

July 26, 2018 at 1:00 p.m.
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

AGENDA

- A-1. [Approval of the Minutes of May 22, 2018 and May 23, 2018](#)..... Anna Nelson
- A-2. [UNC Degree Program Establishment](#)..... Kimberly van Noort
- A-3. [UNC Degree Program Discontinuation and/or Consolidations](#) Kimberly van Noort
- A-4. [Licensure Program Approvals](#) Daniel Harrison
- A-5. [Annual Reporting](#) Kimberly van Noort
 - a. President’s Report on Research and Sponsored Programs
 - b. Fall 2017 Enrollment
 - c. Faculty Teaching Workload
 - d. UNC Intercollegiate Athletic & Financial Transparency
- A-6. [Teaching Fellows Update](#) Sara Ulm
- A-7. [Establishment of a College of Health Sciences at UNCP](#)..... Kimberly van Noort
- A-8. Other Business Anna Nelson
 - a. Academic Affairs Update
 - b. New ACT/SAT Concordance Table Impact on UNC Policy 700.1.1
 - c. Discussion of 2018 – 2019 Plan of Work
- A-9. Adjourn

Additional Information Available

- A-5. Full Reports:
 - [President’s Report on Research and Sponsored Programs](#)
 - [Faculty Teaching Workload](#)
 - [UNC Intercollegiate Athletic & Financial Transparency](#)
- A-6. [Teaching Fellows Update PowerPoint](#)
- A-7. [Establishment of a College of Health Sciences at UNCP](#)



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

DRAFT MINUTES

May 22, 2018

University of North Carolina System Office

Center for School Leadership Development in Room 279

Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members, constituting a quorum, were also present in person or by phone: Darrell Allison, Thom Goolsby, Jim Holmes, and Joe Knott. The following committee members were absent: Robert Bryan, and Marty Kotis.

Chancellors participating were Johnson Akinleye and Frank Gilliam.

Staff members present included Kimberly van Noort and others from the UNC System Office.

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

Chair Nelson called the meeting to order at 9:00 a.m. on Tuesday, May 22, 2018, and called for a motion to approve the open session minutes of March 20 and 22, 2018.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open session minutes of March 20 and 22, 2018 as distributed.

Motion: Jim Holmes

Motion carried

2. Establishment of a School of Rural Public Health at East Carolina University (Item A-2)

The missions of the ECU Division of Health Sciences (Brody School of Medicine, School of Dental Medicine, College of Allied Health Sciences, and College of Nursing) have long focused on addressing eastern North Carolina's health needs.

The establishment of a School of Rural Public Health will build on the strengths of existing faculty and enable the university to expand its educational programs, its regional outreach, and critical research in this important area. Vice Chancellor of ECU's Division of Health Sciences Phyllis Nichols Horns was present to answer questions from the committee.

This item was for information only.

3. UNC Degree Program Establishment (Item A-3)

The Committee reviewed and discussed degree program establishment for the following:

East Carolina University

- Bachelor of Science in Software Engineering (CIP 14.0903)
- Master of Science in Data Science (CIP 11.0701)

MOTION: Joe Knott

Motion carried

North Carolina A&T State University and The University of North Carolina at Greensboro

- Joint Doctor of Philosophy in Social Work (CIP 44.0701)

MOTION: Jim Holmes

Motion carried

University of North Carolina Wilmington

- Bachelor of Science in Coastal Engineering (CIP 14.9999)
- Bachelor of Arts in Interdisciplinary Studies (CIP 30.9999)

MOTION: Jim Holmes

Motion carried

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

4. UNC Degree Program Discontinuations and/or Consolidations (Item A-4)

The Committee reviewed and discussed degree program discontinuation and consolidations for the following:

Appalachian State University

- Bachelor of Science in Athletic Training (CIP 51.0913)

East Carolina University

- Bachelor of Science in Athletic Training (CIP 51.0913)
- Bachelor of Arts in Computer Science (CIP 11.0701)

Elizabeth City State University

- Bachelor of Science in Social Work Curriculum (CIP 45.1101)

North Carolina Central University

- Bachelor of Science in Athletic Training (CIP 51.0913)

North Carolina State University at Raleigh

- Master of Veterinary Public Health (CIP 51.2501)

University of North Carolina at Asheville - discontinue and consolidate

- Bachelor of Arts in Spanish (CIP 16.0905)
- Bachelor of Arts in French (CIP 16.0901)
- Bachelor of Arts in German (CIP 16.0501)

University of North Carolina at Chapel Hill - discontinue and consolidate

- Bachelor of Arts in English and Comparative Literature (CIP 23.0101)
- Bachelor of Arts in Comparative Literature (CIP 16.0104)

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

Motion: Jim Holmes

Motion carried

5. Licensure Program Approvals (Item A-5)

The Committee reviewed and discussed licensure approvals for the following:

- The University of Sydney
- Samuel Merritt University
- Daoist Traditions College of Chinese Medical Arts

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above licensure applications as presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Darrell Allison

Motion carried

6. Uniform Articulation Agreement in Music Programs (Item A-6)

The UNC System, in consultation with the North Carolina Music Programs in Higher Education, an alliance of music department chairs, directors, and faculty from North Carolina Community College System and the University of North Carolina System programs, request the establishment of a new uniform articulation agreement for associated music programs. Faculty from the applicable NCCCS and UNC System institutions

developed and vetted the new articulation agreement. The new agreement is similar to, and in-line with, the fine arts articulation agreement approved by the Board in May 2017 and the theater articulation agreement approved by the Board in January 2018. The North Carolina Community College System State Board reviewed and approved this proposal in April 2018, pending agreement with the UNC System Board of Governors.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Uniform Articulation Agreement in Music presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Jim Holmes

Motion carried

7. Other Business (Item A-7)

Chair Anna Nelson recognized the resignation of Senior Vice President for Academic Affairs Junius Gonzales from the UNC System. Chair Nelson thanked Dr. Gonzales for his hard work and acknowledged how much the committee appreciated all of his support. She also announced that Kimberly van Noort would be stepping in as interim senior vice president for Academic Affairs. Nelson thanked Dr. van Noort for the tremendous service she will continue to provide to the committee.

There being no further business, the meeting adjourned at 9:29 a.m.

M. Ann Maxwell, Secretary

DRAFT MINUTES

May 23, 2018
University of North Carolina System Office
Center for School Leadership Development in Room 128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members, constituting a quorum, were present: Darrell Allison, Thom Goolsby, Jim Holmes, Joe Knott, and Bettylenah Njaramba.

The following committee members were absent: Robert Bryan, and Marty Kotis.

Chancellors participating were Johnson Akinleye, Sheri Everts, and Frank Gilliam. Chair of the UNC Faculty Assembly Gabriel Lugo was also in attendance.

Staff members present included Kimberly van Noort and others from the UNC System Office.

Chair Nelson called the meeting to order at 10:12 a.m. on Wednesday, May 23, 2018.

1. Annual Reporting (Item B-1)

Because of time constraints, this agenda item was carried over to be discussed at the upcoming July meeting.

2. Revised Policy on Military Student Success (Item B-2)

Charles Gross, director of prior learning assessment and military credit, overviewed the revised UNC Policy Manual Section 700.7.1 - *Military Student Success*, which was last amended in February 2015. In 2014, the General Assembly directed the Board of Governors and the State Board of Community Colleges to create a plan to ensure that college credits are uniformly granted to students with military training. That plan has now been developed and the recommended changes to Section 700.7.1 incorporate that plan into the Board of Governors' existing policy. The recommended revisions also incorporate the requirements of S.L. 2017-155, which directs the Board of Governors to adopt and implement a policy requiring that students serving in the National Guard be given an excused absence for the period of time they are placed on active duty status and to provide additional options to such students to complete or withdraw from classes without academic penalty. Other changes since the adoption of Section 700.7.1, including the broadening of the National Guard tuition assistance program, changes in the eligibility requirements for military students to receive in-state tuition, and the establishment of the North Carolina Residency Determination Service, also informed the recommended revisions to the policy and accompanying regulation.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the revised policy on Military Student Success as presented and recommend it to the full Board of Governors for a vote through the consent agenda at the next meeting.

Motion: Jim Holmes

Motion carried

3. Minimum Admissions Requirements (MAR) Pilot Evaluation Report (Item B-3)

Vice President for Data and Analytics Dan Cohen-Vogel provided context for, and a response to, data from studies both within and outside the UNC System that show the lack of significance of standardized tests in predicting student success. The Board of Governors voted in March 2015 to allow three UNC System institutions to admit freshman applicants with standardized test scores below the Board's minimum cut-offs, provided these students have high school grade point averages above the minimum standards.

The presented analysis compared the population admitted under the pilot admissions criteria to students who met the regular minimum admissions standard. The results show that the pilot admissions population performs similarly to the population of students who met the Board's minimum admissions requirements. Staff recommend that the committee consider extending the pilot an additional three years until there is sufficient data with which to evaluate differences in graduation rates.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve that the pilot be extended three years until there are sufficient data with which to evaluate differences in graduation rates as presented and recommend to the full Board of Governors for a vote through the consent agenda.

Motion: Darrell Allison

Motion carried

4. 2018 Primary Care Education Plans Report (Item B-4)

Warren Newton overviewed the numerous efforts NC health science schools have implemented over the years to increase the number of students entering primary care. The 2018 Primary Care Plans reflect a continued commitment to existing projects combined with new and innovative strategies. The most significant challenge facing all schools is the lack of quality clinical teaching sites in community primary care settings. Many schools mentioned this issue in their reports, and AHEC's 2016 survey of schools documented this unbalanced growth and expansion of health science programs along with the limited number and capacity of community teaching sites. At the request of the UNC System, AHEC facilitated a statewide working group of school representatives to address this growing crisis. This effort resulted in three recommendations: 1) a pilot test of tax incentives for community preceptors, 2) standardization of student onboarding processes at community sites, and 3) preceptor development. Progress is underway on all three recommendations.

Chair Anna Nelson recognized the resignation of AHEC Director Warren Newton and thanked him for his hard work over the many years he has provided support and guidance to the Board of Governors.

This item was for information only.

5. Other Business (Item B-5)

- a. An update was provided to the committee regarding the North Carolina Central University Law School.
- b. Because of time constraints, the Academic Affairs Highlights agenda item was carried over to the upcoming July meeting.
- c. Chair of the UNC Faculty Assembly Gabriel Lugo presented an award to Lou Bissette from the Faculty Assembly for his outstanding service as chair of the Board of Governors.

There being no further business, the meeting adjourned at 10:57 a.m.

M. Ann Maxwell, Secretary

AGENDA ITEM

A-2. UNC Degree Program Establishment Kimberly van Noort

Situation: The University of North Carolina at Charlotte requests the establishment of the following degree program:

— Doctor of Philosophy in Civil Engineering (CIP 14.0801)

Background: Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring requests to establish new programs with recommendations to the Board of Governors.

Assessment: Establishment of the above-listed degree program is recommended.

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

**Request for Authorization to Establish a
Doctor of Philosophy in Civil Engineering
(Ph.D., CIP 14.0801) at
University of North Carolina at Charlotte**

I. Program Highlights

- The mission of the proposed Ph.D. in civil engineering degree program is to provide doctoral-level education for students seeking civil engineering careers in practice, research, and teaching/academia. The program is a terminal research degree, which emphasizes the mastery of the discipline-specific civil engineering concepts relevant to the resilience of critical facilities and civil infrastructure.
- The proposed degree program will be delivered on-campus.
- The proposed Ph.D. degree program requires successful completion of at least 72 approved graduate credits beyond the baccalaureate degree. Up to 30 approved credits from graduate courses taken during the student's master's degree, which may have been taken at another university, may be transferred towards the proposed program. Concentrations will include: 1) environmental and geo-environmental, 2) structural and geotechnical, and 3) transportation engineering.
- Six full-time students are projected in the first year. Twenty-four full-time students and two part-time students are projected by the fourth year.
- No new faculty hires are needed to implement the proposed degree program. The program would facilitate increased research productivity and external funding acquisition with the present faculty workforce. However, as the program grows over the years, more tenure-track faculty would likely be hired to meet the additional research and teaching loads and to provide the needed technical expertise as the program evolves.
- No differential tuition or fees are requested.
- The resources of the campus libraries are adequate to support the proposed degree program.
- The facilities and the primary infrastructure (testing and modeling laboratories, computing resources and software, classrooms, and office space) are in place to implement the proposed Ph.D. in civil engineering program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** There are two institutions in North Carolina currently offering a Ph.D. in civil engineering: Duke University and North Carolina State University. The programs are delivered on campus.
2. **Relation to Campus Distinctiveness and Mission.** The proposed Ph.D. in civil engineering degree program is consistent with UNC Charlotte's institutional mission to "leverage its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives" and to "maintain a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region."

The proposed Ph.D. in civil engineering degree program is closely aligned with UNC Charlotte's goals, including those of delivering, stimulating, and enhancing opportunities for learning and research.

- 3. Demand (local, regional, state).** Hanover Research prepared market analysis of the demand for a Ph.D. in civil engineering. The analysis cited data from the American Society of Civil Engineers asserting that “the United States needs to invest \$1.4 trillion in infrastructure between 2016 and 2025 and \$5.2 trillion by 2040; without such investments, the U.S. economy could lose almost \$4 trillion and 2.5 million jobs by 2025 and \$14.2 trillion and 5.8 million jobs by 2040 due to lost productivity. As a result, future federal, state, and local investments to repair and enhance ailing infrastructure may drive demand for civil engineers.” Hanover Research observed that Ph.D. programs in civil engineering are common in states similar in size to North Carolina, although the state ranks last in the number of programs relative the population. In addition, Charlotte is the 17th largest city in the U.S. and is the only one in the top 33 by population without a Ph.D. in civil engineering. The closest program is 100 miles away at the University of South Carolina in Columbia, South Carolina.
- 4. Potential for Unnecessary Duplication.** Two institutions in North Carolina offer a Ph.D. in civil engineering: Duke University and North Carolina State University. Faculty members from both institutions were consulted in developing the content. Both institutions provided statements of support for the proposed degree program. The proposed Ph.D. in civil engineering degree program is designed to complement the programs at Duke University and NC State. Students in the Ph.D. programs at Duke University and NC State focus on theoretical and computational research, computational, material science, or risk/reliability, while the proposed UNC Charlotte program is focused on field and experimental research. The proposed degree program supports the College of Engineering goal of meeting the Charlotte area's demand for engineering graduates and assisting the Energy Production and Infrastructure Center (EPIC) to create a pipeline of specially trained civil engineers with knowledge of the energy industry.
- 5. Employment Opportunities for Graduates.** According to NCWorks (www.ncworks.gov), the occupational profile of North Carolina indicates that the 2015 estimated median annual wage of civil engineers is \$72,920. There are over 3,000 employers that hire civil engineers in the state of North Carolina. Although no specific labor market data is available in NCWorks for graduates with a Ph.D. in civil engineering, the projected annual openings for civil engineers at all degree levels is estimated as 409. Civil engineers are regularly hired by industry. The long-term projections for civil engineers in North Carolina indicate that there would be a need for an additional 2,000+ civil engineers by 2022 (www.ncworks.gov). More than 50% of these openings would be due to growth in the civil engineering sector. The state's market analysis projects the highest career prospects based on wages, projected growth rate and projected job openings in NC. Civil engineering occupations were assigned 5-star ratings by the new NC Star Jobs rating program, indicating high demand and career prospects.
- 6. Faculty Quality and Number.** No new faculty hires are needed to implement the proposed degree program. The program would facilitate increased research productivity and external funding acquisition with the present faculty workforce. However, as the program grows over the years, more tenure-track faculty would likely be hired to meet the additional research and teaching loads and provide the needed technical expertise as the program evolves. The civil engineering faculty consists of 25 members with credentials from all over the country. The most recent hires, in

January 2016, feature faculty with degrees from Lehigh University, Princeton University, and Carnegie Mellon University.

7. Availability of Campus Resources (library, space, etc.)

Atkins Library Services: The UNC Charlotte College of Engineering has offered two doctoral programs (in Electrical and Mechanical Engineering) and an interdisciplinary doctoral program in Infrastructure and Environmental Systems (INES). Over the years, the UNC Charlotte Atkins library has systematically and painstakingly acquired and continues to build solid repertoires of materials to support these programs. Based on the analysis by the UNC Charlotte Engineering Librarian Jeff McAdams, the current library holdings are adequate to support student research for the proposed degree program. Students have access to relevant databases, including Compendex, Inspec, Web of Science, ASCE Digital Library, ScienceDirect, Environmental Sciences and Pollution Management, and the Materials Research Database. The library owns hundreds of thousands of e-books from Springer, Wiley, Elsevier, Cambridge and other publishers—mostly focusing on science and engineering subject matter—in addition to a growing print collection.

Facilities: All the primary infrastructure (testing and modeling laboratories, computing resources and software, classrooms, and office space) is in place to implement the proposed Ph.D. in civil engineering program. Facilities include:

- The High-Bay Structures Lab is used for testing full-scale or model structures and foundations.
- The Infrastructure Security and Emergency Responder Research and Training (ISERRT) Center provides basic and applied research, education, and training.
- The Physical Security Lab supports modeling efforts, field testing of structures, and testing of structures at ISERRT facilities.
- Experimental Structural Dynamics and Health Monitoring Lab
- Construction Materials Development Lab
- Structural Materials Testing Lab
- Visualization Lab
- Advanced Geomaterial Testing Lab
- Geo-centrifuge Lab
- Unsaturated Geomaterial Testing Lab
- Field and In situ Testing Lab
- Geosynthetic Materials Testing and Performance Lab
- Pavement Materials Performance Lab
- Soil and Rock Dynamics Experimentation Lab

8. Relevant Lower-level and Cognate Programs. No additional subject-matter fields or cognate programs are required to support the proposed Ph.D. degree program in civil engineering. UNC Charlotte will capitalize on existing doctoral programs and graduate school support to implement the proposed degree program. In four years, an evaluation will be conducted to examine the efficacy of the curriculum. Potential changes in the curriculum may be identified at that time, but no significant changes are anticipated.

9. Impact on Access and Affordability. Tuition and Fees for engineering programs at UNC Charlotte are the lowest in the system, while state dollars invested in the graduate program are matched

by external investment through research. The vast majority of students in the proposed degree program in civil engineering will be funded through external contracts. Research awards for the department exceeded \$4 million during fiscal year 2015-2016, among the highest of any unit on campus. The proposed degree program would extend access to working professionals in Charlotte who wish to pursue a Ph.D. without leaving their jobs.

No differential tuition or fees are requested.

Tuition rates for full-time graduate students at the participating institutions are as follows:

Graduate Tuition and Fees (Fall 2017-Spring 2018)

NC Residents

	At Home	On Campus	Off Campus
Tuition and Fees	\$7,379	\$7,379	\$7,379
Loan Fees	\$876	\$876	\$876
Books	\$1,250	\$1,250	\$1,250
Room and Board	\$2,608	\$12,432	\$10,433
Transportation	\$2,004	\$1,659	\$1,987
Miscellaneous	\$1,500	\$1,500	\$1,500
Total	\$15,617	\$25,096	\$23,425

Non-Residents of NC

	At Home	On Campus	Off Campus
Tuition and Fees	\$20,813	\$20,813	\$20,813
Loan Fees	\$876	\$876	\$876
Books	\$1,250	\$1,250	\$1,250
Room and Board	\$2,608	\$12,432	\$10,433
Transportation	\$2,064	\$2,499	\$2,827
Miscellaneous	\$1,500	\$1,500	\$1,500
Total	\$29,111	\$39,370	\$37,699

10. Expected Quality. The criteria to evaluate the proposed Ph.D. in civil engineering degree program objectives will address operational efficiency and program impact.

- Criterion 1: Demonstrated mastery of the fundamental concepts, models, advanced research skills, and their applications to complex systems in critical facilities and civil infrastructure.

- Criterion 2: Ability to recruit, retain, and graduate excellent Ph.D. students.
- Criterion 3: Level of contribution of doctoral students and their advisors to advances in engineering, science, and technology through publications, presentations, short-courses and patents.
- Criterion 4: Level of employment of graduates from the program and service of such graduates in leadership positions in academic, government, international agencies, and the private sector within and outside the State of North Carolina.

Measures (metrics) to be used to evaluate the program include enrollments, number of graduates, and student success.

11. Feasibility of Collaborative Program. UNC Charlotte has a history of collaboration with NC State through the interinstitutional Ph.D. program. In addition, the Department of Civil and Environmental Engineering at UNC Charlotte recently collaborated with the Department of Civil, Construction, and Environmental Engineering at NC State in an ongoing research project, “Developing a Systematic Approach to Improving Bottleneck Analysis in North Carolina.” The proposed degree program is designed to complement the existing programs in the state. Representatives from the programs at Duke University and NC State have expressed support for the proposed degree program.

12. Other Considerations. None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. External reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Charlotte’s request to establish a Doctor of Philosophy in Civil Engineering degree program (CIP 14.0801) to enroll students starting fall 2018.

AGENDA ITEM

A-3. UNC System Degree Program Discontinuation and/or Consolidations Kimberly van Noort

Situation: East Carolina University requests discontinuation of the following degree program:

- Master of Arts in Education in Health Education (CIP 13.1307)

East Carolina University requests discontinuation and consolidation of the following degree programs:

- Master of Arts in Psychology, General (CIP 42.0101)
- Master of Arts in Clinical Psychology (CIP 42.2801)
- Master of Arts in School Psychology (CIP 42.2805)

North Carolina Central University requests discontinuation and consolidation of the following degree programs:

- Master of Science in Physical Education (CIP 31.0501)
- Master of Science in Recreation Administration (CIP 31.0301)

Background: Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring periodic discontinuation and/or consolidation recommendations to the Board of Governors.

Assessment: Discontinuation and/or consolidation of the above-listed degree programs is recommended.

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

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

East Carolina University – MA in Education in Health Education – (CIP 13.1307)

The request to discontinue the MA in education in health education was motivated by low enrollment. Program faculty have determined that the program, which does not address high priority needs, is no longer sustainable.

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

East Carolina University – MA in Psychology – (CIP 42.0101)

The request to discontinue and consolidate the MA degrees into concentrations under a single MA in psychology is in response to UNC System and university recommendations to consolidate lower enrollment programs and more efficiently utilize department resources. Additionally, the proposed change would allow the MA in psychology degree to mirror the three concentrations housed under the Ph.D. in psychology.

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

East Carolina University – MA in Clinical Psychology – (CIP 42.2801)

The request to discontinue and consolidate the MA degrees into concentrations under a single MA in psychology is in response to UNC System and university recommendations to consolidate lower enrollment programs and more efficiently utilize department resources. Additionally, the proposed change would allow the MA in psychology degree to mirror the three concentrations housed under the Ph.D. in psychology.

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

East Carolina University – MA in School Psychology – (CIP 42.2805)

The request to discontinue and consolidate the MA degrees into concentrations under a single MA in Psychology is in response to UNC System and university recommendations to consolidate lower enrollment programs and more efficiently utilize department resources. Additionally, the proposed change would allow the MA in psychology degree to mirror the three concentrations housed under the Ph.D. in psychology.

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

North Carolina Central University – MS in Physical Education – (CIP 31.0501)

The request to discontinue and consolidate the program was chosen due to low productivity in graduation rates. Some of the courses required are part of the physical education major within the concentration in Athletic Administration. The program will be consolidated into a MA degree in physical education and recreation.

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

North Carolina Central University – MS in Recreation Administration – (CIP 31.0301)

The request to discontinue and consolidate the program was chosen due to low productivity in graduation rates. Some of the courses required are part of the physical education major within the concentration in athletic administration. The program will be consolidated into a MA degree in physical education and recreation.

AGENDA ITEM

A-4. Licensure Program ApprovalDaniel Harrison

Situation: The Board of Governors of the University of North Carolina System is charged under G.S. 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina.

Background: Northeastern University in Charlotte, North Carolina has applied for a license to offer the following degree programs: Bachelor of Science in Advanced Manufacturing Systems, Bachelor of Science in Health Management, Bachelor of Science in Management, Bachelor of Science in Information Technology, Master of Professional Studies in Analytics, Master of Professional Studies in Informatics, Master of Science in Program and Project Portfolio Management, Master of Science in Global Studies and International Relations, Master of Science- Family Nurse Practitioner, Master of Science- Pediatric Nurse Practitioner with a Primary Care track and Primary/Acute Care dual track, and a Certificate of Graduate Study- Pediatric Nurse Practitioner.

Johnson and Wales University in Charlotte, North Carolina has applied for a license to offer a Bachelor of Science in Culinary Nutrition.

Brightwood College in Charlotte, North Carolina has applied for a license to offer an Associate of Science in Medical Assisting.

CreatEd Institute in Black Mountain, North Carolina has applied for an Interim Permit to offer an Associate of Arts in Critical Thinking and Integrative Studies.

Assessment: After appropriate review of the license applications, UNC System staff recommend approval of licensure for Northeastern University, Johnson & Wales University, and Brightwood College, and approval of an Interim Permit for CreatEd Institute.

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

SUMMARY OF TEAM OF EXAMINERS REVIEW OF NORTHEASTERN UNIVERSITY

BACKGROUND INFORMATION

Northeastern University (NU) is an existing licensee that has applied for licensure to offer additional degree programs at its Charlotte campus. NU was founded in 1898 as “a parochial university, serving mostly a local population of recent immigrants” and has since evolved to the largest private, nonprofit national research university in Boston proper. Northeastern has over 35,000 undergraduate, graduate, and law students, nearly 10,000 of whom are online students worldwide. Its nine schools and colleges offer 176 programs available in online or hybrid formats. The university is regionally accredited by the New England Association of Schools and Colleges (NEASC) and has been offering graduate programs in uptown Charlotte since 2012. Charlotte was the first of NU’s five regional campuses and is currently licensed to offer 1 bachelor’s degree for 2nd degree students, 25 master’s degrees, and three doctoral degrees. Charlotte students are primarily adult learners, 90% of whom are working professionals.

SUMMARY OF PROGRAMS SUBMITTED FOR LICENSURE:

Staff recommends approval of licensure for each program. The on-the-ground component of each of these programs will be offered in Charlotte.

Bachelor of Science in Advanced Manufacturing Systems (BSAVMS)

Projected enrollment: 5 students

Delivery mode: Hybrid

Tuition per credit hour: \$530

The proposed Bachelor of Science in advanced manufacturing systems, offered by the Lowell Institute School, is a 124-semester-credit program, which includes 39 general education credits. Once the BSAVMS program has its first graduate, it will be eligible for engineering accreditation through Accreditation Board for Engineering and Technology, Inc. (ABET). Students must graduate from an ABET-accredited program to be eligible to pursue professional licensure for engineering practice.

Bachelor of Science in Health Management (BSHM)

Projected enrollment: 5 students

Delivery mode: Hybrid

Tuition per credit hour: \$530

The Bachelor of Science in health management at the College of Professional Studies has been offered by the Boston campus since 1974. It is a 120-semester-hour program, with 39 credits of general education courses, 18 of which are general foundation courses, and 21 of which are health management foundation courses. The BSHM curriculum covers most of the key content areas recommended by the Association of University Programs in Health Administration (AUPHA), which is the institutional accreditor for baccalaureate programs in this field.

Bachelor of Science in Management (BSM)

Projected enrollment: 5 students

Delivery mode: Hybrid

Tuition per credit hour: \$530

The Bachelor of Science in management program requires 124 semester hours for completion: 45 semester hours of introductory course work, 42 hours of foundation courses, 25 hours of courses in the major, and 12 hours of electives. Full-time students can expect to complete the program in four years.

The duration and intensity of the program meet the accepted standards for the discipline of business administration and the core courses provide students with skills and competencies that are in alignment with the current direction and content of quality four-year undergraduate degree programs in management.

Bachelor of Science in Information Technology

Projected enrollment: 5 students

Delivery Mode: Hybrid

Tuition per credit hour: \$530

The Bachelor of Science in information technology program requires 135 semester hours for completion with sixty hours in the major. Full-time students can expect to complete the program in four years. The duration and intensity of the program meet the accepted standards for the discipline with the current direction and content of quality four-year undergraduate degree programs in the field. NU is already licensed to operate masters level programs in similar disciplines in Charlotte.

Master of Professional Studies in Analytics (MPS in Analytics)

Projected enrollment: 5 students

Delivery mode: Hybrid, on-site, online

Tuition per credit hour: \$760

The Master of Professional Studies in analytics prepares students to address the significant unfilled industry need for qualified graduates in the discipline of data analysis and analytics. Students master tasks such as data collection, data modeling, and structuring data in order to communicate data-driven insights that can influence strategic and tactical decisions. The degree aligns with other national curricula in the areas of data and business analytics. The MPS in Analytics is a 45-quarter-credit-hour program. Students are required to take five core courses in analytics, plus three elective courses from a choice of several relevant courses that range from ethics to leadership in analytics. Students can choose a concentration from three options: statistical modeling, evidence-based modeling, and information design.

Master of Professional Studies in Informatics (MPS in Informatics)

Projected enrollment: 5 students

Delivery mode: Hybrid

Tuition per credit hour: \$738

The Master of Professional Studies in informatics is designed for individuals working in various industries, ranging from health care and IT to data communications. The program prepares IT professionals for management positions by enhancing their computing skills and their knowledge of computing applications and processes used to create information systems. The program is of the few such programs in the country. The MPS in Informatics comprises 15 core (quarter-hour) credits, which provide foundational knowledge in the areas of informatics and computing information systems. This includes *Database Management Systems* and *Information Systems Design and Development*, which align with guidelines from global informatics bodies such as the Association for Computing Machinery and Association for Information Systems (ACM-AIS). Concentrations are in high demand areas and include: information security management, geographic information systems, leading and managing technical projects, analytics, human-centered informatics, and cloud computing application and management.

Master of Science in Program and Project Portfolio Management (MS PPPM)

Projected enrollment: 5 students

Delivery mode: Hybrid, on-site, online

Tuition per credit hour: \$698

The Master of Science in program and project portfolio management (MS PPPM) is an advanced studies program only available to professionals with more than three years of project-management-related work experience. The program is targeted to decision makers who are responsible for determining the best way to invest the organization's capital and human resources in project-intensive organizations. Graduates include program and project managers, PMO and project governance professionals, and various project specialists and directors. The MS PPPM is a 42-46-quarter-credit-hour program. Students may choose from concentrations in leadership, agile project management, and organizational communication, or opt out of declaring a concentration.

Master of Science in Global Studies and International Relations (MSGSIR)**Projected enrollment: 5****Delivery mode: Hybrid****Tuition per credit hour: \$718**

The Master of Science in Global Studies and International Relations is an interdisciplinary degree program that is designed to prepare individuals for internationally focused positions in the U.S. or abroad. Students will study global issues from government, private, and nonprofit viewpoints, and develop practical expertise in one of the world's six major regions. Students must complete 24 quarter credit hours and may choose from concentrations in the areas of conflict resolution, development and global health, diplomacy, international economics and consulting, and global student mobility.

Master of Science, Family Nurse Practitioner (MS-FNP), Master of Science, Pediatric Nurse Practitioner (MS-PNP) Primary Care track and Primary/Acute Care dual track, and Certificate of Advanced Graduate Study, Pediatric Nurse Practitioner (CAGS-PNP)**Projected enrollment: 5 students per****program Delivery mode: Hybrid****Tuition per credit hour: \$1,500**

Northeastern's proposed Master of Science programs —Family Nurse Practitioner (FNP); Pediatric Nurse Practitioner (PNP), primary care; and PNP dual track, primary/acute care, as well as the proposed certificate programs (CAGS, or Certificates of Advanced Graduate Study) which prepare Advanced Practice Nurses (APRNs) to work as Pediatric Nurse Practitioners, whether as Primary, Acute, or dually prepared Primary/Acute Care Nurse Practitioners—have curricula designed for students desiring to complete advanced studies in nursing. All of the students are RNs with nursing practice experience. Nursing programs at Northeastern University's main campus in Boston are currently accredited by Commission on Collegiate Nursing Education (CCNE), the gold standard in nursing. All of the proposed courses to be taught in Charlotte are currently being taught at the NU campus in Boston out of the School of Nursing in the Bouvé College of Health Sciences and will be duplicated at Northeastern University - Charlotte. Each student is exposed to a variety of clinical settings including outpatient, inpatient, acute, PICU, NICU, and any other setting deemed by the instructor as necessary to complete student learning. This will require clinical placements and preceptors in a significant number of agencies.

INSTITUTIONAL METRICS AND CONSUMER PROTECTION INFORMATION:

Metric	AY 2014	AY 2015	AY 2016
Student Retention Rate	For these years, Northeastern reported		96%
4-year Graduation Rate			87%

6-year Graduation Rate	rates program-by-program, but not institution wide.		83%
Student Loan Default Rate	4.2%	2.8%	1.9%
Employment Placement Rate	---	---	---
Federal Financial Composite Score	3.0	3.0	2.8
Three year cohort default rate	Class of 2012	Class of 2013	Class of 2014
	2.8%	1.9%	2.3%

The State Authorization Unit did not receive any complaints for Northeastern during the 2017-2018 academic year. Additionally, staff conducted a search through the Federal Trade Commission's SENTINEL nationwide complaint database and found no complaints regarding the Charlotte campus.

SUMMARY OF REQUIREMENTS AND INSTITUTION'S RESPONSE:

After review of the application and a site visit, state authorization staff submitted requirements for the institution to address concerning its curriculum, course syllabi, student advisement, library services, clinical/preceptor site agreements, and faculty qualifications. The institution was able to satisfactorily address each requirement. State authorization staff will ensure that all requirements have been met and implemented at the two and six year follow-up reviews and during its yearly review of annual report data.

SUMMARY OF JOHNSON AND WALES UNIVERSITY PROGRAM REVIEW

BACKGROUND INFORMATION

Johnson and Wales University (J&W) is an existing licensee seeking to expand program offerings. Johnson & Wales University is a private, not-for-profit institution. It was founded as a business school in 1914 in Providence, Rhode Island. Johnson & Wales was granted university status by Rhode Island in 1992. The University maintains four campuses: Providence, RI; Denver, CO; Miami, FL; and Charlotte, NC. The Charlotte campus was opened in 2004 and currently enrolls over 2,000 undergraduate students. The University is accredited by the New England Association of Schools and Colleges.

SUMMARY OF PROGRAM SUBMITTED FOR LICENSURE:

Bachelor of Science in Culinary Nutrition
(BSCN) Staff Recommendation: Approval of
Licensure Program Site: Charlotte
Projected start date: Fall 2018
Projected enrollment: 30
Projected yearly tuition: \$32,091

The Bachelor of Science in culinary nutrition is a 2+2-degree program. It features a blend of academic and lab-based culinary arts, nutrition, and professionally related coursework. The culinary nutrition degree requires students to have successfully completed an AAS in culinary arts, earning a total of 96 credits prior to entering the BS program. Within the BS program, a total of 94 quarter credit hours are comprised of three general areas: major courses, related professional studies, and the arts and sciences core experience. The major courses consist of 7 classes and a 13.5 credit internship, totaling 42 credits. Related professional studies, including a 1 credit career capstone class, represent 26.5 credits. The arts and sciences core experience component in all Johnson & Wales University programming is 63 quarter credit hours. Students entering the BS in culinary nutrition will have satisfied 27 of these credits from the completion of their associate degree and will complete the remaining 36 in their BS program. This program is not designed to replace the need for registered dietitians, but rather to incorporate sound nutritional concepts and skills into the work portfolio of the next generation of professional chefs.

INSTITUTIONAL METRICS AND CONSUMER PROTECTION INFORMATION:

Metric	FY 2014	FY 2015	FY 2016
Student Retention Rate	74.2%	74.6%	69.6%
4-year Graduation Rate	58.7%	56.4%	56.2%
6-year Graduation Rate	60.3%	57.5%	57.2
Student Loan Default Rate	14.1%	11.4%	11.6%
Employment Placement Rate	---	---	---
Federal Financial Composite Score	3.0	2.9	2.4
Three-year cohort default rate	Class of 2012	Class of 2013	Class of 2014
	8.7%	8.8%	7.7%

The State Authorization Unit did not receive any complaints for J&W during the 2017-2018 academic year. Additionally, staff conducted a search through the Federal Trade Commission's SENTINEL nationwide complaint database and found one complaint regarding the Charlotte campus.

SUMMARY OF REQUIREMENTS AND INSTITUTION'S RESPONSE:

After review of the application, state authorization staff submitted requirements for the institution to address concerning its syllabus and curriculum design. The institution was able to satisfactorily address each requirement. State authorization staff will ensure that all requirements have been met and implemented at the two and six year follow-up reviews and during its yearly review of annual report data.

SUMMARY OF BRIGHTWOOD COLLEGE PROGRAM REVIEW

BACKGROUND INFORMATION

Brightwood College (Brightwood) is an existing licensee seeking to expand program offerings. Brightwood is an assumed name of Virginia College, LLC. Virginia College, LLC, is a Limited Liability Company that is ultimately owned by Education Corporation of America, (ECA), a Delaware corporation. The Charlotte campus was opened in 2004. Brightwood College was formerly known as Kaplan College and has been in operation under that name since 2010. Brightwood currently offers a Diploma in medical assisting and as Associate of Applied Science in criminal justice. It currently has 270 enrolled students, with 176 of these students enrolled in the diploma program.

SUMMARY OF PROGRAM SUBMITTED FOR LICENSURE

Associate of Applied Science in Medical Assisting (AAS-MA)

Staff Recommendation: Approval of Licensure

Program Site: Charlotte

Projected start date: Fall 2018

Projected enrollment: 5

Projected tuition for program: \$29,500

The AAS-MA is a 109.5 quarter-credit-hour (73 credit hours) degree program and is designed to be completed in 18 months. The program includes 28 quarter credit hours (18.6 semester hours) of general education and an externship course, which will require students to complete a clinical rotation at various healthcare facilities in the region. In comparison, the AAS-MA curriculum offered by the North Carolina Community College System must range from 64 to 76 credit hours and has a general education requirement of 18.6 semester hours. Brightwood's AAS-MA meets licensure standards, but is slightly different from traditional AAS-MA programs within the state of North Carolina. For example, the traditional medical assisting curriculum has specific courses that cover anatomy & physiology and medical terminology, but Brightwood College has no such courses. Instead anatomy & physiology and medical terminology are covered as a part of several other courses taught at the college. While there are currently 23 institutions of higher learning in North Carolina that hold programmatic accreditation from the Commission on Accreditation of Allied Health Education Programs, Brightwood's medical assisting program does not have programmatic accreditation and the institution does not plan to acquire programmatic accreditation status.

INSTITUTIONAL METRICS AND CONSUMER PROTECTION INFORMATION

Metric	AY 2014	AY 2015	AY 2016
4-year Graduation Rate	---	49%	31%
6-year Graduation Rate	---	47%	26.7%
Graduation rate for previously licensed program	---	32%	40%
Employment rate for previously licensed program	---	67%	44.4%
Student retention rate for previously licensed program	---	66%	76.7%
Federal Financial Composite Score	--	2.8	1.7
Three year cohort default rate	Class of 2012	Class of 2013	Class of 2014
	17.5%	19.2%	23.8%

The State Authorization Unit did not receive any consumer complaints for Brightwood College during the 2016-2017 academic year, but did observe a number of consumer complaints submitted directly to the Federal Trade Commission concerning financial aid practices at multiple Brightwood campuses outside of North Carolina. Annual reporting requirements for 2017-2018 will include a requirement to submit internal student complaint logs and resolutions.

SUMMARY OF REQUIREMENTS AND INSTITUTION'S RESPONSE:

After review of the application, the team of examiners and state authorization staff submitted requirements for the institution to address concerning library standards, faculty qualifications, faculty governance, and financial metrics. The institution sufficiently responded to staff concerns and will be required to submit evidentiary documentation during the 2017-2018 annual reporting cycle to confirm its continued compliance.

SUMMARY OF CREATED INSTITUTE PROGRAM AND LICENSURE REVIEW

BACKGROUND INFORMATION

CreatEd Institute has operated as a small, non-profit educational community in Black Mountain, North Carolina since September 2016, offering a Certificate of Completion to students who complete a 16-month program of study. In December 2017, CreatEd's first cohort of 19 students completed the Institute's program. At the time of this site visit, a total of eight students were enrolled in CreatEd's second cohort. CreatEd Institute is not accredited by any agency recognized by the U.S. Department of Education. The institution has applied for an interim permit to conduct licensed post-secondary degree activity. CreatEd's founders and leadership directed and operated a similar program in Minnesota from 2011-2016.

SUMMARY OF PROGRAMS SUBMITTED FOR LICENSURE:

Associate of Arts in Critical Thinking and Integrative Studies

Staff Recommendation: Approval of Licensure

Program site: Black Mountain

Projected start date: Fall 2018

Projected enrollment: 40-45

Projected annual tuition: \$19,010

The proposed Associate of Arts degree program consists of 62 required semester credit hours (SCH), plus two three-SCH electives, for a total of 62-68 SCH. The program is a 16-month, four-semester program designed to develop critical thinking and especially Christian thinking, character, and stewardship through a modified "great books curriculum" with special emphasis on the Bible. The program recalls earlier educational programs in the West that sought to build personal, moral, social, and civic character as well as impart knowledge and skills. This is not a traditional Associate of Arts degree program containing specific courses in general education and separate courses in an area of specialization. Rather, in the proposed program, all modules (courses) in the curriculum are systematically connected to form an interwoven intellectual program. Additionally, the modules in the CreatEd program are not traditional courses that attempt to convey the breadth of contemporary knowledge in a field. Rather, these modules cover the history and philosophy of a field from a Christian point of view and seek to develop critical thinking and reading skills as well as provide a general understanding of how a field relates to the other fields in the program.

INSTITUTIONAL METRICS AND CONSUMER PROTECTION INFORMATION:

CreatED has never offered degree programs in any state and has no institutional metrics to report.

SUMMARY OF REQUIREMENTS AND INSTITUTION'S RESPONSE:

After review of the application and a site visit, the team of examiners and state authorization staff submitted requirements for the institution to address concerning its readiness to provide student support services, student housing, adequate library resources, financial stability, curriculum design, program effectiveness and assessment, faculty qualifications, and business practices. The institution has addressed those requirements or developed a plan to address those requirements during the limited, two-year period of the interim permit. In particular, the institute agreed to affiliate faculty members that carry expertise in the individual fields being taught. The state authorization staff will ensure that all requirements have been met and will review the institution on an annual basis and will revisit the

institution within two years to determine if the institution is eligible to receive a regular license to conduct post-secondary degree activity.

STAFF RECOMMENDATION:

Issue an interim permit to CreatEd Institute to conduct postsecondary degree activity leading to an Associate of Arts in critical thinking and integrative studies.

AGENDA ITEM

A-5. Annual Reporting..... Kimberly van Noort

Situation: Each year the UNC System Office prepares a variety of reports that are required by policy or requested by the president and/or the chair of the Committee on Educational Planning, Policies, and Programs.

Background: The following reports are included for discussion:

- **President's Report on Research and Sponsored Programs**
Each year, the University of North Carolina System reports the research-related funds that flow into the System through grants, contracts, and other sponsored programs. The System also monitors a variety of research-related commercial indicators.
- **Fall 2017 Enrollment Report**
A one-page summary of fall 2017 student enrollment, including links to more detailed data dashboards.
- **Faculty Teaching Workload Report**
Board of Governors Policy 400.3.4 states that "all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission."
- **UNC Intercollegiate Athletics Report**
UNC System Office staff provide a report to the Board each year in response to Board of Governors policy 1100.1, which requires the reporting of academic characteristics and performance of the UNC System's student-athletes. Additionally, Board of Governors regulations 11.00.1.1[R] and 700.6.1[R] require the reporting of the athletics departments' financial information as reported to the NCAA and private foundation activities as they relate to student-athletes and athletics departments.

Assessment: These reports are for the information of the Committee.

Action: These items is for discussion only.

RESEARCH AND SPONSORED PROGRAMS REPORT TO THE PRESIDENT: FY2017

Executive Summary

This annual report provides a brief snapshot of the sponsored program activity across the University of North Carolina System for fiscal year 2017 (FY2017).

UNC System institutions reported a total of \$1,600,836,318 in sponsored program funding in FY2017. When adjusted for subawards distributed among UNC System institutions totaling \$29,154,473, the adjusted FY2017 total was a record \$1,572,066,141. The FY2017 total represents a 7.5% increase over FY2016¹ and a 33% increase over FY2007. In addition, a record 12,432 proposals were submitted in FY2017. The FY2017 total represents a 3.5% increase over FY2016 and a 43.6% increase over FY2007.

As has been the trend for several years, the U.S. Federal Government provides approximately two thirds of the total sponsored program funding received by UNC System institutions in FY2017.

Data on select commercial indicators and activities generated from UNC System research show an 18.5% increase over FY2016 in licensure/options executed. In addition, FY2017 licensure income increased 15 percent (\$1,426,321) over FY2016 licensure income. Invention disclosures and U.S. patents issued were comparable to FY201

¹ The FY2016 report included \$53,134,000 in contracts to East Carolina University Physicians (ECUP) for clinical services. Due to the pending merger of Vidant Health with ECU Physicians, the clinical practice of the Brody School of Medicine, these contracts have been removed from the comparison FY2016 data and are not included in FY2017 data.

INFORMATION BRIEF: FALL 2017 ENROLLMENT

May 24, 2018

Fall 2017 saw overall University enrollment increase the highest percentage in 8 years.

228,524
Fall 2016

1.9% growth

232,872
Fall 2017



INTERACTIVE DATA DASHBOARDS

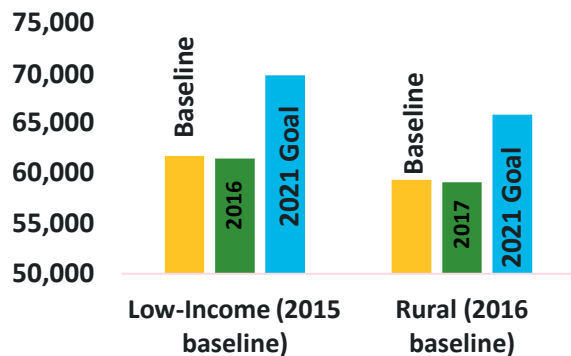
For more information, go to UNC Interactive Dashboards, at <https://www.northcarolina.edu/infocenter#interactiveData>.

Fall 2017 Student Headcount

Institution	Undergraduate	Graduate	University Subtotal	High Schools	Total
ASU	17,017	1,794	18,811	.	18,811
ECSU	1,368	43	1,411	.	1,411
ECU	23,265	5,866	29,131	.	29,131
FSU	5,393	833	6,226	.	6,226
NCA&T	10,341	1,536	11,877	.	11,877
NCCU	6,355	1,742	8,097	.	8,097
NCSU	24,150	10,282	34,432	.	34,432
UNCA	3,826	26	3,852	.	3,852
UNC-CH	18,862	11,049	29,911	.	29,911
UNCC	23,914	5,403	29,317	.	29,317
UNCG	16,439	3,483	19,922	.	19,922
UNCP	5,481	771	6,252	.	6,252
UNCSA	873	141	1,114	260	1,274
UNCW	14,502	1,985	16,487	.	16,487
WCU	9,406	1,628	11,034	.	11,034
WSSU	4,688	410	5,098	.	5,098
NCSSM	.	.	.	680	680
System Total	185,880	46,992	232,872	940	233,812

Note: Students in the high schools who are enrolled in UNC undergraduate courses will be double counted.

Progress Toward Strategic Goals



Business



Health, Health Science



Engineering



Bio/Biomed Science



Social Science



Top 5 Undergraduate Majors

FACULTY TEACHING WORKLOAD

Executive Summary

Changes in Average Teaching Loads: From 2008 to 2015, eleven of fifteen UNC System institutions kept consistent¹ or increased the average number of sections taught by all faculty, and ten kept consistent² or increased the average number of student credit hours (SCHs) taught by all faculty.

Teaching Productivity: In three of the four Carnegie classification groups³, in Fall 2015 the UNC System faculty teach more class sections than the median of their respective Carnegie group, with the combined Master's level institutions falling below the median of their Carnegie group.⁴ With regard to credit hours taught, two of the four groups are above the median of their respective Carnegie groups, with the Research – Very High and Master's level institutions falling just slightly below the median of the respective Carnegie comparison group. All four groups within UNC are within the middle 50 percent (the interquartile range) of their respective Carnegie group in Fall 2015 in both course sections taught and credit hours taught.

Teaching Standards, All Faculty: All campuses were above the Board of Governors minimum teaching loads for Fall 2015.

¹ "Consistent" with regard to sections hours taught was defined as going up or down no more than 0.2 sections.

² "Consistent" with regard to credit hours taught was defined here as going up or down no more than 3 hours.

³ The data in this report do not break out all Carnegie groups. The report combines all master's level Carnegie groups into one to align with the Board's policy thresholds for teaching workload.

⁴ Note that this is not in relation to all institutions nationally within that Carnegie group, but only the institutions that report data to the Delaware Cost Study. This caveat is true for all results comparing UNC System institutions to Carnegie groups.

UNC INTERCOLLEGIATE ATHLETICS & FINANCIAL TRANSPARENCY

Executive Summary

- ☐ A total of 1,252 recruited freshmen student-athletes were enrolled at UNC System institutions in 2016-17:
 - 22 (1.8%) received an MCR exception
 - 54 (4.3%) received an MAR exception
- ☐ The academic profile of recruited freshmen student-athletes in revenue sports saw improvements across many measures in 2016-17.
- ☐ Student-athletes major in a variety of disciplines, the most popular being Business, Parks, Recreation, Leisure & Fitness, and Communications & Journalism.
- ☐ Six institutions performed as well as or better than the average of their Board approved peer institutions and seven institutions performed as well as or better than the average of their athletic conference peer institutions in NCAA Academic Metrics (GSR/ASR).
- All UNC System institutions met the NCAA's Academic Progress Rate (APR) standards that determine eligibility for post-season competition, indicating consistent progress towards graduation for their student-athletes.
- ☐ Nine UNC System institutions and 29 sports received NCAA Public Recognition Awards, highlighting teams in the top 10 percent of the most recent APR scores.
- ☐ Thirteen UNC System institutions had a total of 86 Level III non-academic violations processed by the NCAA during the 2016-17 academic year.
- ☐ Increased academic integrity standards across all UNC System institutions have led to increased academic monitoring of all students and faculty. Regulations include monitoring of student-athlete enrollment, guidelines on independent study courses taught by faculty, strict grade-changing policies, and clear reporting guidelines to inform boards of trustees, chancellors, and faculty representatives of student-athlete activities on campus.
- ☐ Financial transparency regulations adopted in 2014 to monitor athletics budgets and institutional expenditures continue to provide senior administrators and policy makers with key financial data to inform athletic and academic decisions and are provided in this report.
- Institutional data in this report have been presented to each institution's board of trustees and approved by all chancellors.

AGENDA ITEM

A-6. Teaching Fellows Update Sara Ulm

Situation: The North Carolina Teaching Fellows Program selected the first class of Teaching Fellows in April. As the program moves into the second year, the director and commission are implementing improvements to strengthen program recruitment, streamline the review and selection process of prospective fellows, and to work with partner institutions to ensure robust teacher preparation and enrichment experiences.

Background: The 2017 State Budget (S.L. 2017-57) reauthorized the North Carolina Teaching Fellows Program. G.S. 116-209.61 established the North Carolina Teaching Fellows Commission, a 14 member body jointly appointed by the General Assembly and the Board of Governors. The program is jointly administered by the Board of Governors and the State Education Assistance Authority (SEAA).

Assessment: Teaching Fellows has just completed its first year of implementation. In April, the North Carolina Teaching Fellows Commission named 86 students as the first class of Teaching Fellows. Aside from other program improvements to be implemented in the coming months, the program's application cycle for 2018-2019 will begin in October and conclude with the selection of recipients in April 2019.

Action: This item is for information only.



North Carolina Teaching Fellows Program Key Elements

July 26, 2018

Key elements of the Teaching Fellows program include:

- G.S. 116-209.62(a) defines the purpose of the program as being “to recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.”
- Teaching Fellows is a forgivable loans for service program that provides up to \$4,125 per semester for four categories of students:
 - High School Seniors: Eligible for award up to eight semesters.
 - Transfer Students: Eligible for award up to six semesters.
 - Students Changing Major: Eligible for award up to four semesters.
 - Post-Bachelors/Licensure Only: Eligible for award up to four semesters.
- The commission established the minimum eligibility criteria for prospective Teaching Fellow candidates:
 - High school applicants (or applicants with fewer than 24 hours of college credit) must have a minimum unweighted high school GPA of 3.0 and have scored at least a 24 on the ACT or a 1,100 on the SAT.
 - Applicants with more than 24 hours of college credit must have a minimum of a 2.7 cumulative GPA.
- For the 2017-2018 selection process, applicants were also evaluated on written elements of the application, previous academic and/or professional experience, and, if selected as a finalist, an in-person interview.
- Loans may be forgiven through teaching service in one of two ways: 1) one year at a North Carolina public school identified as low-performing or 2) two years at a North Carolina public school not identified as low-performing for every year an award was received. To be eligible for repayment through service, fellows must be teaching in an eligible area of licensure at a qualified school.

North Carolina Teaching Fellows Program Key Elements

- G.S. 116-209.62(f) directed the commission to use the following criteria for the selection of the five partner institutions:
 - Demonstrates high rates of educator effectiveness on value-added models and teacher evaluation, including using performance-based, subject-specific assessment and support systems, such as edTPA or other metrics of evaluating candidate effectiveness that have predictive ability.
 - Demonstrates measurable impact of prior graduates on student learning, including impact of graduates teaching in STEM or special education licensure areas.
 - Demonstrates high rates of graduates passing exams required for teaching licensure.
 - Provides curricular and co-curricular enhancements in leadership, facilitates learning for diverse learners, and promotes community engagement, classroom management, and reflection and assessment.
 - Requires at least a minor concentration of study in the subject area that the candidate may teach.
 - Provides early and frequent internship or practical experiences, including the opportunity for participants to perform practicums in diverse school environments.
 - Is approved by the SBE as an educator prep program.
- After developing an application process on the basis of the legislative criteria, the commission received 16 applications from interested institutions. Following careful evaluation, the commission announced the selection of Elon University, Meredith College, North Carolina State University, University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte.
- The General Assembly requires an annual report to be provided to the Joint Legislative Educational Oversight Committee, beginning in January 2019.

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

AGENDA ITEM

A-7. Establishment of a College of Health Sciences at UNCP Kimberly van Noort

Situation:	UNC Pembroke seeks to establish a new academic unit, the College of Health Sciences.
Background:	In July 2017, the North Carolina General Assembly tasked the Board of Governors with conducting a feasibility study for creating a College of Health Sciences at UNC Pembroke. The study found that, due to the high poverty rates and the health disparities throughout Robeson and surrounding counties, a College of Health Sciences could mitigate some of those problems, provide innovative educational models for health professionals, and further contribute to UNCP's role as a vital part of the regional economy.
Assessment:	UNCP has a long history of contributing to the educational and economic well-being of the region. The creation of a College of Health Sciences will build on the strengths of existing programs, enable the university to develop new educational programs, fortify its commitment to the region, and promote research in rural health. The Sheps Center noted in its report that a new College of Health Sciences "could make a potentially significant and lasting contribution toward improving the supply of health professionals in the region."
Action:	This item is for information only.