.00	18,271.00
Fayetteville State University	UG	2,982.00	2,982.00	14,590.00	14,590.00
	Grad	3,437.97	3,437.97	14,503.38	14,503.38
MBA Online	Grad	4,031.97	4,031.97	15,981.38	15,981.38

B. 2020-21 Increases in Regular Tuition Rates (continued)

Institution		North Carolina Residents		Nonresidents	
		From	To	From	To
North Carolina Central University	UG	3,728.00	3,728.00	16,435.00	16,435.00
	Grad	4,740.00	4,740.00	17,694.00	17,694.00
Master of Business Admin.	Grad	5,540.00	5,540.00	18,494.00	18,494.00
School of Law, Returning Students	Grad	13,202.00	13,202.00	34,761.00	34,761.00
School of Law, New Students	Grad	13,444.00	13,444.00	36,116.00	36,116.00
Master of Public Administration	Grad	5,040.00	5,040.00	17,994.00	17,994.00
Master of Library Science	Grad	5,040.00	5,040.00	17,994.00	17,994.00
Executive MPA (receipts supported)	Grad	23,500.00	23,500.00	23,500.00	23,500.00
UNC Pembroke	UG	1,000.00	1,000.00	5,000.00	5,000.00
	Grad	4,280.00	4,280.00	16,343.18	16,343.18
Master of Business Administration	Grad	4,825.70	4,825.70	16,888.88	16,888.88
Master of Science in Nursing	Grad	4,495.00	4,495.00	16,558.18	16,558.18
MS in Athletic Training	Grad	New	5,775.00	New	17,838.18
Western Carolina University	UG	1,000.00	1,000.00	5,000.00	5,000.00
	Grad	4,435.00	4,435.00	14,842.00	14,842.00
College of Business					
Master of Accountancy	Grad	5,335.00	5,335.00	16,642.00	16,642.00
Master of Business Admin.	Grad	5,335.00	5,335.00	16,642.00	16,642.00
Master of Entrepreneurship	Grad	5,335.00	5,335.00	16,642.00	16,642.00
Master of Project Management	Grad	5,335.00	5,335.00	16,642.00	16,642.00
Master in Sport Management	Grad	5,335.00	5,335.00	16,642.00	16,642.00
Project Management Certificate	Grad	5,335.00	5,335.00	16,642.00	16,642.00
College of Health & Human Services					
Certified RN Anesthetist	Grad	9,235.00	9,235.00	19,642.00	19,642.00
Master of Comm. Sciences & Disorders	Grad	5,635.00	5,635.00	16,042.00	16,042.00
Doctor of Nursing Practice (DNP)	Grad	9,235.00	9,235.00	19,642.00	19,642.00
Doctor of Physical Therapy	Grad	5,255.00	5,255.00	17,743.00	17,743.00
Family Nurse Practitioner	Grad	5,035.00	5,035.00	15,442.00	15,442.00
Master of Social Work	Grad	5,035.00	5,035.00	15,442.00	15,442.00
MS in Athletic Training	Grad	New	6,135.00	New	16,542.00
Winston-Salem State University	UG	3,401.00	3,401.00	13,648.00	13,648.00
	Grad	3,872.00	3,872.00	13,987.00	13,987.00
Doctor of Nursing Practice (DNP)	Grad	5,872.00	5,872.00	15,987.00	15,987.00
Doctor of Physical Therapy	Grad	5,872.00	5,872.00	15,987.00	15,987.00
MS in Nursing	Grad	5,372.00	5,372.00	15,487.00	15,487.00
MS in Occupational Therapy	Grad	5,372.00	5,372.00	15,487.00	15,487.00
MS in Rehabilitation Counseling	Grad	4,714.00	4,714.00	14,829.00	14,829.00
Master in Healthcare Administration	Grad	4,872.00	4,872.00	15,987.00	15,987.00
UNC Asheville	UG	4,122.00	4,122.00	21,470.00	21,470.00
	Grad	4,914.00	4,914.00	21,236.00	21,236.00
Elizabeth City State University	UG	1,000.00	1,000.00	5,000.00	5,000.00
	Grad	3,375.43	3,375.43	16,437.13	16,437.13
UNC School of the Arts	UG	6,497.00	6,497.00	23,040.00	23,040.00
	Grad	9,196.00	9,196.00	23,203.00	23,203.00
High School		0.00	0.00	13,571.00	13,571.00

Proposed increases for professional schools may also include the requested campus-based increase for resident and nonresident graduate students.

II. 2020-21 Special Tuition Rates

Nonresident Graduate Students

Consistent with the General Statutes and by authorization of the Board of Governors through a resolution passed by the Board in 1983, the institutions are authorized to charge special tuition rates for nonresident graduate students.

For nonresident graduate students who are awarded a graduate teaching or research assistantship and who are paid a stipend of at least \$2,000 per academic year, the institution may award tuition remission to reduce the nonresident tuition rate to the in-state rate. For example, the nonresident graduate student tuition rate at NC State University is \$26,421. NC State's graduate nonresident students who are eligible to receive tuition remission will be charged the resident tuition rate, which is \$9,095 for the 2020-21 academic year.

Each university receives a state appropriation for graduate tuition remissions and some universities supplement this appropriation from other non-state sources. Institutions may not provide graduate tuition remissions to all students. The number of awards is limited to those that meet the criteria and the budget availability.

Note: The 2011 General Assembly eliminated state appropriations for nonresident undergraduate tuition waivers that had been in place since 1983 [Sec. 9.13(b) of S.L. 2011-145].

III. Tuition for Students Enrolled in Degree-Credit Distance Education Courses

Distance education (DE) students are charged on a per-credit-hour basis, rather than a “stair-step” methodology charged to regular-term students. The DE per-credit-hour tuition rate is derived by dividing regular term tuition costs by 29.6 for undergraduates and 20.4 for graduate students. Since distance education students are not charged athletics, health services, student activities, and debt service fees, the cost of education is considerably lower than students who are taking courses using face-to-face instruction.

It is proposed that, effective with the fall term of 2020, resident students and nonresident students taking courses within North Carolina who are enrolled in distance education courses be charged the regular-term tuition rates established in Section I. It is further proposed that tuition rates for these students be implemented on a per-credit-hour basis and that the charge per credit hour be calculated as follows:

- For undergraduate courses, the rate per student credit hour would be the annual rate divided by 29.6 hours.
- For graduate courses, the rate per student credit hour would be the annual rate divided by 20.4 hours.

It is further proposed that the Board delegate to the president the authority to set tuition rates for nonresident students taking courses outside North Carolina. These are students who primarily take courses via the Internet.

A-3. Authorization of Fees for 2020-21

The following RESOLUTION for the 2020-21 academic year reflects no fee increases due to the COVID-19 pandemic. In accordance with legislative and UNC System Office guidelines, institutions submitted fee proposals for 2020-21 but due to the COVID-19 pandemic, no fee increases are recommended; however, UNCP and UNCW are requesting decreases to two fees. The fee rates will remain unchanged from the 2019-20 academic year (with two exceptions mentioned above) and are shown on the following pages.

RESOLUTION AUTHORIZING FEES

WHEREAS, G.S. 116-143 requires that the Board of Governors of the University of North Carolina System shall fix the tuition and fees, not inconsistent with the actions of the General Assembly, at the UNC System constituent institutions.

NOW, THEREFORE, BE IT RESOLVED, that, effective with Fall Term 2020, the constituent institutions are authorized to charge and collect the following fees.

APPENDIX N

Athletics Fees

Athletics fee revenues provide funds for intercollegiate athletic programs and for the maintenance and operation of athletic facilities.

The proposed Athletics fees, effective Fall Term 2020, are listed below.

<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
Appalachian State University	\$ –	\$783.00
East Carolina University	–	773.00
Elizabeth City State University	–	899.31
Fayetteville State University	–	768.00
North Carolina A&T State University	–	870.00
North Carolina Central University	–	847.00
North Carolina State University	–	232.00
UNC Asheville	–	855.00
UNC-Chapel Hill	–	279.00
UNC Charlotte	–	824.00
UNC Greensboro	–	780.00
UNC Pembroke	–	771.52
UNC Wilmington	–	774.55
UNC School of the Arts	N/A	N/A
Western Carolina University	–	782.00
Winston-Salem State University	–	780.00

Health Services Fees

Health Services fees finance health and medical services for students, including the maintenance and operation of student health centers.

The proposed Health Services fees, effective Fall Term 2020, are listed below.

<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
Appalachian State University	\$ –	\$325.00
East Carolina University	–	263.00
Elizabeth City State University	–	265.23
Fayetteville State University	–	247.00
North Carolina A&T State University	–	338.50
North Carolina Central University	–	312.66
North Carolina State University	–	407.00
UNC Asheville	–	368.00
UNC-Chapel Hill	–	400.15
UNC Charlotte	–	247.00
UNC Greensboro	–	310.00
UNC Pembroke	–	205.49
UNC Wilmington	–	219.00
UNC School of the Arts	–	882.00
Western Carolina University	–	314.00
Winston-Salem State University	–	267.00

Student Activities Fees

Student Activities fees provide funds for non-academic student services and for the maintenance and operation of facilities used in conjunction with those services. Included are funds to operate student unions and intramural facilities, and provide for student organizations, newspapers, yearbooks, and entertainment programs.

The proposed Student Activities fees, effective Fall Term 2020, are listed below.

<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
Appalachian State University	\$ –	\$659.00
East Carolina University	–	702.00
Elizabeth City State University	–	738.15
Fayetteville State University	–	565.00
North Carolina A&T State University	–	714.25
North Carolina Central University		
Undergraduate	–	501.40
Graduate	–	426.80
Law	–	446.72
North Carolina State University	–	679.32
UNC Asheville	–	791.50
UNC-Chapel Hill		
Undergraduate	–	394.16
Graduate	–	372.18
Law	–	198.50
Pharmacy	–	7.50
UNC Charlotte	–	650.00
UNC Greensboro	–	577.00
UNC Pembroke	–	697.84
UNC Wilmington	–	698.95
UNC School of the Arts	–	748.00
High School	–	802.00
Western Carolina University	–	632.00
Winston-Salem State University	–	545.70

Educational and Technology Fees

Educational and Technology fees were instituted as a result of the study of student fees conducted by the Board of Governors in 1992-93 and adopted in May 1993. These fees cover specialized instructional supplies/services and scientific and information technology equipment not provided by state funds.

The proposed Educational and Technology fees, effective Fall Term 2020, are listed below.

<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
Appalachian State University	–	\$576.00
East Carolina University	–	403.00
Elizabeth City State University	–	326.00
Fayetteville State University	–	382.00
North Carolina A&T State University	–	469.06
North Carolina Central University	–	428.15
North Carolina State University	–	439.28
UNC Asheville	–	527.00
UNC-Chapel Hill	–	442.30
UNC Charlotte	–	622.00
UNC Greensboro	–	461.00
UNC Pembroke	–	543.91
UNC Wilmington	–	534.94
UNC School of the Arts	–	754.00
Western Carolina University	–	544.00
Winston-Salem State University	–	416.46

Campus Security Fee

The 2013-14 UNC Campus Security Initiatives Report included high priority recommendations for new initiatives, staffing, and security measures designed to benefit the UNC System institutions. The Board approved this fee in 2015.

The fee assessed to students by each institution provides the UNC System with approximately \$6 million annually to support implementation of priority needs, while incenting shared services, collaboration, group purchasing and efficiency on a system level, where most appropriate.

The proposed Campus Security fees, effective Fall Term 2020, are listed below.

<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
Appalachian State University	\$ –	\$30.00
East Carolina University	–	30.00
Elizabeth City State University	–	30.00
Fayetteville State University	–	30.00
North Carolina A&T State University	–	30.00
North Carolina Central University	–	30.00
North Carolina State University	–	30.00
UNC Asheville	–	30.00
UNC-Chapel Hill	–	30.00
UNC Charlotte	–	30.00
UNC Greensboro	–	30.00
UNC Pembroke	–	30.00
UNC Wilmington	–	30.00
UNC School of the Arts	–	30.00
Western Carolina University	–	30.00
Winston-Salem State University	–	30.00

Indebtedness Fees

Under the policy for the establishment of fees adopted by the Board of Governors in 1993 and revised in 2003, fees for the retirement of indebtedness are approved at the time a project is approved and established at the time that debt is incurred. Indebtedness fees, once established, remain in effect until the debt is retired. An adjustment is requested at one institution.

UNCP's decrease of \$34 is due to the retirement of the Student Annex and Refunding Series 2000 bonds.

The proposed Indebtedness fees, effective for Fall Term 2020, are listed below.

<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
Appalachian State University	\$ –	\$634.00
East Carolina University	–	445.00
Elizabeth City State University	–	–
Fayetteville State University	–	335.00
North Carolina A&T State University	–	588.00
North Carolina Central University	–	570.00
North Carolina State University	–	572.00
UNC Asheville	–	394.00
UNC-Chapel Hill	–	185.85
UNC Charlotte	–	720.00
UNC Greensboro	–	707.00
UNC Pembroke	(34.00)	206.00
UNC Wilmington	–	376.00
UNC School of the Arts	–	–
Western Carolina University	–	523.00
Winston-Salem State University	–	423.00

Special Fees

Special fees provide funds for specific needs that are not financed from other revenue sources. Special fees are charged *only* to students who participate in programs or activities financed from those fees. These are programs that have specialized instructional needs, e.g., programs in health affairs, law, business, engineering, and architecture. These programs are expensive and occur in curricula where students must obtain a “competitive edge” to acquire highly desirable jobs upon graduation. New Special fees or increases to existing Special fees were not allowed for 2020-21; however, UNCW is eliminating the DNP Residency fee. In addition to the Special fees listed below, all UNC System students are charged \$1.00 per year for the Association of Student Governments fee.

The Special fees, effective for Fall Term 2020, are listed below.

<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
East Carolina University		
Music	\$ –	\$ 35.00
SCUBA (basic class to advanced classes)	–	250 to 500
Clinical Skills	–	95.00
Dental Materials Fee	–	75.00
Dental Instrument Lease Fee	–	3,525.00
Dental Student Organization	–	60.00
AHEC-Dental Student Housing	–	1,200.00
Dental Preclinical Educ. Materials (yr. 1)	–	225.00
Dental Preclinical Educ. Materials (yr. 2)	–	300.00
Dental Preclinical Educ. Materials (yr. 3)	–	360.00
Nurse Midwifery Malpractice Insurance	–	725.00
College of Engineering & Tech. Science	–	300.00
Elizabeth City State University		
Flight Lab – Private	–	6,500.00
Flight Lab – Cross Country	–	6,000.00
Flight Lab – Instrument	–	5,000.00
Flight Lab – Commercial	–	7,500.00
Flight Lab – Multi-Engine	–	2,500.00
Flight Lab – CFI	–	4,000.00
Flight Lab – CFII	–	1,500.00
Flight Lab – MEI	–	3,000.00
Fayetteville State University		
Nursing Clinical	–	200.00
Student Teaching	–	200.00
Teacher Education Assessment	–	91.00
Social Work Field Experience	–	150.00

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<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
North Carolina A & T State University		
ELED 311 Reading Methods Exam	\$ –	\$ 140.00
ELED 313/314 Reading Methods Exam	–	100.00
Horticulture Lab	–	35.00
Food & Nutritional Sciences 151 Lab	–	55.00
Food & Nutritional Sciences 442 Lab	–	19.00
Fashion Merchandising and Design Lab	–	14.00
North Carolina Central University		
ADA Dietetic Internship Program	–	425.50
Nursing Technology Support	–	120.00
Enrollment Fee	–	100.00
North Carolina State University		
Graduate Students	–	12.00
College of Engineering Program Enhancement	–	1,500.00
Professional Golf Management	–	700.00
UNC Asheville		
Engineering	–	1,000.00
UNC-Chapel Hill		
DDS/DH/MD Student Association	–	9.00
Dental Equipment – DDS	–	240.00
Dental Equipment – Dental Hygiene	–	85.00
Dental Materials – DDS	–	55.00
Dental Materials – Graduate	–	55.00
Dental Materials – Dental Hygiene	–	30.00
DDS Yr. 1 Clinic Technology	–	300.00
DDS Yr. 2 Clinic Technology	–	600.00
DDS Yrs. 3 & 4 Clinic Technology	–	1,200.00
Dental Grad Clinic Technology	–	1,200.00
DH Yrs. 1 & 2 Clinic Technology	–	300.00
Dentistry Instrument Mgmt. – DDS	–	2,500.00
Dentistry Instrument Mgmt. – Dental Hygiene	–	1,000.00
Dentistry Instrument Mgmt. – Dental Grad	–	1,000.00
Field Training – Biostatistics	–	25.00
Field Training – HBHE Grad	–	600.00
Field Training – Health Policy & Admin. Grad (HPM)	–	450.00
Field Training – Health Policy & Admin. UG (HPM)	–	400.00
Field Training – MCH	–	450.00
Field Training – MPA	–	200.00
Field Training – Social Work	–	300.00
Field Training – PHNU	–	450.00

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<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
UNC-Chapel Hill (continued)		
Field Training – NUTR Clinical Exp.	\$ –	\$ 450.00
Field Training – NUTR National Issues	–	50.00
Law School Practical Skills Enhancement	–	500.00
Law School Student Academic Program	–	600.00
Law Student Placement Services	–	100.00
Leadership Fee (MCH/PUBH)	–	158.00
Professional Training – HPM, MPH	–	550.00
Professional Training – HPM/MHA/MSPH (yr.1)	–	550.00
Professional Training – HPM/MHA/MSPH (yr.2)	–	1,000.00
Physician Assistant Program	–	500.00
MBA/MAC Career Management	–	600.00
MBA/MAC Program Quality	–	500.00
MBA/MAC Student Club	–	50.00
Nursing Clinical Compliance Fee	–	11.32
Nursing Practicum – Graduate	–	150.00
Nursing Practicum – Undergraduate	–	175.20
Pharmacy Clerkship	–	200.00
Senior Class Enrichment	–	2.00
Registered Dietitian Training Fee	–	107.00
MD IPAD – School of Medicine	–	500.00
Nursing Healthcare Simulation Training	–	91.00
Biomedical Engineering Program Enhancement	–	1,500.00
Computer Science Program Enhancement	–	300.00
UG Business Program Expansion – Major	–	2,000.00
UG Business Program Expansion – Minor	–	1,000.00
UNC Charlotte		
College of Arts & Architecture Majors	–	250.00
College of Engineering	–	300.00
College of Computing & Informatics Majors	–	225.00
International Students	–	200.00
College of Health & Human Services Majors	–	250.00
UNC Greensboro		
Student Teaching	–	250.00
Open Water Diver Scuba	–	375.00
Advanced Open Water Diver Scuba	–	271.00
Exercise Physiology	–	25.00
MSN Education	–	1,330.00
MSN/DNP Adult Gerontological NP Program	–	2,440.00
MSN/DNP RN Anesthetist Program	–	200.00
MSN/DNP Program	–	1,400.00
RN to BSN	–	210.00
Traditional BSN Program	–	1,260.00
Nursing PhD Program	–	500.00

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<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
UNC Greensboro (continued)		
School of Music, Theatre & Dance Studio Usage	\$ –	\$ 70.00
Studio Art Majors (undergraduate)	–	400.00
Art History Majors	–	100.00
Dance Students	–	150.00
Theatre Students	–	400.00
Media Studies	–	100.00
UNC Wilmington		
Doctorate of Nursing Practice Residency	(500.00)	–
MS in Accountancy	–	150.00
Executive MBA	–	1,912.50
Professional MBA	–	600.00
MS Data Science	–	1,500.00
UNC School of the Arts		
School of Dance – Injury Screening & Prevention	–	517.00
School of Design and Production	–	669.00
School of Drama	–	452.00
School of Filmmaking	–	1,377.00
School of Music	–	569.00
Western Carolina University		
CFPA Studio and Equipment Usage	–	250.00
School of Engineering – Joint Program	–	150.00
Professional Education	–	72.00
Student Teaching	–	150.00
Study Abroad Fee	–	150.00
Athletics Training Program	–	400.00
Dietetics Program	–	250.00
Recreational Therapy Program	–	100.00
Emergency Medical Care Program	–	700.00
Environmental Health Program	–	100.00
Sustainability	–	10.00
Social Work Program	–	350.00
Honor College Program	–	15.00
NC School of Science and Mathematics		
Early Accelerator Courses * (7 th , 8 th , and 9 th grades)	–	1,495.00
Accelerator Courses * (10 th , 11 th , and 12 th grades)	–	1,925.00

** These fees are for non-credit high school courses (non-NCSSM students).*

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Application Fees

Application fees are charged to individuals submitting applications for admission as students to the University to offset the cost of handling applications and to provide funds for recruiting students. Adjustments in fees are requested at two institutions.

The proposed Application fees, effective for Fall Term 2020, are listed below.

<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
Appalachian State University	\$ –	\$ 65.00
East Carolina University		
Undergraduate & Graduate	–	75.00
Medical	–	75.00
Dental	–	80.00
Elizabeth City State University	–	30.00
Fayetteville State University	–	50.00
North Carolina A&T State University	–	60.00
North Carolina Central University		
Undergraduate & Graduate	–	50.00
Law	–	50.00
North Carolina State University		
Undergraduate & Graduate	–	85.00
International – Undergraduate	–	100.00
International – Graduate	–	95.00
Non-Degree Studies	–	40.00
UNC Asheville		
Undergraduate	–	75.00
Graduate	–	60.00
UNC-Chapel Hill		
Undergraduate	–	85.00
Graduate	–	95.00
Dentistry	–	84.00
ASPID	–	150.00
ASPID Interview and Bench	–	300.00
Law	–	75.00
MAC	–	85.00
MBA	–	150.00
Medicine	–	68.00
PharmD	–	80.00
Public Health Epidemiology Certificate	–	45.00
Public Health Concepts Certificate	–	45.00
Public Health Leadership Certificate	–	45.00
Maternal & Child Health Certificate	–	45.00
Health Policy & Management Community Preparedness & Disaster Management	–	75.00

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<i>Institution</i>	<i>Requested Change</i>	<i>Proposed 2020-21 Fee</i>
UNC-Chapel Hill (continued)		
SPH Global Health Certificate	\$ –	\$ 77.00
Post Masters of Science in Nursing	–	75.00
School of Education – MSA, MSA-Flex, MEDX, Post-Bacc Programs	–	90.00
UNC Charlotte		
Undergraduate & Graduate	–	75.00
International Undergraduate	–	80.00
International Graduate	–	85.00
UNC Greensboro		
Undergraduate & Graduate	–	65.00
UNC Pembroke		
Undergraduate & Graduate	–	55.00
International Undergraduate	–	45.00
International Graduate	–	60.00
UNC Wilmington		
Undergraduate	–	80.00
Graduate	–	75.00
UNC School of the Arts		
Undergraduate/Graduate/High School	–	95.00
International Students	–	130.00
Western Carolina University		
Undergraduate & Graduate	–	65.00
International Intensive English Program	–	90.00
Winston-Salem State University		
Undergraduate & Graduate	–	50.00

The attached summary spreadsheets provide an overview of the tuition and fee rates for undergraduate resident and nonresident students effective for the 2020-21 academic year.

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The University of North Carolina
Tuition and Fees Applicable to All Regular Full-Time
Undergraduate Resident Students by Carnegie Classification
Proposals for 2020-21

	2019-20 Approved Rates				Recommended 2020-21 Changes					
	Tuition	Mandatory Fees	Debt Service	Total Tuition & Fees	Tuition	Mandatory Fees	Debt Service	Total Changes	Proposed Tuition & Fees	% Incr.
NC State	\$6,535.00	\$1,788.60	\$572.00	\$8,895.60	\$0.00	\$0.00	\$ 0.00	\$0.00	\$8,895.60	0.0%
UNC-CH	7,019.00	1,546.61	\$185.85	8,751.46	0.00	0.00	0.00	0.00	8,751.46	0.0%
ECU	4,452.00	2,172.00	\$445.00	7,069.00	0.00	0.00	0.00	0.00	7,069.00	0.0%
N.C. A&T	3,540.00	2,422.81	\$588.00	6,550.81	0.00	0.00	0.00	0.00	6,550.81	0.0%
UNCC	3,812.00	2,374.00	\$720.00	6,906.00	0.00	0.00	0.00	0.00	6,906.00	0.0%
UNCG	4,422.00	2,159.00	\$707.00	7,288.00	0.00	0.00	0.00	0.00	7,288.00	0.0%
UNCW	4,443.00	2,258.44	\$376.00	7,077.44	0.00	0.00	0.00	0.00	7,077.44	0.0%
ASU	4,242.00	2,374.00	\$634.00	7,250.00	0.00	0.00	0.00	0.00	7,250.00	0.0%
FSU	2,982.00	1,993.00	\$335.00	5,310.00	0.00	0.00	0.00	0.00	5,310.00	0.0%
NCCU	3,728.00	2,120.21	\$570.00	6,418.21	0.00	0.00	0.00	0.00	6,418.21	0.0%
UNCP	1,000.00	2,249.76	\$240.00	3,489.76	0.00	0.00	(34.00)	(34.00)	3,455.76	(1.0%)
WCU	1,000.00	2,313.00	\$523.00	3,836.00	0.00	0.00	0.00	0.00	3,836.00	0.0%
WSSU	3,401.00	2,040.16	\$423.00	5,864.16	0.00	0.00	0.00	0.00	5,864.16	0.0%
UNCA	4,122.00	2,572.50	\$394.00	7,088.50	0.00	0.00	0.00	0.00	7,088.50	0.0%
ECSU	1,000.00	2,259.69	\$0.00	3,259.69	0.00	0.00	0.00	0.00	3,259.69	0.0%
UNCSA*	6,497.00	2,415.00	\$0.00	8,912.00	0.00	0.00	0.00	0.00	8,912.00	0.0%
Average	3,887.19	2,191.17	419.55	6,497.91	0.00	0.00	(2.13)	(2.13)	6,495.79	0.0%

* Does not include High School

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**The University of North Carolina
Tuition and Fees Applicable to All Regular Full-Time
Undergraduate Nonresident Students by Carnegie Classification
Proposals for 2020-21**

	2019-20 Approved Rates				Recommended 2020-21 Changes					
	Tuition	Mandatory Fees	Debt Service	Total Tuition & Fees	Tuition	Mandatory Fees	Debt Service	Total Changes	Proposed Tuition & Fees	% Incr.
NC State	\$26,654.00	\$1,788.60	\$572.00	\$29,014.60	\$ 0.00	\$0.00	\$ 0.00	\$ 0.00	\$29,014.60	0.0%
UNC-CH	34,198.00	1,546.61	185.85	35,930.46	0.00	0.00	0.00	0.00	35,930.46	0.0%
ECU	20,729.00	2,172.00	445.00	23,346.00	0.00	0.00	0.00	0.00	23,346.00	0.0%
N.C. A&T	17,050.00	2,422.81	588.00	20,060.81	0.00	0.00	0.00	0.00	20,060.81	0.0%
UNCC	17,246.00	2,374.00	720.00	20,340.00	0.00	0.00	0.00	0.00	20,340.00	0.0%
UNCG	19,581.00	2,159.00	707.00	22,447.00	0.00	0.00	0.00	0.00	22,447.00	0.0%
UNCW	18,508.00	2,258.44	376.00	21,142.44	0.00	0.00	0.00	0.00	21,142.44	0.0%
ASU	19,049.00	2,374.00	634.00	22,057.00	0.00	0.00	0.00	0.00	22,057.00	0.0%
FSU	14,590.00	1,993.00	335.00	16,918.00	0.00	0.00	0.00	0.00	16,918.00	0.0%
NCCU	16,435.00	2,120.21	570.00	19,125.21	0.00	0.00	0.00	0.00	19,125.21	0.0%
UNCP	5,000.00	2,249.76	240.00	7,489.76	0.00	0.00	(34.00)	(34.00)	7,455.76	(0.5%)
WCU	5,000.00	2,313.00	523.00	7,836.00	0.00	0.00	0.00	0.00	7,836.00	0.0%
WSSU	13,648.00	2,040.16	423.00	16,111.16	0.00	0.00	0.00	0.00	16,111.16	0.0%
UNCA	21,470.00	2,572.50	394.00	24,436.50	0.00	0.00	0.00	0.00	24,436.50	0.0%
ECSU	5,000.00	2,259.69	0.00	7,259.69	0.00	0.00	0.00	0.00	7,259.69	0.0%
UNCSA*	23,040.00	2,415.00	0.00	25,455.00	0.00	0.00	0.00	0.00	25,455.00	0.0%
Average	17,324.88	2,191.17	419.55	19,935.60	0.00	0.00	(2.13)	(2.13)	19,933.48	0.0%

* Does not include High School



2020 COVID-19 Recovery Act Funding Allocations

ISSUE OVERVIEW

In April, the 2020 General Assembly appropriated \$44,400,000 from the Coronavirus Relief Fund (created under the CARES Act) to the Board of Governors to be allocated to constituent institutions for the following purposes to effectively respond to COVID-19 impacts:

- To cover increased costs related to moving coursework and exams online;
- To implement a digital learning accelerator;
- To provide for facility sanitation prior to reopening campuses and during the operation of campuses and for other necessary eligible expenses for services for ongoing campus operations; and
- To cover necessary eligible expenses for assistance to students and employees, including counseling services and information technology support.

Only the expenditures incurred during the period that begins on March 1, 2020, and ends on December 30, 2020, are eligible for funding from the Coronavirus Relief Fund. See the related special provision 3.3 from House Bill 1043 (S.L. 2020-4) on Appendix A.

Based on campus cost estimates, the allocations are recommended as shown in the table below.

	Costs Incurred (100% of Requested)	Estimated Costs through Dec. 2020 (Pro Rata up to Cap)	Total
Appalachian State University	\$ 841,890	\$ 2,787,750	\$ 3,629,640
East Carolina University	2,141,506	2,154,380	4,295,886
Elizabeth City State University	224,285	547,723	772,008
Fayetteville State University	428,200	523,153	951,353
N.C. A&T State University	501,446	1,558,880	2,060,326
North Carolina Central University	749,246	814,474	1,563,720
North Carolina State University	4,432,781	67,219	4,500,000
UNC Asheville	550,194	427,084	977,278
UNC-Chapel Hill	3,768,189	731,811	4,500,000
UNC Charlotte	1,825,446	2,674,554	4,500,000
UNC Greensboro	249,626	1,467,677	1,717,303
UNC Pembroke	163,365	1,495,989	1,659,354
UNC Wilmington	483,432	3,533,240	4,016,672
UNC School of the Arts	338,580	290,367	628,947
Western Carolina University	166,962	1,116,388	1,283,350
Winston-Salem State University	792,409	495,660	1,288,069
NC School of Science & Mathematics	105,603	657,524	763,127
NC Arboretum	64,152	73,427	137,579
UNC System Office*	115,554	39,834	155,388
Digital Learning Enhancements			5,000,000
Total	\$17,942,866	\$21,457,134	\$44,400,000

*Includes UNC-TV and SEAA

ISSUE OVERVIEW

In April, the 2020 General Assembly appropriated \$20,000,000 from the Coronavirus Relief Fund (created under the CARES Act) to the Board of Governors to be allocated to the North Carolina State Education Assistance Authority (NCSEAA) to provide funds to each eligible private postsecondary institution, as defined in G.S. 116-280(3). These funds are to be used to transition to online education for students and to provide funds for students and families impacted by COVID-19. See the related special provision 3.3 from House Bill 1043 (S.L. 2020-4) on Appendix A. It is recommended that these funds be allocated to Aid to Private Institutions.

Additional Budget Actions Not Requiring Board Approval (for information only)

The General Assembly appropriated funds directly to several institutions related to research and development of countermeasures for COVID-19, which do not require Board allocation. For more detailed information on these appropriations, please see Appendix A for the related special provisions. These are listed below, for information only:

- \$29,000,000 to the University of North Carolina at Chapel Hill to allocate to the North Carolina Policy Collaboratory at UNC-Chapel Hill. The funds shall be used for the rapid development of a countermeasure of neutralizing antibodies for COVID-19.
- \$15,000,000 to the Brody School of Medicine at East Carolina University to be used for the rapid development of a countermeasure of neutralizing antibodies for COVID-19.
- \$15,000,000 to OSBM to establish the COVID-19 Teaching Hospitals Relief Fund. OSBM shall allocate the monies in the fund as grants (\$3 million each) to the five hospitals located within the State that are classified as teaching hospitals by the Centers for Medicare and Medicaid Services (Wake Forest Baptist Medical Center, Duke University Hospital, University of North Carolina at Chapel Hill Medical Center, Vidant Medical Center, and Central Harnett Hospital) for the purpose of offsetting expenses incurred for providing patient care in North Carolina as a result of the COVID-19 pandemic.

COVID-19 Recovery Act Funding Appendix A – Special Provisions

UNC-Related Special Provisions from House Bill 1043

ESTABLISHMENT OF CORONAVIRUS RELIEF FUND SECTION

SECTION 2.2. The Coronavirus Relief Fund (Fund) is established. The purpose of the Fund is to provide necessary and appropriate relief and assistance from the effects of COVID-19, consistent with the provisions of this act and subsequent legislation addressing the effects of COVID-19. The Fund shall be maintained as a special fund and administered by OSBM to carry out the provisions of this act and subsequent acts necessitated as a result of the COVID-19 outbreak. All funds allocated from the Fund must be used for necessary expenditures incurred due to the public health emergency with respect to COVID-19. Only expenditures incurred during the period that begins on March 1, 2020, and ends on December 30, 2020, are eligible for funding from this Fund.

ALLOCATION OF FUNDS APPROPRIATED TO OSBM

SECTION 3.3. Allocations of Funds. – OSBM shall allocate the funds appropriated in Section 3.2 of this act as follows:

- (20) \$44,400,000 to the Board of Governors of The University of North Carolina to be allocated to constituent institutions for the following purposes to effectively respond to COVID-19 impacts: (i) to cover increased costs related to moving coursework and exams online, (ii) to implement a digital learning accelerator, (iii) to provide for facility sanitation prior to reopening campuses and during the operation of campuses and for other necessary eligible expenses for services for ongoing campus operations, and (iv) to cover necessary eligible expenses for assistance to students and employees, including counseling services and information technology support.
- (21) \$20,000,000 to the Board of Governors of The University of North Carolina to be allocated to the State Education Assistance Authority (Authority) for the Authority to provide funds to each eligible private postsecondary institution, as defined in G.S. 116-280(3), by apportioning an amount equal to the following:
 - a. Seventy-five percent (75%) of the institution's relative share of full-time equivalent students who were enrolled as of March 13, 2020, who received scholarships pursuant to Article 34 of Chapter 116 of the General Statutes for the spring semester of the 2019-2020 academic year.
 - b. Twenty-five percent (25%) of the institution's relative share of full-time equivalent students who were enrolled as of March 13, 2020, who had not received scholarships pursuant to Article 34 of Chapter 116 of the General Statutes for the spring semester of the 2019-2020 academic year.

These funds shall be used to transition to online education for students and to provide funds for students and families impacted by COVID-19.

- (23) \$29,000,000 to The University of North Carolina at Chapel Hill to allocate to the North Carolina Policy Collaboratory (Collaboratory) at the University of North Carolina at Chapel Hill. The funds shall be used for (i) the rapid development of a countermeasure of neutralizing antibodies for COVID-19 that can be used as soon as possible to both prevent infection, and for those infected, treat infection, (ii) bringing a safe and effective COVID-19 vaccine to the public as soon as possible, (iii) community testing initiatives, and (iv) other research and activities related to monitoring, assessing, and addressing the public health and economic impacts of COVID-19. The Collaboratory shall facilitate among various entities best practices and strategies to maximize resources and achieve a comprehensive response to COVID-19. The Collaboratory may also assemble an advisory panel of representatives from various entities as necessary to discuss, review, and analyze progress towards meeting those goals and the use of available funds. The Collaboratory shall report on the progress of the development of a countermeasure and vaccine; findings from various community testing initiatives; and other research and activities related to monitoring, assessing, and addressing the public health and economic impacts of COVID-19; and the use of the appropriated funds received pursuant to this subdivision to the Joint Legislative Oversight Committee on Health and Human Services by no later than September 1, 2020. The provisions of Article 3 of Chapter 143

APPENDIX O

of the General Statutes, G.S. 143-129, and G.S. 116-31.10 shall not apply to the purchase of apparatus, supplies, material, or equipment with any of the funds allocated under this subdivision. (24) \$15,000,000 to the Brody School of Medicine at East Carolina University to be used for (i) the rapid development of a countermeasure of neutralizing antibodies for COVID-19 that can be used as soon as possible to both prevent infection, and for those infected, treat infection, (ii) bringing a safe and effective COVID-19 vaccine to the public as soon as possible, (iii) community testing initiatives, and (iv) other research and activities related to COVID-19. By September 1, 2020, the Brody School of Medicine shall submit a report on the progress of the development of a countermeasure and vaccine, findings from their community testing initiatives, and other research and activities related to COVID-19, and the use of the appropriated funds received pursuant to this subdivision to the Joint Legislative Oversight Committee on Health and Human Services.

- (24) \$15,000,000 to the Brody School of Medicine at East Carolina University to be used for (i) the rapid development of a countermeasure of neutralizing antibodies for COVID-19 that can be used as soon as possible to both prevent infection, and for those infected, treat infection, (ii) bringing a safe and effective COVID-19 vaccine to the public as soon as possible, (iii) community testing initiatives, and (iv) other research and activities related to COVID-19. By September 1, 2020, the Brody School of Medicine shall submit a report on the progress of the development of a countermeasure and vaccine, findings from their community testing initiatives, and other research and activities related to COVID-19, and the use of the appropriated funds received pursuant to this subdivision to the Joint Legislative Oversight Committee on Health and Human Services.
- (40) \$15,000,000 to OSBM to establish the COVID-19 Teaching Hospitals Relief Fund. OSBM shall allocate the monies in the fund as grants to the five hospitals located within the State that are classified as teaching hospitals by the Centers for Medicare and Medicaid Services (Wake Forest Baptist Medical Center, Duke University Hospital, University of North Carolina at Chapel Hill Medical Center, Vidant Medical Center, and Central Harnett Hospital) for the purpose of offsetting expenses incurred for providing patient care in North Carolina as a result of the COVID-19 pandemic. OSBM shall award grants in an amount equal to \$3,000,000 to each eligible teaching hospital. Grant recipients shall not use these funds for any purpose other than the following to offset costs related to patient care provided in North Carolina to respond to the COVID-19 pandemic:
- a. Up to sixty percent (60%) of lost revenues from foregone elective procedures during the COVID-19 emergency, net of federal funds received from the CARES Act.
 - b. Supplies and equipment purchased in accordance with Centers for Disease Control and Prevention guidelines.
 - c. Rapidly ramping up infection control and triage training for health care professionals.
 - d. Retrofitting separate areas to screen and treat patients with suspected COVID-19 infections, including isolation areas in or around hospital emergency departments.
 - e. Increasing the number of patient care beds to provide surge capacity.
 - f. Transporting patients with confirmed or suspected COVID-19 safely to or from health care facilities.
 - g. Planning, training, and implementing expanded telehealth capabilities.
 - h. Procuring staff or consultants to help mitigate the burden of extensive review of new and incoming federal and State regulatory guidelines.
 - i. Salary support for furloughed employees.

As a condition of receiving the funds allocated in this subdivision, each grant recipient shall submit a detailed written report to the House Appropriations Subcommittee on Health and Human Services, the Senate Appropriations Committee on Health and Human Services, and the Joint Legislative Oversight Committee on Health and Human Services by December 1, 2020, that contains (i) a breakdown of all expenditures from the appropriated funds received under this section by the categories listed in this subdivision and (ii) the total amount of funds received from the Provider Relief Fund provided for in P.L. 116-136 and any other COVID-19 Recovery Legislation or other federal legislation enacted by Congress during calendar year 2020 to support the national response to COVID-19.

UNC-Related Special Provisions from Senate Bill 704

WAIVER OF INTEREST CHARGES ON UNC STUDENT DEBT

SECTION 2.28. Notwithstanding G.S. 147-86.23, a constituent institution of The University of North Carolina shall not accrue or charge any interest to a past-due account receivable held by a student between March 13, 2020, and September 15, 2020.

EXTENSION OF UNC REPORT DATES

SECTION 2.29.(a) Notwithstanding G.S. 116-11(12d), 116-74.21, and 143-613(b1), the Board of Governors of The University of North Carolina shall have an additional 60 days to submit the following reports to the Joint Legislative Education Oversight Committee:

- (1) The annual report due by April 15 each year on teacher education efforts at The University of North Carolina.
- (2) The annual report due by April 15 each year on the supply and demand of school administrators to determine the number of school administrators to be trained in school administrator training programs within the constituent institutions of The University of North Carolina in each year of the fiscal biennium.
- (3) The biennial report due by May 15 every two years on the goals for State-operated health professional schools that offer training programs for licensure or certification of physician assistants, nurse practitioners, and nurse midwives for increasing the percentage of the graduates of those programs who enter clinical programs and careers in primary care.

SECTION 2.29.(b) Notwithstanding Section 9.7(c) of S.L. 2008-107, as amended by Section 9.3(c) of S.L. 2010-31, the Board of Governors of The University of North Carolina shall submit by June 15, 2020, its annual report on the UNC-NCCCS 2+2 E-Learning Initiative due by April 15 each year to the Joint Legislative Education Oversight Committee, the State Board of Education, the Office of State Budget and Management, and the Fiscal Research Division.

SECTION 2.29.(c) Notwithstanding Section 9.3(c) of S.L. 2005-276, as amended by Section 9.3(d) of S.L. 2010-31, The University of North Carolina System Office shall submit by June 15, 2020, its annual report on the UNC-NCCCS Joint Initiative for Teacher Education and Recruitment due by April 15 each year to the State Board of Education, the Board of Governors of The University of North Carolina, the State Board of Community Colleges, the Education Cabinet, the Joint Legislative Education Oversight Committee, and the Office of State Budget and Management.



**RESOLUTION OF
THE BOARD OF GOVERNORS OF
THE UNIVERSITY OF NORTH CAROLINA
May 20, 2020**

WHEREAS, the University of North Carolina and its constituent institutions are dedicated to the service of North Carolina and its people; and

WHEREAS, the mission of the University is to discover, create, transmit and apply knowledge to address the needs of individuals and society; and

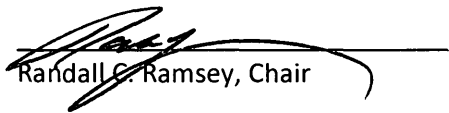
WHEREAS, the University contributes to the solution of societal problems and enriches the quality of life in the state through public service; and

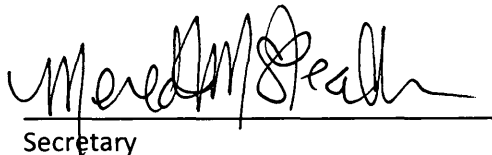
WHEREAS, the University, through its institutions' faculty and staff, has a wealth of experience, which can benefit community, regional and state efforts to expand the economy; and

WHEREAS, the University's constituent institutions seek to deliver a measurable return on the significant state investments.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors supports and strongly encourages all institutions, through the Economic Transformation Council, to create a blueprint to increase the measurable economic impact of each institution through economic and community development. The plan should feature tactical objectives to increase our institutions' regional influence in their community, their region, and across the state.

This the 20th day of May 2020


Randall G. Ramsey, Chair


Secretary



**RESOLUTION OF THE BOARD OF GOVERNORS OF
THE UNIVERSITY OF NORTH CAROLINA**

As Amended, May 20, 2020

Establishment of the Presidential Search Process

The Board of Governors is responsible for electing the president of the University of North Carolina System in accordance with G.S. 116-14 and in discharging its responsibility, may establish search processes to fit the needs of the University and the circumstances of a particular selection process. Therefore, in accordance with Section 200.3 of the UNC Policy Manual, the Board of Governors establishes the following process for the election of the next president of the University:

The chair of the Board of Governors shall establish a Search Committee of the Board composed of seven individuals selected by the Board chair. The chair and vice chair of the Board of Governors shall serve as co-chairs of the Search Committee.¹

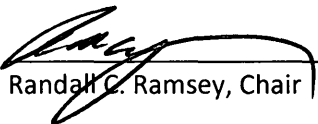
The Search Committee shall submit a slate with the names of at least three final candidates to the full Board from which the full Board shall make its selection for president. The Board shall conduct a vote on the selection of the president and the candidate shall receive a majority of votes of the entire Board in order to be elected president of the University of North Carolina.

The Search Committee co-chairs may, in their sole discretion, designate UNC System Office staff, an executive search consultant, and such additional staff as may be required to support the search process. Fees and expenses associated with the search process shall be reasonable and paid from non-state funds of the UNC System Office.

The co-chairs of the Search Committee shall be the sole spokespeople for the Board regarding the search for and election of the president. The co-chairs of the Search Committee shall work with the Board of Governors chair to ensure that the Speaker of the House, and President Pro Tem of the North Carolina Senate, and the Governor of the State receive appropriate information about the progress of the search.

All information about individuals submitted for consideration as candidates during the search shall be kept confidential.

Adopted this 20th day of May 2020.


Randall C. Ramsey, Chair


Secretary

¹ The resolution was amended by vote of the full Board of Governors on October 1, 2019, to provide that Chair Ramsey and Vice Chair Murphy would continue to serve as co-chairs of the search committee.



**RESOLUTION OF
THE BOARD OF GOVERNORS OF
THE UNIVERSITY OF NORTH CAROLINA
May 20, 2020**

WHEREAS, the spread of COVID-19 has caused a global pandemic creating unprecedented challenges for institutions of higher education and the students they serve, including the University of North Carolina; and

WHEREAS, the University of North Carolina and its constituent institutions remain dedicated to the service of North Carolina and its people and to the fulfillment of the University's mission to discovery, create, and transmit knowledge; and

WHEREAS, on March 11, 2020, as a result of the COVID-19 pandemic and the ensuing public health emergency, and in an attempt to protect the safety of students, employees, and the public while continuing to serve its students and the State, the UNC System announced that it had decided in consultation with State public health officials to transition from in-person instruction to online instruction wherever possible no later than March 20 for the remainder of the spring 2020 semester; and

WHEREAS, by March 23, less than two weeks from this announcement, all universities in the UNC System had successfully implemented this transition; and


WHEREAS, during this time, many University employees transitioned to remote work, and a number of University employees designated as essential continued to perform critical duties on-site at University facilities in spite of stay-at-home restrictions and the declared public health emergency; and


WHEREAS, a variety of University employees associated with health care delivery and clinical operations have demonstrated great commitment and bravery in working on the frontlines of the COVID-19 response; and

WHEREAS, the faculty and staff of the University of North Carolina System facilitated and supported the University's response to the COVID-19 pandemic without hesitation and with great professionalism, ingenuity, and hard work;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors commends the faculty and staff of the University of North Carolina System, for their dedication to the University's mission and the many individuals of our State served by our constituent institutions, and thanks them for their untiring work in supporting the University's efforts to surmount the profound and novel challenges created by the spread of COVID-19.

This the 20th day of May 2020.


Randall C. Ramsey, Chair


Secretary



MEETING OF THE BOARD OF GOVERNORS

Board of Governors

May 20, 2020

Closed Session Motion

Motion to go into closed session to:

- Prevent the disclosure of information that is privileged or confidential under Article 7 of Chapter 126 of the North Carolina General Statutes, or not considered a public record within the meaning of Chapter 132 of the General Statutes.
- Consult with our attorney to protect attorney-client privilege; and

To consider and give instructions concerning a potential or actual claim, administrative procedure, or judicial action for the following cases:

- *Allen, Brady Wayne v. UNC System, Board of Governors, and UNC Charlotte*
 - *Burnett, Harry J. v. UNC System, Board of Governors, and UNC Asheville*
 - *Dieckhaus, Deena v. UNC System, Board of Governors, and East Carolina University*
 - *McAllister-McRae, Gina v. UNC System, Board of Governors, and UNC Wilmington*
- Consider the qualifications, competence, performance, or condition of appointment of a public officer or employee or prospective public officer or employee.

Pursuant to: G.S. 143-318.11(a)(1), (3), and (6).

APPENDIX T

Roll Call Vote Consent Agenda Items	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes, recused from Item 5i.
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative.

APPENDIX T

Roll Call Vote Committee on Budget and Finance 2019-20 Authorization of Tuition	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative.

APPENDIX T

Roll Call Vote Committee on Budget and Finance 2019-20 Authorization of Fees	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative

APPENDIX T

Roll Call Vote Committee on Budget and Finance 2020 COVID-19 Recovery Act Funding	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative

APPENDIX T

Roll Call Vote Committee on University Governance UNC-TV Board of Trustee Appointments	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative

APPENDIX T

Roll Call Vote Committee on University Governance UNC Press Board of Governors Appointments	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative

APPENDIX T

Roll Call Vote Committee on Public Affairs Resolution on the University's Response to Economic Development	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative

APPENDIX T

Roll Call Vote Presidential Search Committee Amendment to the Resolution	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative

APPENDIX T

Roll Call Vote Board of Governors Resolution Commending the University on its Response to COVID-19	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative

APPENDIX T

Roll Call Vote Move to Closed Session	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	Yes
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 23 votes in the affirmative

APPENDIX T

Roll Call Vote Committee on Personnel and Tenure Election of Chancellor, UNCSA	
Allison	Yes
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	Yes
Byers	Yes
Coward	Yes
Daughtry	Yes
Fetzer	Yes
Goolsby	Yes
Green	<i>Non-voting</i>
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Powers	Yes
Ramsey	Yes
Rucho	<i>Absent</i>
Sloan	Yes
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 22 votes in the affirmative