

DRAFT OPEN SESSION MINUTES

January 26, 2018
University of North Carolina
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

Call to Order

The Board of Governors met in regular session on January 26, 2018, in the Board Room at the Center for School Leadership Development, Chapel Hill. Chairman Bissette called the meeting to order at 9:00 a.m. and welcomed the guests. A video unveiling the UNC System's new branding campaign and logo was previewed.

Invocation

Chairman Bissette called on Mrs. Coward, who gave the invocation.

Roll Call

Secretary Burris-Floyd called the roll. The following members were present:

W. Louis Bissette, Jr.	Steven B. Long
Kellie Hunt Blue	J. Alex Mitchell
Robert P. Bryan III	Wendy F. Murphy
Pearl Burris-Floyd	Anna S. Nelson
C. Philip Byers	R. Doyle Parrish
Carolyn L. Coward	David M. Powers
N. Leo Daughtry	Randall C. Ramsey
Thomas C. Goolsby	Robert A. Rucho
Tyler D. Hardin	O. Temple Sloan III
James L. Holmes, Jr.	Harry L. Smith, Jr.
Joe T. Knott	William A. Webb
W. Marty Kotis III	Michael L. Williford

The following members were absent:

Darrell T. Allison	H. Frank Grainger
Walter C. Davenport	Ann Maxwell
Thomas Fetzer	

State Ethics Act

Chairman Bissette stated that under the State Ethics Act, members have a duty to avoid conflicts of interest and appearances of conflicts. The following members indicated that they had a conflict pertaining to Item #19 – *Report of the Special Committee to Review UNC Health Care/Carolinas Healthcare Systems Proposal* – Mr. Bryan, Ms. Burris-Floyd, Mr. Goolsby, Mrs. Nelson, Mr. Powers, and Mr. Webb.

Minutes

Chairman Bisette entertained a motion to approve the minutes from the open sessions of the Board of Governors meetings on December 15, 2017. The motion was made by Mr. Mitchell and properly seconded. The motion carried.

President's Report

President Spellings commented on the new branding for the UNC System. The brand redesign brings a modern look for a new era of higher expectations as defined by the University's Strategic Plan. President Spellings recognized Chief of Staff Meredith Beaton Didier, Associate Vice President Camille Barkley, and the communications team for leading the effort in the development of the new brand. For President Spellings' complete report, please see Appendix A.

Administrative Action Items

Chairman Bisette called attention to the administrative action Items listed as Item 6 on the consent agenda. He entertained a motion to approve the items by consent. Mr. Kotis asked that Item 6c – *Capital Improvement Projects – ECU, NCSU, UNC-CH, and UNCP* be removed. Chairman Bisette entertained a motion to approve the remaining administrative action items by consent. Mr. Byers moved and the motion was properly seconded. The motion carried.

The Board discussed Item 6c – *Capital Improvement Projects – ECU, NCSU, UNC-CH, and UNCP*. Mr. Kotis moved to amend the item to require that the funding source for the parking deck be the UNC Health Care System and that the reimbursement to UNC Health Care System for the incremental parking spaces required be settled at a later date. Mr. Williford seconded the motion. The motion to amend the item carried. Mr. Byers made a motion to approve Item 6c – *Capital Improvement Projects – ECU, NCSU, UNC-CH, and UNCP* as amended. The motion carried.

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|----|---------|---|------------|
| a. | (Audit) | UNC Policy 1400.2 – <i>Information Security (Adopted)</i> | Appendix B |
| b. | (B&F) | Acquisition of Property by Deed – ECU | Appendix C |
| c. | (B&F) | Capital Improvements Projects – ECU, NCSU, UNC-CH, and UNCP | Appendix D |
| d. | (B&F) | Disposition of Property by Demolition – UNCC | Appendix E |
| e. | (B&F) | Disposition of Property by Easement – UNCP | Appendix F |
| f. | (B&F) | Exchange of Property – NCSU | Appendix G |
| g. | (B&F) | Sale of Obligation Bonds – WCU | Appendix H |
| h. | (B&F) | Millennial Campus Designation – UNCW | Appendix I |
| i. | (EPPP) | Authorization to Establish the following UNC Degree Programs: | |
| | | i. Bachelor of Art in Digital Media Arts – ECSU | Appendix J |
| | | ii. Doctor of Psychology in Health Service Psychology: Combined Clinical/School – WCU | Appendix K |
| | | iii. Doctor of Psychology – ASU | Appendix L |
| j. | (EPPP) | Authorization to Discontinue the following UNC Degree Programs: | Appendix M |
| | | i. Bachelor of Science in Criminology – NCSU | |
| | | ii. Bachelor of Arts in English – NCSU | |
| | | iii. Bachelor of Arts in Geology – NCSU | |
| | | iv. Master of Science in Human Resource Development – NCSU | |
| | | v. Bachelor of Arts in Biology, Medical Technology – UNCC | |
| | | vi. Master of Business Administration in Sport Marketing and Management – UNCC | |
| k. | (EPPP) | Licensure Program Approval | Appendix N |
| | | i. The University of Southern California | |
| l. | (EPPP) | Articulation Agreement between UNC and the NCCCS for Fine Arts Theatre Programs | Appendix O |

Report of the Committee on Audit, Risk Management, and Compliance

Mr. Holmes, chair of the committee, reported that the committee received a presentation by Mr. Bryan Heckle of the NC Department of Insurance as well as a presentation by Interim Vice President Steven Hopper on information technology governance and the University's risk management as related to cyber security. The committee recommended that a special group be appointed to identify information technology security issues at the University. The committee also received an update from Chief Audit Officer Joyce Boni on the status of the approved 2017 Internal Audit Projects.

Report of the Committee on Budget and Finance

Mr. Sloan, chair of the committee, reported that the committee held a teleconference call on Tuesday, January 23, 2018. It considered and approved capital improvement projects, real estate projects, and financing items that were placed on the consent agenda (see Appendices C, D, E, F, G, and H). At its meeting the previous day, the committee received a presentation from UNC Wilmington on its request to designate an area of the campus as the future site for a Millennial Campus. The committee approved the project and placed it on the consent agenda (see Appendix I).

The committee also heard an update on the student health insurance program and a presentation on the 2018-2019 Tuition and Fee proposals. Mr. Sloan noted that the tuition and fees item will be brought to the full Board for a vote at its next meeting.

Report of the Committee on Educational Planning, Policies, and Programs

Mrs. Nelson, chair of the committee, reported that the committee met by teleconference on Tuesday, January 23, 2018. It approved the establishment of three new degree programs (see Appendices J, K, and L), the discontinuation of five degree programs (see Appendix M), and the licensure of three degree programs (see Appendix N). It also reviewed and approved the Uniform Articulation Agreement between the University of North Carolina and the North Carolina Community College System related to the Baccalaureate of Arts and Fine Arts in Theatre Arts Programs (see Appendix O), which was on today's consent agenda.

At its meeting the previous day, the committee heard a preliminary report on a system wide review of Educated Preparation Programs and a report on the Health Professions Community Precepting Working Group.

Related to licensure and state authorization of nonpublic and non-state degree programs, the committee recommended that revisions to the existing policies and the new policy –*Regulations Governing Review of Changes in Ownership and Legal Reconstitutions of Out-of-State and Nonpublic Institutions* – be brought to the full board for approval at its next meeting.

Report of the Committee on University Governance

Mr. Long, chair of the committee, reported that at its meeting the previous day, the committee accepted a proposed Resolution to Establish the Procedures and Schedule for the Election of Board Officers for the 2018-2020 Term (see Appendix Q). The schedule aligned election-related activities with the Board's 2018 meeting schedule. On behalf of the committee, Mr. Long moved that the Board approve the resolution. The motion carried.

The committee further recommended that the elections policy be examined and an amended version be put in place in advance of the next election cycle of board officers. The committee formed a Subcommittee on New Elections Policy, which will be chaired by Mr. Webb and include Mr. Byers, Mr. Powers, and Mr. Long. The subcommittee will report to the full Board at the next meeting.

The committee heard an update on the Title IX Procedures Working Group. The committee will receive a final report at a future meeting.

Regarding vacancies on boards, there was a vacancy on the Vidant Medical Center Board of Directors. The vacancy will be considered at the next Board of Governors meeting. There is also a vacancy on the UNC Press Board of Directors and that vacancy will be considered at the May 2018 Board of Governors meeting.

Report of the Committee on Personnel and Tenure

Mr. Parrish, chair of the committee, reported that at its meeting the previous day the committee heard an overview on the Carnegie Classifications framework and will discuss the University's current peer groups in more detail in the coming months.

The committee also heard a report on the *University of North Carolina Equal Opportunity and Diversity & Inclusion Study* as required by the Appropriations Act of 2017. Mr. Parrish stated that the study presented the President and the Board of Governors many recommendations that require additional time to consider. On behalf of the committee, Mr. Parrish moved that the final report be submitted to the General Assembly's Joint Legislative Education Oversight Committee and that the Committee on Personnel and Tenure be granted additional time to examine the report. A working group would be formed to accomplish this task. The motion carried.

The committee reviewed routine informational reports, including an update on the chancellor searches at UNC Asheville (UNCA) and Western Carolina University (WCU).

Finally, Mr. Parrish introduced The Hon. Dale R. Folwell, State Treasurer of North Carolina. Treasurer Folwell spoke about the state's pension and health plans, including the challenges of how to preserve, strengthen, and sustain the state pension and health care plans.

Report of the Committee on Public Affairs

Mr. Daughtry, chair of the committee, reported that at its meeting the previous day, the committee received an update on the UNC System's rebranding. The purpose of the rebranding was to better identify, unite, and promote the 17 constituent institutions and its newest initiatives, NC Promise and UNC Lab Schools.

The committee also heard updates on the UNC System's budget and legislative priorities for the 2018 legislative session, a review of the January legislative session, a preview of the upcoming legislative session.

Report of the Committee on Strategic Initiatives

Mr. Mitchell, chair of the committee, reported that at its meeting the previous day, the committee previewed new data dashboards that will be used to monitor the progress on the University's strategic planning goals. The committee explored opportunities to improve student success, focusing on the importance of summer school. The committee will continue discussion on summer school enrollment at its next meeting.

Chairman Bissette's Report

Chairman Bissette recognized Dr. Joe Urgo, Interim Chancellor of UNC Asheville, who was appointed to serve upon Chancellor Grant's departure last month. Chairman Bissette stated that there were several important initiatives for the Board to consider this year. Related to the campus visits for new members, he announced that the tours would resume next week and that the visits serve as an important component to understanding the breadth and depth of each campus.

Next, Chairman Bissette highlighted exciting news happening in and around the UNC System.

Finally, Chairman Bissette recognized Dr. Rucho, who discussed concerns regarding the op-ed piece by Chairman Bissette that recently appeared in the *News & Observer* and the *Charlotte Observer*. A copy of the op-ed was distributed (see Appendix R).

Secretary Burris-Floyd stated that the printed motion to go into closed session was in the Board members' folders. She moved that the Board go into closed session as described in the written motion, pursuant to Sections 143-318.11(a)(1), (a)(3), (a)(4), and (a)(6) of the North Carolina General Statutes. The motion was properly seconded and carried.

The Board went into closed session at 10:50 a.m. and returned to open session at 1:00 p.m.

Report of the Committee on Personnel and Tenure

Mr. Parrish, chair of the committee, reported that during its meeting the previous day, the committee considered a proposed salary action for Mr. Brian Sickora, the Executive Director and General Manager of UNC Center for Public Television. On behalf of the committee, Mr. Parrish moved that the Board of Governors approve a proposed 2.5 percent raise for Mr. Sickora as recommended by the President. The motion carried.

In closing, Chairman Bissette stated that the next meeting of the Board of Governors was scheduled for March 23, 2018. There being no further business, Chairman Bissette requested a motion to adjourn. Mr. Knott moved and the motion was properly seconded. The meeting adjourned at 1:05 p.m.

Pearl Burris-Floyd, Secretary

Following the meeting of the Board of Governors, a public comment session was held. Please see Attachment #1.

APPENDICES

(All appendices are a part of the official record of the meeting.)

Appendix A	President Spellings' Report	Posted Online
Appendix B	UNC Policy 1400.2 – <i>Information Security</i> (Adopted)	Posted Online
Appendix C	Acquisition of Property by Deed – ECU	Posted Online
Appendix D	Capital Improvements Projects – ECU, NCSU, UNC-CH, and UNCP	Posted Online
Appendix E	Disposition of Property by Demolition – UNCC	Posted Online
Appendix F	Disposition of Property by Easement – UNCP	Posted Online
Appendix G	Exchange of Property – NCSU	Posted Online
Appendix H	Sale of Obligation Bonds – WCU	Posted Online
Appendix I	Millennial Campus Designation – UNCW	Posted Online
Appendix J	Authorization to Establish a Bachelor of Art in Digital Media Arts – ECSU	Posted Online
Appendix K	Authorization to Establish Doctor of Psychology in Health Service Psychology: Combined Clinical School – WCU	Posted Online Posted Online
Appendix L	Authorization to Establish Doctor of Psychology – ASU	Posted Online
Appendix M	Authorization to Discontinue the following UNC Degree Programs: i. Bachelor of Science in Criminology – NCSU ii. Bachelor of Arts in English – NCSU iii. Bachelor of Arts in Geology – NCSU iv. Master of Science in Human Resource Development – NCSU v. Bachelor of Arts in Biology, Medical Technology – UNCC vi. Master of Business Administration in Sport Marketing and Management – UNCC	Posted Online
Appendix N	Authorization for a Licensure Program Approval at The University of Southern California	Posted Online
Appendix O	Articulation Agreement between UNC and the NCCCS for Fine Arts in Theatre Arts Programs	Posted Online
Appendix P	UNC Policy 400.1.5 – <i>Fostering Undergraduate Student Success</i> (Amended)	Posted Online
Appendix Q	Resolution to Establish the Procedures and Schedule for the Election of Board Officers for the 2018-2020 Term	Posted Online
Appendix R	<i>Op-Ed</i> article – “UNC Board of Governors – Year in Review”	Posted Online

Attachment #1: Public Comment Session Summary

January 26, 2018
University of North Carolina System
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

The Public Comment session was called to order following adjournment of the Board of Governors meeting. Secretary Pearl Burris-Floyd convened. The following Board members were also present in person: Kellie Hunt Blue, Phil Byers, Tyler Hardin, Jim Holmes, Randy Ramsey, and Michael Williford. The speakers and topics are listed below.

1. Miriam Thompson
Affiliation: No affiliation
Topic: Silent Sam
Thompson expressed concern regarding the Silent Sam statue on UNC-Chapel Hill's (UNC-CH) campus and asked that the Board of Governors act to petition the North Carolina Historical Commission for its removal from campus. She stated that there should be no place for a symbol of racial intolerance on UNC-CH's campus.
2. Mario Benavente
Affiliation: Student
Topic: Silent Sam
Benavente reported instances of threats and harassment due to his involvement in Silent Sam protest efforts on the UNC-CH campus. Specifically, he noted threats of gun violence, instances of racial and homophobic slurs, and being called "spoiled". Benavente asked that Silent Sam be removed.
3. Heather Ahn-Redding
Affiliation: No affiliation
Topic: Silent Sam
Ahn-Redding asked that the Board take steps towards relocating the Silent Sam statue. Specifically, she asked that the Board submit a petition to the North Carolina Historical Commission. Ahn-Redding expressed concern about the interpretation of the law restricting its removal.
4. Michelle Brown
Affiliation: Student
Topic: Silent Sam and Student Protest
Brown expressed concern about the UNC-CH Silent Sam statue and the Board's response to student protests. She stated that the statue's presence on campus sends the message that students of color are unwelcome at UNC-CH. Brown also expressed disappointment over

email conversations between Board members. She urged the Board to release a new public statement against symbols of racism on UNC campuses.

5. Hillary MacKenzie

Affiliation: No affiliation

Topic: Silent Sam

MacKenzie expressed concern about the presence of the Silent Sam statue on the UNC-CH campus. She stated that the Board has failed UNC by letting the statue stand. She asked that the Board submit a petition to the North Carolina Historical Commission for its removal and that Board members enroll in racial equity training.

6. Alyssa Bowen

Affiliation: Student

Topic: Benefits for graduate students and campus workers

Bowen, a graduate student and teaching assistant at UNC-CH, expressed concern about the funding for graduate assistants and campus workers. She noted that the \$15,000 UNC-CH awards some graduate students is \$3,000 less than the cost of living in Chapel Hill and that graduate funding does not cover student fees, dental insurance, or maternity leave. Bowen stated that compensation is worse for campus workers. She also stated that 40% of campus workers don't speak English and that, although UNC translates some documents, it does not translate the grievance policy.

7. Brittany Shepherd

Affiliation: Student

Topic: Silent Sam

Shepherd asked that the Silent Sam statue be removed from the UNC-CH campus and that Silent Sam validates and invites contemporary racist sentiments on campus.

8. Altha Cravey

Affiliation: Faculty

Topic: Silent Sam

Cravey expressed her disappointment in UNC leadership and the Board's response to Silent Sam protests. She urged the Board to take action and remove the statue from the UNC-CH campus.

9. Michael Mole

Affiliation: Student

Topic: Silent Sam

Mole, a student who has been involved with Silent Sam protest on the UNC-CH campus, stated that he is embarrassed that school has not made more of an effort to remove the statue. He noted Duke University's removal of a Confederate statue on their campus last year. He asked that UNC leadership and the Board take the appropriate measures to remove the statue.

10. Mary Dooley

Affiliation: No affiliation

Topic: Silent Sam

Dooley stated that the Silent Sam statue is emblematic of racism and intolerance. Dooley stated that it is time that the statue be taken down and put in a museum, where it belongs. She asked that the Board take appropriate action to do so.



President's Report to the UNC Board of Governors: January 26, 2018

Thank you, Chairman, and good morning everyone. Between government shutdowns and snow storm shutdowns, I'm glad we are back at full steam with two productive days of meetings.

UNC System Rebrand

As you saw just a few minutes ago, the UNC System, NC Promise, and our UNC Lab Schools have new logos and a united identity.

This has been a big team effort and I want to recognize our communications team for leading the project, especially Meredith Beaton Didier and Camille Barkley.

It's a new look for a new era. An era of higher expectations from our students, taxpayers, and policymakers for greater effectiveness, accountability, and efficiency.

We have long delivered transformative results for our state and its people. But we can do more to harness our institutions' individual voices and strengths to speak and work together in pursuit of our shared goals.

Together, we can rise to meet the moment. United, we can seize the opportunities ahead, while preserving the independence and identities of our 17 unique institutions.

A strong System means our institutions can focus on their core mission: empowering students, driving innovation, and enriching North Carolina's communities.

Our Strategic Plan—unanimously adopted by the Board one year ago— and our institutional performance agreements signed last fall together mark a big first step towards greater coordination and accountability.

Data Dashboards

You saw some of that work yesterday in the Strategic Initiatives Committee as Andrew Kelly and his team walked through our new online data dashboards.

Our 16 institution-specific performance agreements set a roadmap to achieve that vision. And these data dashboards hold us accountable to that roadmap.

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This is about transparency and accountability. The dashboards will show, to anyone who goes to our site, when the System and its individual institutions meet their targets and goals and when they don't. No doubt as we move through the next five years of evaluation, the data will show successes, and it will show areas to strengthen.

We've laid out what our goals are and now it's up to us to achieve them but as I like to say – in God we trust, all others bring data.

Data Modernization

Which is why we will work with the Legislature to bring our data systems into the 21st century. We are a big system, built over many years and our data systems reflect that.

You can't compare apples to oranges and inconsistencies in how we collect and analyze data across the System is hindering our ability to manage and strengthen the university.

With smarter, more coordinated data systems, policymakers like you can get better answers, our campus leaders can better evaluate their efforts, and together we can deliver on the higher expectations our state has for its University System.

Ed Prep Program Review

Yesterday the Education Planning Committee heard the results of our Educator Preparation Program Review.

State policymakers have made clear that improving our public schools is a priority and we share that goal and have a responsibility to prepare excellent teachers.

The research is clear – a high-quality education depends on high-quality teachers. We must recruit and prepare more great teachers.

As the state's largest source of public school teachers, we have a responsibility to lead on this issue. Thanks to support from the Belk foundation, this look under-the-hood at our educator prep programs gives us a starting point for strengthening that work.

This is a personal priority for me. This week, I met with our 14 deans of education and with the help of a System-wide advisory group, we will begin to chart the path forward. We are all committed to embracing this opportunity.

My Future NC

And as we continue to examine our contributions to our public schools, we're also continuing to work with our partners across the educational spectrum through the My Future NC Commission.

You'll see a lot from the Commission in the next few months, including a new website, white papers, and original research from the Friday Institute, and a set of listening sessions in all eight prosperity zones across the state.

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We'll be sure to let the Board know those dates when they're announced, and I encourage you to participate.

Our next Commission meeting is February 13th in Winston Salem, and I thank Executive Director Kristy Teskey for all her hard work getting us ready to go for this year-long effort.

Thanks as well to Chancellor Sherri Everts for stepping into a leadership role on the Commission in place of Chancellor David Belcher.

Policy Session – Transfer Pathways

One of the issues the Commission is addressing is our transfer pathways from community colleges to four-year institutions. Yesterday's policy session helped illuminate where we are.

Transfer pathways are a powerful tool for increasing access and decreasing achievement gaps. Overall, we're lagging behind our peers in this area. But as we saw from UNC Greensboro and ECU we have institutions that are raising the bar.

As Chancellor Gilliam so eloquently said, they are "tenaciously focused on student success" and improving transfer pathways are yielding results and improving student retention and graduation. There are big effects and big savings, when we do so. When students drop out, that's a big lost investment for us and for them.

And our institutions are showing us progress is possible. It's our responsibility to provide strong leadership from the top to accelerate and scale up that campus-level leadership.

Thanks to our presenters yesterday, to Governor Mitchell and the Strategic Initiatives Committee for their work on transfer pathways, and Junius Gonzales and Andrew Kelly and their teams.

Funding Model

We've also had good progress over the past weeks in our funding model task force. Just before Christmas, Chairman Scott Lampe circulated a draft, revised funding model for discussion by task-force members, which has generated interest and debate.

The draft model includes two options for performance funding along with a replacement of the 12-cell matrix we all know and love.

The task force, which is made up of institutional leaders, System staff, and members of the Board of Governors, meets next on February 1st here in Chapel Hill, and I know we will have a lively meeting. I look forward to discussion of the proposed draft at that meeting, and with the full Board in the spring.

WCU – Chancellor Search

Finally, I want to recognize the efforts of a few individuals and groups within the System.

Last week, snow kept me from traveling in person, but Governor David Powers and I were able to Skype in, and I delivered the charge to Western Carolina University's Chancellor Search Committee.

APPENDIX A

I am confident the Committee will find an outstanding leader to take Western into its next chapter; building on the transformative progress Chancellor Belcher drove and capitalizing on the historic opportunity NC Promise will bring.

As the search moves forward, I'm grateful for Provost Allison Morrison-Shetlar who is stepping in at the helm as WCU's Interim Chancellor. Please join me in recognizing Allison.

ECSU- Conway Retirement

And on the other side of the State, I received word from Chancellor Conway of his plans to retire at the end of May. I know you will all join me in offering Chancellor Conway our profound gratitude for his four decades of service to the University System and his dedication to ECSU and its students.

Please join me in recognizing Chancellor Thomas Conway.

Over the coming months, Chancellor Conway will work with Dr. Karrie Dixon, who currently serves as co-lead for ECSU's working group along with the Chancellor, as she assumes the role of interim Chancellor on June 1.

Thanks to Dr. Dixon, for stepping up to help maintain our progress that the ECSU working group – including Governors Davenport, Smith and Long – has helped create and seize the opportunity NC promise holds for ECSU.

Staff Changes

And finally, I want to note a few staff changes here at the System Office.

Dr. Jim Ptaszynski, whose appointment as the Vice President for Digital Learning I announced in November, has formally assumed his role. He joins us from the Bill and Melinda Gates Foundation where he was a Senior Fellow for Postsecondary Success.

Before that, he worked for nearly 20 years at Microsoft on their higher education strategy, helping colleges and universities, as well as individual faculty members integrate technology into their teaching and learning activities.

We're glad to have Jim onboard and welcome him back to North Carolina, as he previously worked just down the road at Wake Forest early in his career as an associate dean and is a double Carolina grad with both his BA and PhD from UNC-Chapel Hill.

I'm also pleased to announce our new Vice President for Information Technology and Chief Information Officer, Keith Werner.

He comes to us from Ernst & Young, where he served as its public-sector leader for North and South Carolina. Previously, he served as the State's Chief Information Officer and as the first Cabinet Secretary for the NC Department of Information Technology.

I'm grateful to have both them both on our team and I know you will enjoy working with them.

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My final note, as you all heard, UNC Wilmington Chancellor Sartarelli is having a bypass procedure early next week. He will be out of the office temporarily, and Provost Sheerer will handle the day-to-day operations on campus.

We wish Zito the very best and will keep you apprised of his recovery.

Mr. Chairman that concludes my report.

Information Security

I. Purpose

This policy directs UNC General Administration and the constituent institutions of the University of North Carolina to establish an information security program and designate a senior officer, accountable to the president or chancellor, who is responsible for information security. This policy also requires the Board of Governors and constituent institution boards of trustees to oversee information security.

II. Definitions

A. "Information security program" means policies, assessments, protocols, and trainings designed to govern the storage, accessibility, and security of information resources.

B. "Information resources" means information owned or possessed by the University, or related to business of the University, regardless of form or location, and the hardware and software resources used to electronically store, process, or transmit that information.

III. Establishment of Information Security Program

UNC General Administration and each constituent institution shall develop and maintain an information security program to preserve the security, confidentiality, accessibility, and integrity of information resources of UNC General Administration or the constituent institution. The programs developed by UNC General Administration and the constituent institutions must comply with the prevailing information security standard adopted by the Board of Governors standing committee assigned with audit responsibility. At a minimum, this program must include policies on the storage, use, and accessibility of information resources, regular risk assessments of existing information resources, a strategy statement setting forth priorities for managing identified information security risks, and incident response planning and notification procedures.

IV. Designation of Senior Officer with Information Security Responsibility

UNC General Administration as well as each constituent institution shall identify a senior officer accountable for overseeing implementation and periodic evaluation of the information security program. The identified senior officer shall be responsible for identifying and deploying all reasonable measures to maintain the security, confidentiality, accessibility, and integrity of information resources of UNC General Administration or the constituent institution. The senior officer, as an essential component of the officer's designation, shall possess all necessary authority to implement and evaluate all aspects of the information security plan. The senior officer shall be accountable to the president or chancellor and responsible for reporting to the Board of Governors or the constituent institution's board of trustees on matters related to information security upon request.

APPENDIX B

V. Oversight of Information Security

The Board of Governors and the board of trustees of each constituent institution shall assign responsibility for oversight of the institution's information security program to a standing committee of the appropriate board with audit responsibility.

A. Audit Planning and Risk Assessment. Each institution's internal auditor shall address information security in annual audit planning and risk assessment. The assigned committee shall ensure that information security is addressed in the annual audit planning and risk assessments that are conducted by the institution's internal auditor.

B. Agenda Item at Regular Meetings. The assigned committee shall periodically include an agenda item for emerging information security matters at its regularly scheduled meetings.

C. Annual Report. The designated senior officer with information security responsibility shall present a report to the assigned committee, at least annually, on the institution's information security program and information technology security controls.

VI. 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.

Acquisition of Property by Deed – ECU

ISSUE OVERVIEW

UNC institutions are required to request authority from the Board of Governors to proceed with certain acquisitions and dispositions of real property.

East Carolina University seeks BOG approval to acquire the property at 321 East Tenth Street in Greenville, NC. The property is located adjacent to ECU's new student center.

This commercial property is 0.34 acres with an existing 2,280 SF building that is currently leased. This building will be severed when appropriate to support future development of the ECU strategic plan.

EAST CAROLINA UNIVERSITY

Property Acquisition

GRANTOR:	ECU Real Estate Foundation
GRANTEE:	State of North Carolina, East Carolina University
LOCATION:	321 East Tenth Street, Greenville, North Carolina
PURCHASE AMOUNT:	\$900,000
SOURCE OF FUNDS:	Auxiliary overhead receipts

The acquisition of this property was approved by the ECU Board of Trustees at their meeting on November 10, 2017.

RECOMMENDATION

It is recommended that the Board of Governors approve this request. It is further recommended that the property acquisition be transmitted to the Council of State for final action.

Capital Improvement Projects – ECU, NCSU, UNC-CH, and UNCP

ISSUE OVERVIEW

UNC institutions are required to request authority from the Board of Governors to proceed with non-appropriated capital 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.

Four UNC institutions have requested a total of nineteen capital improvement projects: four projects for advance planning, nine new projects for authority, and six projects for increased authorization.

I. ADVANCE PLANNING

Institution/Project Title		Total Project Cost (\$)	Previous Authorization (\$)	Requested Authorization (\$)	Funding Source
North Carolina State University					
1.	HVAC Renovations Price Music Hall (\$975,000)	\$97,500	-	\$97,500	Housing Receipts
<i>NCSU Subtotal</i>		<i>\$97,500</i>	<i>\$0</i>	<i>\$97,500</i>	
University of North Carolina at Chapel Hill					
2.	Parking Deck at S1 Lot (\$14,443,516)	\$1,300,000	-	\$1,300,000	Transportation Trust Funds
3.	Translational Research Building (\$153,170,000)	\$23,000,000	\$1,750,000	\$21,250,000	F&A
<i>UNC-CH Subtotal</i>		<i>\$24,300,000</i>	<i>\$1,750,000</i>	<i>\$22,550,000</i>	
The University of North Carolina at Pembroke					
4.	Campus Rec/Baseball Softball Outdoor Complex (\$4,826,811)	\$300,000	-	\$300,000	Gifts
<i>UNCP Subtotal</i>		<i>\$300,000</i>	<i>\$0</i>	<i>\$300,000</i>	

II. NEW PROJECTS

Institution/Project Title		Total Project Cost (\$)	Previous Authorization (\$)	Requested Authorization (\$)	Funding Source
North Carolina State University					
5.	ES King Village Roof Replacements – Phase 3	\$1,368,200	-	\$1,368,200	Housing Receipts
6.	MRI Suite D205 Renovation – CVM	\$450,000	-	\$450,000	Gifts
7.	Restoration of Memorial Belltower	\$6,500,000	-	\$6,500,000	Gifts
<i>NCSU Subtotal</i>		<i>\$8,318,200</i>	<i>\$0</i>	<i>\$8,318,200</i>	

APPENDIX D

Institution/Project Title		Total Project Cost (\$)	Previous Authorization (\$)	Requested Authorization (\$)	Funding Source
University of North Carolina at Chapel Hill					
8.	Ambulatory Care Center- ASC Reception Waiting Upgrades (17992)	\$930,307	-	\$930,307	UNCH HCF Clinical Receipts
9.	Curtainwall Replacement at Carmichael Hall	\$2,501,730	-	\$2,501,730	Housing Trust Funds
10.	Chase Hall Second Floor Renovations	\$1,243,127	-	\$1,243,127	Fundraising Gifts
11.	Friday Center Bus Loop	\$400,000	-	\$400,000	Transportation Trust Funds
12.	Kenan Stadium Backflow Preventer and Booster Pumps	\$500,000	-	\$500,000	Athletics Trust Funds
13.	Smith Center Video Board Replacement	\$6,000,000	-	\$6,000,000	Educational Foundation
<i>UNC-CH Subtotal</i>		<i>\$11,575,164</i>	<i>\$0</i>	<i>\$11,575,164</i>	

III. INCREASED AUTHORIZATION

Institution/Project Title		Total Project Cost (\$)	Previous Authorization (\$)	Requested Authorization (\$)	Funding Source
East Carolina University					
14.	Cotten Residence Hall Bathroom Renovation	\$1,663,717	\$1,039,811	\$623,906	Housing Receipts
15.	Mendenhall Comprehensive Renovation	\$18,153,622	\$1,300,000	\$16,853,622	Carry-forward (59%)/SA Deferred Maintenance (41%)
<i>ECU Subtotal</i>		<i>\$19,817,339</i>	<i>\$2,339,811</i>	<i>\$17,477,528</i>	
North Carolina State University					
16.	Greek Village Phase 3 Infrastructure	\$6,600,000	\$5,500,000	\$1,100,000	Infrastructure Fees
17.	Theriogenology Facility at Reedy Creek Equine Farm (\$3,000,000)	\$3,000,000	\$2,400,000	\$600,000	CVM Trust Funds
<i>NCSU Subtotal</i>		<i>\$9,600,000</i>	<i>\$7,900,000</i>	<i>\$1,700,000</i>	
University of North Carolina at Chapel Hill					
18.	Burnett Womack 4 th floor Renovation	\$976,677	\$457,494	\$519,183	SOM Trust Funds
19.	Faculty Recruitment Laboratory and Common Area Renovations - Lineberger Cancer	\$1,400,000	\$379,960	\$1,020,040	Cancer Research Trust Funds
<i>UNC-CH Subtotal</i>		<i>\$2,376,677</i>	<i>\$837,454</i>	<i>\$1,539,223</i>	
Grand Total		\$76,384,880	\$12,827,265	\$63,557,615	

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 Office of State Budget and Management as non-appropriated projects that do not require any additional debt or burden on state appropriations.

Disposition of Property by Demolition – UNCC

ISSUE OVERVIEW

UNC institutions are required to request authority from the Board of Governors to proceed with certain acquisitions and dispositions of real property.

The Board of Trustees of the University of North Carolina at Charlotte has requested authorization to demolish nine (9) structures located on the campus in Charlotte, NC:

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE Disposition of Property by Demolition

<u>STRUCTURE</u>	<u>GSF</u>	<u>YEAR BUILT</u>
1. Maintenance Storage Building #12	658	1979
2. Central Heating Plant w/ Stack	4,256	1963
3. Physical Plant/Facilities Ops	10,975	1976
4. Receiving/Stores/Grounds	9,360	1966
5. 50,000 Gallon Oil Tank	NA	1963
6. 100,000 Gallon Oil Tank	NA	1963
7. Underground Storage Tank	NA	unknown
8. Temp. EV Charging Station	NA	unknown
9. Building Storage Tank	NA	unknown

The estimated cost of the demolition is \$236,210 and is funded as part of the Connect NC Sciences Building project.

The UNCC Board of Trustees voted to approve this project at its July 1, 2016 meeting.

RECOMMENDATION

It is recommended that the Board of Governors approve this request. It is further recommended that the property acquisitions be transmitted to the Council of State for final action.

Disposition of Property by Easement – UNCP

ISSUE OVERVIEW

UNC institutions are required to request authority from the Board of Governors to proceed with certain acquisitions and dispositions of real property.

The University of North Carolina at Pembroke is requesting authority to convey eleven (11) properties on five (5) parcels of land to the State of North Carolina Department of Transportation. The properties are all lands allocated to UNCP and will be used for the purpose of road and pedestrian improvements to SR 1340 (N. Odum Street/Prospect Road), just north of SR 1566 (Corinth Road) to NC 711 (Third Street). SR 1340 serves the UNC Pembroke campus with UNC Pembroke owning property on both sides of the road.

University of North Carolina at Pembroke Property Disposition

The property acreage needed for the subject project is described as follows:

<u>PARCEL</u>	<u>ROW</u>	<u>PDE</u>	<u>PUE</u>	<u>TCE</u>
2	0.364	0.023	0.007	0.177
12		0.036		0.012
14	0.168			
16		0.041	0.021	0.327
18		0.010		

ROW: Right Of Way

PDE: Permanent Drainage Easement

PUE: Permanent Utility Easement

TCE: Temporary Construction Easement

This is a no-cost property conveyance.

The disposition of this property was approved by the UNCP Board of Trustees at their meeting on December 18, 2017.

RECOMMENDATION

It is recommended that the request of the University of North Carolina at Pembroke be approved.

Exchange of Property – NCSU

ISSUE OVERVIEW

UNC institutions are required to request authority from the Board of Governors to proceed with certain acquisitions and dispositions of real property.

NC State University has extensive and ongoing communication with the North Carolina State Property Office regarding the State’s requirements for the proposed exchange and is in agreement on the scope and process. The property valuations will be based on tax valuation of property in accordance with SPO requirements, and property surveys for all exchange parcels are in progress to confirm the acreage.

Party 1: Current NC State owned property parcel (“New Parcel”) totals 23.5 acres.

Party 2: Current eight (8) non-contiguous Endowment-owned property parcels totaling 23.5 acres:

<u>PARCEL NUMBER</u>	<u>ACREAGE</u>
0793-67-3092	TBD
0793-67-6090	TBD
0793-56-9390	TBD
0793-55-3723	TBD
0793-64-0575	TBD
0793-53-7015	TBD
0793-44-1504	TBD
0793-13-7860	TBD

North Carolina State University Property Exchange

PARTY 1: State of North Carolina, North Carolina State University
PARTY 2: Endowment Fund of NC State University
CONSIDERATION: Equal Value
PROPERTY ADDRESS: Dan Allen Drive, Raleigh, NC
DESCRIPTION: 23.5 acres

The exchange of this property was approved by the NCSU Board of Trustees at their meeting on November 17, 2017.

RECOMMENDATION

It is recommended that the request of the Board of Trustees of North Carolina State University be approved.

**ACQUISITION
OF REAL PROPERTY
DISPOSITION BY DEED**

GRANTOR Department of Administration

GRANTEE NC State University

LOCATION Centennial Campus near the intersection of Main Campus Drive and Oval Drive

SIZE ± 23.5 acres

RATE Equal value exchange

TERM Permanent conveyance

USE To be used to create public/private partnership opportunities related to new development on north Centennial Campus consistent with the master land-use plan.

Form-PO 2
Original and one copy to
to State Property Office

STATE OF NORTH CAROLINA
Department of Administration
***DISPOSITION OF REAL PROPERTY**

Institution or Agency: North Carolina State University

Date: 10/13/17

The Department of Administration is requested, as provided by GS 146-28 to dispose of the real property herein described by ~~(sale), (lease), (rental),~~ Exchange of real property.

The disposition is recommended for the following reasons:

This proposed exchange of real property between the State of North Carolina on behalf of NC State University and the Board of Trustees of the Endowment Fund of North Carolina State University for equal sized acreage on Centennial Campus is for the benefit of the University. The Endowment will receive acreage to be used to create public/private partnership opportunities related to new development on north Centennial Campus consistent with the master land-use plan.

Description of Property:

The new site, located on Centennial Campus near the intersection of Main Campus Drive and Oval Drive, is to be exchanged for an equal amount of Endowment owned acreage in multiple locations on Centennial Campus. Final quantity, description and exact location will be determined by survey and is expected to be approximately ± 23.5 acres.

Term: Permanent conveyance.

Estimated value: Equal value.

Where deed is filed, if known: N/A

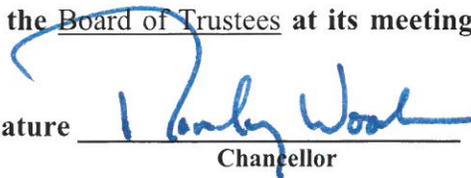
If deed is in the name of agency other than applicant, state the name.

Rental income, if applicable, and suggested terms: N/A

Funds from the disposal of this property are recommended for the following use. No cost.

Action recommending this transaction was taken by the Board of Trustees at its meeting held on November 17, 2017.

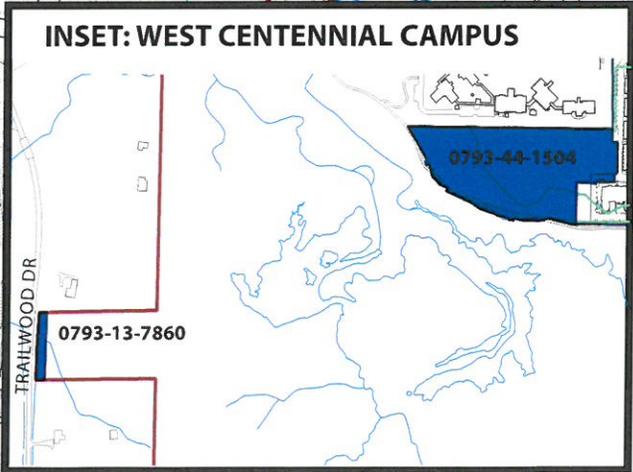
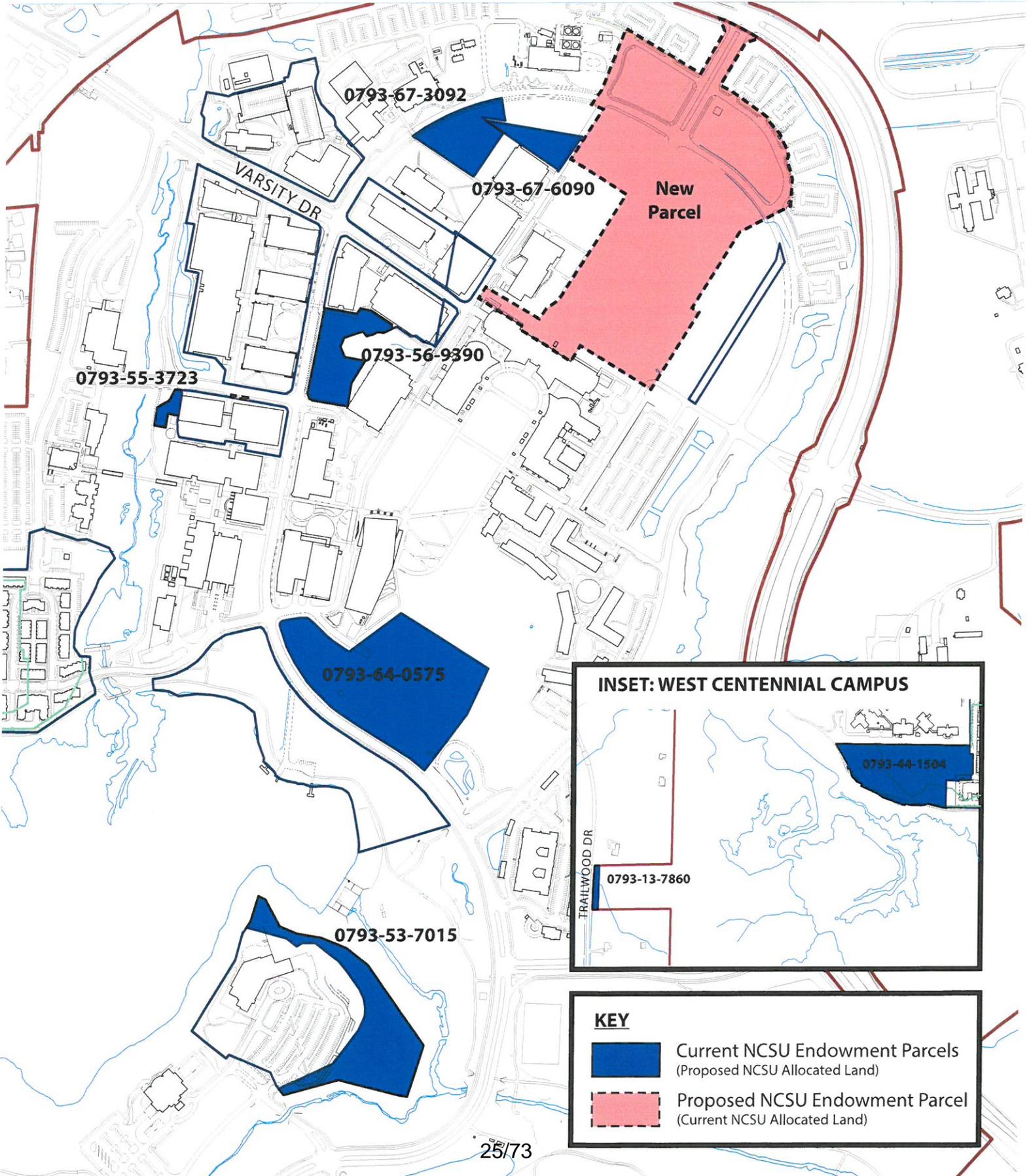
Signature



Chancellor

*The term "real property" includes timber rights, mineral rights, etc. (GS 146-64)

Centennial Campus Endowment Land Exchange



KEY

-  Current NCSU Endowment Parcels (Proposed NCSU Allocated Land)
-  Proposed NCSU Endowment Parcel (Current NCSU Allocated Land)

TRANSMITTAL OF REQUEST FOR ACQUISITION/DISPOSITION OF REAL PROPERTY

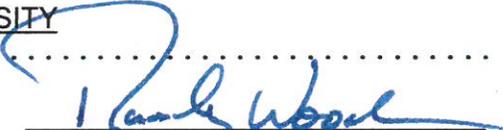
Form
Number: PO-2

Preparation
Date: October 10, 2017

Request: This proposed exchange of real property between the State of North Carolina on behalf of NC State University and the Board of Trustees of the Endowment Fund of North Carolina State University for equal sized acreage on Centennial Campus is for the benefit of the University. The Endowment will receive acreage to be used to create public/private partnership opportunities related to new development on north Centennial Campus consistent with the master land-use plan.

Institution: NORTH CAROLINA STATE UNIVERSITY

RECOMMENDED BY CHANCELLOR, NCSU



(Chancellor's Signature)

RECOMMENDED BY COMMITTEE ON BUILDINGS AND PROPERTY



(Chairman's Signature)

RECOMMENDED BY BOARD OF TRUSTEES, NCSU



(Chairman's Signature)

RECOMMENDED BY BOARD OF GOVERNORS

(Secretary's Signature)

Sale of Special Obligation Bonds – Western Carolina University

ISSUE OVERVIEW

The Board of Governors is authorized to issue special obligation bonds and bond anticipation notes for capital improvement 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. Specific funding sources for the current capital project include student receipts for the residence facility (self-liquidating).

Western Carolina University (“WCU”) requests that the Board issue special obligation bonds in an amount not to exceed \$48,000,000 to finance the construction of the Upper Campus New Residence Hall. The bonds will be sold on a negotiated basis with an underwriter to be selected through a competitive RFP process. The General Assembly authorized the Upper Campus New Residence Hall project under S.L. 2013-394.

WCU currently has an issuer credit rating of “Aa3” with a stable outlook from Moody’s Investor Service. This transaction is not expected to have any impact on WCU’s credit rating.

Parker Poe Adams & Bernstein LLP is bond counsel, and First Tryon Advisors is the financial advisor.

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

**RESOLUTION OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF
NORTH CAROLINA AUTHORIZING THE ISSUANCE OF SPECIAL
OBLIGATION BONDS TO FUND A SPECIAL OBLIGATION BOND
PROJECT FOR WESTERN CAROLINA UNIVERSITY**

WHEREAS, by Chapter 116 of the General Statutes of North Carolina, the Board of Governors (the “*Board*”) of the University of North Carolina (the “*University*”) is vested with general control and supervision of Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, The University of North Carolina at Greensboro, The University of North Carolina at Pembroke, University of North Carolina Wilmington, University of North Carolina School of the Arts, Western Carolina University (“*WCU*”) and Winston-Salem State University and other institutions; 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; the Board has determined to issue Western Carolina University General Revenue Bonds (with appropriate descriptions and series designations) in one or more series (the “*Bonds*”) in an aggregate principal amount not to exceed \$48,000,000 to pay a portion of the costs of the construction, equipping and furnishing of an upper campus new residence hall on WCU’s campus, as authorized by Chapter 394 of the 2013 Session Laws of the North Carolina General Assembly or any other projects as have been approved by the Board for financing with special obligation bonds (the “*Special Obligation Bond Project*”); and not to exceed an additional 5% of such principal amount to pay the costs incurred in connection with the issuance of the Bonds; and

WHEREAS, the Board has determined to issue the Bonds under the General Trust Indenture dated as of November 1, 2015 (the “*General Indenture*”) between the Board and The Bank of New York Mellon Trust Company, N.A., as trustee (the “*Trustee*”), and Series Indenture, Number 2 (the “*Second Series Indenture*”) between the Board and the Trustee; and

WHEREAS, the Bonds and other obligations issued under the General Indenture are payable solely from any funds of WCU or of the Board held for the University in each Fiscal Year, but excluding (1) appropriations by the General Assembly of the State of North Carolina from the State General Fund, (2) tuition payments by WCU 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*”);

WHEREAS, an underwriter or underwriters (the “*Underwriters*”) selected by the Vice Chancellor for Administration and Finance of WCU and the Senior Vice President for Finance and Budget of the University (including an officer appointed to serve in such capacity on an interim basis) (the “*SVP-Finance*”) 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

APPENDIX H

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 Second Series Indenture;
3. the Purchase Agreement;
4. 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
5. the Bonds in the form set forth in the Second 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 Special Obligation Bond Project in compliance with Section 116D-23 of the Act;

NOW, THEREFORE, BE IT RESOLVED by the Board of Governors of the University 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 \$48,000,000 under the General Indenture and the Second Series Indenture, plus not to exceed an additional 5% of such principal amount to pay the costs incurred in connection with the issuance of 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 SVP-Finance, or his designee, in consultation with the appropriate officers at WCU, determine to be in the best interest of the University and WCU.

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.

Section 3. ***Selection of Underwriters and other Financing Team Members.*** That the Board authorizes the SVP-Finance, in consultation with the appropriate officers at WCU, to select Underwriters for the Bonds 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 Chairman of the Board, the President of the University, the SVP-Finance, the Secretary and the Assistant Secretary of the Board and the Senior Associate Vice President and Secretary of the University, 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 Chairman of the Board, the President 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 University and the SVP-Finance, 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 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 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.

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 26th day of January, 2018.

Millennial Campus Designation – UNCW

ISSUE OVERVIEW

The 2000 session of the General Assembly authorized the Board of Governors to designate a Millennial Campus at each constituent institution when the Board finds that such a designation will enhance the institution's research, teaching, and service missions, as well as the economic development of the region served by the institution. The legislation states that the Board should act on the recommendation of the president after the president has consulted with the chancellor and the board of trustees. The designation shall be based on the finding that the institution has the administrative and fiscal capacity to create and maintain such a campus. Each Millennial Campus would function in a manner similar to the Centennial Campus at North Carolina State University and each would be exempt from the provisions of the Umstead Act.

The Board of Trustees of the University of North Carolina Wilmington requests that the Board of Governors expand the UNCW existing Millennial Campus by adding approximately 21.79 acres on a single site for new student housing, dining, and parking. The site is in close proximity to existing campus housing, dining, and outdoor recreational activities, and is located on the main campus. The site will be known as the Southeast Housing Village and would be developed to provide affordable on-campus student housing with related appurtenances, parking, and dining to support UNCW's Strategic Plan and in accordance with UNCW's Campus Master Plan.

RECOMMENDATION

The president has completed the required consultations and recommends that the Board approve the request for the University of North Carolina Wilmington to be granted an expansion of their Millennial Campus status. The campus has the administrative and fiscal capacity that is required and the activities to be performed on the Millennial Campus would advance regional economic development.

**Request for Authorization to Establish a
Bachelor of Arts in Digital Media Arts
(B.A., CIP 50.0102) at
Elizabeth City State University**

I. Program Highlights

- The BA in Digital Media Arts will prepare students for careers in digital journalism, social media, music production and management, and video production (including both entertainment and industrial film making), while supporting existing programs in Music, Fine Arts, Journalism, and Mass Communication. The program will also prepare students to be self-starting entrepreneurs in those fields.
- Student outcomes of the program include the ability to design media formats based on selected type of employment, deliver media services for multiple platforms, work as entrepreneurs, and/or work in creative environments.
- The Digital Media program is designed to provide students with a foundation and understanding of all of the aspects of digital media so that they can understand how to make them work to their advantage. Hence, coursework in the program is designed to provide students with the skills needed to:
 - Design, develop, and manage digital media using current and emerging technologies that adhere to industry standards;
 - Analyze needs and effectively manage projects and resources, applying sound business principles and technology;
 - Develop, test, and implement web and multimedia applications using techniques for scripting and programming; and,
 - Effectively apply relevant theories, practices, and principles when designing and developing works of digital media.
- This is an on-campus program.
- This degree program is comprised of 120 hours: 35-37 hours in General Education, 35 hours of core major requirements, 24 hours in a specific concentration, and 26 hours of free electives. Students must complete a minimum of 30 hours of credit at the upper level, applied toward the degree, at ECSU, including a minimum of 15 semester hours of credit in junior/senior-level courses in the major field.
- 14 full-time students and 6 part-time students are projected in the first year. 29 full-time students and 10 part-time students are projected by the fourth year.
- Since the proposed program is interdisciplinary and will utilize resources in existing programs, the available library, facilities, and equipment are currently sufficient to meet the educational standards. No new faculty, library resources, facilities and equipment, or other program support will be needed.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Currently, six institutions in North Carolina offer a program similar to the proposed BA in Digital Media Arts: Queens University of Charlotte, the University of North Carolina at Charlotte, North Carolina State University, the University of North Carolina at Greensboro, the University of North Carolina at Asheville, and Wake Forest University.

The proposed degree program would be the only one located in the northeastern region of North Carolina. The interdisciplinary curriculum would encompass knowledge and skills related to audio, graphic arts, digital print and theater. According to the Program Degree Finder information found on the University of North General Administration Website, most digital media degree programs are located in the central and western regions of North Carolina. By offering the degree in Digital Media Arts at ECSU, we would be providing training and experiences for students in the northeastern region of North Carolina and the Virginia Hampton Roads Tidewater Areas. In this program, students will study special skills that are interdisciplinary in scope and responsive to today's varying job expectations.

- 2. Relation to Campus Distinctiveness and Mission.** ECSU's mission is "to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation." The proposed Bachelor's Degree in Digital Media Arts serves that mission by creating new opportunities and advancing existing opportunities within the 21-county area served by ECSU. This degree represents an important step in "modernizing" the curricular offerings to respond to evolving workforce needs.
- 3. Demand (local, regional, state).** Statistics show that in May of 2015, the state of North Carolina employed between 90 and 220 Sound Engineering Technicians, with an annual mean wage of between \$44,800 and \$50,820. The same statistics show that Multimedia Artists and Animators are employed at a rate of between 610-10,110 for the state, with an annual mean wage of between \$41,050 and \$56,030. However, for the Hampton Roads area of Virginia, within commuting distance of northeastern North Carolina, the annual mean salary rises to between \$56,060 and \$63,500. Finally, in the state of North Carolina there are between 180 and 310 media and communication equipment workers, with an annual mean salary of between \$54,690 and \$65,910.
- 4. Potential for Unnecessary Duplication.** There is no unnecessary duplication. Currently, the degree programs in or related to the field of Digital Media Arts are located on college campuses in the Piedmont or Western portions of North Carolina. The closest program to this region is on the campus of North Carolina State University which is a three-hour drive.
- 5. Employment Opportunities for Graduates.** The U.S. Bureau of Labor statistics from 2015 show that the occupation of Media and Communication Equipment Worker had grown 6%, with a mean hourly wage of \$34.10 and a mean annual wage of \$70,920. Multimedia Artists and Animators grew as a profession at a rate of 5.6%, with a mean hourly wage of \$33.80, and a mean annual salary of \$70,300. Finally, the occupation of Sound Engineering Technician had an employment increase of 4.4%, with a mean hourly wage of \$30.45 and a mean annual wage of \$63,340. Research from www.bls.gov shows that the general fields of Digital Media and Video and Sound Production are among the fastest growing fields in the United States, with an optimistic outlook for future growth.
- 6. Faculty Quality and Number.** No full-time faculty will be needed. The proposed program is interdisciplinary and most of the curriculum will consist of existing courses which can easily be

accommodated by existing faculty. There will be no effect on faculty availability, course load, public service activity, or scholarly research.

- 7. Availability of Campus Resources (library, space, etc.).** Library resources and services are fully equipped to provide high quality information for students who enroll in the proposed program. All ECSU students have automatically generated student accounts, which include off-campus access into library databases and online journal subscriptions. Students will have access to the library's collection and interlibrary loan services. Additionally, the library provides each student with an account in Refworks to help organize their research and create citations. Facilities and equipment housed at ECSU are adequate to support the proposed program. As an interdisciplinary degree program composed mainly of courses from the Departments of Visual and Performing Arts and Language and Literature and Communication, most classes in the proposed program will be held in the Burnim Fine Arts Center and in Williams Hall.
- 8. Relevant Lower-level and Cognate Programs.** The proposed Digital Media Arts program is interdisciplinary in scope. The program is designed to provide educational training and creative skills development for students interested in working within the digital media arts field. Students in this program will take classes across four disciplines of study: music (emerging media in audio), graphic design (digital studio), theater (media and the performing arts in theater), and communication (digital print and media). Students will also take additional classes in other areas for free electives.
- 9. Impact on Access and Affordability.** The proposed degree program is an affordable option for students, given that ECSU is among the UNC System campuses offering the lowest tuition.
- 10. Expected Quality.** Annually ECSU will conduct a program vitality evaluation (PVE). The evaluation examines five critical areas: (1) the number of students enrolled full and part-time as majors in the degree area; (2) enrollment in the courses offered by a degree program; (3) credit hour production by degree program area; (4) credit hour productivity by faculty; (5) the relative profitability index, (6) student retention rates for the programs; and (7) program graduates. At the completion of the 4th year, ECSU will review the PVE reports in a composite fashion. Such a process will provide trend data as to each area of assessment listed above which in turn will allow the University to make the necessary programmatic adjustments.
- 11. Feasibility of Collaborative Program.** The proposed degree program would be administered on-campus. Given the distance from other similar programs, there are limited opportunities for collaboration.
- 12. Other Considerations.** None.

III. Summary of Review Processes

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

UNC General Administration Review Process and Feedback. Throughout the review process, ECSU provided relevant information pertaining to program requirements and resources.

IV. Recommendation

It is recommended that the Board of Governors approve Elizabeth City State University's request to establish a Bachelor of Arts (B.A.) in Digital Media Arts degree program (CIP 50.0102) to enroll students starting Spring 2018.

**Request for Authorization to Establish a
Doctor of Psychology in Health Service Psychology: Combined Clinical/School
(Psy.D., CIP 42.2899) at
Western Carolina University**

I. Program Highlights

- Western Carolina University (WCU) has successfully offered high-quality graduate programs in psychology, including the Master's in Clinical Psychology (MA) and the Specialist in School Psychology (SSP), for more than 40 years. In response to WCU's 20/20 Strategic Plan, an increase in student demand and societal need, and demonstrable employability potential for Psy.D. graduates throughout the region and state, WCU is proposing to establish a practitioner-focused doctoral degree program in Clinical-School Psychology. In applied psychology specialties, the Psy.D. indicates practitioner-oriented training and is distinct from the research-intensive Ph.D. which seeks to prepare researchers and academicians.
- The proposed Psy.D. program is being developed in ongoing consultation and collaboration with Appalachian State University. These campuses share a mission in serving the broad, rural western region of North Carolina. Their respective doctoral degree proposals and current master's level programs share common elements as well as clear distinctions. The Appalachian State proposal for a Psy.D. focuses on rural health psychology and offers applied training elements that will not be duplicated at WCU. In turn, the WCU emphasis on school-aged individuals will include many child-oriented and school-oriented components that will not be duplicated in the ASU training programs. However, the inter-institutional collaboration established by the WCU-ASU Memorandum of Understanding will include joint coursework, field placements, research supervision, and other scholarly activities.
- WCU is located in a region of the state which is underserved by mental health service providers. This shortage is especially evident when one considers the unmet needs of specific populations, such as children and adolescents. The need for mental health services is expected to increase in the foreseeable future, and WCU is well positioned to address this need and to directly serve the region.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** There are currently no Psy.D. Programs in the state and no doctoral programs of any kind in the state for combined Clinical/School Psychology. There is one private institution in the state (Duke University) with a Clinical Ph.D. program. In addition, four universities in the state system have a Clinical (or Health/Clinical Health) Ph.D. program. Among the universities in the state system, American Psychological Association (APA)-Accredited programs include the University of North Carolina at Chapel Hill (Clinical), the University of North Carolina at Greensboro (Clinical), East Carolina University (Health), and the University of North Carolina at Charlotte (Health). The Ph.D. in Psychology at the University of North Carolina Wilmington will seek accreditation in 2019. Further, UNC-Chapel Hill and North Carolina State University have School Psychology Ph.D. programs, while East Carolina has a pediatric school psychology track. Finally, as noted above, Appalachian State is seeking permission to establish a

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Psy.D. in Rural Clinical Psychology. Letters of support were received from the University of North Carolina Wilmington, East Carolina, UNC Charlotte, and NC State.

- 2. Relation to Campus Distinctiveness and Mission.** The proposed program continues the strong alignment that the psychology master's degree programs have with WCU's academic mission as a regional comprehensive university. WCU's 2020 Strategic Plan includes in its Mission Statement a goal *"to improve individual lives and enhance economic and community development in our region, state, and nation through engaged learning opportunities in our academic programs..."* The 2020 Vision Statement also stresses service to the region: *"To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university."*

Faculty and graduate students in the current program provide needed services to the region through practicum work in various settings, including the Psychological Services Clinic (The McKee Clinic), a first-class facility for public-facing clinic services. This training clinic is already operating at full capacity and having doctoral students on campus for an additional two years will allow the clinic to increase service capacity in terms of both numbers of clients as well as types of services provided. The program will also be in a position to significantly enhance its regional engagement through expanded professional associations with existing partners, including public schools, charter schools, private schools, and the Asheville VA Hospital, as well as new and evolving partnerships with Cherokee Hospital, Mission Hospital, and the North Carolina Department of Corrections.

- 3. Demand (local, regional, state).** The NC Department of Commerce projects a 12% employment growth rate for psychologists from 2012 to 2022 and states that job prospects will be "best for those who have a doctoral degree in an applied specialty" (NCworks.gov, 2016). Clinical Psychology is generally characterized as a "growing" occupation, with demand outweighing supply. The NCworks.gov database indicates that there are 156 annual openings for Clinical Psychologists in NC. On the specific day of August 18, 2016, 51 job openings were listed at this website, with only 18 potential Clinical Psychologist candidates identified as looking for work; of those seeking employment, only 5 resided in rural NC (as designated by The Rural Center, 2016). However, nearly a third (n = 15) of the job listings at this snapshot were listed across 10 rural counties.
- 4. Potential for Unnecessary Duplication.** Please see #1 above for information about existing programs. As has been noted, the existing programs are highly competitive, with demand far exceeding the number of students accepted. However, the total number of graduates is far short of the number of practitioners that are needed now, with increasing needs in coming years. Appalachian State and WCU are developing doctoral-level programs with different goals, aims, and identities, but are proposing a collaborative use of resources. Specifically, administrators and faculty members from both institutions first met at WCU's Biltmore Park campus in Fall 2012, and have continued to have ongoing discussions since. These discussions have included ways to eliminate duplication and pool resources by sharing thesis/dissertation supervision, practicum sites, and possibly single course instruction for students at

both institutions using virtual conference technology. This innovative approach will be the first of its kind involving psychology graduate programs in North Carolina.

5. **Employment Opportunities for Graduates.** As noted in #3 above, demand is high in North Carolina. According to the 2010-2011 Occupational Outlook Handbook from the Bureau of Labor and Statistics, employment opportunities for psychologists is expected to grow 22% from 2010-2020 (compared to 14% for all occupations). Although this rate of growth is faster than average, job prospects are best for those with doctoral degrees in applied specialty areas.
6. **Faculty Quality and Number.** The 19 full-time faculty and 506 adjunct and affiliated faculty in the department represent depth and breadth of the field. The size of the core clinical (n=4) and school (n=4) faculty is consistent with national data on faculty members in similar programs. The department also has a nationally recognized professor of developmental psychology, two Educational psychologists, and two Social psychologists, all of whom will contribute significantly to the program. Although the focus historically has been on teaching, the graduate faculty in psychology at WCU are prolific researchers and have a strong publication record and track record of disseminating findings at state, regional, and national conferences. The graduate faculty members generally meet or exceed the national mean for peer-reviewed publications by faculty members at clinical Ph.D. programs.
7. **Availability of Campus Resources (library, space, etc.).** Library resources and services are fully equipped to provide high quality information for students who enroll in the proposed program. Existing facilities are adequate. The Department of Psychology occupies space in two academic buildings on the campus that provide ample space for faculty offices, graduate student work spaces, research laboratories of varying sizes, and specialized equipment. The McKee Clinic provides numerous flexible spaces and resources for research, particularly applied projects. In addition to Cullowhee-based facilities, the department also has access to a variety of spaces and resources at WCU's Biltmore Park Instructional Site in Asheville, NC. This will include periodic classroom space and space for meetings with colleagues from Appalachian State, impromptu supervision meetings, and meetings with Asheville area agency directors and staff. This site also provides conference and workshop venues for professional groups.
8. **Relevant Lower-level and Cognate Programs.** As noted above, the Master's in Clinical Psychology and the Specialist in School Psychology programs have been in existence for 40 years at WCU. Undergraduate degrees in psychology, social work, and other related disciplines in the social sciences are offered as well.
9. **Impact on Access and Affordability.** As noted above, the establishment of the doctoral program will ensure greater access to mental health services for the citizens of western North Carolina through the increased number of qualified practitioners being trained through the Psy.D. program and also through increased capacity for the McKee Clinic both in terms of number of clients served and in terms of available services. Given the highly selectivity of doctoral programs in North Carolina (about

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2% of applicants actually matriculate), this will provide much needed seats for qualified applicants.

10. Expected Quality. A doctoral graduate program committee will be established and given the responsibility of overseeing the collection and analysis of all program evaluation data. This committee will meet at least twice per semester and collaborate with the WCU Office of Institutional Planning and Effectiveness (OIPE) in setting and evaluating annual program goals and student learning outcomes. A doctoral graduate program advisory board will also be established. The members of this board will include a representation of professionals from community agencies and school systems within the region as well as program alumni. The doctoral graduate program committee will meet with this advisory board at least twice a year (once per semester), providing information from the data collected on the program and engaging in discussions about program improvements as needed. During the first four years, the following evaluation activities are anticipated:

- i. Year 1: Evaluation of recruitment success including number of applications, number of acceptances, and GRE & GPA data on applicants and acceptances.
- ii. Year 2: Recruitment strategies will continue to be evaluated. Initial data will be collected and analyzed regarding student performance in course work and practicum work. An initial review of graduate faculty and graduate student research productivity will be conducted to determine need for any additional support. An additional evaluation will be made regarding internship placements. In addition, the APA self-study will be initiated at this point.
- iii. Year 3: Evaluations will continue regarding recruitment; student success in coursework, practicum, and internship; and faculty and graduate student research productivity. APA accreditation site visit should take place, leading to accreditation.
- iv. Year 4: Evaluations will continue regarding recruitment; student success in coursework, practicum, and internship; and faculty and graduate student research productivity. This is the earliest point at which students may begin to graduate from the program. At this point the committee can start to collect and analyze alumni data regarding program feedback, licensing success, and job placements.
- v. Year 5: All assessments will be in place for a 5-year program review.

11. Feasibility of Collaborative Program. As noted above, discussions with Appalachian State about possibilities of collaboration have been ongoing since the inception of each respective degree proposal.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal originated in the Department of Psychology and was actively discussed for an extended period (of approximately two years), with multiple votes during that time. The proposal was then presented to and discussed by the Leadership Council of the College of Education and Allied Professions, with a unanimously positive endorsement. The proposal was presented for comment to the Council of Deans early in its development (Spring of 2012) and then for a second and more formal response in the Fall of 2013. This group provided a positive endorsement on both occasions. The Dean of the Graduate School has played an active role throughout the development of this proposal. The proposal has been reviewed, with positive response, by the current provost, two previous provosts, and Chancellor Belcher. Finally, this document has passed through the formal curriculum review sequence and received unanimous support from Department of Psychology, the College of Education and Allied Professions, the Graduate Council Curriculum Committee, the Academic Policy and Review Committee, and the Faculty Senate.

Feedback:

Adequacy of library resources for a doctoral program. “We are assured by the Dean of the Library that the resources available will remain at least at the current levels, with enhancement in online research capabilities likely. As our program will be practitioner oriented, we have stipulated that both the thesis and dissertation projects will be directed toward scholarship of application, and the journal article format will be preferred over the traditional dissertation model with an exhaustive literature review.”

Adequacy of Graduate Assistantship support. “A modest increase in institutional support will be required as we implement the doctoral level of training. The Dean of the Graduate School is aware of this fact and has agreed to support the doctoral program by continuing to provide an adequate number of assistantships for graduate students in psychology.”

UNC General Administration Review Process and Feedback. The Request to Plan was thoroughly reviewed and discussed by the 17-member UNC Graduate Council at its April 2017 meeting. Following a presentation by WCU faculty and questions, the Council voted to recommend that it be authorized to submit a Request to Establish. Subsequent to the submission of the Request to Establish, the proposal was sent to three external reviewers, all of whom are faculty and/or administrators of nationally ranked programs in professional psychology with expertise in relevant areas. The three reviewers concurred on the quality of the proposal, the high demand for doctoral-prepared psychologists in the areas of focus, and on the qualifications of the faculty. Excerpts from the reviews:

“In sum, I was very impressed with the program. It is clear that a lot of thought and planning has gone into it, and I believe it is going to be a quality program.”

“The proposed PsyD program is a priority for WCU and is aligned with the university’s mission and 2020 strategic plan. The program will offer the first PsyD in the state, bringing a unique practitioner-scholar perspective to help meet unmet psychological service and highest quality provider needs in the western region of the state. The scholar focus will help bring relevant applied research to enhance psychological health service provision, societal well-being external funding to the university and surrounding community.”

“There are a number of strengths for the Doctor of Psychology in Health Psychology program. The program is being developed at an institution that appears to care about graduate study. There is strong support—both financially and administratively—for the program. The faculty have appropriate training and also provide a diverse experience from which the students can gain experience. There are a number of appropriate practical/applied experiences and there is the opportunity to conduct meaningful research. I like the number and breadth of practicum experiences students have, and I believe the curriculum is strong for a doctoral program.”

“This is a review of the Doctor of Psychology in Health Service Psychology: Combined Clinical/School program at Western Carolina University. This proposal describes the planned doctoral-level program providing training in clinical psychology and school psychology. I believe that the program is needed, as there is a dearth of doctoral-level psychology practitioners in rural America. Doctoral-level practitioners provide a number of benefits to the region in which they are located. Not only can doctoral-level practitioners provide services themselves, they can also supervise master’s-level practitioners in states that allow master’s-level practice. They can also supervise students in graduate programs that are training the next generation of practitioners. I found the program proposal from Western Carolina University to be interesting, unique, and ambitious. I believe it is well-designed, has appropriate resources, and has both appropriate current staff and staffing plan.”

“The department can boast of having a strong and productive faculty. Additionally, there is an existing high quality Master’s program, so the doctoral program will not be starting from scratch. Further, there appears to be the possibility of significant collaboration with Appalachian State University... Most importantly, there needs to be an increase in the number of licensed Clinical Psychologists on the faculty and the addition of at least one senior clinical faculty member, which should occur as soon as possible.”

WCU responded to all questions and concerns raised by the external reviewers.

IV. Recommendation

It is recommended that the Board of Governors should approve Western Carolina University’s request to establish a Doctor of Psychology in Health Service Psychology: Combined Clinical/School (Psy.D) degree program (CIP 42.2899) to enroll students starting August 2019.

**Request for Authorization to Establish a
Doctor of Psychology
(Psy.D., CIP 42.0101) at
Appalachian State University**

I. Program Highlights

- The Appalachian State University Department of Psychology proposes a Doctor of Psychology (Psy.D.) in Clinical Psychology. The program is designed to train practicing psychologists to provide scientifically informed and culturally competent behavioral health services, particularly to individuals living in rural North Carolina. Program graduates would be trained to provide evidence-based assessments and interventions for individuals, families, and communities in underserved areas of the state. The program would meet accreditation standards of the American Psychological Association (APA) to prepare graduates for independent professional health care practice.
- Preparation for independent practice is particularly important for future program graduates serving in rural NC because the current license for master's level psychologists in NC (Licensed Psychological Associates [LPAs]) requires supervision by a doctoral-level licensed psychologist, of which there are few in rural areas of the state. In addition, the APA identifies the doctoral degree as the entry-level degree for psychology practice.
- The proposed Psy.D. program is being developed in ongoing consultation and collaboration with Western Carolina University. These campuses share a mission in serving the broad, rural western region of North Carolina and their respective doctoral degree proposals and current master's level programs share common elements as well as clear distinctions. The Appalachian State proposal for a Psy.D. focuses on rural health psychology and offers applied training elements that will not be duplicated at WCU. In turn, the WCU emphasis on school-aged individuals will include many child-oriented and school-oriented components that will not be duplicated in the Appalachian State training programs. However, the inter-institutional collaboration established by the WCU-Appalachian State Memorandum of Understanding would include joint coursework, field placements, research supervision, and other scholarly activities.
- Appalachian State is well-poised to meet the training needs for a rural behavioral health workforce in NC. The program has a strong tradition of training practitioners (including ~100 applications per year for the M.A. clinical program), is located in and serves a rural community, has strong relationships with existing agencies, and houses unique community-based training opportunities (e.g., school-based mental health programs and a Psychology Clinic). The Appalachian State Psychology clinic, staffed by a full-time Psychology Clinic director, Dr. Jacqueline Hersh, provides assessment and therapy training opportunities for graduate students, services to rural consumers, and revenue to the department.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** North Carolina schools that currently train doctoral psychologists eligible for licensure as health service providers produce only a fraction of the psychologists needed by the state. For the 2014-2015 academic year, 29 psychology doctoral degrees were awarded in NC (excluding non-practice psychology doctorates): East Carolina University = 4, Duke University = 8, the University of North Carolina at Charlotte = 4, the University of

North Carolina at Chapel Hill = 9, the University of North Carolina at Greensboro = 4. Similar psychology doctoral programs offered in NC report receiving a large number of applications for admission in 2015: ~160 (UNC Charlotte), 122 (East Carolina), 226 (UNC Greensboro) and 571 (UNC-Chapel Hill). The established programs in NC each admit an average of 4-7 applicants per year, suggesting that there will be no shortage of well-qualified applicants for additional doctoral programs in the state. Importantly, without an increase in degree production, NC will continue to experience severe shortages of doctoral-level psychologists. Access to mental and behavioral health services for NC residents will likely be even more acute in rural areas of the state given that master's level clinical psychologists require career-long supervision by a doctoral-level psychologist

2. **Relation to Campus Distinctiveness and Mission.** The proposed Psy.D. program in Clinical Psychology is highly consistent with the Appalachian State University Strategic Plan (July 2014 – June 2019), *The Appalachian Experience: Envisioning a Just and Sustainable Future*. A Psy.D. program focused on training future practitioners to serve rural citizens is directly inspired by “our location in the distinctive Appalachian mountain town of Boone, North Carolina” that “profoundly shapes who we are.” Appalachian State University’s mission as a regional comprehensive university includes preparing “students to lead purposeful lives as engaged global citizens who understand the responsibilities in creating a sustainable future for all.”

The Appalachian State University mission statement states “as a constituent institution of the UNC system, we fulfill our core academic missions of teaching, scholarship, and service in ways that honor our geography and heritage.” The proposed Clinical Psychology Psy.D. program clearly honors our rural Appalachian geography and heritage. Students and faculty will serve the local rural community in the context of clinical training, and will conduct meaningful applied community-based scholarship. Adding a Psy.D. program to the department would allow for vertical mentorship, and enrich the academic, research, and applied learning opportunities offered to undergraduate students

3. **Demand (local, regional, state).** The NC Department of Commerce projects a 12% employment growth rate for psychologists from 2012 to 2022 and states that job prospects will be “best for those who have a doctoral degree in an applied specialty” (NCworks.gov, 2016). Clinical psychology is generally characterized as a “growing” occupation, with demand outweighing supply. The NCworks.gov database indicates that there are 156 annual openings for Clinical Psychologists in NC. On the specific day of August 18, 2016, 51 job openings were listed at this website, with only 18 potential Clinical Psychologist candidates identified as looking for work; of those seeking employment, only 5 resided in rural NC (as designated by The Rural Center, 2016). However, nearly a third (n = 15) of the job listings at this snapshot were listed across 10 rural counties.

According to the Bureau for Labor Statistics, “the demand for clinical and counseling psychologists will increase as people turn to psychologists to help solve their problems. More psychologists will be needed to help people deal with issues such as depression and other mental disorders, marriage and family problems, job stress, and

addiction. Psychologists will also be needed to provide services to an aging population, helping people cope with the mental and physical changes that happen as they grow older. Psychological services are also needed for veterans suffering from war trauma, for survivors of other trauma, and for individuals with autism. Demand for psychologists in the healthcare industry is also expected to increase because their collaborative work with physicians, social workers, and other healthcare professionals provides patients with comprehensive, interdisciplinary treatments. In addition to treating mental and behavioral health issues, psychologists will be needed to work on teams to develop or administer prevention or wellness programs.” (bls.gov, 2014).

- 4. Potential for Unnecessary Duplication.** Please see #1 above for information about existing programs. As has been noted, the existing programs are highly competitive, with demand far exceeding the number of students accepted. Appalachian State has collaborated with both the University of North Carolina at Wilmington (UNCW) and Western Carolina University (WCU) while simultaneously seeking permission to plan psychology doctoral programs. Western Carolina and UNCW also recognize the state-wide deficit of demand versus production of doctoral-level psychologists, and are aware of the APA’s stance on the doctoral degree as the entry-level degree required for the practice of psychology. Accordingly, UNCW was recently granted permission to establish a Ph.D. program in Clinical Psychology. Given that Appalachian and WCU share a geographical and cultural heritage, and both institutions are seeking permission to develop professional Psychology doctoral programs (i.e., Psy.D.) those campuses have developed a Memorandum of Understanding for mutual and collaborative student training support (e.g., shared online course in History and Systems of Psychology; shared practicum sites). For example, Appalachian currently houses unique school-based mental health programs at three rural schools; these sites can provide rich training opportunities for both ASU and WCU Psy.D. candidates. As noted above, the proposed program does not duplicate any program currently offered in NC. Along with curricular requirements for APA accreditation, the program is uniquely designed for rural and Appalachian cultural competence.

Employment Opportunities for Graduates. As noted in #3 above, demand is high. According to the U.S. Department of Labor-Bureau of Labor Statistics (bls.gov, 2016), employment for clinical, counseling, and school psychologists is anticipated to grow at a rate of 19.6 percent between 2014 and 2024. Thus, it is estimated that approximately 30,500 additional positions for such psychologists will be available between years 2014 and 2024 in the U.S. The Bureau of Labor Statistics has noted that “candidates with a doctoral or specialist degree and post-doctoral work experience will have the best job opportunities” (bls.gov, 2014). The current mean annual wage of these human-service psychological positions is estimated at \$70,580 (bls.gov, 2016).

- 5. Faculty Quality and Number.** The department has 33 full-time, tenure-track doctoral-level faculty members all of whom are members of the graduate faculty. The size of the core clinical faculty (n = 8) is consistent with national benchmarks (Stewart, Roberts, & Roy, 2007). Core tenure-track members of the clinical faculty are all NC Licensed Psychologists and Health Service Providers. They are also accomplished

scholars with a mean publication rate of 3.0 peer-reviewed scholarly products per year.

- 6. Availability of Campus Resources (library, space, etc.).** The Appalachian State University psychology department is large, including 31 tenure track Ph.D. faculty, five NTT faculty, seven graduate teaching assistants (GTAs), ~ 900 undergraduate majors, and ~ 70 graduate students. Securing adequate space for office, laboratories, and classrooms has been an ongoing challenge. As a historical strategy, Appalachian State has converted classrooms into offices, moved laboratories to other buildings, and secured shared larger classrooms in other buildings that are controlled by the College of Arts and Sciences. With the exception of the Appalachian State Psychology Clinic, they have been able to keep faculty and GTA offices within Smith Wright Hall to promote collaboration, collegiality, and a healthy work environment. The addition of a Psy.D. program will not create a space deficit, but will add to the challenge. The ASU Psychology Clinic will need a significant addition of space to accommodate increased services, storage space, and classrooms.

Library resources for graduate curricula and research in Psychology have been well-supported over the past 20 years, including with book, journals, and supporting online resources, such as for psychological testing, online citation, and clinical streaming videos. The Library's resources in Psychology are comparable to those at other institutions in the UNC system and are therefore able to meet the needs of a Psy.D. program, though additional allocations be directed to Psychology as needed. The library is dedicated to continuing to support programs and research in Psychology, especially this Psy.D. Program, with appropriate library collections and services.

- 7. Relevant Lower-level and Cognate Programs.** Appalachian's Psychology Department anticipates continued educational, clinical, and research interactions with other departments and programs including Human Development and Psychological Counseling, Marriage and Family Therapy, Sociology, Anthropology, Appalachian Studies, Reading Education and Special Education, and the university's Counseling and Psychological Services Center. Moreover, clinical/educational offerings and opportunities have been realized with disciplines that are part of the newly formed College of Health Sciences and Allied Professions (e.g., Health and Exercise Science, Social Work, and Communication Disorders).
- 8. Impact on Access and Affordability.** As noted above, the establishment of the doctoral program will ensure greater access to mental health services for the citizens of the Appalachian region through the increased number of qualified practitioners being trained through the Psy.D. program. Given the highly selectivity of doctoral programs in North Carolina (about 2% of applicants actually matriculate), this will provide much needed seats for qualified applicants.
- 9. Expected Quality.** As noted above, the proposed Psy.D. program is designed to meet APA Standards of Accreditation in health service psychology. Accredited programs are required to publicly disclose information on program enrollment including time to completion, attrition, program costs, internship placement, and licensure status of

graduates. The following metrics will be used in an ongoing manner to evaluate the program:

- Applicant information including, but not limited to, number of applicants, quality of applicant pool (e.g., average GRE scores, average GPAs, applied and research experience, references), diversity of applicant pool, NC residency, connection with rural communities, and interest in rural behavioral health service provision.
- Entered student information including, but not limited to, total number of students, mean and median number of years to complete the program, attrition, grievances and outcomes, internship placements, number of M.A. and Psy.D. degrees conferred, percentage of graduates licensed (including average scores on the EPPP), and job placement (with particular attention to placement in rural and underserved communities).
- Program information including, but not limited to, student costs, institutional support and resources (e.g., student funding, space), program policies and procedures, a demonstrated sequential and cumulative training program (including coursework, practicum, and research), a commitment to individual differences and diversity, creation of a supportive and collegial learning environment, and an active integration of science and practice.
- Faculty information including, but not limited to, program leadership, administration and management, faculty qualifications, and faculty availability to serve as role models for student socialization into the discipline and profession.
- Student learning outcomes
 - o Discipline-Specific Knowledge
 - o Profession-Wide Competencies

10. Feasibility of Collaborative Program. As noted above, discussions with Western Carolina State about possibilities of collaboration have been ongoing since the inception of each respective degree proposal.

11. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback The original proposal was approved by all departmental, college, and university-level curriculum committees, was signed by former Chancellor Kenneth Peacock, and was submitted to UNC-GA on April 28, 2010. Internal and external administrative changes delayed consideration of the program proposal. Ongoing consultation has been sought from the graduate school, the Dean of the College of Arts and Sciences, the Dean of Graduate Studies, the Provost and the UNC-GA resulting in a change to the degree proposed (from Ph.D. to Psy.D.). The following campus bodies reviewed and recommended this program:

- Psychology Department, January 2008 (original Ph.D. proposal; 24 yes, 0 no)
- College of Arts & Sciences, March 2008 (unanimous)

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- Appalachian State University Graduate Council, April 2008 (unanimous)
- Appalachian State University Academic Policies & Procedures committee, April 2008 (12 yes, 0 no; 1 abstention)
- Modifications were approved by the Appalachian State University Graduate Council, March 2010 (unanimous)
- Modifications were approved by the Appalachian State University Academic Policies & Procedures committee, April 2010 (15 yes, 0 no)
- Modification, degree change to Psy.D., Psychology Department, December 2015 (22 yes, 2 no, 1 abstention)

UNC General Administration Review Process and Feedback. The Request to Plan was thoroughly reviewed and discussed by the 17-member UNC Graduate Council at its April 2017 meeting. Following a presentation by Appalachian State faculty and discussion, the Council voted to recommend that it be authorized to submit a Request to Establish. Subsequent to the submission of the Request to Establish, the proposal was sent to three external reviewers, all of whom are faculty and/or administrators of nationally ranked programs in professional psychology with expertise in relevant areas. The three reviewers concurred on the quality of the proposal, the high demand for doctoral-prepared psychologists in the areas of focus, and on the qualifications of the faculty. Excerpts from the reviews:

“The program proposal for a Rural Clinical Psychology doctoral (PsyD) training program is exciting. There is a clear need for increasing numbers of doctoral-prepared Clinical psychologists with expertise in rural mental health, and the proposed program at ASU would be one of the few in the nation. Further, this program is ideally geographically located. It is in a rural area of North Carolina, where students will be able to gain specialized clinical training in rural mental health, and it is located closely enough to other Clinical psychology doctoral programs that resources can be shared. The collaborative relationship with Western Carolina University, documented in a Memorandum of Understanding signed by both institutions, allows for sharing of classes (e.g., a combined Ethics course delivered over the web) and clinical training opportunities. ASU has tremendously strong relationships with various mental health service agencies and schools which support clinical practicum training for Master’s students.”

“Overall, this is an excellent and well considered proposal for a new PsyD program in Clinical Psychology at Appalachian State University. It appears that efforts have been made to seek consultation and support from others in the state, in academia, and outside the state so that the program is best primed for success.”

“Given the longstanding provision of a master’s degree in clinical psychology, moving to a doctor of psychology program seems to be a natural evolution. There appears to be sufficient support and infrastructure within the institution to move to the provision of a doctoral degree. There is sufficiency of faculty members who are core to the program. Each of the core faculty members represents a diversity of clinical and research expertise. They will serve as very strong role models for doctoral students given their scholarly productivity and licensure status.”

Appalachian State responded to all questions and concerns raised by the external reviewers.

IV. Recommendation

It is recommended that the Board of Governors approve Appalachian State University's request to establish a Doctor of Psychology in Health Service Psychology: Combined Clinical/School (Psy.D) degree program (CIP 42.2899) to enroll students starting August 2019.

**Request for Authorization to Discontinue
Academic Degree Program**

North Carolina State University – BS in Criminology – (CIP 45.0401)

The BS degree in Criminology has been dormant for several years, with no new admissions allowed since 2010. The reason admissions to the BS degree were suspended was due to a substantial reorganization of the Sociology and Anthropology Department, once shared by two colleges (College of Humanities and Social Sciences and the College of Agriculture and Life Sciences). The historical decline in enrollments in the BS in Criminology evidences that it did not meet a critical employment shortage. Faculty, staff, and students were informed in 2010 that there would be no new admissions and likely that the program would not be offered in the future. A teach out plan was developed and courses were offered so students could complete their degree. The last student graduated in 2013. No reassignment of faculty or staff will be necessary.

North Carolina State University – BS in English – (CIP 23.0101)

Low enrollment and graduation rates for the BS in English program indicate that it does not represent a viable curricular option for students leaving a technical program or those pursuing a dual degree option. In addition, the program has been particularly taxing in terms of advising, requiring guidance related to coursework in multiple departments and colleges. During a recent reorganization of the advising system, the department determined that significant faculty and staff resources expended on the BS program can be productively redirected toward English majors in the BA. Students in the BS program have already completed their courses of study. No reassignment of faculty or staff will be necessary.

North Carolina State University – BA in Geology – (CIP 40.0601)

Enrollment in the BA in Geology program has not risen above five students in the past years. In addition, the BS in Geology has undergone major revisions allowing for more flexibility, thereby better serving the needs of students who may have previously interested in the BA. The three students who are currently active in the BA program will be allowed to finish their degrees. The courses will continue to be available because they meet requirements for other degree programs in the department. No reassignment of faculty or staff will be necessary.

APPENDIX M

North Carolina State University – MS in Human Resource Development – (CIP 13.0403)

The MS in Human Resource Development is being discontinued because of changes in the field. The degree is no longer required for career advancement in human resource development. There are no students in the program. No reassignment of faculty or staff will be necessary.

APPENDIX M

Request for Authorization to Discontinue Academic Degree Program

University of North Carolina at Charlotte – BA in Biology, Medical Technology – (CIP 51.1005)

The BA in Biology, Medical Technology program was created through an agreement with Wake Forest University. In 2013, Wake Forest dropped the agreement. The last student graduated from the program in 2006 and none have enrolled since then. No reassignment of faculty or staff will be necessary.

University of North Carolina at Charlotte – MBA in Sport Marketing and Management – (CIP 52.0201)

The MBA in Sport Marketing and Management was a low enrollment program with high costs both in terms of student support and faculty workload. Given limited resources, the decision was made to focus on other curricular areas. The last students enrolled in the program completed their studies in 2011. No reassignment of faculty or staff will be necessary.

**SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR
THE UNIVERSITY OF SOUTHERN CALIFORNIA**

BACKGROUND INFORMATION

The University of Southern California (USC) is a leading private research university. Located in Los Angeles, it is a global center for arts, technology, and international business, with “extensive opportunities for interdisciplinary study and collaboration with leading researchers in highly advanced learning environments.” In 2017, the Wall Street Journal/Times Higher Education ranking had USC 15th among 1,061 public and private universities. Representing California, only USC, Stanford, and Caltech appear in the top 25, and among 150 colleges and universities in the western United States, USC ranks third. In student and faculty diversity, USC tied for second among the top 25 nationally ranked universities. USC’s faculty numbers 4,000 scholars, researchers, teachers, and mentors. Student enrollment (2016-2017) totals 44,000, almost 60% of whom are graduate and professional students.

THE APPLICATION AND SITE VISIT

The University of Southern California is proposing to offer the following online programs to North Carolina residents:

- Master of Science in Applied Psychology
- Master of Science in Nursing – Family Nurse Practitioner
- Master of Public Health

In accordance with the Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina, a team of examiners was appointed to review the application, visit the institution, and evaluate compliance with the licensure standards.

The team of examiners with expertise in the specific disciplines related to the proposed degree programs was comprised of:

- Dr. Laurel A. Files (Chair), Emeritus Professor of Health Policy and Management, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
- Dr. Borree Kwok, Assistant Provost for Administration, and Dean of Library; Campbell University; Buies Creek, North Carolina
- Ritesh Matta, Certified Public Accountant, Washington, D.C. (In Absentia)
- Dr. Stephanie Lusk, Assistant Professor of Rehabilitation Education and Research Rehabilitation, Human Resources and Communication Disorders, College of Education and Health Professions, University of Arkansas; Fayetteville, Arkansas
- Jean DeMartinis, Associate Professor and DNP Program Director, College of Nursing, University of Massachusetts; Amherst, Massachusetts Julia Shaw-Kokot, Assistant Department Head for User Services (Retired), Health Sciences Library, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
- Dr. Francine Anderson, Chair, Anatomy Department, School of Osteopathic Medicine, Campbell University (Retired); Buies Creek, North Carolina

APPENDIX N

- Kaity McNeill, Interim Director of Licensure, University of North Carolina General Administration; Chapel Hill, North Carolina, Ex-Officio

The Team of Examiners conducted a site visit at USC in Los Angeles, California on April 26, 2017. The Team evaluated the facilities and resources of the university during its site visit, and reports and documents before, during, and after the visit, including the following: USC's licensure/compliance application and the accompanying exhibits, course syllabi, faculty credentials, library resources, budget data, annual financial reports, academic catalog, and faculty and student handbooks.

During the visit, the team of examiners met with numerous administrators, students, and faculty and staff members of the University. The team also reviewed previously licensed degree programs.

PROPOSED DEGREE PROGRAMS

Master of Science in Applied Psychology

USC's Master of Science in Applied Psychology program requires 34 credit hours, a 240-hour internship (including internships abroad), the completion of a thesis, and a capstone project. It is important to emphasize that the program is not a clinical program and does not prepare students for careers as clinical psychologists (e.g., diagnosing and treating psychopathologies, conducting psychotherapy, completing clinical testing and assessment). As such, coursework does not include that which would be required for licensure through state examination and licensing boards. The program boasts a 96% retention rate and notes an online completion rate of 75% by year five.

Master of Science in Nursing – Family Nurse Practitioner

The Master of Science in Nursing (MSN) degree program with a Family Nurse Practitioner (FNP) role concentration from within the Suzanne Dworak-Peck School of Social Work, Department of Nursing, is a new academic program at The University of Southern California (USC), slated for an accreditation site visit by the Commission on Collegiate Nursing Education (CCNE) in fall 2017. The plan of study total 49 credits, or 51 credits with the Bridge Course, which can be accomplished in 21 months (full-time) or 33 months (part time). There are four required, 14-week clinical placement rotations, with (1) adult patients, (2) child-bearing and pediatric patients, (3) adults with complex conditions, and (4) in an integrated family practice experience. Students complete a total of 784 clinical contact hours over the four placements. All MSN program courses are delivered online, with students required to come to Los Angeles twice in their plan of study for in-person campus meetings called On-Campus Intensives (OCIs).

Master of Public Health

USC's Master of Public Health (MPH) program is offered through the Department of Preventive Medicine, in the Keck School of Medicine. It began enrolling online students in 2013, and is accredited by the Council on Education for Public Health (CEPH). The program ranks second nationally in research funding. The program has a clearly defined mission "to prepare graduates to lead and collaborate with others to promote public health, eliminate health disparities, and improve the welfare of diverse communities at the local, national, and global levels." The program is guided by values that are derived from the public health profession and are reflected in the program's goals and objectives. The rigorous curriculum and the faculty are the same for the MPH online and on-campus programs, with two-thirds of the online coursework developed and delivered by full-time MPH faculty. The program requires a minimum of 47 credits, which exceeds master's degree, and CEPH, minimum requirements and can be completed in two, but no longer than five, years. A series of core (foundational) courses (27 units) is followed by coursework

and electives specific to a distinct area concentration (20 units) and to include a practicum, done in the final stage of program.

RECOMMENDATIONS

After the site visit, the team of examiners submitted its *Report to the President of The University of North Carolina from the Team of Examiners to Review The University of Southern California's Proposed Programs to be Offered in North Carolina*.

In the report, the team of examiners included 25 recommendations and 4 suggestions addressing the degree programs. Suggestions, which are offered as best practices, do not indicate a lack of compliance with the *Rules and Standards*. A suggestion is written for the institution's benefit, and it does not need to be implemented. However, the team recommendations must be implemented by the institution. The recommendations addressed issues of program curricula and content, information to be provided in course syllabi, faculty credentials, field placement oversight, and information to be provided in the university's catalog/materials for North Carolina students.

The team of examiners ended its report by stating it will make its concluding recommendations to the General Administration of The University of North Carolina regarding the licensing of the proposed degree program after it has received and reviewed USC's response to the recommendations and suggestions contained in the report.

After receiving the team of examiners' report, USC responded to the recommendations and suggestions. After reviewing the institution's response, the team agreed that recommendations have been implemented to the satisfaction of the team of examiners to recommend the degree programs.

Dr. Kimberly van Noort, Vice President for Academic Programs, Faculty, and Research, agrees with the team's review and recommendations. Thus, General Administration recommends licensure of the proposed degree programs, to be offered by The University of Southern California.

A review of the degree programs will be performed within two calendar years of the initiation of the new degree program, by a team of examiners with expertise in the field, to ascertain the institution's compliance with the *Rules and Standards*, including the recommendations contained in the report.

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recommendations have been implemented to the satisfaction of the team of examiners to recommend the degree programs.

Dr. Kimberly van Noort, Vice President for Academic Programs, Faculty, and Research, agrees with the team's review and recommendations. Thus, General Administration recommends that Mount Eagle be issued a full license to offer the proposed degree programs.

A review of the degree programs will be performed within two calendar years of the initiation of the new degree program, by a team of examiners with expertise in the field, to ascertain the institution's compliance with the *Rules and Standards*, including the recommendations contained in the report.

PROPOSAL FOR A UNIFORM ARTICULATION AGREEMENT

BETWEEN

THE UNIVERSITY OF NORTH CAROLINA

BACCALAUREATE OF ARTS PROGRAMS AND

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM ASSOCIATE

IN FINE ARTS IN THEATRE ARTS PROGRAMS

Effective: Fall 2018

Approved by the State Board of Community Colleges on March 16, 2018

Approved by the UNC Board of Governors on January 26, 2018

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Background

Since 2013, North Carolina community college and university theatre faculty, department chairs, and administrators have been focused on forging productive, collaborative relationships founded on the common goal of best serving students pursuing theatre in North Carolina's public community colleges and universities. The implementation of the 2014 Comprehensive Articulation Agreement between the two systems presented motivation for theatre programs across North Carolina's institutions of public higher education to re-evaluate the needs of students, to improve curriculum, and to commit to improving inter-institutional collaboration and prioritizing student success. These efforts have resulted in several successful ventures, highlighted by: the establishment of the NC Community College AFA Association (NCCCAFAA); the creation of the annual NC Community College Fine Arts Conference (a statewide conference for both community college and university faculty that is in its fourth year in 2017); the inaugural joint meeting of public higher education theatre programs of September 2017, hosted by the UNC-Greensboro College of Visual and Performing Arts; and the creation of the North Carolina Theatre Programs in Higher Education (NCTPHE), a joint alliance of Theatre department chairs, directors, and faculty from NC's community college and university programs.

The NCTPHE and the NCCCAFAA have worked together to develop improvements in the transfer process that include the following actions: the creation, submission, and implementation of community college AFA Theatre curriculum standard revision; the establishment of a community college Theatre core that is closely aligned with a university foundations core; and the creation of AFA Theatre to BA Articulation Agreement.

The Associate in Fine Arts in Theatre to Bachelor of Arts Articulation Agreement is an agreement jointly created by the North Carolina Community College System (NCCCS) and the University of North Carolina (UNC) BA Theatre programs. The AFA Theatre to BA Articulation Agreement is focused on developing seamless transfer for students who begin Theatre studies at a community college and then transfer to one of the UNC BA Theatre programs. Currently, eleven UNC institutions grant BA degrees with a focus on theatre. While the individual names of these eleven BA degrees may vary slightly between programs, for the sake of consistency and clarity we will refer to all four-year BA theatre degrees as "BA" within this document. The specific title of each degree will be listed in Appendix A, under Participating Programs.

Purpose and Rationale

This document presents a uniform, statewide, academic progression agreement that will promote educational advancement opportunities for Associate in Fine Arts in Theatre graduates moving between North Carolina community colleges and the UNC constituent institutions in order to complete Bachelor of Arts degrees. It describes a progression degree plan that includes required general education and prerequisite courses that are acceptable to all state-funded Bachelor of Arts Theatre programs. AFA in Theatre graduates will meet entrance requirements at all of the UNC institutions and will meet entrance requirements for application directly to the Bachelor of Arts programs. AFA in Theatre graduates must meet submission requirements and associated timelines as required by each BA program. This agreement does not constitute a guarantee that students graduating with an AFA in Theater will gain acceptance into any UNC BA program. Each student must follow the admissions process, and meet stated requirements, of the specific receiving four-year institution.

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This proposal supports the mission of the North Carolina State Board of Community Colleges and the UNC *Higher Expectations* strategic plan's stated goals of "Access, Affordability and Efficiency" and "Economic and Community Engagement." It moves these objectives forward by creating a more seamless and rational transfer process for community college Associate in Fine Arts in Theatre students.

Policies

The AFA Theatre to BA Articulation Agreement is made between the State Board of the North Carolina Community College System and The University of North Carolina Board of Governors. It applies to all North Carolina community colleges that offer the Associate in Fine Arts in Theatre program and to those UNC constituent institutions that operate Bachelor of Arts programs (see Appendix A for participating programs). The AFA Theatre to BA Articulation Agreement applies to all community college students who enter the Associate in Fine Arts in Theatre degree program after the effective date of this agreement and who successfully complete the AFA in Theatre degree.

AFA in Theatre to BA Transfer Committee

Authority to interpret and make changes in the AFA Theatre to BA Articulation Agreement rests with the AFA to BA Transfer Committee. The Committee is an eight-member co-chaired committee appointed by the Presidents of the NCCCS and UNC. Questions concerning the AFA Theatre to BA Articulation Agreement should be directed to the appropriate system's Chief Academic Officer (CAO) with an explanation of the institutional policy that may (or appear to) be in conflict with AFA Theatre to BA Articulation Agreement. The CAO will forward unresolved questions to the Committee for resolution. Each system will appoint one ex-officio non-voting member of the Committee. For further details, see Appendices B.

Transfer Credit Appeal

If an AFA Theatre to BA Articulation Agreement student perceives that the terms of the AFA Theatre to BA Articulation Agreement have not been honored, the student may follow the AFA Theatre to BA Articulation Agreement Transfer Credit Appeal Process as outlined in Appendix C.

Regulations

Transfer of Credits

The AFA Theatre to BA Articulation Agreement establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College AFA in Theatre programs and apply to BA Theatre programs at UNC institutions. The Agreement does not address admission to a specific institution or BA program within an institution.

1. Eligibility

To be eligible for the transfer of credits under the Agreement, an applicant must be either currently enrolled or enter a community college AFA in Theatre program on or after the effective date of this agreement and must earn an AFA in Theatre degree in a North Carolina Community College with a GPA of at least 2.0 and a grade of C or better in all transfer courses.

In order to use the Agreement effectively, students should follow the prescribed AFA in Theatre course list (Appendix E).

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2. Procedures governing transfer of Associate in Fine Arts in Theatre into Bachelor of Arts

a. The Agreement enables students who have graduated from a NCCCS institution with an AFA in Theatre to complete a common list of courses that meet the entrance requirements at all of the BA in Theatre programs at UNC institutions. However, because theatre program admissions are competitive, no student is guaranteed admission to a UNC theatre program. In addition to meeting entrance requirements, transfer students may also be required to submit evidence of their creative work, depending on the requirements for each institution.

b. A student who completes an AFA in Theatre with a GPA of at least 2.0 and a grade of C or better in the Agreement courses listed in Appendix E will have fulfilled the BA program entry requirements, and all courses in the Universal General Education Transfer Component will transfer with course equivalency to fulfill General Education requirements for the BA.

c. These students will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

3. Certification of the Associate of Fine Arts in Theatre degree completion

Certification of completion of the Associate of Fine Arts in Theatre degree is the responsibility of the community college at which the courses were completed. Transcript identification of the Universal General Education Transfer Component Courses is also the responsibility of the community college at which the courses were completed.

4. Transfer of Courses not originated at North Carolina community colleges

Transfer courses that do not originate in a North Carolina Community College or UNC institution may be used under the Agreement with the following stipulations:

- a. Courses must be completed at a regionally accredited institution of higher education;
- b. Courses must meet general education requirements; **and**
- c. Courses may total no more than 14 hours of general education course credit
- d. If the courses are used to complete the AFA Theatre degree, the courses will transfer as a part of the degree.

5. Transfer of Advanced Placement (AP) course credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed AFA Theatre degree under the Agreement.

Impact of the Agreement on other articulation agreements

This Agreement takes precedence over bilateral articulation agreements established between constituent institutions of UNC and the NCCCS but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the Agreement and enhance transferability of students from NCCCS to UNC institutions are acceptable. Institutional agreements conflicting with the Agreement are invalid.

Appendix A

**Participating Programs
NCCCS Associate in Fine Arts in Theatre Programs**

As of July 1, 2017

NCCCS Institutions with Associate in Fine Arts in Theatre (A10800) degrees

Blue Ridge Community College
Cape Fear Community College
Catawba Valley Community College
Central Piedmont Community College
Coastal Carolina Community College
Fayetteville Technical Community College
Forsyth Technical Community College
Guilford Technical Community College
The College of the Albemarle
Western Piedmont Community College

UNC Institutions with BA Programs with Degree Titles

Appalachian State University: Bachelor of Arts in Theatre Generalist
East Carolina University: Bachelor of Arts in Theater Arts
Fayetteville State University: Bachelor of Arts in Theatre
North Carolina Central University: Bachelor of Arts in Theatre
UNC Asheville: Bachelor of Arts in Drama
UNC Chapel Hill: Bachelor of Arts in Dramatic Art
UNC Charlotte: Bachelor of Arts in Theatre
UNC Greensboro: Bachelor of Arts in Drama
UNC Pembroke: Bachelor of Arts in Theater Arts
UNC Wilmington: Bachelor of Arts in Theatre
Western Carolina University: Bachelor of Arts in Stage and Screen

APPENDIX O

Although, not encompassed within this agreement at the time of its approval and effectiveness, the following NC institutions award BFA Theatre degrees:

East Carolina State University
North Carolina A&T University
UNC Greensboro
UNC School of the Arts
Western Carolina University

Students with AFA degrees who desire to obtain a BFA Theatre degree, should contact the specific institution listed above to ascertain the transferability of their community college credits along with specific admissions and transfer requirements.

Appendix B

**AFA Theatre to BA Articulation Agreement Transfer Committee
Procedures and Membership**

Articulation between the NCCCS and UNC is a dynamic process. To ensure the currency of the Agreement, occasional modifications may be necessary. The Agreement Transfer Committee (ATC) will receive requests for modification only upon the recommendation of the Chief Academic Officer of either UNC or the NCCCS. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the ATC will be consistent with all pertinent accreditation standards.

Committee members shall serve staggered three-year terms. An individual may serve no more than two consecutive terms. Initial appointments may be for one or two years, to allow for staggering of terms.

The Committee shall have co-chairs, representing the NCCCS and UNC institutions. Co-chairs shall be elected by the membership and shall serve staggered terms.

NCCCS Members:

Four representatives including:

- One representative from the NCCCS administration (Non-Voting)
- One representative from the NCCC AFA Association Executive Committee (an AFA in Theatre representative)
- Two representatives from the community college AFA in Theatre schools. These members will be nominated by their peers and appointed by the CAO of the NCCCS. Self-nomination with endorsement by peers is permitted.

UNC Members:

Four representatives including:

- One representative from the University of North Carolina (Non-Voting), usually the Director for Community College Partnerships, unless otherwise directed by the UNC Senior Vice President for Academic Affairs.
- Three representatives from the UNC constituent BA institutions. These three members will be nominated by their peers and appointed by UNC's CAO. Self-nomination with endorsement by peers is permitted.

Appendix C

AFA Theatre to BA Articulation Agreement Transfer Credit Appeal Procedure

Guiding Principle

If a NCCCS student believes the terms of the Agreement have not been honored by a UNC institution to which the student has been admitted, the student may invoke the Agreement Transfer Credit Appeal Procedure.

Steps in Filing an Appeal Step #1:

- **By the last day of classes of the first semester for which admission is offered**, the student must submit an AFA Theatre to BA Articulation Agreement Transfer Credit Appeal Form along with any supporting documentation to the Director of Admissions or other campus designee at the UNC institution to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- **The student must specify on the appeal form the specific language that is in contention. Appeals that lack this information will not be considered.**
- The Director of Admission, or other institutional designee, will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

- If the student is not satisfied with the decision of the Director of Admission (or institutional designee), the student may appeal on the same form to the Chief Academic Officer of the specific institution within 15 business days of written notice of the Director/designee's decision.
- The CAO will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the institution's CAO, the student may appeal to the AFA to BA Transfer Committee appeals subcommittee, composed of the Co-chairs, a representative from UNC, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 business days of the receipt of the CAO's decision.
- The appeal to the AFA to BA Transfer Committee appeals subcommittee should be sent to:

UNC-GA AFA to BA Transfer Committee
AFATA to BFA AA Appeal
PO Box 2688, Chapel Hill, NC 27515

- If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full Committee within 10 business days. The Committee will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

AFA Theatre to BA Articulation Agreement Transfer Credit Appeal Form

Section 1: Student Information *(to be completed by the student submitting the form)*

- The completed form and any supporting documentation must be submitted to the UNC institution's Director of Admission by the last day of classes of the first semester for which admission is offered or by the end of the subsequent fall semester for students enrolling in the summer.
- You must specify the nature of the appeal and cite the specific AFA Theatre to BA Articulation Agreement language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: _____ First: _____ MI: _____
(Please print or type)

Address: _____
(Number and Street) (City) (State) (Zip)

Telephone: _____ Email: _____
(Area code/Number)

Community College from which AFA Theatre was earned: _____

UNC institution offering admission: _____ beginning (semester/yr) _____

Section 2: Basis for your appeal: On a separate, attached document, specify the nature of the appeal and cite the specific AFA Theatre to BA Articulation Agreement language that is in contention. Attach AFA Theatre to BA Articulation Agreement supporting documents.

Student Signature: _____ Date: _____

Appendix D**Associate in Fine Arts in Theatre (A10800) Curriculum Standard**

(Effective Term: Fall 2018)

The Associate in Fine Arts in Theatre degree shall be granted for a planned program of study consisting of a minimum of **60 semester hours** of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

All Universal General Education Transfer Component courses will transfer for equivalency credit.

English Composition (6 SHC)

The following two English composition courses are required.

ENG 111	Writing and Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Communications and Humanities/Fine Arts (9 SHC)

Select three courses from at least two different disciplines.

ART 111	Art Appreciation	(3 SHC)	(3 SHC)
ART 114	Art History Survey I	(3 SHC)	
ART 115	Art History Survey II	(3 SHC)	
COM 231	Public Speaking	(3 SHC)	
ENG 231	American Literature I	(3 SHC)	
ENG 232	American Literature II	(3 SHC)	
MUS 110	Music Appreciation	(3 SHC)	
MUS 112	Introduction to Jazz	(3 SHC)	
PHI 215	Philosophical Issues	(3 SHC)	
PHI 240	Introduction to Ethics	(3 SHC)	

Social/Behavioral Sciences (9 SHC)

Select three courses from at least two different disciplines.

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Pre-calculus Algebra	(4 SHC)
MAT 271	Calculus I	(4 SHC)

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Natural Sciences (4 SHC)

Select 4 SHC from the following:

- AST 111 Descriptive Astronomy (3 SHC) *and* AST 111A Descriptive Astronomy Lab (1 SHC)
- AST 151 General Astronomy (3 SHC) *and* AST 151A General Astronomy Lab (1 SHC)
- BIO 110 Principles of Biology (4 SHC)
- BIO 111 General Biology I (4 SHC)
- CHM 151 General Chemistry I (4 SHC)
- GEL 111 Geology (4 SHC)
- PHY 110 Conceptual Physics (3 SHC) *and* PHY 110A Conceptual Physics Lab (1 SHC)

OTHER REQUIRED HOURS (16 SHC)

THEATRE (15 SHC)

- DRA 211 Theatre History I (3 SHC)
- DRA 212 Theatre History II (3 SHC)

Choose one track.

Acting Track

- DRA 130 Acting I (3 SHC)
- DRA 135 Acting for the Camera I (3 SHC)
- DRA 170 Play Production I (3 SHC)

Technical Track

- DRA 140 Stagecraft I (3 SHC)
- DRA 141 Stagecraft II (3 SHC)
- DRA 170 Play Production I (3 SHC)

Academic Transition (1 SHC)

The following course is required:

- ACA 122 College Transfer Success (1 SHC)

An additional 12-14 SHC of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total Semester Hours Credit (SHC) in Program: 60-61*

**One semester hour of credit may be included in a 61 SHC Associate in Fine Arts in Theatre program of study. The transfer of this hour is not guarantee*

400.1.5
Adopted 01/08/93
Amended 09/08/06
Amended 07/01/07
Amended 01/11/13
Amended 01/26/18

Fostering Undergraduate Student Success

I. Purpose

The University of North Carolina's policies on student success adopted by the Board of Governors direct constituent institutions to:

- A. Set academic progress and degree attainment as primary outcomes;
- B. Promote academic quality, rigor, and integrity; and
- C. Make possible "seamless" educational opportunities across the UNC constituent institutions, with the North Carolina Community College System (NCCCS), and early college high schools.

Improving retention, graduation rates, and time to degree are important aspects of such policies. However, the Board of Governors also recognizes that students come into the system from a number of different life circumstances and their paths to success vary accordingly. Policies, therefore, set parameters within which a constituent institution can best meet the needs of these diverse student populations.

II. University-Wide Policies

A. The Board of Governors has adopted the following policies for all institutions comprising the University of North Carolina except the North Carolina School of Science and Mathematics.¹

1. Constituent institutions will require no more than 120 semester credit hours for a four-year baccalaureate degree program unless an exception is granted by a board of trustees as described in Section 400.1.5[R] of the UNC Policy Manual.
2. Constituent institutions will follow the credit hour limits for five-year baccalaureate degree programs as described in Section 400.1.5[R] of the UNC Policy Manual.
3. Constituent institutions will develop academic policies within the regulations established by the UNC General Administration on:
 - a. Satisfactory Academic Progress (SAP)
 - b. Course Adjustment Periods ("Drop/Add")
 - c. Course Withdrawal
 - d. Grade Exclusion or Replacement

¹The North Carolina School of Science and Mathematics shall track data on student attrition, completion rates of its high school curriculum, and high school graduation. See G.S. 116-235.

- e. Minimum, Maximum, and Average Course Load
4. Constituent institutions will establish a student success and support structure to review and to issue regular reports on:
 - a. Retention, academic progression, graduation, and time to degree;
 - b. Course scheduling as it relates to whether courses required for graduation are offered on a timely basis and with an adequate number of sections and seats;
 - c. Course offerings and grade requirements to assess if any undue additions to general education requirements exist or if such requirements unintentionally lengthen time to graduation; and
 - d. The academic advisement system to ensure students receive appropriate assistance in proceeding toward graduation in a timely manner.
 5. Constituent institutions will be compliant with Title IV regulations that define student eligibility for and receipt of federal financial aid.
 6. Constituent institutions will be compliant with the Comprehensive Articulation Agreement with the NCCCS and are encouraged to develop policies that promote seamless transfer among schools in the University of North Carolina System.
- B. These policies are designed to ensure that campus and system-wide policies and practices facilitate behaviors that support retention and timely graduation.
- III. 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 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.



**RESOLUTION ESTABLISHING THE SCHEDULE FOR THE ELECTION OF
BOARD OFFICERS FOR THE 2018-2020 TERM**

The Board of Governors elects a chair, vice chair, and secretary to full terms of office every two years. Section 200.2 of the UNC Policy Manual sets forth rules for candidacy, nominations, and elections of board members to board offices.

Consistent with its elections policy, the Board resolves that candidacy, nominations, and elections for the offices of chair, vice chair, and secretary for the full 2018-2020 term shall be conducted according to the following schedule:

Notification of Candidacy – By March 23, 2018, Meeting

As specified by the board's policy, board members should avoid discussions of potential nominees and candidates for full terms of any board office until **February 1, 2018**. Any board member who wishes to be nominated for a full term of any board office shall notify Secretary Pearl Burris-Floyd of the board member's candidacy prior to the **March 23, 2018**, meeting of the Board of Governors. Secretary Burris-Floyd will announce the names of candidates who may be considered for nomination during the new business portion of the agenda at the **March 23, 2018**, board meeting.

Candidate's Written Statement of Vision and Goals – By March 30, 2018

Candidates for nomination for full terms of the offices of chair and vice chair may submit a brief written statement to Secretary Burris-Floyd describing their vision and goals for the office. Copies of the statement will be distributed to all board members. Candidates who choose to submit written statements shall do so no later than **March 30, 2018**.

Nominations – at the May 24, 2018, Board Meeting

Each nomination for a full term of the offices of chair, vice chair, and secretary shall be made at the **May 24, 2018**, board meeting, from the slate of candidates for that office as announced by the secretary at the **March 23, 2018**, board meeting.

Candidates for the offices of chair, vice chair, and secretary may offer remarks in support of their candidacies. Candidates offering remarks shall be recognized in alphabetical order by last name and may speak for no more than ten (10) minutes.

APPENDIX Q

Election – At the May 24, 2018, Board Meeting

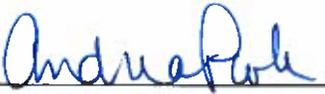
Written ballots for each office will be distributed to each member of the board who shall cast one vote from the list of candidates for that office during the **May 24, 2018**, board meeting. Voting shall be completed for each office separately and in succession, in order of chair, vice chair, and secretary. After the first and each succeeding ballot, if no candidate receives the requisite majority and when votes are received for three or more candidates, the name of the candidate receiving the smallest number of votes shall be dropped from the list of nominated members and shall cease to be a candidate. All written ballots for each office shall be signed by the member casting the ballot. A committee consisting of no fewer than two chancellors appointed by the chair shall tally the ballots for each office and announce the results to the board. The ballots shall be collected and retained by the assistant secretary of the Board of Governors for disposition under North Carolina General Statutes § 143-318.13(b). If the chair is a candidate for re-election, the vice chair shall preside over the election portion of the meeting. If the chair and the vice chair are both candidates for re-election, the chair shall designate another individual to preside over the election portion of the meeting.

A copy of Policy 200.2, which includes a sample ballot, is attached to this resolution.

BE IT SO RESOLVED.

January 26, 2018

BOARD OF GOVERNORS OF
THE UNIVERSITY OF NORTH CAROLINA

By: 

UNC Board of Governors- Year in Review (647 words)

North Carolina has a proud bipartisan tradition of building and sustaining public higher education — a cause that benefits all North Carolinians.

As a native of the Old North State, I've been both a beneficiary and a dedicated defender of that tradition. During my time as Mayor of Asheville, a member of the Boards of Trustees of Western Carolina and Wake Forest Universities, and now as Chair of the University of North Carolina's Board of Governors, I've worked to uphold the values and institutions that strengthen our state.

Two years ago, I became Chair of the Board during a period of upheaval as we lost a president and Board Chair and welcomed a new president. Our mandate was to help stabilize and provide a shared vision for our great University and its more than 230,000 students; a mandate that means putting commitment to the public ahead of any individual interest.

It took political courage from far-sighted leaders to create the Board of Governors nearly 50 years ago in an effort to free our state's public institutions from undue political influence. The independent governing board that emerged was designed to provide oversight, accountability, and guidance to our extraordinary System of 17 diverse and exemplary institutions.

It has always been a challenge to maintain the balance of freedom and accountability that has enabled the System to grow into one of the best public higher education systems in the nation. But the Board of Governors long understood it was not designed or expected to manage the day-to-day operations of the University or to choose sides in political controversies.

Today, however, that challenge seems greater than ever before. As a Board, we must return to that balance of freedom and accountability, refrain from any desire to intervene too directly and focus on our responsibility to improve an already excellent System by setting clear policies and expectations, and empowering our President, chancellors, faculty, and staff to meet them.

Accountability is especially important in a public system, but so is a governance structure that allows our campus leaders to use their considerable talents to navigate the many changes facing higher education today.

Under the leadership of President Margaret Spellings, a lifetime public servant and national education leader, and this Board of Governors, the System has aggressively responded to these changes. Our efforts have made our 17 institutions more accessible, more affordable and more focused on preparing students to meet the evolving needs of our state and nation.

We've made real progress on behalf of students and taxpayers: a bold strategic plan called *Higher Expectations*; a visionary statewide commission- *My Future NC*- to improve our

state's pathways from Kindergarten to college graduation; and strong advocacy in the General Assembly that produced the University's strongest budget in a decade.

But as we celebrate our progress, we must remember that the job is not about us — our views, our ideologies, or our individual interests. It is about the people of this great state, people who deserve the benefits and opportunities of a world-class University System.

For over 200 years, our System has served North Carolinians by educating and uplifting this great state. This important work happens far from our Board's meeting rooms. It happens when a professor at UNC Pembroke trains nurses to serve southeastern North Carolina; when researchers at NC State and NC A&T create breakthroughs that power our economy; when physicians at UNC-Chapel Hill and ECU deliver cutting-edge treatments to families across North Carolina.

As a governing body, our job is to enable and promote this progress. We must operate as a united Board, focused on providing oversight, ensuring accountability and setting System policy while allowing our President, chancellors, faculty and staff to do their job. That's the higher expectation our citizens have for us, and I'm confident our Board members can rise to meet it.