THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs

November 18, 2020 at 11:15 a.m.
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

CLOSED SESSION

OPEN SESSION

Closed Session Motion

Motion to go into closed session to:

- ➢ Prevent the premature disclosure of an honorary award or scholarship.

Pursuant to: G.S. 143-318.11(a)(2).

DRAFT MINUTES

October 21, 2020 at 3:00 p.m.
Via Videoconference and UNC-TV Live Stream
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Vice Chair Anna Spangler Nelson. Participants joined by videoconference unless noted. The following committee members were present, constituting a quorum: Temple Sloan, Steven B. Long, (in-person), Jimmy D. Clark, (in-person), Thomas C. Goolsby, and Isaiah Green, (in-person, nonvoting member). Chancellors participating were Todd Roberts and Elwood Robinson. Chair of the UNC Faculty Assembly Timothy Ives joined.

Staff members participating included Kimberly van Noort, (in-person) and David English (in-person) from the UNC System Office.

OPEN SESSION

1. Call to Order and Approval of OPEN Session Minutes (Item A-1)

Chair Sloan called the meeting to order at 3:01 p.m. on Wednesday, October 21, 2020.

Chair Sloan reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. He asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time. Under the new amendments to the Open Meetings Act, all votes will be taken via roll call.

Chair Sloan called for a motion to approve the minutes of October 21, 2020.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open minutes of October 21, 2020 as distributed.

Motion: Steven B. Long
Motion: carried

Roll Call Vote	
Clark	Yes
Goolsby	
Long	Yes
Nelson	Yes
Sloan	Yes

2. Academic Affairs Update (Item A-2)

An update was provided from the Academic Affairs division on the UNC System's continued response to the ongoing COVID-19 pandemic and its impact on the fall 2020 semester and beyond.

3. UNC System Peer Study Presentation (Item A-3)

The Board of Governors is responsible for making final determination on the list of peer institutions for each of the 16 constituent universities. These lists are updated periodically, with the two most recent revisions being made in 2011 and 2006. Revised peer lists have been developed and are proposed to remain in force through June 30, 2025. A vote is proposed for November.

4. Delegated Program Actions (Item A-4)

Section 400.1.1[R] of the UNC Policy Manual, Regulation for Academic Program Planning and Evaluation, includes academic program actions that are delegated to staff at the UNC System Office. The report presented provided information on the academic program actions taken by UNC System Office staff since the last meeting of the Board of Governors.

5. Comprehensive Articulation Agreement Annual Report (Item A-5)

The revised Comprehensive Articulation Agreement (CAA) was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the Fall 2014 semester. The annual report demonstrates compliance with NCGS 116-11(10c).

Vice Chair Nelson called for a motion to approve the Comprehensive Articulation Annual Report.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above request and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Temple Sloan
Motion carried
Motion: carried

Roll Call Vote	
Clark	Yes
Goolsby	
Long	Yes

Nelson	Yes
Sloan	Yes

6. Comprehensive Articulation Agreement Technical Corrections (Item A-6)

The report on technical corrections to the CAA summarizes ongoing efforts to implement and fulfill the CAA. This report was for information only.

7. Outcomes of North Carolina Medical Schools Graduates (Item A-7)

The annual report from the North Carolina Area Health Care Centers, (NC AHEC), "Monitoring the Progress of North Carolina Medical School Graduates Entering Primary Care Careers in North Carolina," was presented to the committee for approval.

Vice Chair Nelson called for a motion to approve the "Monitoring the Progress of North Carolina Medical School Graduates Entering Primary Care Careers in North Carolina" report.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above request and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Steven B. Long
Motion carried
Motion: carried

Roll Call Vote	
Clark	Yes
Goolsby	
Long	Yes
Nelson	Yes
Sloan	Yes

8. Pandemic Health Care Workforce Study (Item A-8)

Session Law 2020-3, Senate Bill 704 directed NC AHEC to conduct a study of the issues that impact health care delivery and the health care workforce during a pandemic. The study focused upon the impact of the COVID-19 pandemic, issues that need to be addressed in the aftermath of this pandemic, and plans that should be implemented in the event of a future health crisis. The study will be complete in 2021. For information only.

9. Adjourn (Item A-9)

There being no further business, the meeting adjourned 4:22 p.m.

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Steven B. Long, Secretary

AGENDA ITEM

A-2. Academic Affairs Update .... Kimberly van Noort

Situation: The committee will hear an update on recent activities involving academic affairs.

Background: The University of North Carolina System's Division of Academic Affairs complements the University's core academic mission, supports faculty, and ensures research efforts and sponsored and international programs are successful. The division also provides assistance for student affairs and certain other access and outreach activities.

Assessment: Information will be provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the 17 institutions.

Action: This item is for information only.

AGENDA ITEM

A-3.   UNC System Enrollment and Student Success Metrics .... Kimberly van Noort

Situation:	The committee will hear an update on enrollment and student success metrics.
Background:	Additional details are now available regarding fall enrollment, and preliminary measures of student success are beginning to be calculated.
Assessment:	Information will be provided to the committee regarding enrollment trends and student success measures across the 17 constituent institutions.
Action:	This item is for information only.

AGENDA ITEM

A-4. UNC System Academic Program Actions.. David English

Situation:	Section 400.1.1[R] of the UNC Policy Manual, Regulation for Academic Program Planning and Evaluation, defines the academic program actions that require Board approval, and those that are delegated to staff at the UNC System Office. This report presents those program actions that require Board approval, and provides a listing of the academic program actions taken by UNC System Office staff since the last meeting of the Board. Program Discontinuation and Consolidation (Vote Required) North Carolina State University requests discontinuation and consolidation of the Bachelor of Science in Turfgrass Science (BS, CIP 01.0607). North Carolina State University requests discontinuation of the Bachelor of Landscape Architecture in Landscape Architecture (BLA, CIP 04.0601).
Background:	Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the Board of Governors. Items such as change of delivery mode, change of program title or Classification of Instructional Program (CIP) codes, change of off-site locations, and change of speciality codes are delegated to UNC System Office Staff.
Assessment:	Approval of the requested program discontinuations is recommended.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

**Request for Authorization to <u>Discontinue and/or Consolidate</u>
Academic Degree Programs**

<u>North Carolina State University – BS in Turfgrass Science</u> – (CIP 01.0607)

The Bachelor of Science (BS) in Turfgrass Science program (01.0607) will be <u>discontinued and consolidated</u> into the existing BS in Crop and Soil Sciences Program (CIP 01.1102) effective with the fall 2020 semester. The request to discontinue the degree program was approved by the head of the department/program, college curriculum committee, college dean, provost, and chancellor.

Students currently enrolled in the program will be allowed to complete their degrees until June 2025. If at that time a student has not completed the program, they will be moved into the concentration in the Crop and Soil Sciences Program.

No faculty or staff members will be reassigned due to the discontinuation and consolidation of the program, as the courses will still be offered under the concentration in the Crop and Soil Sciences Program.

<u>North Carolina State University – BLA in Landscape Architecture</u> – (CIP 04.0601)

The Bachelor of Landscape Architecture (BLA) in Landscape Architecture degree program (CIP 04.0601) will be <u>discontinued</u> effective with the fall 2020 semester due to low enrollment. The request to discontinue the degree program was approved by the head of the department/program, college curriculum committee, college dean, provost, and chancellor.

There are currently no students enrolled in the program. Faculty and staff in the department continue to support the continuing Landscape Architecture minor and the professional Master of Landscape Architecture (MLA) degree.

UNC System: Delegated Academic Program Actions

Mode of Delivery Changes

	Institution	Degree	Program Title	CIP	Mode	Date
1.	NCSU	M	Engineering Management	15.1501	Online	11/02/2020

Off-Site Instruction Changes

None

CIP, Degree, and Title Changes

	Order	Institution	Degree	Program Title	CIP	Date
1.	Old	UNCG	BA	Special Programs in Liberal Studies	24.0101	11/04/2020
1.	New	UNCG	BA	Liberal and Interdisciplinary Studies	24.0101	

Specialty Code Changes

	Institution	Degree	Program Title	CIP	Date
1.	ASU	BS	Career and Technical Education	13.1299	10/05/2020
2.	ASU	BS	Languages, Literatures, and Cultures	13.1399	10/05/2020
3.	ASU	BS	Mathematics	27.0101	10/05/2020
4.	ASU	MA	Mathematics	27.0101	10/05/2020
5.	ASU	MA	Reading Education, General	13.1315	10/05/2020
6.	ASU	MA	Romance Languages	16.0999	10/05/2020
7.	ASU	MA	Special Education	13.1001	10/05/2020
8.	UNCC	BA	Geography	45.0701	10/05/2020
9.	UNCC	BS	Geography	45.0701	10/05/2020
10.	NCSU	BS	Agricultural Education	13.1301	10/16/2020
11.	NCSU	MED	Curriculum and Instruction	13.0301	10/16/2020
12.	NCSU	MS	Curriculum and Instruction	13.0301	10/16/2020
13.	NCSU	EDD	Educational Leadership	13.0401	10/16/2020
14.	NCSU	MED	Elementary Education	13.1202	10/16/2020
15.	NCSU	BA	English, Teacher Education	13.1305	10/16/2020
16.	NCSU	BA	Foreign Languages and Literatures	16.0101	10/16/2020
17.	NCSU	PHD	Learning and Teaching in STEM	13.1399	10/16/2020

18.	NCSU	MED	Learning Design and Technology	13.0501	10/16/2020
19.	NCSU	MS	Learning Design and Technology	13.0501	10/16/2020
20.	NCSU	MAT	Master of Arts in Teaching	13.1299	10/16/2020
21.	NCSU	MSW	Master of Social Work	44.0701	10/16/2020
22.	NCSU	BS	Mathematics Education	13.1311	10/16/2020
23.	NCSU	MS	Mathematics Education	13.1311	10/16/2020
24.	NCSU	PHD	Psychology	42.0101	10/16/2020
25.	NCSU	MSA	School Administration	13.0401	10/16/2020
26.	NCSU	MED	School Counseling	13.1101	10/16/2020
27.	NCSU	MS	School Counseling	13.1101	10/16/2020
28.	NCSU	BS	Science Education	13.1316	10/16/2020
29.	NCSU	MS	Science Education	13.1316	10/16/2020
30.	NCSU	MED	Science, Technology, Engineering, and Mathematics Education	13.1399	10/16/2020
31.	NCSU	BSW	Social Work	44.0701	10/16/2020
32.	NCSU	MED	Special Education	13.1001	10/16/2020
33.	NCSU	PHD	Teacher Education and Learning Sciences	13.0301	10/16/2020
34.	NCSU	EDD	Technology Education	13.1309	10/16/2020
35.	NCSU	MS	Technology Education	13.1309	10/16/2020
36.	NCSU	BS	Middle Grades Education	13.1203	11/04/2020
37.	NCSU	BS	Technology, Engineering, and Design Education	13.1309	11/04/2020
38.	UNCC	MAT	Master of Arts in Teaching	13.1299	11/04/2020
39.	UNCW	MAT	Master of Arts in Teaching	13.1299	11/04/2020
40.	UNCW	MED	Master of Education	13.0101	11/04/2020

AGENDA ITEM

A-5.   UNC System Peer Study Vote .... David English

Situation: The Board of Governors of the University of North Carolina System is responsible for making final determination on the list of peer institutions for each of the 16 constituent universities. These lists are updated periodically, with the two most recent revisions being made in 2011 and 2006. Revised peer lists have been developed and are proposed to remain in force through June 30, 2025.

Background: Each peer institution list provides a single collection of universities to be used for benchmarking and comparison. This list provides an objective point of review and departure for strategic planning. The peer institution lists are consulted for analyses of performance benchmarks, including but not limited to: tuition and fees, retention and graduation rates, degree production, faculty workload, staff salaries, space utilization, private fundraising and endowments, student financial aid, institutional revenues, and distribution of institutional expenses.

An internal working group at the UNC System Office, including staff from academic affairs, data and analytics, human resources, finance, and strategy and policy have been working since the summer of 2019 on developing a new list of institutional peers. This work is being done in close partnership with the individual constituent institutions, each of which identified a primary point of contact and an internal working group.

A multi-stage collaborative process was used to identify and evaluate potential peers for each institution. First, the UNC System Office constructed a dataset derived from the federal Integrated Postsecondary Education Data System (IPEDS). Next, a cluster analysis was run for each institution, using six common variables and four elective variables. A final review and identification of peers was conducted by institutional and UNC System Office leadership.

Assessment: The quantitative approach taken for this update is more reliable and consistent than previous peer studies. A proposed peer list has been identified for each of the 16 universities in the UNC System, and that information is provided for discussion. A vote is proposed for the November Board of Governors meeting.

Action: This item requires a vote by the committee and a vote by the full Board of Governors.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

2020 Peer Study

November 19, 2020

University of North Carolina System
Chapel Hill, North Carolina

REPORT: 2020 Peer Study

Introduction

When the University of North Carolina (UNC System) was redesignated in 1972 to include all 16 public four-year institutions of higher education, one of the primary responsibilities given to the Board of Governors (BOG) was to "…foster the development of a well-planned and coordinated system of higher education." One of the key activities the BOG oversees in the execution of this responsibility is periodically updating institutional peer lists. A peer list is a collection of similar institutions that can be used to facilitate objective and useful comparisons and benchmarking for the constituent universities.

The American higher education system is the largest and broadest in the world, with roughly 5,000 colleges and universities varying in size (from institutions with fewer than 100 students to those with nearly 70,000), mission (e.g. liberal arts, religious, special focus, comprehensive, research), control (public, private non-profit, private for-profit), and degree-granting authority (associate, baccalaureate, master's, doctorate). Institutional missions vary by the student population served, and institutions differ in the amount of resources they have available to them.

Given the breadth and diversity of institutions in the United States, it is impracticable and unproductive to compare any given college or university against all other institutions of higher education. As such, institutions and governing boards have relied upon the identification of smaller sets of institutions to provide a more focused and concise perspective for comparisons. These peer lists provide institutions with a single collection of universities to be used for benchmarking and comparison, and provides an objective point of review and departure for institutional strategic planning.

The UNC System mirrors the larger tapestry of higher education in American with regards to the diversity of its institutions. Unlike many other systems of higher education, the UNC System is comprised of a heterogeneous mix of institutions that differ in mission, size, degree focus, and student body served. As such, the historical use of peer sets has allowed the UNC Board of Governors to examine the positioning and performance of each constituent institution within a group of similarly situated colleges and universities. This facilitates more accurate and more effective assessments and comparisons.

Within the UNC System, the Board of Governors has responsibility for reviewing and approving all institutional peer lists. The peer institution lists have historically been consulted for analyses, including, but not limited to: tuition and fees, retention and graduation rates, degree production, research productivity, space utilization, private fundraising and endowments, student financial aid, institutional revenues, and the distribution of institutional expenses.

The UNC System has historically updated peer institutions roughly every five years, with the two most recent studies occurring in 2006 and 2011. A great deal has changed for both American higher education in general and for UNC System institutions specifically since 2011. As such, the 2020 Peer Study is critically important to ensure that each constituent university has a current and accurate peer set in place.

The remainder of this report provides an overview of the conceptual approach taken in development of the peer sets, the methodological approach that was applied, and a discussion of recommended uses and time limits for the peer sets. The report concludes with the recommended peer lists for each constituent institution.

REPORT: 2020 Peer Study

Conceptual Approach

The UNC System has used a variety of approaches in conducting previous peer studies. The 2006 peer study was outsourced to Dennis Jones, President of the National Center for Higher Management Systems (NCHEMS). This process helped ensure an objective and consistent perspective, but lacked documentation on the specific details considered. The 2011 peer study was conducted internally, but quantitative analysis was delegated to the individual institutions. This allowed for a better understanding of the deliberations, but resulted in a less consistent approach, as larger institutions with more robust institutional research operations were able to conduct more sophisticated modeling than smaller institutions. Previous peer studies have also varied in their intended usage; some were designed to identify similar institutions for outcomes evaluations, while some were constructed to identify universities that were aspirational. At times it was unclear which was of these was the driving objective.

The 2020 peer study has been constructed so that the analyses are objective, consistent, and clearly understood. The work has also been clearly focused on identifying peer sets that are composed of realistic and accurate sets of institutions that can be used for current benchmarking and outcomes analyses. This has been a highly collaborative and consultative process, with responsibility shared by the UNC System Office and the individual institutions. To that end, each UNC System university was asked to identify one individual to serve as the primary point of contact who had the institutional standing and knowledge to guide their campus process. Additionally, each university established an internal working group composed of individuals to participate in the working process. This typically included individuals from Academic Affairs, Institutional Research, Finance, Human Resources, and representatives of Faculty and Staff Councils and Senates. The UNC System Office developed a parallel internal steering group led by Academic Affairs, including representatives from Data and Analytics, Strategy and Policy, Finance, Human Resources, the chief of staff, and the chief operating officer. Identification of the methodological approach, variable identification, and ultimate peer selection was conducted in a collaborative manner, involving individuals from the UNC System Office and each constituent university.

Methodological Approach

A guiding objective of the 2020 peer study was to employ a quantitative and data-driven approach to identify institutional peers that would be consistent across institutions. To that end, and as opposed to previous iterations of peer studies, UNC System Office staff from Data and Analytics conducted all quantitative analyses for the 16 constituent universities. This ensured a common approach was used in the consideration of peers for all institutions, and also helped to ameliorate the differences in resources that exist across the constituent institutions.

The first step in the process was to identify a methodology. Following discussions, cluster analysis was selected as the quantitative approach, as it allows for many institutions to be compared simultaneously across a variety of variables. Next, individual variables were identified for use in the cluster analysis. A cluster analysis was then run for each institution, and output lists were provided to the institutions for review. Institutions were allowed to identify colleges and universities that they felt should be included on their peer list, but which were not included in the cluster analysis. This typically included institutions for which there was a historical connection on peer studies or similar academic focus. Institutions subsequently provided a list of proposed peers, which were reviewed by the UNC System Office steering committee. A final proposed list was then negotiated by each institution and the UNC System Office.

REPORT: 2020 Peer Study

Variable Identification
Potential variables were identified by staff from the UNC System Office and the individual institutions, and were ultimately approved by the UNC System Office steering group. Given that the desired objective of the peer study was to identify lists that could be used for outcomes assessment, the majority of the variables identified were measures of institution resources and mission. Variables fall into one of three broad categories: those that help understand an institution's mission and positioning (e.g. academic program mix, undergraduate enrollment as a percent of total enrollment); the study body an institution serves (e.g. total student enrollment, percent of undergraduate students receiving a Pell Grant); and institutional resources (e.g. percent of faculty that are full-time, instructional expenditures per student FTE). It was decided that ten variables would be used in each cluster analysis. Of those ten, six would be common to all institutions, and four would be selected by the individual institution in consultation with the UNC System Office. A full list of the variables is provided below.

Variables Used in the Cluster Analysis
- 12-month Enrollment Full-Time Equivalent (FTE), (*Core Variable*)
- Percent of Undergraduate Students Receiving a Pell Grant, (*Core Variable*)
- Undergraduate Enrollment as a Percent of Total Enrollment, (*Core Variable*)
- Academic Program Mix, (*Core Variable*)
- Percent of Faculty Who are Full-Time, (*Core Variable*)
- Instructional Expenditures per Student FTE, (*Core Variable*)
- Percent of Undergraduate Students Who are Part-Time, (*Elective Variable*)
- Percent of Undergraduate Students Who are Transfers, (*Elective Variable*)
- Percent of Undergraduate Students Who are 25 and older, (*Elective Variable*)
- Percent Underrepresented Minority Student Enrollment, (*Elective Variable*)
- ACT Composite Score 75th Percentile (*Elective Variable*)
- Percent Five-Year Change in FTE Enrollment (*Elective Variable*)
- Percent of Faculty Who are Tenured or Tenure-Track (*Elective Variable*)
- Average Full Professor Salary (*Elective Variable*)
- Research Expenditures per FTE (*Elective Variable*)
- Public Service Expenditures per FTE (*Elective Variable*)
- Core Operational Revenue per FTE (Tuition & Fees – Discounts & Allowances, + State Appropriations), (*Elective Variable*)
- Endowment per Student FTE, (*Elective Variable*)

Cluster Analysis
The analysis started with all institutions that reported data to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) as a basis for selection. As the UNC System is a collective of four-year public universities, the analysis excluded private institutions and institutions that do not offer bachelor's degrees. Of the ten variables evaluated, five were pre-determined, one was semi-custom, and four were selected by the institution. Using these ten variables, analysts assessed the distribution of values across the aforementioned list of public universities. In cases where an institution had a missing response for one of the ten variables, that institution was removed from the evaluation dataset. There are instances where it might be desirable to include a missing response, which can be evaluated in a future iteration. All variables' values were scaled to prevent skewing the results towards those variables with large values. Depending on the distribution of values, steps were taken to normalize/standardize the spread within each variable. Additional data manipulations were conducted, particularly for the financial variables, to correct for skewness in the distribution. Rather than identifying

and removing institutions with single-variable outliers prior to clustering, a large k-means cluster analysis was used to identify outliers in the data. Using this process, outliers ended up in clusters by themselves. Once identified, outlier institutions were removed from the evaluation dataset, and the remaining institutions were re-standardized. A new k-means cluster analysis was run using an appropriate k-based value based on model measures and other key assessment criteria, such as the number and geographic diversity of in-cluster institutions. A final list of in-cluster institutions was produced for institutional review and discussion. A single peer list was identified for each institution, with between 10 and 12 institutions included. Given the focus on outcomes benchmarking, inclusion of aspirational and private peers was limited compared to previous peer studies.

Recommended Uses and Timeline

The proposed peer sets were developed first and foremost for current benchmarking and comparisons. Accordingly, it is recommended that these peer lists serve as the basis of analysis for outcomes assessment on areas such as student retention rates, graduation rates, degree production, research productivity, and other relevant metrics, particularly those associated with the UNC System Strategic Plan, *Higher Expectations*.

In the past, the peer sets have served as the primary comparison group for faculty salaries. This has limited the efficacy of those comparisons, as the peer sets do not represent a full competitive employment market. As such, moving forward, peer sets will not be used as the primary source of analysis for faculty salaries. The UNC System Office is currently developing a Faculty Salary Analysis Tool (FacSAT), which will serve as a more robust and comprehensive platform for conducting faculty salary analyses in the future.

Finally, there were significant concerns that the peer sets have not been updated in nine years. As such, the new peer sets will be used between the date adopted by the BOG and June 30, 2025. Therefore, the next peer study will be conducted in the 2024-2025 academic year, with an implementation date of July 1, 2025.

Proposed peers

The following pages contain the proposed peer sets for each of the UNC System constituent universities. For each peer institution the following information is provided: name of institution, state the institution is located in, whether or not the peer was identified through the cluster analysis, whether or not the peer was included on the 2011 list, and whether or not the peer was included on the 2006 list. Some lists are more stable across studies than others, which reflects a fairly mature institutional comparison set. Other lists have changed dramatically, given either growth and development of the individual constituent institution or similar changes in the comparison set. Similar to previous peer studies, the UNC-Chapel Hill list includes ten public institutions and five private institutions; the UNC School of the Arts list includes six public institutions and six private institutions; the UNC Asheville list contains ten public institutions and two private institutions; and the Elizabeth City State list includes ten public institutions and one private institution. For those universities, the private institutions will factor into analyses of outcomes measures such as retention and graduation rates, but do not factor into considerations of tuition and fees.

REPORT: 2020 Peer Study

Appalachian State University

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
California Polytechnic State University-San Luis Obispo	CA	Yes	No	No
Grand Valley State University	MI	Yes	No	No
Bowling Green State University-Main Campus	OH	Yes	Yes	Yes
Miami University-Oxford	OH	Yes	Yes	Yes
Indiana University of Pennsylvania-Main Campus	PA	Yes	Yes	No
West Chester University of Pennsylvania	PA	Yes	Yes	Yes
College of Charleston	SC	Yes	Yes	Yes
James Madison University	VA	Yes	Yes	Yes
Western Washington University	WA	Yes	Yes	Yes
Western Michigan University	MI	No	No	No

10 Total Peers
7 Peers were included on 2011 List
6 Peers were included on 2006 List
1 Peer Off-Cluster
0 Private Peers

East Carolina University

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
Illinois State University	IL	Yes	No	No
Ball State University	IN	Yes	No	No
Central Michigan University	MI	Yes	Yes	No
Western Michigan University	MI	Yes	Yes	Yes
University of Nevada-Las Vegas	NV	Yes	No	No
Utah State University	UT	Yes	No	No
Washington State University	WA	Yes	No	No
Northern Arizona University	AZ	No	No	No
Florida Atlantic University	FL	No	No	No
Ohio University-Main Campus	OH	No	Yes	Yes
Kent State University at Kent	OH	No	No	No

11 Total Peers
3 Peers were included on 2011 List
2 Peers were included on 2006 List
4 Peers Off-Cluster
0 Private Peers

Elizabeth City State University

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
Bowie State University	MD	Yes	Yes	No
Coppin State University	MD	Yes	No	No
Mississippi Valley State University	MS	Yes	No	No
Lincoln University	PA	Yes	No	No
South Carolina State University	SC	Yes	No	No
Norfolk State University	VA	Yes	Yes	No
Virginia State University	VA	Yes	Yes	No
Florida Memorial University	*FA*	*No*	*No*	*No*
Frostburg State University	MD	No	Yes	No
Delta State University	MS	No	No	No
Christopher Newport University	VA	No	Yes	Yes

11 Total Peers
5 Peers were included on 2011 List
1 Peer was included on 2006 List
4 Peers Off-Cluster
1 Private Peer

Fayetteville State University

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
University of Arkansas at Pine Bluff	AR	Yes	No	No
Fort Valley State University	GA	Yes	No	No
Savannah State University	GA	Yes	No	No
Grambling State University	LA	Yes	Yes	No
Alcorn State University	MS	Yes	No	No
Lincoln University	PA	Yes	No	No
Prairie View A&M University	TX	Yes	No	No
Norfolk State University	VA	Yes	Yes	No
Virginia State University	VA	Yes	Yes	No
Alabama State University	AL	No	No	No

10 Total Peers
3 Peers were included on 2011 List
0 Peers were included on 2006 List
1 Peer Off-Cluster
0 Private Peers

North Carolina A & T State University

Institution	State	Cluster Analysis*	2011 Peer	2006 Peer
Florida Agricultural and Mechanical University	FL	Yes	Yes	Yes
The University of Louisiana at Lafayette	LA	Yes	Yes	No
University of Maine	ME	Yes	Yes	Yes
Montana State University	MT	Yes	No	Yes
New Mexico State University-Main Campus	NM	Yes	Yes	No
South Dakota State University	SD	Yes	Yes	Yes
The University of Texas at El Paso	TX	Yes	Yes	Yes
Wichita State University	KS	No	No	No
University of Southern Mississippi	MS	No	No	No
North Dakota State University-Main Campus	ND	No	No	Yes
Old Dominion University	VA	No	Yes	No

11 Total Peers
7 Peers were included on 2011 List
6 Peers were included on 2006 List
4 Peers Off-Cluster
0 Private Peers
* Two cluster models were used to develop NC A&T's proposed list.

North Carolina Central University

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
Alabama State University	AL	Yes	No	No
Delaware State University	DE	Yes	No	No
Bowie State University	MD	Yes	No	No
Morgan State University	MD	Yes	Yes	No
Jackson State University	MS	Yes	Yes	No
Tennessee State University	TN	Yes	Yes	Yes
Texas A&M University-Kingsville	TX	Yes	No	No
Norfolk State University	VA	Yes	No	No
Virginia State University	VA	Yes	No	No
New Jersey City University	NJ	No	Yes	Yes

10 Total Peers
4 Peers were included on 2011 List
2 Peers were included on 2006 List
1 Peer Off-Cluster
0 Private Peers

REPORT: 2020 Peer Study

North Carolina State University

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
University of Arizona	AZ	Yes	Yes	No
University of California-Davis	CA	Yes	Yes	Yes
University of Florida	FL	Yes	Yes	Yes
Georgia Institute of Technology-Main Campus	GA	Yes	Yes	Yes
University of Illinois at Urbana-Champaign	IL	Yes	Yes	Yes
University of Maryland-College Park	MD	Yes	Yes	Yes
Michigan State University	MI	Yes	Yes	Yes
Rutgers University-New Brunswick	NJ	Yes	Yes	No
Texas A&M University-College Station	TX	Yes	Yes	Yes
Virginia Polytechnic Institute and State University	VA	Yes	Yes	Yes
University of Wisconsin at Madison	WI	Yes	Yes	Yes
Purdue University-Main Campus	IN	Yes	Yes	Yes

12 Total Peers
12 Peers were included on 2011 List
10 Peers were included on 2006 List
0 Peers Off-Cluster
0 Private Peers

University of North Carolina at Asheville

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
St. Mary's College of Maryland	MD	Yes	Yes	Yes
Massachusetts College of Liberal Arts	MA	Yes	Yes	Yes
University of Minnesota-Morris	MN	Yes	Yes	Yes
Ramapo College of New Jersey	NJ	Yes	Yes	Yes
SUNY College at Geneseo	NY	Yes	Yes	Yes
SUNY at Purchase College	NY	Yes	Yes	No
Christopher Newport University	VA	Yes	Yes	No
University of Mary Washington	VA	Yes	No	Yes
The University of Virginia's College at Wise	VA	Yes	No	No
New College of Florida	FL	Yes	Yes	Yes
The College of Wooster	*OH*	*No*	*No*	*No*
Furman University	*SC*	*No*	*Yes*	*Yes*

12 Total Peers
9 Peers were included on 2011 List
8 Peers were included on 2006 List
2 Peers Off-Cluster
2 Private Peers

REPORT: 2020 Peer Study

University of North Carolina at Chapel Hill

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
University of California-Berkeley	CA	Yes	Yes	Yes
University of California-Los Angeles	CA	Yes	Yes	Yes
University of Florida	CA	Yes	No	Yes
University of Illinois at Urbana-Champaign	IL	Yes	No	Yes
University of Michigan-Ann Arbor	MI	Yes	Yes	Yes
University of Pittsburg-Pittsburgh Campus	PA	Yes	Yes	Yes
The University of Texas at Austin	TX	Yes	Yes	Yes
University of Washington-Seattle Campus	WA	Yes	Yes	Yes
University of Wisconsin-Madison	WI	Yes	Yes	Yes
University of Virginia-Main Campus	VA	No	Yes	Yes
Emory University	*GA*	*No*	*No*	*Yes*
Northwestern University	*IL*	*No*	*Yes*	*No*
Johns Hopkins University	*MD*	*No*	*Yes*	*Yes*
Duke University	*NC*	*No*	*Yes*	*Yes*
Vanderbilt University	*TN*	*No*	*No*	*No*

15 Total Peers
11 Peers were included on 2011 List
13 Peers were included on 2006 List
6 Peers Off-Cluster
5 Private Peers

University of North Carolina at Charlotte

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
Northern Arizona University	AZ	Yes	No	No
San Diego State University	CA	Yes	No	Yes
Florida Atlantic University	FL	Yes	Yes	No
University of Nevada-Las Vegas	NV	Yes	Yes	Yes
Portland State University	OR	Yes	Yes	Yes
University of Houston	TX	Yes	No	No
The University of Texas at San Antonio	TX	Yes	Yes	Yes
George Mason University	VA	Yes	No	Yes
Old Dominion University	VA	Yes	Yes	No
Indiana University-Purdue University-Indianapolis	IN	No	No	No
University of Massachusetts-Lowell	MA	No	Yes	Yes
University of Maryland-Baltimore County	MD	No	No	Yes

12 Total Peers
6 Peers were included on 2011 List
7 Peers were included on 2006 List
3 Peers Off-Cluster
0 Private Peers

REPORT: 2020 Peer Study

University of North Carolina at Greensboro

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
Northern Arizona University	AZ	Yes	No	No
San Diego State University	CA	Yes	No	No
Florida Atlantic University	FL	Yes	No	Yes
Portland State University	OR	Yes	Yes	Yes
Texas State University	TX	Yes	No	No
The University of Texas at San Antonio	TX	Yes	No	No
University of Massachusetts-Boston	MA	No	No	No
University of Nevada-Las Vegas	NV	No	No	No
University of Memphis	TN	No	Yes	No
University of Wisconsin-Milwaukee	WI	No	No	Yes

10 Total Peers
2 Peers were included on 2011 List
3 Peers were included on 2006 List
4 Peers Off-Cluster
0 Private Peers

University of North Carolina at Pembroke

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
Northwestern State University of Louisiana	LA	Yes	No	No
Frostburg State University	MD	Yes	Yes	No
SUNY Buffalo State	NY	Yes	No	No
Francis Marion University	SC	Yes	Yes	No
Lander University	SC	Yes	No	No
Austin Peay State University	TN	Yes	Yes	Yes
Virginia State University	VA	Yes	No	No
University of Wisconsin-Parkside	WI	Yes	No	No
Middle Georgia State University	GA	Yes	No	No
Eastern New Mexico University-Main Campus	NM	No	Yes	No
Northeastern State University	OK	No	Yes	Yes

11 Total Peers
5 Peers were included on 2011 List
2 Peers were included on 2006 List
2 Peers Off-Cluster
0 Private Peers

REPORT: 2020 Peer Study

University of North Carolina Wilmington

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
California Polytechnic State University-San Luis Obispo	CA	Yes	Yes	Yes
University of California-Santa Cruz	CA	Yes	No	No
University of Maryland-Baltimore County	MD	Yes	Yes	No
University of Massachusetts-Lowell	MA	Yes	No	No
Rowan University	NJ	Yes	Yes	Yes
Binghamton University	NY	Yes	Yes	No
Ohio University-Main Campus	OH	Yes	No	No
University of Rhode Island	RI	Yes	No	No
The University of Montana	MT	No	No	No
University of South Dakota	SD	No	No	No
College of William and Mary	VA	No	Yes	No
Western Washington University	WA	No	Yes	Yes

12 Total Peers
6 Peers were included on 2011 List
3 Peers were included on 2006 List
4 Peers Off-Cluster
0 Private Peers

University of North Carolina School of the Arts

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
Massachusetts College of Art and Design	MA	Yes	Yes	Yes
SUNY at Purchase College	NY	Yes	Yes	Yes
University of California-Los Angeles *	CA	No	Yes	No
California Institute of the Arts	*CA*	*No*	*No*	*Yes*
Savannah College of Art and Design	*GA*	*No*	*Yes*	*Yes*
Indiana University-Bloomington *	IN	No	No	No
Berklee College of Music	*MA*	*No*	*No*	*No*
The Juilliard School	*NY*	*No*	*Yes*	*Yes*
New York University *	*NY*	*No*	*Yes*	*No*
University of Cincinnati-Main Campus *	OH	No	Yes	No
Carnegie Mellon University *	*PA*	*No*	*Yes*	*No*
The University of Texas at Austin *	TX	No	Yes	No

12 Total Peers
9 Peers were included on 2011 List
5 Peers were included on 2006 List
10 Peers Off-Cluster
6 Private Peers
* Indicates comparisons will be made to that institution's college/school of arts when possible.

REPORT: 2020 Peer Study

Western Carolina University

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
University of Central Arkansas	AR	Yes	No	No
University of Colorado-Colorado Springs	CO	Yes	No	No
University of North Florida	FL	Yes	No	No
Indiana State University	IN	Yes	No	No
Western Kentucky University	KY	Yes	No	Yes
Ferris State University	MI	Yes	No	No
Saint Cloud State University	MN	Yes	Yes	No
University of Central Oklahoma	OK	Yes	No	No
The University of Tennessee-Chattanooga	TN	Yes	No	No
Central Washington University	WA	Yes	No	No
Eastern Washington University	WA	Yes	No	No
Western Illinois University	IL	No	Yes	No

12 Total Peers
2 Peers were included on 2011 List
1 Peer was included on 2006 List
1 Peer Off-Cluster
0 Private Peers

Winston-Salem State University

Institution	State	Cluster Analysis	2011 Peer	2006 Peer
Alabama State University	AL	Yes	No	No
Delaware State University	DE	Yes	Yes	No
Eastern Illinois University	IL	Yes	No	No
Western Illinois University	IL	Yes	No	No
Coppin State University	MD	Yes	No	No
University of Maryland Eastern Shore	MD	Yes	Yes	Yes
SUNY College at Potsdam	NY	Yes	No	No
Francis Marion University	SC	Yes	Yes	No
South Carolina State University	SC	Yes	No	No
Tennessee State University	TN	Yes	Yes	No
Norfolk State University	VA	Yes	Yes	No
Virginia State University	VA	Yes	Yes	No

12 Total Peers
6 Peers were included on 2011 List
1 Peer was included on 2006 List
0 Peers Off-Cluster
0 Private Peers

AGENDA ITEM

A-6.   Proposed Revisions to Section 400.1.6 of the UNC Policy Manual .... David English

Situation: Section 400.1.6 of the UNC Policy Manual, The University of North Carolina Academic Calendar, was first adopted by the Board of Governors (BOG) in 1996. Revisions are being proposed that will align the UNC System academic calendar and credit hour regulations with those promulgated by accrediting agencies and the United States Department of Education. A second requirement that individual institutions submit to the president each year a copy of their academic calendars will be deleted.

Background: The United States Department of Education (ED) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) have policies in place that define the commonly accepted requirements of a traditional academic calendar and instructional minutes for individual courses. Each UNC System institution is in compliance with these policies currently. The existing version of Policy 400.1.6 predates those federal and accrediting requirements, and it uses an outdated method of defining minimum criteria for an academic calendar. The requirement that institutions offer two semesters with a minimum of 75 days per semester does not align with the more recent calendar and credit hour requirements advanced by ED and SACSCOC, which use instructional weeks and instructional minutes as the metrics for measurement.

The requirement that institutions physically mail copies of their academic calendars to the president, so that a single record could be retained for the UNC System, is outdated. Staff are now able to quickly and easily retrieve these calendars through institutions' websites when needed.

Assessment: The proposed revision aligns UNC System requirements with those adavanced by ED and SACSCOC, which serve as the regional and national benchmarks for ensuring academic quality and rigor. It also makes clear that institutions are required to abide by all requirements outlined by SACSCOC, the United States Department of Education, and other relevant oversight organizations.

Action: This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda at the next meeting.

Policy on the University of North Carolina Academic Calendar and Credit Requirements

I.   Purpose. A critical responsibility of all University of North Carolina (UNC) institutions[1] is to ensure appropriate rigor and integrity in their academic programs and instructional courses. This policy outlines the requirements of the constituent institutions regarding academic calendar and credit hour requirements.

II.   Academic Calendar Requirements. UNC institutions shall develop academic calendars and course offerings that are structured to ensure consistent academic rigor and learning outcomes, regardless of their duration. Institutions shall publish academic calendars, grading policies, and other related materials in a manner publicly available to students and the public, and ensure that they are widely distributed. In setting the academic calendar for each term, institutions may set holiday periods, study days, and final examinations appropriate to accommodate the scheduled classes.

A.   The traditional fall and spring semesters serve as the foundation and core of the academic calendar for all UNC institutions. This academic year is defined as at least 30 weeks of instructional time, typically divided into two equivalent semesters, which is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. A week of instructional time is any period of 7seven consecutive days in which at least 1one day of regularly scheduled instruction, examination, or (after the last day of classes) at least 1one scheduled day of study for examinations occurs. Instructional time does not include periods of orientation, counseling, homework, vacation, or other activity not related to class preparation or examination. Therefore, the weeks of instructional time may be less than the number of calendar weeks that elapse between the first day of classes and the last day of classes or examinations.

B.   Weeks of instructional time cannot overlap, and a UNC institution cannot use a single day of scheduled instruction, exams, or study time to create more than one week of instruction. Weeks of instructional time may begin and end on a day other than Monday, provided that each week of instructional time comprises a seven consecutive day period (for example, a Wednesday through the following Tuesday), which includes at least one day of scheduled instruction, exams, or study time.

C.   Institutions are encouraged to consider and develop additional instructional terms, such as summer sessions, intercessions, and accelerated formats, that support and enhance efforts to improve student success metrics and service of transfer students, adult students, returning students, military-affiliated students, and other non-traditional student groups. All courses are expected to ensure the academic credit hour requirements listed below, regardless of the length of the instructional term.

III.   Academic ~~Calendars~~Credit Hour Requirements~~.~~

A.   ~~Academic Calendars will be structured to provide a minimum of 75 class days per semester—excluding Saturdays, Sundays, and holidays—for a minimum of 150 class days per academic year.[1] The chancellor of the constituent institutions shall submit to the president by October 15 of each year copies of the calendars for the subsequent academic year.~~

All UNC ~~campuses~~ institutions must ensure that every course offered for academic credit adheres to the standards advanced by the United States Department of Education and the Southern Association of Colleges and Schools Commission on Colleges. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately ~~fifteen~~15 weeks for one semester of credit, to result in a minimum of 750-scheduled minutes of instructional time or the equivalent per credit hour.

B.   The UNC institution may identify an equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

C.   ~~of a minimum of 750- scheduled minutes of instructional time or the equivalent per credit hour.~~ The time may include required examination periods, but may not include study days. ~~In setting the academic calendar for each semester~~term, ~~campuses~~ institutions ~~may set holiday periods, study days, and final examinations appropriate to accommodate the scheduled classes.~~ In no case may a~~n~~ institution set a calendar that has ~~campus set a calendar that has~~ optional final examinations, ~~if the~~ that time is considered a part of the required minimum class time.

IV.   External Requirements. UNC institutions are ~~also~~ expected to adhere to all calendar and curricular requirements advanced by the United States Department of Education, ~~the Southern Association of Colleges and Schools Commission on College~~the Southern Association of Colleges and Schools Commission on College~~s~~s, ~~or~~and other relevant organizations.

~~I~~V.   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.

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[1]~~The standard course of study and academic calendar of the North Carolina School of Science and Mathematics shall be structured in accordance with regulations set by its Board of Trustees. See G.S. 116-235.~~

B.   Relation to State Laws. The foregoing policies as adopted by the Board of Governors are meant to supplement, and do not purport to supplant or modify, those statutory enactments which may govern the activities of public officials.

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

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[1] This policy applies only to work at the baccalaureate level and above, and therefore does not apply to the North Carolina School for Science and Mathematics, the University of North Carolina School of the Arts for its high school programs, or to any lab schools operated by a constituent institution. Secondary instruction at those institutions is subject to separate regulations under various General Statutes.

Policy on the University of North Carolina Academic Calendar and Credit Requirements

I.   Purpose. A critical responsibility of all University of North Carolina (UNC) institutions[1] is to ensure appropriate rigor and integrity in their academic programs and instructional courses. This policy outlines the requirements of the constituent institutions regarding academic calendar and credit hour requirements.

II.   Academic Calendar Requirements. UNC institutions shall develop academic calendars and course offerings that are structured to ensure consistent academic rigor and learning outcomes, regardless of their duration. Institutions shall publish academic calendars, grading policies, and other related materials in a manner publicly available to students and the public, and ensure that they are widely distributed. In setting the academic calendar for each term, institutions may set holiday periods, study days, and final examinations appropriate to accommodate the scheduled classes.

> A.   The traditional fall and spring semesters serve as the foundation and core of the academic calendar for all UNC institutions. This academic year is defined as at least 30 weeks of instructional time, typically divided into two equivalent semesters, which is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. A week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of study for examinations occurs. Instructional time does not include periods of orientation, counseling, homework, vacation, or other activity not related to class preparation or examination. Therefore, the weeks of instructional time may be less than the number of calendar weeks that elapse between the first day of classes and the last day of classes or examinations.

> B.   Weeks of instructional time cannot overlap, and a UNC institution cannot use a single day of scheduled instruction, exams, or study time to create more than one week of instruction. Weeks of instructional time may begin and end on a day other than Monday, provided that each week of instructional time comprises a seven consecutive day period (for example, a Wednesday through the following Tuesday), which includes at least one day of scheduled instruction, exams, or study time.

> C.   Institutions are encouraged to consider and develop additional instructional terms, such as summer sessions, intercessions, and accelerated formats that support and enhance efforts to improve student success metrics and service of transfer students, adult students, returning students, military-affiliated students, and other non-traditional student groups. All courses are expected to ensure the academic credit hour requirements listed below, regardless of the length of the instructional term.

III.   Academic Credit Hour Requirements

A.   All UNC institutions must ensure that every course offered for academic credit adheres to the standards advanced by the United States Department of Education and the Southern Association of Colleges and Schools Commission on Colleges. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately 15 weeks for one semester of credit, to result in a minimum of 750-scheduled minutes of instructional time or the equivalent per credit hour.

B.   The UNC institution may identify an equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

C.   The time may include required examination periods but may not include study days. In no case may an institution set a calendar that has optional final examinations, if that time is considered a part of the required minimum class time.

IV.   External Requirements. UNC institutions are expected to adhere to all calendar and curricular requirements advanced by the United States Department of Education, the Southern Association of Colleges and Schools Commission on Colleges, and other relevant organizations.

V.   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 State Laws. The foregoing policies as adopted by the Board of Governors are meant to supplement, and do not purport to supplant or modify, those statutory enactments which may govern the activities of public officials.

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

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[1] This policy applies only to work at the baccalaureate level and above, and therefore does not apply to the North Carolina School for Science and Mathematics, the University of North Carolina School of the Arts for its high school programs, or to any lab schools operated by a constituent institution. Secondary instruction at those institutions is subject to separate regulations under various General Statutes.