

January 28, 2026

15 minutes after the adjournment of the Committee on Strategic Initiatives

Via Videoconference and PBS North Carolina Livestream

UNC System Office

223 S. West Street, Suite Number

Raleigh, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Open Session Minutes of November 19, 2025.....Terry Hutchens
- A-2. Academic Affairs Update.....David English
- A-3. Faculty Report – Faculty Workload and Post Tenure ReviewDan Harrison
- A-4. N.C. Teaching Fellows Program Annual ReportBennett Jones
- A-5. Winston-Salem State University Mission StatementDavid English

CLOSED SESSION

- A-6. Approval of the Closed Session Minutes of November 19, 2025.....Terry Hutchens
- A-7. 2026 Board of Governors Awards for Excellence in Teaching.....David English

OPEN SESSION

- A-8. Adjourn



MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
January 28, 2026

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

November 19, 2025

15 minutes after the adjournment of the Committee on Strategic Initiatives

Via Videoconference and PBS North Carolina Livestream

UNC System Office

223 S. West Street, Board Room

Raleigh, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Vice Chair Gene Davis. The following committee members, constituting a quorum, were also present in person: Sonja Phillips Nichols, Kathryn Crisp Greeley, Mark Holton, and Javier Limon.

Chancellors participating were Kevin Howell, James Martin, and Kimberly van Noort.

Wade Maki, Faculty Assembly chair, also participated.

Staff members present included David English, Katie O'Connor, Dan Harrison, Shun Robertson, and others from the UNC System Office.

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

The chair called the meeting to order at 2:18 p.m. on Wednesday, November 19, 2025. The open session minutes from the September 17, 2025, and October 31, 2025, meetings were approved by unanimous consent.

2. Academic Affairs Update (Item A-2)

Dr. David English, senior vice president, introduced a new employee, Dr. Jana Walser-Smith, who is now handling the licensure of nonpublic and out-of-state institutions. He also recognized Jami Dawkins for winning the Governor's Award for Excellence along with four other UNC System employees.

3. The Commission for Public Higher Education Update (Item A-3)

Dan Harrison presented an update on recent activities involving the Commission for Public Higher Education. He covered accreditation, funding, reputation, and quality assurance.

4. UNC System Fall Enrollment Report and Proposed Actions Taken Pursuant to Section 700.1.3 of the UNC Policy Manual, *Policy on Nonresident Undergraduate Enrollment* (Item A-4)

Dr. Katie O'Connor presented the enrollment report and proposed actions taken pursuant to Section 700.1.3 of the UNC Policy Manual, *Policy on Nonresident Undergraduate Enrollment*. This is the largest class in history and the highest enrollment in history. She also covered the northcarolina.edu interactive dashboard/enrollment where you can find up-to-date information.

5. Distinguished Professors Endowment Trust Fund, Report to Joint Legislative Education Oversight Committee (Item A-5)

Dr. English presented the Distinguished Professors Endowment Trust Fund Annual Report to Joint Legislative Education Oversight Committee. There are currently 763 Distinguished Professors.

6. UNC System Academic Degree Program Actions (Item A-6)

Dr. English, presented recommended actions on academic degree programs across the System.

The following programs were recommended for program establishment:

NC State University

Master of Science (MS) in Wide Bandgap Semiconductors CIP 14.1001
Master (MR) in Agricultural Business Management CIP 01.0102

University of North Carolina at Chapel Hill

Master of Science (MS) in Data Science CIP 11.0701
Doctor of Philosophy (Ph.D.) in Data Science CIP 11.0701

University of North Carolina at Charlotte

Master of Science (MS) in Entrepreneurship CIP 52.0701

University of North Carolina Pembroke

Bachelor of Science (BS) in Agriculture CIP 01.0000

Western Carolina University

Bachelor of Fine Arts (BFA) in Design and Visual Communications CIP 50.0401

The following programs were recommended for discontinuation and consolidation:

North Carolina Central University

Master of Arts (MA) in Chemistry CIP 40.0501



Vice Chair Davis called for a motion to approve the seven requests for program establishment and the one request for discontinuation and consolidation, as discussed, and to submit them to the Board for approval through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the seven requests for program establishment and the one request for discontinuation and consolidation, as discussed, for submission to the Board through the consent agenda.

Motion: Kathryn Greeley

Motion carried

7. Laboratory School Evaluation Report (Item A-7)

Dr. Ashton Clemmons presented the lab school evaluations report. We have six current lab schools, and one, Niner University Partnership School in Charlotte, closed June 30, 2025. Other items discussed were the school accountability data and clinical experiences in lab schools.

8. Closed Session

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs move into closed session to discuss the Holshouser award nominations pursuant to Chapter 143-318.11(a)(2) of the North Carolina General Statutes.

THE MEETING MOVED INTO CLOSED SESSION AT 3:30 P.M.

(The complete minutes of the closed session are recorded separately.)

THE MEETING RESUMED IN OPEN SESSION AT 3:38 P.M.

There being no further business and without objection, the meeting adjourned at 3:38 p.m.

Sonja Phillips Nichols, Secretary



AGENDA ITEM

A-2. Academic Affairs Update..... David English

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

Background: The Division of Academic Affairs advances the University's core academic mission. Academic Affairs supports students and faculty as they engage in teaching, research, and outreach. This division evaluates curricular options to ensure they are both rigorous and strategically distributed to avoid unnecessary duplication across constituent institutions. More generally, Academic Affairs designs and coordinates statewide initiatives to improve student retention and success.

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. Faculty Report – Faculty Workload and Post Tenure Review Daniel Harrison

Situation: Section 400.3.4 of the UNC Policy Manual, *Policy on Faculty Workload*, states that faculty are the core means by which the University of North Carolina System fulfills its statutory mission to "...discover, create, transmit, and apply knowledge." Faculty apply advanced training and education toward teaching, research/creative activity, and service in support of the mission of their individual constituent institution and the broader UNC System mission. Section 400.3.4[R] of the UNC Policy Manual, *Regulation on Faculty Workload*, indicates that the System Office shall report on implementation and outcomes of the policy and regulation on faculty workload to the Board of Governors each January. This report presents the results of those institutional annual reports for academic year 2024-25.

Section 400.3.3 of the UNC Policy Manual, *Performance Review of Tenured Faculty (Post-Tenure Review)*, requires that the chief academic officer shall certify via annual report that all aspects of the post-tenure review process are in compliance with this policy and any associated regulations adopted by the president of the University. This report compiles the results of submitted institutional post-tenure reviews for academic year 2024-25. This is the first report since the policy and regulation were revised and adopted in early 2024.

Background: Per Section 400.3.4 of the UNC Policy Manual, the UNC System Office will review faculty workload planning outcomes via institutional annual reports submitted by the institution to their respective boards of trustees for approval prior to submitting to the System Office.

Per Section 400.3.3 of the UNC Policy Manual, III (I) Each constituent institution shall develop appropriate recognition of faculty who receive a post-tenure review evaluation of Exceeds Expectations; and (J) each constituent institution shall require a faculty success plan for each faculty member who does not meet expectations in the post-tenure review.

Assessment: This item presents results of 2024-2025 Faculty Workload Planning and Post-Tenure Review as reported by the institutions to the UNC System Office.

Action: This item is for information only.



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FACULTY WORKLOAD & POST-TENURE REVIEW ANNUAL REPORTS

Academic Year 2024-2025

January 28, 2026

As teaching and instruction are the primary mission of the constituent institutions, teaching shall serve as the first component of determining faculty workload expectations.

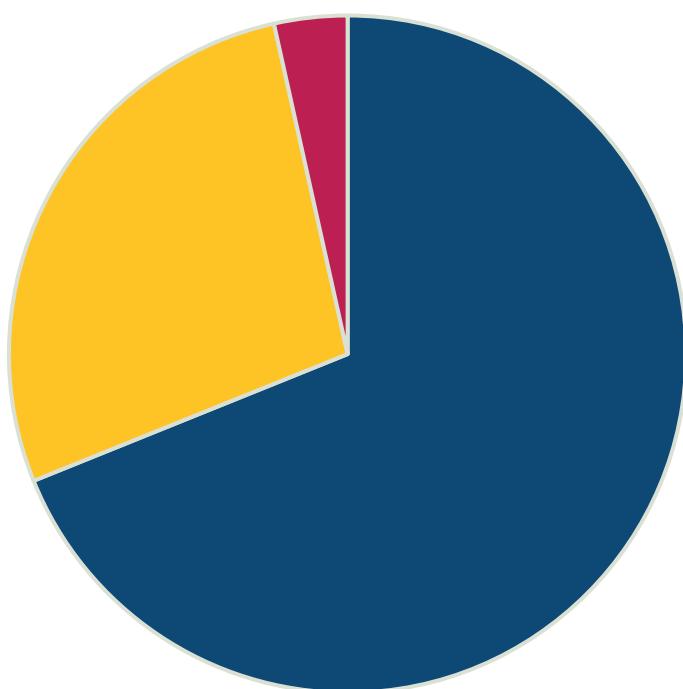
—UNC Policy Manual 400.3.4 (III)(A)

Average Faculty Workload across the System

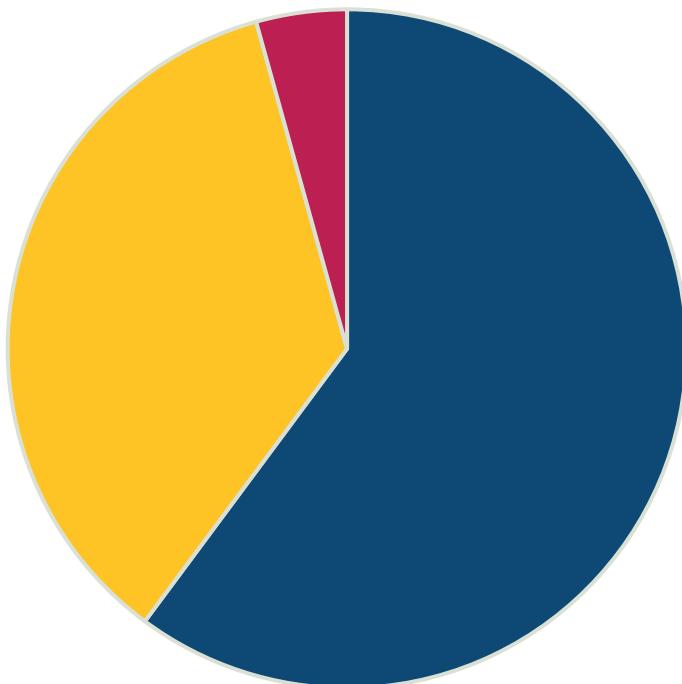
	R1/R2	M1/M2	B/SF
Avg Courses/Year	4.9	6.3	7.6
Research	28%	17%	15%
Service	21%	20%	17%
Enrollments	186,570	64,328	6,381
Graduations	41,919	19,821	1,332

Workload Plans Submitted and Course Sections filled

12,922 Workload Plans



116,486 Course Sections

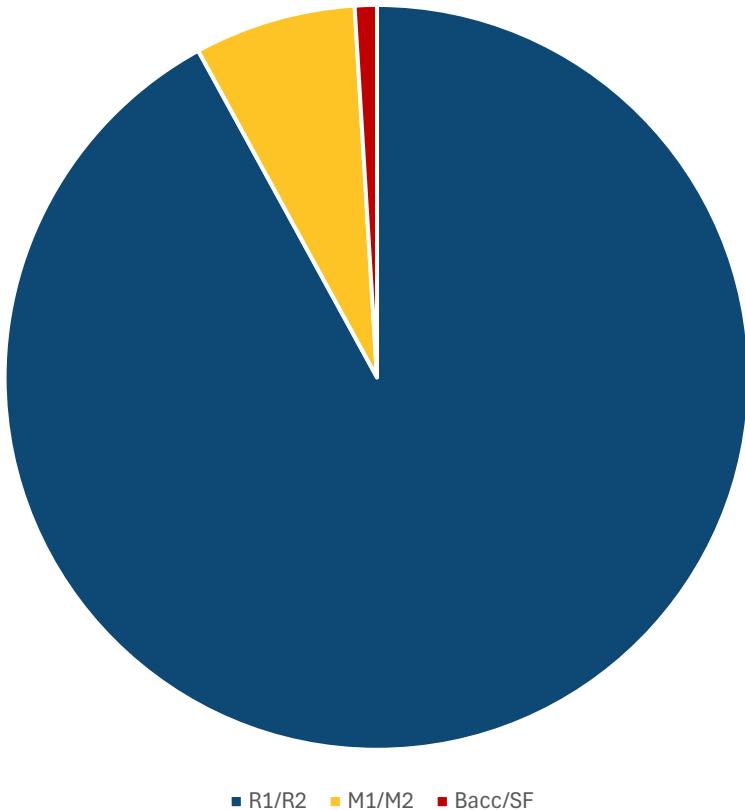


R1/R2

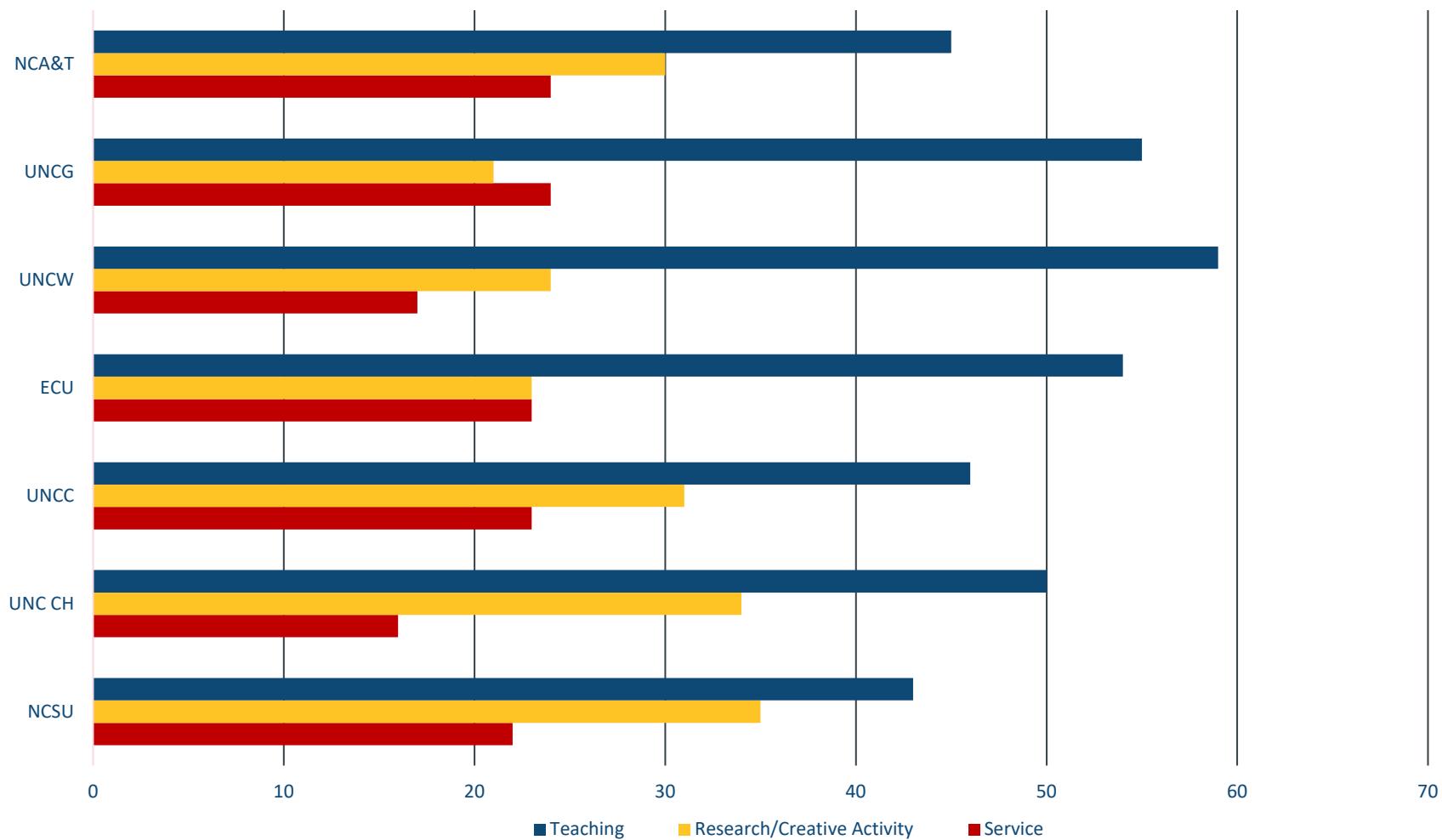
M1/M2

Bacc/SF

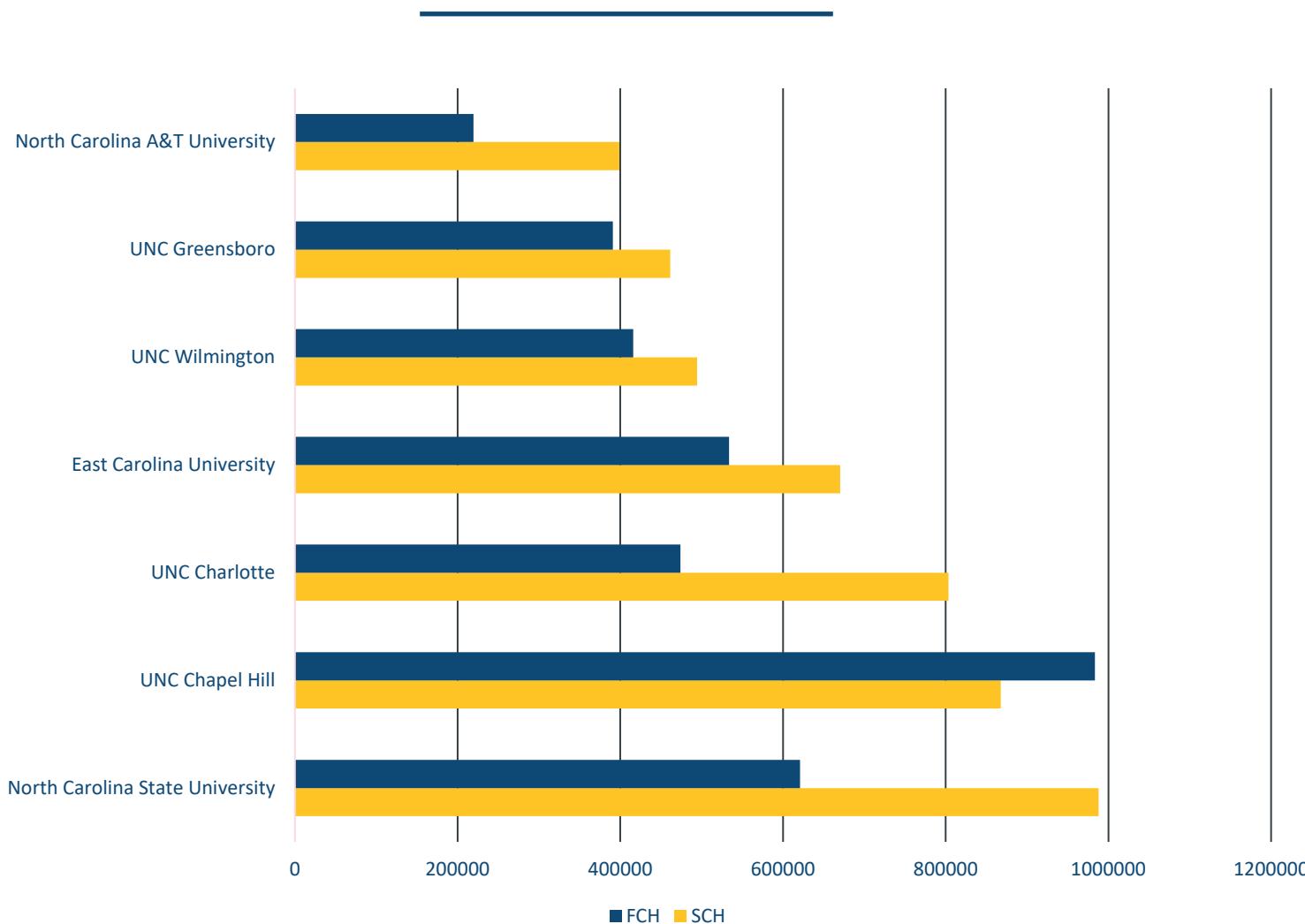
\$2.05 Billion Research Dollars in 2025



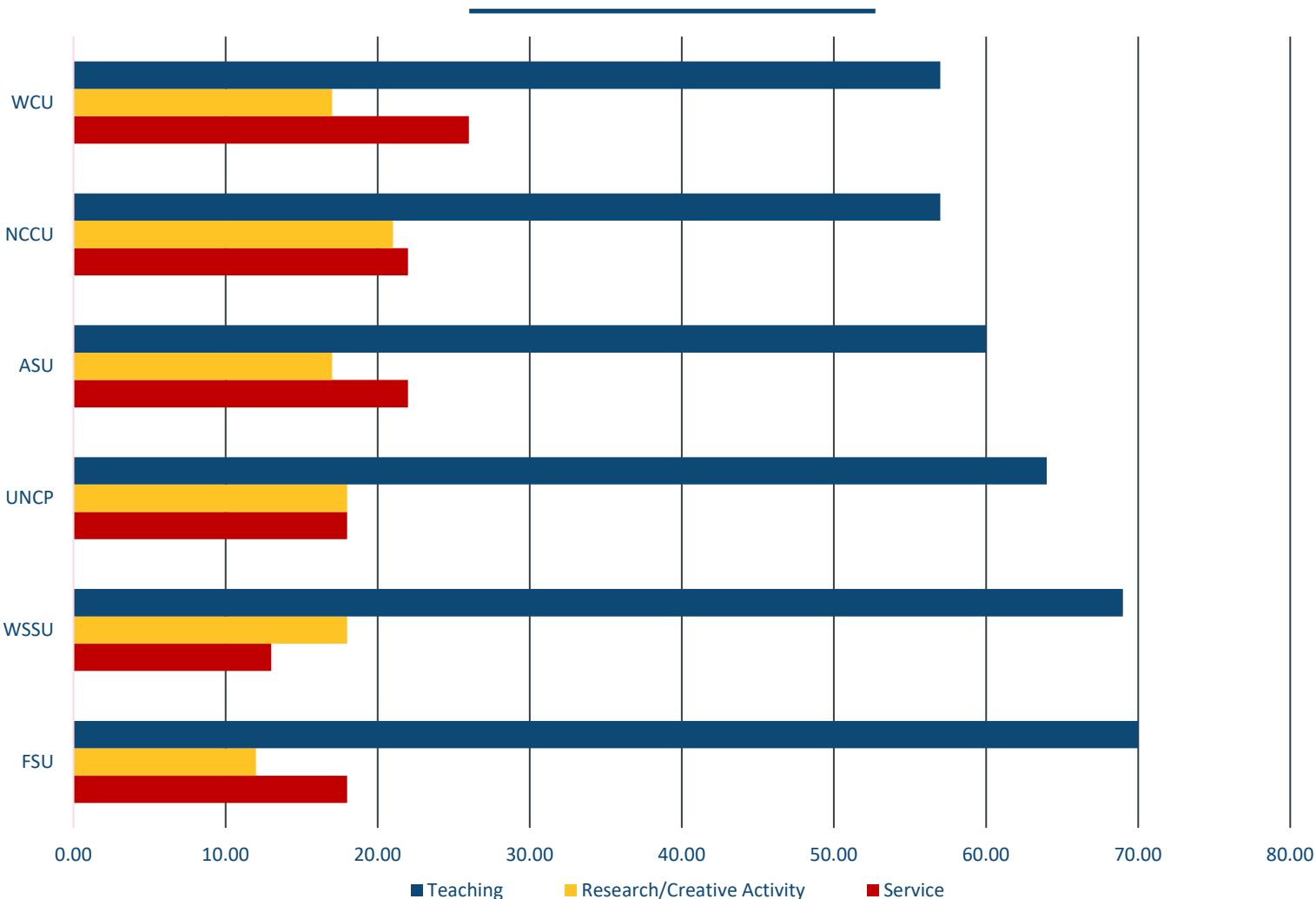
Teaching Metrics R1/R2



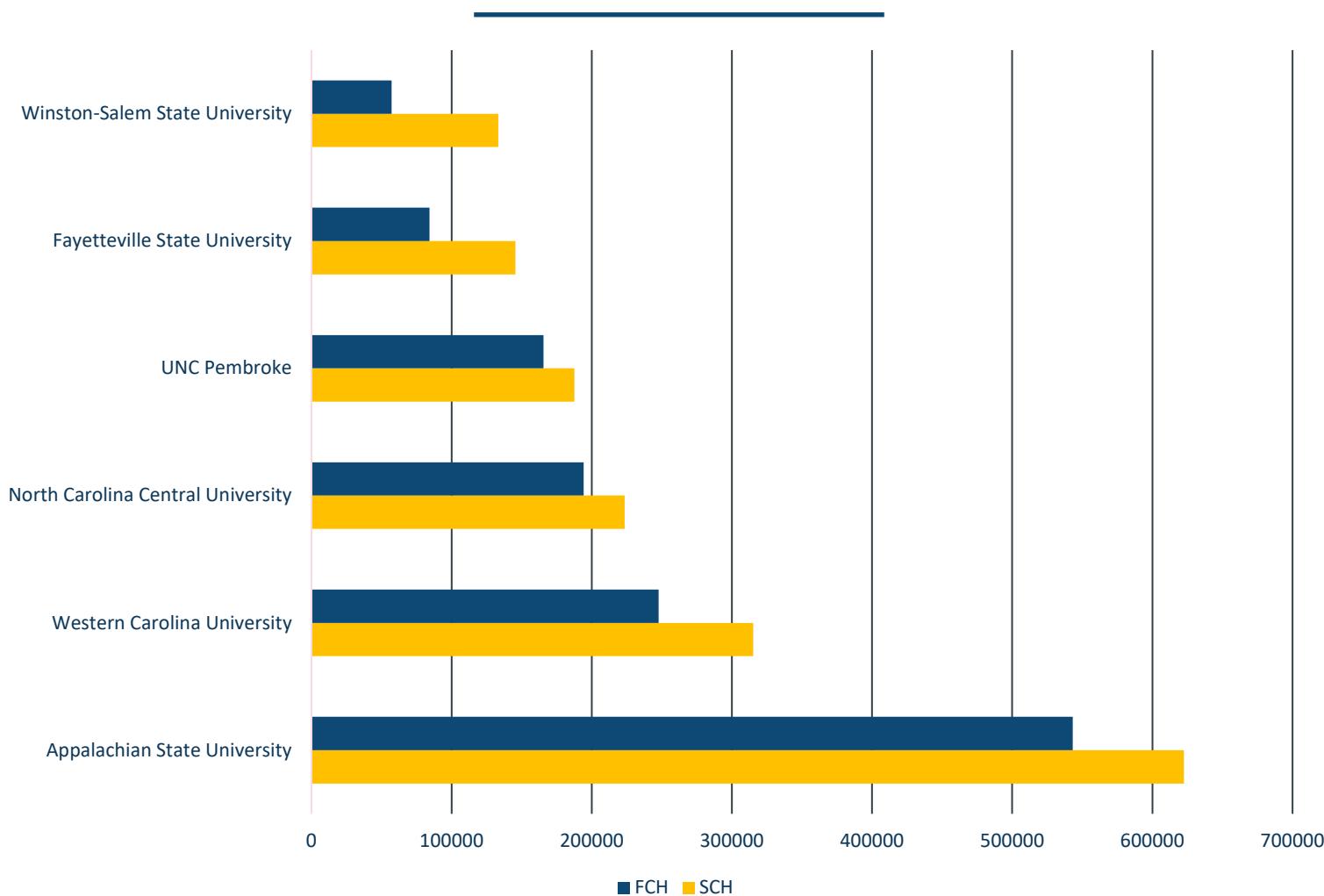
Student Credit Hours and Faculty Contact Hours R1/R2



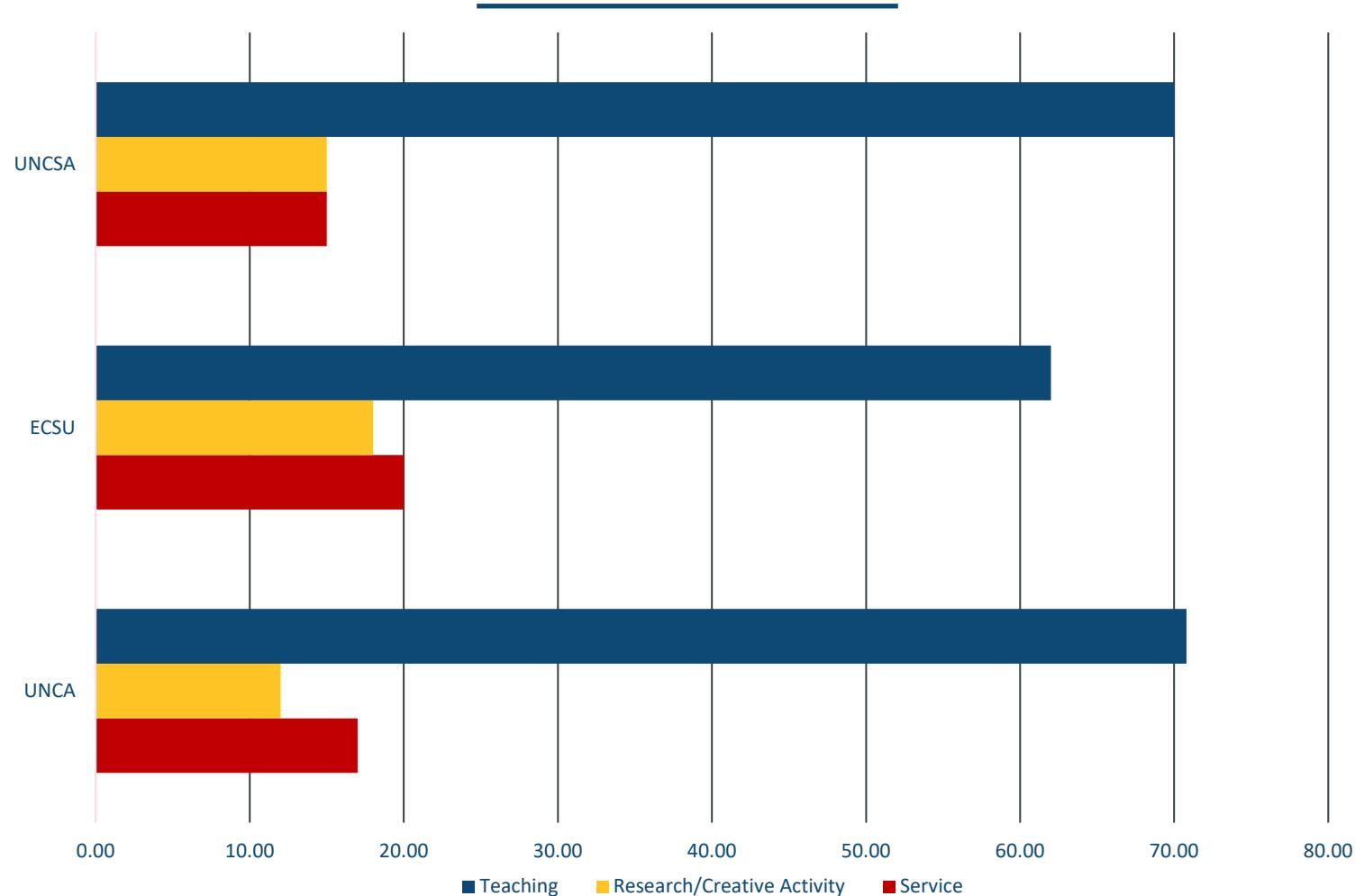
Teaching Metrics M1/M2



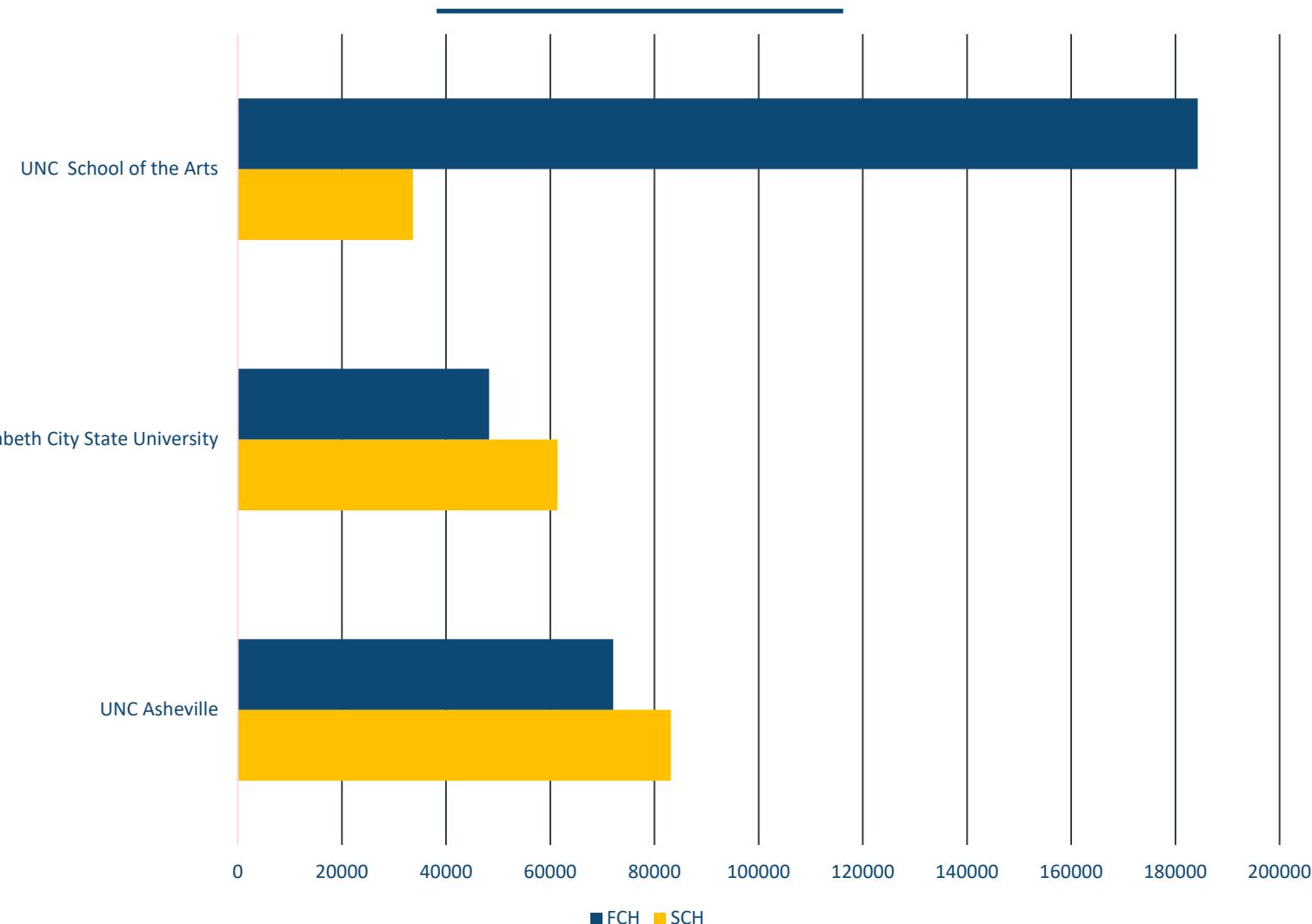
Student Credit Hours and Faculty Contact Hours M1/M2



Teaching Metrics Baccalaureate/Special Focus



SCH and FCH Baccalaureate/Special Focus





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POST-TENURE REVIEW

Academic Year 2024-2025

Post-Tenure Review AY24-25

What Changed

- Clear definitions and standardized categories
- Formalization of faculty success plans
- Stronger compliance, reporting, and enforcement
- Greater system-level control
- More explicit link between performance failure and sanctions

What Stayed the Same

- Five-year review cycle
- Peer review requirement
- Administrative review
- Due process protections

Post-Tenure Review AY24-25

Year	# Faculty Reviewed	# of Faculty Not Meeting Expectations	% Not Meeting Expectations
2013-14	1,434	38	2.65%
2014-15	715	16	2.24%
2015-16	772	21	2.72%
2016-17	801	17	2.12%
2017-18	774	25	3.23%
2018-19	1,222	36	2.95%
2019-20	644	24	3.73%
2020-21	548	21	3.83%
2021-22	742	22	2.96%
2022-23	689	24	3.48%
2024-25	674	24	3.56%
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Total	9,015	268	2.97%

Source: Authorized reporting of tenure-granting UNC institutions, annually; most recent numbers submitted October 15, 2025.

Key findings from the report:

- Across the UNC System, 10% of faculty (any rank) received post-tenure reviews this year.
- Of those who received PTR: 47% exceeded expectations, 49.5% met expectations, 3.5% did not meet expectations.
 - Full professors: 11% received PTR; 55% exceeded expectations, 43% met expectations, 2% did not meet
 - Assoc professors: 7% received PTR; 30% exceeded expectations, 64% met expectations, 6% did not meet expectations.



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PERFORMANCE REVIEW OF TENURED FACULTY REPORT

Academic Year 2024-25

January 28, 2026

University of North Carolina System
Raleigh, North Carolina

Introduction

Across the University of North Carolina System, the post-tenure review (PTR) process serves as a comprehensive, five-year evaluation of tenured faculty performance, designed to ensure continued excellence in teaching, research and creative activity, and service. While each institution implements PTR within its own faculty governance structures, all campuses follow the requirements outlined in UNC Policy 400.3.3, *Performance Review of Tenured Faculty (Post-Tenure Review)*, which mandate a rigorous, evidence-based review that includes multiple levels of evaluation — typically beginning with departmental peer review, progressing through college-level oversight, and culminating in a written assessment by the provost or chancellor. The process results in a clear determination of whether a faculty member “meets,” “exceeds,” or “does not meet” expectations, and requires the establishment of a development plan or corrective action plan when performance concerns are identified.

The Division of Academic Affairs began collecting campus data on the outcomes of post-tenure review of faculty in 1988. The University of North Carolina Board of Governors adopted policy and guidelines for Performance Review of Tenured Faculty in 1997, and strengthened them in 2014, and again in 2024 with a comprehensive update. This report and survey data were conducted utilizing the rules in place with the 2024 policy and regulation, which “assure the continuing rigorous application of post-tenure review as intended by the Board of Governors” and are intended “to support and encourage excellence among tenured faculty” by:

- Recognizing and rewarding exemplary faculty performance;
- Recognizing that the majority of faculty who participate in PTR are meeting or exceeding expectations;
- Providing for a clear plan and timetable for improvement of unsatisfactory faculty performance; and
- Providing for the imposition of appropriate sanctions, which may include a recommendation for discharge in the most serious cases, of those whose performance remains unsatisfactory.

To support consistent Systemwide monitoring, the UNC System Office collected institutional PTR results using a standardized Smartsheet reporting form. The form required each institution to report aggregated outcomes for all faculty undergoing PTR in academic year 2024-25, including counts of faculty evaluated, outcome categories, and whether development or corrective action plans were implemented. Institutions also provided narrative descriptions of notable trends, improvements to campus PTR procedures, and any challenges encountered during the review cycle. This structured reporting framework ensured uniform data collection across all 15¹ institutions that award tenure and enabled the System Office to conduct a comparative analysis of PTR outcomes, assess levels of compliance with System policy, and identify opportunities for further alignment and professional development.

The University of North Carolina System institutions developed their own policies and procedures within the

¹ The University of North Carolina School of the Arts and the North Carolina School of Science and Mathematics do not award tenure.

Board of Governors' requirements. Accordingly, each chief academic officer certified that all aspects of the institution's post-tenure review process remain in compliance with Section 400.3.3 of the UNC Policy Manual and any associated regulations, which include the following:

- Ensuring a cumulative review no less frequently than every five years for each tenured faculty member;
- Requiring the first review to occur between years 2 and 3 post-conferral of tenure;
- Involving peers as reviewers;
- Including written feedback to faculty members as well as a mechanism for faculty response to the evaluation;
- Requiring individual development or success plans for each faculty member receiving less than satisfactory ratings in the cumulative review, including specific steps designed for improvement, a specified timeline for development, and a clear statement of consequences should improvement not occur within the designated timeline; and
- Incorporating peer mentoring within faculty success plans.

This report summarizes the outcomes of post-tenure reviews conducted during academic year 2024-25 at the 15 UNC System institutions that grant tenure.

Key findings from the report:

- Across the UNC System, 10 percent of faculty (any rank) received post-tenure reviews this year.
- Of those who received PTR: 49 percent exceeded expectations, 52 percent met expectations, four percent did not meet expectations.
 - Full professors: 11 percent received PTR; 58 percent exceeded expectations, 46 percent met expectations, two percent did not meet
 - Associate professors: seven percent received PTR; 30 percent exceeded expectations, 64 percent met expectations, six percent did not meet expectations.
- Out of the 24 faculty who did not meet expectations, two have since retired, and one is out on sick leave.

Outcomes of Performance Reviews

The UNC System collected data and information from the 15 institutions with tenure processes for the 26th year. Table 1 (below) includes information on the outcomes of post-tenure performance review for the past 11 years. The form collected institutional data on post-tenure review activities in accordance with Section 400.3.3 of the UNC Policy Manual, and Section 400.3.3.1[R] of the UNC Policy Manual, *Regulation on Performance Review of Tenured Faculty (Post-Tenure Review)*. Institutions were asked to report the number of reviews conducted, the outcomes of those reviews, the scheduling of upcoming reviews, and the current status of their post-tenure review policies. Additionally, each institution was required to upload its most recent post-tenure review policy. Only institutional-level data were provided; no identifiable faculty data were collected.

During academic year 2024-25, System institutions found 24, or 3.70 percent, of reviewed tenured faculty members did not meet expectations based on criteria established by the Board of Governors and the individual institutions. While within the range of historic norms, the 2024-25 academic year represents the third highest percentage not meeting expectations in the past 11 years. Although above the 11-year average of 2.98 percent, the portion of those not meeting expectations falls very close to the past five-year average of 3.30 percent.

Table 1: Post-Tenure Review Trends, 2013-14 to 2024-25²

Year	# Faculty Reviewed	# of Faculty Not Meeting Expectations	% Not Meeting Expectations
2013-14	1,434	38	2.65%
2014-15	715	16	2.24%
2015-16	772	21	2.72%
2016-17	801	17	2.12%
2017-18	774	25	3.23%
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2022-23	689	24	3.48%
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Total	9,015	268	2.97%

Source: Authorized reporting of tenure-granting UNC institutions, annually; most recent numbers submitted October 15, 2025.

As in most cycles, tenured full professors represent the majority of faculty reviewed at 68 percent, with tenured associate professors accounting for 32 percent. The institutions combined to review three

assistant professors and two tenured professional librarians.

Table 2 shows the number of faculty found unsatisfactory in post-tenure performance reviews at each institution during the past 10 years.

Table 2. Number of Faculty Not Meeting Expectations in Post-Tenure Reviews, 2013-14 to 2024-25

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2024-25	Total Faculty Not Meeting Expectations
ASU	2	1	-	1	-	3	-	1	1	-	1	10
ECU	16	-	-	-	3	8	-	-	-	-	-	27
ECSU	1	-	-	-	-	-	-	-	1	-	-	2
FSU	1	-	-	-	1	-	2	-	1	2	1	8
NC	3	3	-	-	1	-	-	-	2	6	2	17
A&T												
NCCU	2	-	2	3	-	-	-	-	-	1	1	9
NCSU	4	2	5	3	6	12	10	14	8	6	7	77
UNCA	1	2	2	2	-	1	-	-	-	-	1	9
UNC-CH	5	4	8	4	6	6	7	2	3	4	3	52
UNCC	1	2	-	3	5	3	3	1	3	2	3	26
UNCG	-	-	-	-	-	-	-	-	-	-	1	1
UNCP	1	-	1	1	1	1	-	-	-	-	-	5
UNCW	1	1	-	-	-	-	1	1	1	-	-	5
WCU	-	1	2	-	2	1	-	1	1	2	-	10
WSSU	-	-	1	-	-	1	1	1	1	1	4	6
TOTAL	38	16	21	17	25	36	24	21	22	24	24	268

During academic year 2024-2025 reviews, 24 faculty members did not meet expectations, including 10 at the rank of professor, 13 at the rank of associate professor, and one at the rank of assistant professor. Faculty members who receive a final scoring of “does not meet expectations” during post-tenure review must work closely with their departments to make improvements and are reviewed annually until their performance is deemed to “meet expectations.” The department chairs, deans, and colleges closely monitor progress of these faculty, with the length of time of the improvement plan differing by institution, ranging between one to three years.

² The overall faculty review numbers were higher in 2013-14 and 2018-19 due to East Carolina University’s practice of its academic units reviewing tenured faculty in the same year every five years. This practice also accounts for ECU’s higher numbers of faculty not meeting expectations (see Table 2) in those same years.

Appendix A

2024-25 Post-Tenure Review Information by Institution

	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNCA	UNC-CH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU	TOTAL
1. Number of PTR conducted																
Tenured Professor	56	2	3	2	20	13	85	6	152	46	17	9	25	15	8	459
Tenured Associate Professor	18	0	4	5	12	3	38	3	34	33	14	6	17	15	12	214
Tenured Faculty (Non-Prof/Assoc Prof)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Total reviewed																674
2. Outcome																
Exceeded expectations	46	1	3	4	14	4	14	5	117	34	17	12	18	20	7	316
Met expectations	27	1	4	3	16	11	102	3	66	42	13	3	24	10	9	334
Did not meet expectations	1	0	0	1	2	1	7	1	3	3	1	0	0	0	4	24
Total	74	2	7	8	32	16	123	9	186	79	31	15	42	30	20	674



AGENDA ITEM

A-4. North Carolina Teaching Fellows Program Bennett Jones

Situation: The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L. 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.” G.S. 116-209.62(j) requires that an Annual Report for the North Carolina Teaching Fellows Program be submitted to the Joint Legislative Education Oversight Committee by the president of the University of North Carolina System.

Background: Data analysis on the North Carolina Teaching Fellows Program was developed in coordination with the North Carolina State Education Assistance Authority and the Teaching Fellow Partner Institutions. These data include the number of recipients by institution of higher education and program, number of recipients by licensure area, and information regarding program graduates.

Assessment: The annual report submitted to the Joint Legislative Education Oversight Committee satisfies the requirements of G.S. 116-209.62(j). This presentation will provide additional data related to the annual report, highlight successes, and provide program updates.

Action: This item is for information only.



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NORTH CAROLINA TEACHING FELLOWS PROGRAM



UNC Board of Governors
Committee on Educational Planning, Policies, and Programs
January 28, 2026

NCTF Program Overview

The NC Teaching Fellows Program was reimplemented in North Carolina in 2017 (NCGS § 116-209.62) as a competitive, merit-based loan-forgiveness program for students seeking admission into selected educator preparation programs. Components include:

- 1. Eligibility** – Undergraduate, graduate, or seeking licensure through residency licensure programs
- 2. Financial Award** – Maximum per semester up to \$5,000 (\$10,000/year)
- 3. Repayment** – Students who serve 1 year teaching in a North Carolina public school pay off 1 year of loans. Any other outcome results in students repaying the loan in cash.
- 4. Licensure Areas** – Students must be working toward initial teacher licensure in:
 - Elementary Education (began in 2024-25)
 - Special Education
 - STEM Education
- 5. Institutional Partners** – NCTF is at 10 institutions for the 2025-26 academic year:

Appalachian State University	NC A&T State University
East Carolina University	NC State University
Elon University	UNC-Chapel Hill
Fayetteville State University	UNC Charlotte
Meredith College	UNC Pembroke

NCTF Program Celebrations

- Tremendous growth – 945 active students, up from 575 last year!
- Each institution has an increase of students from the previous year
- Hiring of State Assistant Director
 - Organized, ongoing professional development for all campus directors to create consistency in experiences for all Fellows
- Completion of Strategic Planning Process to establish 5-year plan to 2030
- Facilitation of first year of District Recruitment Pilot Initiative

NCTF Program Activities

- Strategic Planning overview
- District Pilot Initiative – 18 local education agencies across the state have partnered with our program to actively recruit students into NCTF and the teaching profession
- Distributed over \$600,000 from NCTF Trust Fund to 10 partner institutions to facilitate learning activities and enhance recruitment efforts
- Facilitated activities with other entities including
 - NCDPI
 - Public School Forum
 - TeachNC
 - NC Association of School Administrators
 - SAS Institute
 - New Teacher Support Program
 - UNCSO (Youth Mental Health First Aid credentialing program)

NCTF Incoming Cohort Data

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	Early Window*
Applications	156	125	161	640	809	222*
Awards	118	119	132	462	530	170*
Acceptance	92	95	107	403	498	TBD

NCTF Participants over Time

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	
ASU	***	***	***	***	***	***	85	91	176
ECU	***	***	***	***	***	***	92	117	209
Elon	8	6	2	7	3	0	15	16	57
FSU	**	**	**	**	2	3	7	14	26
Meredith	5	5	5	5	5	5	8	13	53
NC A&T	**	**	**	**	3	2	14	26	45
NCSU	27	49	49	47	44	63	113	111	503
UNC-CH	18	10	13	10	12	10	20	21	114
UNCC	19	30	21	14	17	9	27	60	197
UNCP	**	**	**	**	5	15	22	29	71
TOTAL	79	101	85	92	95	107	403	498	1451

** Added to the program in the 2022-23 academic year

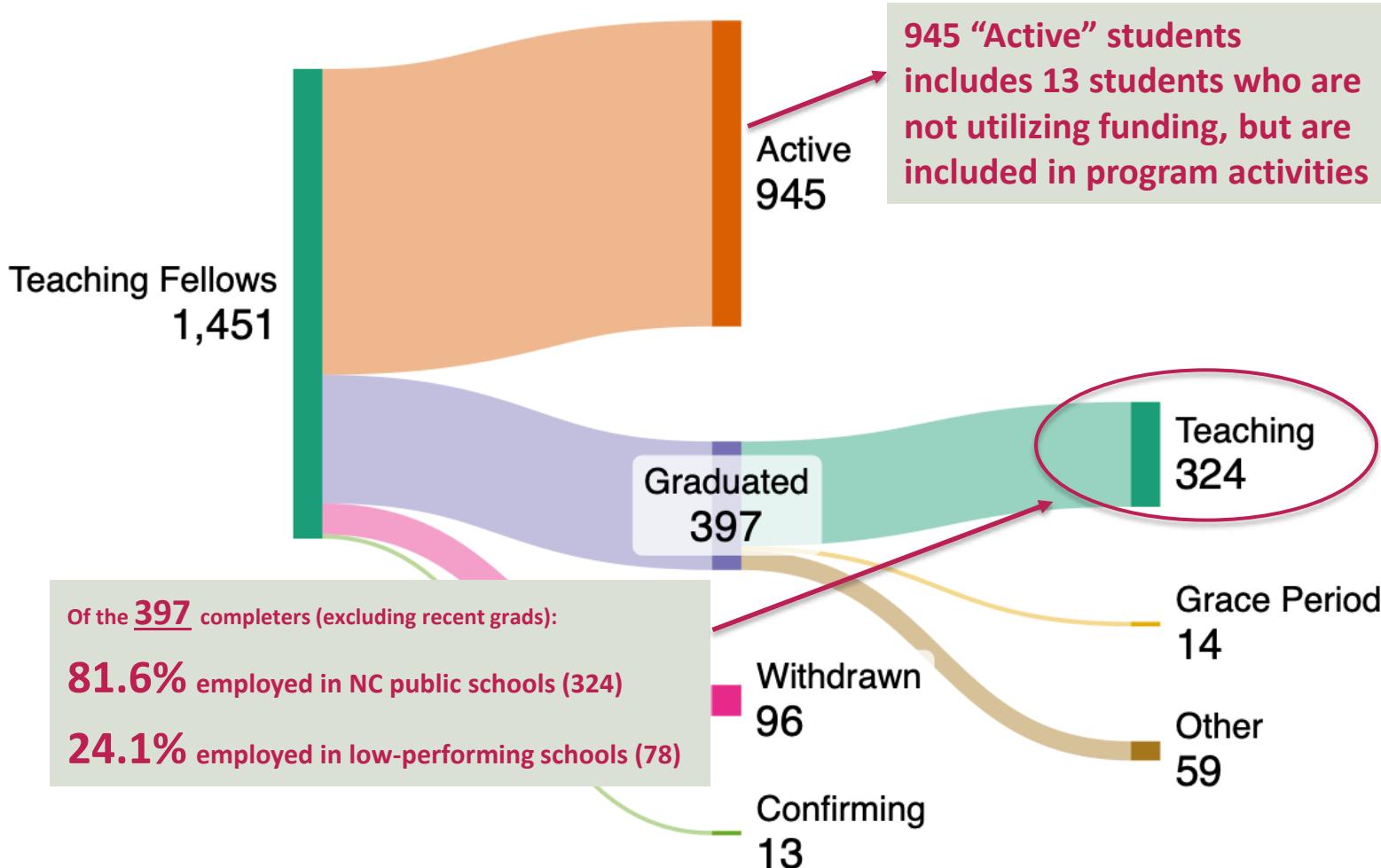
***Added to the program in the 2024-25 academic year

Note: Total includes 23 students who are/were in the program who declined funding assistance

Current Teaching Fellows / Licensure Area Total Compared to 2024-25 Enrollment

	ASU	ECU	Elon	FSU	MC	NCA&T	NCSU	UNC-CH	UNCC	UNCP	TOTAL
SPED	22	33	9	5	5	6	49	9	25	15	174
STEM	24	22	3	8	10	8	114	8	21	15	230
ELEM	121	138	18	9	10	28	108	30	51	21	528
25-26	167	193	30	22	25	42	271	47	97	51	945
24-25	85	93	18	9	18	17	218	33	48	36	575

Teaching Fellows Outcomes



“Other” graduates include Fellows who may be teaching in private schools, teaching out of state, or working in another industry

NCTF Moving Forward

- Ongoing Professional Development Series with Campus Directors and NCTF Commission members
- 3 Statewide Experiences in spring/summer 2026
 - April 18 – Senior Seminar / Celebration – Elon University
 - May 18-22 – NCTF Discovery Tour 2.0 – Launching from NC A&T and traveling to UNC Pembroke
 - June 23-25 – NCTF Summer Conference – Location TBA
- Collaboration with NCDPI on streamlining licensure and courses taught to capture more service repayment opportunities
- Continue visits and partnerships with local school districts and state/education agencies to promote teacher recruitment and beginning teacher support

QUESTIONS?



AGENDA ITEM

A-5. Winston-Salem State University Mission Statement David English

Situation: The University of North Carolina Board of Governors is responsible for making final determinations of mission and associated mission statements for each of the 17 UNC System constituent institutions. The mission statement is the official document that broadly captures the core focus of the constituent institution and the distinctiveness of its approach to teaching, research, scholarship and creative activity, and public service. Winston-Salem State University has requested a revision to its institutional mission statements following an internal review process.

Background: A primary objective of periodic mission reviews is to foster and ensure coordination of purpose and efforts of UNC System institutions. This also allows constituent institutions the opportunity to request mission statement changes in response to campus changes or anticipated programmatic development. Jurisdiction for the review of institutional mission is assigned to the Committee on Educational Planning, Policies, and Programs by *The Code* of the University of North Carolina. Specifically, the committee:

...shall receive the advice and recommendations of the president and make recommendations to the Board in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including: (a) the definition of mission and assignment of functions of each constituent institution.

Consistent with the provisions of *The Code* and Section 400.2.3[R] of the UNC Policy Manual, *Regulation on Mission Statements*, Winston-Salem State University has informed the University of North Carolina System of a recommended revision to its institutional mission statements.

Assessment: Approval of the revised Winston-Salem State University mission statement is recommended.

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



Winston-Salem State University Mission Statement

Proposed

As a historically Black college and university guided by the motto “Enter to Learn, Depart to Serve,” Winston-Salem State University develops interconnected learners through academic excellence, transformative scholarship, and impactful engagement to prepare them to be highly competent and productive citizens. Winston-Salem State University aims to enhance the lives and livelihoods of its students, the people of North Carolina, and persons around the world.

Redline

As a historically Black college and university guided by the motto “Enter to Learn, Depart to Serve,” Winston-Salem State University ~~cultivates the genius of~~ develops interconnected learners through academic excellence, transformative scholarship, and impactful engagement to ~~produce equity-minded~~ prepare them to be highly competent and productive citizens. Winston-Salem State University aims to enhance the lives and livelihoods of its students, the people of North Carolina, and persons around the world.

Current

As a historically Black college and university guided by the motto “Enter to Learn, Depart to Serve,” Winston-Salem State University cultivates the genius of interconnected learners through academic excellence, transformative scholarship, and impactful engagement to produce equity-minded, highly competent and productive citizens. Winston-Salem State University aims to enhance the lives and livelihoods of its students, the people of North Carolina, and persons around the world.