

**Recommendation for Licensure**  
**University of Maryland University College**

**Background**

University of Maryland University College (UMUC), which is applying for licensure for the first time, is a public college regionally accredited by the Middle States Association of Colleges and Schools. UMUC seeks licensure to operate a physical campus in Fayetteville, from which it will offer a Bachelor of Science in Computer Networks & Cybersecurity and a Bachelor of Science in Human Resource Management.

Staff and a team of examiners conducted a review of UMUC's application and visited on-site with UMUC faculty and staff on October 29, 2018. That visit yielded a report which contained a number of findings, including five for which responses from UMUC were mandatory. UMUC thoroughly responded to the report, and staff believes that UMUC's response show that it will operate in compliance with the Rules and Standards.

**Institutional Metrics and Consumer Protection Information**

<b>Metric</b>	<b>AY 2016</b>	<b>AY 2017</b>	<b>AY 2018</b>
4-year Graduation Rate <sup>1</sup>	17%	17%	18%
6-year Graduation Rate	21%	19%	22%
Employment Placement Rate	N/A		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	3.0	3.0	3.0
Three year cohort default rate (percentage of Federal Student Aid borrowers who enter repayment and default)	6.4	7	6.5

System Office staff have not received any student complaints regarding UMUC during the current academic year. We also searched the Federal Trade Commission's Consumer Sentinel database for any matters pertaining to UMUC and did not find any matters that we believe call into question the appropriateness of granting the license.

**Recommendation**

Issue a license to UMUC to conduct the postsecondary degree activity described in this recommendation.

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<sup>1</sup> Graduation data is based on IPEDS criteria, first time, full time bachelor's degree students only. Only of UMUC's students fall inside that criteria.

**Recommendation for Licensure**  
**South College, Asheville, NC**

**Background**

South College (South)<sup>1</sup>, an existing licensee in good standing, is a for-profit college regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS). South operates a branch campus in Asheville. South seeks to offer a 95.5 quarter hour Associate of Science (AS) in Surgical Technology. This program would complement South's existing non-degree program in surgical technology, which is licensed by the NC Community College System. Because the institution sought to begin a term prior to this Board meeting, the president issued South a short-term license to do so, which may now be ratified by the Board.

In accordance with the UNC Policy Manual, because the proposed program relies heavily upon lab facilities, Staff conducted a site visit to South on March 22, 2019. That visit yielded a report that contained two findings. South agreed to implement the corrective action suggested in the findings.

**Institutional Metrics and Consumer Protection Information**

<b>Metric</b>	<b>AY 2016</b>	<b>AY 2017</b>	<b>AY 2018</b>
4-year Graduation Rate <sup>2</sup>	50%	56%	52%
6-year Graduation Rate	51%	62%	53%
Employment Placement Rate	90%	84%	70%
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	1.6	1.6	1.6
Three year cohort default rate (percentage of Federal Student Aid borrowers who enter repayment and default)	16.6%	16.8%	16.6%

South's institutional metrics generally compare favorably to other proprietary colleges. Its federal financial composite score is considered "financially responsible" under applicable federal regulations, and its cohort default rates are significantly below the 30% default threshold which subjects an institution to Federal Student Aid sanctions. Moreover, South underwent a review of its compliance with North Carolina's Standard 10, which encompasses finance and governance, in 2016.

System Office staff have not received any student complaints regarding South during the current academic year. We are aware of one complaint made this academic year to the Better Business Bureau, which the Bureau closed after investigating. We also searched the Federal Trade Commission's Consumer Sentinel database for any matters pertaining to South College - Asheville and did not find any matters which we believe call into question the appropriateness of granting the license.

**Recommendation**

<sup>1</sup> Please note that "South College" is not related to "South University," the institution formerly owned by Dream Center Education Holdings.

<sup>2</sup> Graduation and employment placement data is self-reported in accordance with the college's internal standards. Graduation data may differ from IPEDS data maintained by the United States Department of Education, which includes only full-time, first-time students pursuing bachelor degrees.

## APPENDIX AA

Ratify the license issued by the president to South College.

**Recommendation for Licensure**  
**Averett University**

**Background**

Averett University (Averett), which is applying for licensure for the first time, is a private, not-for-profit institution with a main campus located in Danville, Virginia. Averett is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS), and seeks licensure to offer a Bachelor of Science in Equestrian Studies.

Staff and a team of examiners conducted a review of Averett's application and visited the equestrian center on January 22, 2019. That visit yielded a report that contained a number of findings, including five for which responses from Averett were mandatory. Averett thoroughly responded to the report, and staff believes that Averett's responses show that it will operate in compliance with the Rules and Standards.

**Institutional Metrics and Consumer Protection Information**

<b>Metric</b>	<b>AY 2016</b>	<b>AY 2017</b>	<b>AY 2018</b>
4-year Graduation Rate <sup>1</sup>	47%	23%	31%
6-year Graduation Rate <sup>2</sup>	54%	40%	55%
Employment Placement Rate <sup>3</sup>	100%	71%	100%
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	3.0	3.0	2.5
Three year cohort default rate (percentage of Federal Student Aid borrowers who enter repayment and default)	8.7	10	7.6

System Office staff have not received any student complaints regarding Averett during the current academic year. We also searched the Federal Trade Commission's Consumer Sentinel database for any matters pertaining to Averett and did not find any matters that we believe call into question the appropriateness of granting the license.

**Recommendation**

Issue a license to Averett to conduct the postsecondary degree activity described in this recommendation.

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<sup>1</sup> For Equestrian Studies program only

<sup>2</sup> For Equestrian Studies program only

<sup>3</sup> For Equestrian Studies program only, self-reported based on alumni surveys.



**Recommendation for Licensure**  
**Johnson and Wales University**

**Background**

Johnson and Wales University (Johnson and Wales), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Providence, Rhode Island and a large residential campus located in Charlotte. Johnson and Wales is regionally accredited by the New England Commission of Higher Education and seeks licensure to expand its program offerings to include a Master of Business Administration.

Staff and an external examiner conducted a review of Johnson and Wales' application and believe that it demonstrates that the proposed program will operate in compliance with the Rules and Standards.

**Institutional Metrics and Consumer Protection Information**

<b>Metric</b>	<b>AY 2016</b>	<b>AY 2017</b>	<b>AY 2018</b>
4-year Graduation Rate <sup>1</sup>	36%	40%	42%
6-year Graduation Rate <sup>2</sup>	46%	47%	47%
Employment Placement Rate <sup>3</sup>	94%	94%	96%
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2.9	2.4	3.0
Three year cohort default rate (percentage of Federal Student Aid borrowers who enter repayment and default) <sup>4</sup>	11.8%	10.4%	10.6%

System Office staff have not received any student complaints regarding Johnson and Wales during the current academic year. We also searched the Federal Trade Commission's Consumer Sentinel database for any matters pertaining to Johnson and Wales and did not find any matters that we believe call into question the appropriateness of granting the license.

**Recommendation**

Issue a license to Johnson and Wales to conduct the postsecondary degree activity described in this recommendation.

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<sup>1</sup> Using IPEDS definition (first time, full time students only).

<sup>2</sup> Using IPEDS definition (first time, full time students only).

<sup>3</sup> Institution-wide, bachelor degree programs only. Reported pursuant to NACE criteria.

<sup>4</sup> Charlotte campus rate only.

**Recommendation for Licensure**  
**Johns Hopkins University**

**Background**

Johns Hopkins University (JHU), which is applying for licensure for the first time, is a private not-for-profit college regionally accredited by the Middle States Association of Colleges and Schools. JHU seeks licensure to operate offer an undergraduate credit-bearing summer engineering program to high school students in partnership with existing community colleges and universities in North Carolina.

Staff conducted a review of JHU's application and visited on-site with JHU faculty and staff on March 31, 2019. Based upon that review and visit, staff believes JHU will comply with North Carolina's Rules and Standards for Licensure.

**Institutional Metrics and Consumer Protection Information**

<b>Metric</b>	<b>AY 2016</b>	<b>AY 2017</b>	<b>AY 2018</b>
4-year Graduation Rate <sup>1</sup>	87%	87%	87%
6-year Graduation Rate <sup>2</sup>	94%	92%	93%
Employment Placement Rate	N/A		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2.8	2.5	3.0
Three year cohort default rate (percentage of Federal Student Aid borrowers who enter repayment and default)	1.1	1	1.1

System Office staff have not received any student complaints regarding JHU during the current academic year. We also searched the Federal Trade Commission's Consumer Sentinel database for any matters pertaining to JHU and did not find any matters that we believe call into question the appropriateness of granting the license.

**Recommendation**

Issue a license to JHU to conduct the postsecondary degree activity described in this recommendation.

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<sup>1</sup> IPEDS definition, first-time, full-time bachelor's degrees

<sup>2</sup> IPEDS definition, first time, full-time bachelor's degrees

**Recommendation for Licensure**  
**United States University**

**Background**

United States University (USU), which is applying for licensure for the first time, is a private, for-profit institution regionally accredited by the Western Association of Schools and Colleges. USU seeks licensure to offer the following programs in North Carolina: a Bachelor of Arts in Management, a Bachelor of Science in Health Science, a Bachelor of Science in Nursing, a Master of Business Administration, and a Master of Science in Nursing.

Staff and a team of examiners conducted a review of USU application and visited on-site with USU faculty, staff, and students on November 15, 2018. That visit yielded a report that contained a number of findings, including 26 for which responses from USU were mandatory. USU thoroughly responded to the report, and staff believes that USU's responses show that it will operate in compliance with the Rules and Standards.

**Institutional Metrics and Consumer Protection Information**

<b>Metric</b>	<b>AY 2015</b>	<b>AY 2016</b>	<b>AY 2017</b>
4-year Graduation Rate	Data not available		
6-year Graduation Rate			
Employment Placement Rate	N/A		
	<b>Most recent three years of reporting</b>		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	1.4	1.5	1.7
Three year cohort default rate (percentage of Federal Student Aid borrowers who enter repayment and default)	3.5	9.6	11.4

System Office staff have not received any student complaints regarding USU during the current academic year. We also searched the Federal Trade Commission's Consumer Sentinel database for any matters pertaining to USU and did not find any matters that we believe call into question the appropriateness of granting the license.

**Recommendation**

Issue a license to USU to conduct the postsecondary degree activity described in this recommendation.

**Recommendation for Licensure**  
**Liberty University**

**Background**

Liberty University (Liberty), which is applying for licensure for the first time, is a private, not-for-profit institution regionally accredited by the Southern Association of Colleges and Schools (SACS). Liberty seeks licensure to offer the following degree programs in North Carolina: a Bachelor of Science in Aviation, a Bachelor of Science in Nursing – Post Licensure RN-BSN, a postgraduate certificate in educational leadership, a Doctor of Nursing Practice, a Doctor of Education in Educational Leadership, a Master of Arts in Teaching, a Master of Education, a post-Licensure Master of Science in Nursing, and a Master of Science in Nursing.

Staff and a team of examiners conducted a review of Liberty's application and visited on-site with Liberty faculty, staff, and students on January 31, 2019. That visit yielded a report that contained a number of findings, including nine for which responses from Liberty were mandatory. Liberty responded to the report, and staff believes that Liberty's responses shows that it will operate in compliance with the Rules and Standards.

**Institutional Metrics and Consumer Protection Information**

<b>Metric</b>	<b>AY 2015</b>	<b>AY 2016</b>	<b>AY 2017</b>
4-year Graduation Rate <sup>1</sup>	33%	32%	32%
6-year Graduation Rate <sup>2</sup>	49%	54%	52%
Employment Placement Rate	N/A		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	3.0	3.0	3.0
Three year cohort default rate (percentage of Federal Student Aid borrowers who enter repayment and default)	8.5	9.9	9.7

System Office staff have not received any student complaints regarding Liberty during the current academic year. We also searched the Federal Trade Commission's Consumer Sentinel database for any matters pertaining to Liberty and did not find any matters that we believe call into question the appropriateness of granting the license.

**Recommendation**

Issue a license to Liberty to conduct the postsecondary degree activity described in this recommendation.

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<sup>1</sup> IPEDS rate, first-time, full-time bachelor's degrees only.

<sup>2</sup> IPEDS rate, first-time, full-time bachelor's degrees only.

### **Requests for Limited Licenses**

The following institution, located in jurisdictions that are not members of the National Council for State Authorization Reciprocity Agreements, seek limited licensure to conduct postsecondary activity for a limited period of time.

The University of Montreal, a public institution located in Montreal, Quebec, Canada, seeks limited licensure to allow one student to participate in a speech and language pathology clinical rotation, which will result in nine credit hours of postsecondary. The clinical rotation will occur in Dare County. Staff recommends issuing a limited license to the institution allowing it to conduct the clinical rotation, with the license expiring on August 31, 2019.



REPORT: UNC SYSTEM 2018 BIENNIAL REVIEW

May 21, 2019

University of North Carolina System  
Chapel Hill, North Carolina

## Introduction

The Board of Governors (BOG) of the University of North Carolina (UNC) has the responsibility to “determine the functions, educational activities, and academic programs of the constituent institutions” [G.S. 116-11(3)] and to review the “quality, efficiency, and productivity of academic degree offerings” (UNC Policy 400.1). The primary purpose of reviewing academic programs is to improve their quality and academic program reviews are one component of a comprehensive and ongoing process to assess institutional effectiveness. Low producing programs are reviewed biennially at both the system level and the campus level and these reviews complement institutional self-studies for accreditation, campus program portfolio management, and professional accreditation for various disciplines.

As a result of academic program review, administrators can decide to strengthen or consolidate programs, initiate alternative strategies (such as distance learning) to improve productivity, identify programs that will benefit from collaboration and the consolidation of resources, or discontinue programs that are not productive. The review of existing program quality informs the planning of new academic programs. The academic program review process is pivotal to the implementation of the strategic initiatives of the University to increase access, develop educational programs that are responsive to the needs of the State, continue to develop intellectual capital, and provide a foundation for the creation and transformation of new knowledge.

University-wide and institutional academic program reviews are designed to strengthen academic programs and improve the quality of education. On a biennial basis, the university identifies programs that are characterized by low enrollments and low numbers of degrees conferred. The first such review was completed in 1995 and has occurred every other year since. The goal of increasing productivity in the delivery of programs and services reflects both fiscal reality and the need for good management practices in higher education.

Public universities exist primarily to serve the educational needs of citizens. This purpose presupposes wide opportunity and reasonable geographic accessibility. Academic program planning within the University is designed to ensure the integrity of each institutional mission and to provide a balance and diversity of programs within UNC as a whole. The University engages in academic program reviews to make certain that the constituent institutions are responsive to genuine needs and equally responsive in identifying resources that can be used to make certain that offerings are current, consistent with priorities, and used judiciously to respond to new developments in fields of inquiry and research.

## North Carolina General Assembly Mandate

The 1993 Session of the North Carolina General Assembly passed legislation to implement a Government Performance Audit Committee's recommendations for a review of all UNC academic degree programs. Chapter 407, Section 1 of Senate Bill 393, 1993 Session Laws (GPAC/UNC Review Plan) mandates the following actions:

- Section 1. The Board of Governors of the University of North Carolina shall review all academic degree programs and research and public service activities to identify those programs and activities that are of low productivity or low priority, or are unnecessarily redundant. The Board shall develop specific criteria for these reviews, and shall develop a

process to review academic degree program productivity biennially. The Board's review shall emphasize identification of processes and resources to strengthen programs that are or can reasonably be made productive. With regard to those programs that are not and cannot be made productive, if any, the Board shall consider eliminating those programs in a manner that does not negatively impact upon the availability of educational opportunities for North Carolina citizens. In making its determination, the Board shall give consideration to the value of maintaining racial and geographic diversity and to assuring reasonable access for students who live off campus.

The act also amended Section 2, General Statutes 116-11(3), which outlines the Board of Governors' responsibilities with respect to academic programs and degrees awarded by adding the following provision:

- The Board shall review the productivity of academic degree programs every two years, using criteria specifically developed to determine program productivity.

Reviews of academic programs have been conducted since 1995 applying criteria and guidelines developed by the BOG's Educational Planning, Policies, and Programs Committee. Even before the enactment of the 1993 legislation calling for academic program productivity reviews, the BOG had routinely conducted biennial reviews of low productivity programs to identify candidates for discontinuation. However, in response to this legislation, the BOG formalized the process.

In the 1995 report, the BOG discussed concerns over program duplication and ways to monitor duplication of academic programs within and across institutions and when to establish or discontinue degree programs. They stated:

All but the most specialized institutions will depend on a reasonable array of courses and programs in [arts and sciences], not only because of their fundamental place in general education but also because they provide necessary training in support of professional programs or in preparing students for subsequent graduate or professional study. The size of institution and the nature of the field of study itself will be among the considerations that determine the extent of duplication.

The BOG stated that they would approve new programs "within the context of institutional academic program missions...where there were clearly defined needs" and discontinue programs, when necessary, through "system wide program reviews and biennial productivity reviews" based on their commitment to "general principles and priorities of good management."

### **UNC Academic Program Productivity**

Currently, UNC offers 1,813 academic degree programs at the baccalaureate, master's, and doctoral levels and each are listed on the University's Academic Program Inventory. Table 2 presents the total number of degrees established or discontinued by the BOG since July 1972 by degree type and a more detailed chart of established and discontinued programs by degree level since 2001-2002 can be found in Appendix A.



**Table 2:** Actions on Programs by the UNC Board of Governors July 1972 - June 30, 2018

	<b># Established</b>	<b># Discontinued</b>
<b>Bachelor's</b>	386	446
<b>Master's</b>	351	311
<b>Doctoral</b>	128	42
<b>Total</b>	<b>865</b>	<b>799</b>

### UNC Academic Program Review Criteria and Process

The productivity criteria and guidelines used to assess academic programs at UNC institutions were established by the BOG's Educational Planning, Policies, and Programs Committee in 1995 and underwent a thorough review by the Academic Planning Review Work Group in 2011 and again in 2015. Academic programs at UNC institutions are considered to be low producing if they meet all of the following criteria:

#### Bachelor's degree programs

- Authorized to enroll students for at least eight years
- The number of degrees awarded in the last five years is less than 35

#### Master's degrees

- Authorized to enroll students for at least six years
- The number of degrees awarded in the last five years is less than 35

#### Research Doctoral degree programs

- Authorized to enroll students for at least 10 years
- The number of degrees awarded in the last five years are less than 10

#### Professional Doctoral degree programs

- Authorized to enroll students for at least eight years
- The number of degrees awarded in the last five years are less than 40

### 2018 UNC Academic Degree Productivity Review Process

The review process consisted of four steps. First, all of the programs in the Academic Program Inventory (API) were reviewed in late 2018 against the productivity criteria previously outlined and those below the productivity threshold were flagged. Second, initial reviews of all flagged programs occurred between the chief academic officer at each UNC institution and the UNC System's Senior Vice President for Academic Affairs and Chief Academic Officer, Dr. Kimberly van Noort. These conversations highlighted programs that were close to the productivity thresholds, programs that were appearing on the review lists for a second or third time, language programs that are participating in the UNC System's Language Consortium, and programs that were flagged for the first time. This initial review highlighted areas of concern, strength, and progress for each flagged program.

After this first review, the third step in this process consisted of an in-depth review of the remaining programs involving the chief academic officers, deans, and faculty. These reviews began in January 2019 and were completed by March 2019. The universities were asked to categorize their responses to ameliorating low producing academic programs in one of four ways:

1. *Retain the program in its present configuration with low enrollments likely to continue.* This response is for programs that are central to the University's mission but may not draw large numbers of majors and graduates or have capacity limitations (e.g., clinical sites for training). For example, highly specialized programs such as poultry science, Native American Studies, or soil sciences may fall into this category. Other examples of programs vital to the mission of the university and to its regional communities include education, fine arts, and security studies.
2. *Retain the program in its present configuration and include specific steps to increase enrollment.* Any programs that indicated they planned to increase enrollments were required to submit specific enrollment and graduation targets to serve as metrics for future reviews.
3. *Restructure the program by combining it with one or more other campus programs.* A campus may elect to discontinue low performing programs and add them as concentrations under similar programs (e.g., discontinuing a biology education program and adding a concentration to the bachelor's of biology degree).
4. *Discontinue the program while assuring graduation for currently enrolled students.* Campuses that propose to discontinue programs do so for a variety of reasons, including consistently low enrollment and lack of student interest.

Upon completion of the institutional reviews, the fourth and final step in this process was to submit a formal response document to the UNC System Office for review and approval.

### 2018 UNC Academic Degree Productivity Review Results

The number of bachelor's, master's, and doctoral programs flagged in 2018 as low productive in this biennial review was 170 (9% of all active programs in the API). The following are summaries of campus recommendations for all 170 programs after thorough reviews by faculty and administrators and a review team at the UNC System Office. Table 3 provides details for 8 programs being discontinued or combined and Table 4 provides details for 162 programs being retained.

**Table 3:** Number of Proposed Program Discontinuations or Consolidations

<b><i>Number of discontinuations or consolidations</i></b>	<b><i>8</i></b>
Total number of discontinuations	3
Total number of combinations	5

**Table 4:** Number of Programs to be Retained

<b><i>Number of programs to be retained</i></b>	<b>162</b>
Programs that were identified as currently meeting expectations and were not required to conduct a full program review	87
Retained programs with campus <u>plans to increase enrollments</u>	26
Retained programs that <u>will continue to have low enrollments</u> due to core mission of program or other campus- specific reasons	49

A summary of all programs reviewed during the 2018 biennial program productivity review is provided below.

**Table 5:** Summary of Programs Reviewed

	Small, niche programs	Plans to increase enrollment	Will merge with another program	Discontinue program	Programs considered under first review	Total
ASU	1	1	0	0	5	7
ECSU	0	3	0	0	3	6
ECU	5	6	2	0	12	25
FSU	0	0	0	0	5	5
NCAT	2	5	0	0	7	14
NCCU	4	4	0	0	5	13
NCSU	13	1	3	3	10	30
UNCA	0	0	0	0	4	4
UNCC	0	3	0	0	9	12
UNC-CH	10	0	0	0	0	10
UNCG	5	0	0	0	12	17
UNCP	0	1	0	0	6	7
UNCW	0	0	0	0	5	5
WCU	7	0	0	0	0	7
WSSU	2	2	0	0	4	8
Total	49	26	5	3	87	170

## Conclusion

The process of reviewing programs is an ongoing process, with reviews occurring on an ongoing basis between mandated reviews. Eleven programs were discontinued by the UNC Board of Governors at the recommendation of UNC institutions between the 2016 and 2018 biennial reviews.

UNC's academic degree productivity reviews are among the strongest in the nation and the UNC System Office is committed to working closely with all institutions to improve the rigorous and responsive review process. Involving policy makers and practitioners will ensure UNC continues to provide high-quality academic programs across a variety of disciplines efficiently while complying with state statutes, UNC policies, and promising practices in the field of higher education.

# APPENDIX BB

## Appendix A - UNC Board of Governors Program Establishments since 2001-2002

	Bachelor's	Master's	Doctoral	Total
2017-2018	6	13	4	23
2016-2017	9	5	4	15
2015-2016	7	4	5	16
2014-2015	6	5	0	11
2013-2014	3	5	3	11
2012-2013	5	7	8	20
2011-2012	9	13	3	25
2010-2011	6	9	3	18
2009-2010	13	15	5	33
2008-2009	0	1	0	1
2007-2008	14	11	5	30
2006-2007	21	13	5	39
2005-2006	33	19	4	56
2004-2005	15	11	9	35
2003-2004	19	11	5	35
2002-2003	10	16	8	34
2001-2002	12	7	2	21
<b>Total</b>	<b>182</b>	<b>152</b>	<b>69</b>	<b>403</b>

# APPENDIX BB

## UNC Board of Governors Program Discontinuations since 2001-2002

	Bachelor's	Master's	Doctoral	Total
2017-2018	20	12	0	32
2016-2017	3	7	1	11
2015-2016	48	11	10	69
2014-2015	39	19	4	62
2013-2014	9	12	1	22
2012-2013	34	21	0	55
2011-2012	13	3	0	16
2010-2011	39	23	2	64
2009-2010	1	5	0	6
2008-2009	40	30	5	75
2007-2008	1	3	0	4
2006-2007	4	2	1	7
2005-2006	20	18	2	40
2004-2005	6	4	0	10
2003-2004	3	19	0	22
2002-2003	5	2	0	7
2001-2002	9	4	0	13
<b>Total</b>	<b>274</b>	<b>183</b>	<b>26</b>	<b>483</b>

North Carolina Central University  
Department of Nursing

Program Assessment for Low NCLEX Pass Rate

Submitted by

Wanda K. Lawrence, RN, PhD, Chair, NCCU Department of Nursing

April 15, 2019

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## **Introduction**

The Department of Nursing at North Carolina Central University (NCCU) provides an essential service to improve the quality of life for all people through outstanding educational programs, research and scholarly endeavors, and community service. The baccalaureate nursing program at NCCU, a constituent institution of the University of North Carolina, is a critical contributor to an effective healthcare future for the state and the nation. As part of its mission to prepare students to be excellent nurses in a variety of care settings, the Department of Nursing offers four nursing pathways, resulting in a Bachelor of Science in nursing degree: traditional, accelerated, veterans, and RN – BSN. The program was reaccredited in the Fall, 2017 and found to follow all standards. However, the nursing program's three-year average for 2016 – 2018 was less than 95 percent of the national pass rate, resulting in a “warning” status for the program.

## **Overview of the Department of Nursing**

The Department of Nursing has the physical, technological infrastructure, financial resources and services that are essential support to the success of the program. The class instruction takes place in a 68,000 square foot state-of-the-art building that is housed with technologically smart classrooms and computer laboratories. The department also has a Clinical Learning Resource Center which houses Skills and Simulation Labs to support the instructional program by providing a facility for faculty to incorporate simulated patient experiences and nursing skills into the students' clinical experience before they encounter real patients.

During the 2018-year, the department hired three full time faculty members. There were twenty full time faculty members in the spring 2018 semester. Five of the faculty members were nurse practitioners, who maintain clinical practice. Six (30%) of the full-time faculty members

hold Doctor of Philosophy (PhD) in Nursing or related areas and three (15%) hold Doctorates of Nursing Practice. Only four of the full-time faculty members were in academia less than 3 years. In contrast, during the Fall 2018 semester, there were eighteen full time faculty members.

The department is led by a full-time chair who is credentialed and has 16 years of experience in academia. In the chair's previous role, she served as both faculty as well as an administrator and was the coordinator for global studies in nursing and for senior experiences. In this role, she facilitated activities to help enhance critical thinking skills. She has been leading the nursing program since Fall 2015.

### **Contributing Factors for Declining NCLEX performance**

The performance on NCLEX in 2015 and 2016 was below acceptable performance metrics (Table 1), making it very challenging to reach the three-year average benchmark of 83% in 2017 & 2018. Contributing factors for the low scores in 2015 and 2016 included: misalignment of the curriculum; incongruent testing policies and test administration; frequent turnover of departmental leadership; inadequate assessment and evaluation and inconsistent adherence to the dismissal policy.

The 3rd quarter report of 2015 included three first-time takers and one was a 2015 graduate. The other two students graduated in 2013 and 2014, and their poor performance negatively affected the results. They all failed the exam resulting in a zero percent for that quarter.

**Table 1: NCLEX 3-year Average 2015 – 2017**

	2015	2016	2017	3 YR Average
National Pass Rate	85	85	87	86
NC Pass Rate	81	81	83	82
NCCU pass Rate	68	68	82	73

The 2015 and 2016 graduating classes experienced many challenges that impacted NCLEX performance. In 2016, the ‘stronger’ students completed the NCLEX in June and second quarter results showed 28 first-time takers with 23 (82%) passing, on par with state and national pass rates. However, the third quarter report from 2016 showed a decrease; out of 28 first-time takers, only 14 (50%) passed, resulting in a cumulative rate of 68% for that quarter. Of the 14 graduates who did not pass, three (21%) had failed at least one nursing course, and eight (57%) were English as second language students. At the end of 2016, four May 2016 graduates still had not taken the NCLEX (Table 2). These students took the exam in the first quarter of 2017, but they did not have strong academic records and did not engage in additional NCLEX preparations, despite being offered these resources. This resulted in a 2017 first-quarter pass rate of 67%. Poor performance on the 2016 NCLEX (66.7%), resulted in two consecutive years of not meeting the benchmark as established by the NCBON.

**Table 2: NCLEX 2016 Quarterly Results**

QUARTER	NUMBER 1 <sup>ST</sup> TIME Takers	NUMBER PASS	NUMBER FAIL
1 <sup>st</sup> (Jan 1 – March 30)	1	1(100%)	0
2 <sup>nd</sup> (April 1 – June 30)	28	23 (82%)	5 (18%)
3 <sup>rd</sup> ( July 1 – Sept 30)	28	14 (50%)	14 (50%)
4 <sup>th</sup> (Oct 1 – Dec 30)	0	0	0
Cumulative Total:	57	38 (66.7%)	19 (33.3%)

### **Performance of the Department of Nursing**

Beginning in Spring 2017, improvements in first-time NCLEX pass rates were noted. The 2017 graduates in the traditional BSN program performed well on the NCLEX, as noted in Table 3. However, the accelerated students who graduated in March 2017, completed pre-nursing

requisites in the “old curriculum” and began the new curriculum in Spring 2016 (Table 4). These students may have experienced some challenges with transitioning to the more intense shorter courses in the new curriculum, which could explain their lower pass rates.

**Table 3: 2017 NCLEX Results for All Graduates**

STUDENTS	# FIRST TIME TAKERS	PASS	FAIL	TOTAL % PASS
TRADITIONAL	39	34	5	87.1%
ACCELERATED	40	31	9	77.5%
ALL STUDENTS TOTAL	79	65	14	82.28%

Graduates of the nursing program have continued to improve their performance on the NCLEX since spring 2017 as noted in Tables 3 through 5. Although, 21 December 2018 graduates were prepared to perform successfully on the NCLEX, they were unable to schedule a time to take the exam in December 2018, as space was not available. Only two graduates were able to take the exam before the end of December and they took it in states outside of North Carolina. Faculty and the program director were confident that graduates were ready; however, only the two were able to take the exam. Both students successfully completed the exam. The other 18 students took the exam in January 2019 and were successful. One student has not taken the exam, which reflects the concern mentioned earlier in the document of students delaying NCLEX completion post-graduation. Thus, the inadequate exam capacity in December 2018, was also a contributing factor for the program not meeting the benchmark in 2018.

Table 5 demonstrates significant improvement in NCLEX performance for the 2018 graduates, who were the first students to complete two full academic years under the new curriculum with new testing policies and practices across the nursing program.

**Table 4: 2017 NCLEX performance by cohorts**

TOTAL STUDENTS (2017)	#FIRST TIME TAKERS	PASS	FAIL	TOTAL % PASS
TRADITIONAL (May)	37	32	5	87.1%
ACCELERATED (March)	30	23	7	76.66%
ACCELERATED (December)	15	13	2	86.7%
ALL STUDENTS TOTAL	82	68	14	<b>82.9%</b>

**\*\* 2 of the 2017 Graduates have not taken the NCLEX\*\***

**Table 5: 2018 NCLEX performance by all students**

TOTAL STUDENTS (2018)	# FIRST TIME TAKERS	PASS	FAIL	TOTAL % PASS
TRADITIONAL (May)	33	29	4	88%
TRADITIONAL (December)	7	6	1	86%
ACCELERATED (December)	12	12	0	100%
ALL STUDENTS TOTAL	52	47	5	<b>91.3%</b>

**\*\* One December traditional graduate has not taken NCLEX\*\***

December 2018 graduates = 95%

### **Actions for Improvement**

To assess opportunities for improvement, a comprehensive evaluation of program graduates was completed, with emphasis on admission grade point average (GPA), preadmission assessment scores, and math, science and adult health course performance. Because of this data analysis, faculty approved raising the admission criteria to a cumulative GPA of 3.0 and math/science cumulative GPA of 2.8. This change was implemented for the Fall 2016 Accelerated Cohort and will be implemented for the summer, 2019 traditional cohort. Fall 2016 Accelerated

students were admitted with a minimum 3.0 GPA from their first degree and entered the revised curriculum. These students had higher pass NCLEX rates, as reflected evidenced by the fourth quarter 2018 100% NCLEX pass rate. The Fall 2016 accelerated cohort (December 2017 graduation) completed the NCLEX with an 86.7% pass rate. These improved results support the continued implementation of increased admissions requirements and the new curriculum.

### **NCCU Department of Nursing 2018-2019 Improvement Plan**

To continue this positive trend in NCLEX pass rates and continue addressing deficits, some of the strategies implemented in 2017 were continued in the 2018 – 2019 Improvement Plan. The Department of Nursing has implemented or planned the following strategies during the 2018-2019 academic year:

<b>Implemented Strategies</b>	
2017	<ul style="list-style-type: none"> <li>• Integrated KAPLAN testing into the Synthesis of Nursing Concepts courses to provide additional NCLEX practice. Students complete over 1,500 practice questions.</li> <li>• Faculty attended: Strategies for Engaging Students with Tiffany Morris (December 2016); Item Writing Workshop with Loretta Manning (August, 2016 &amp; Spring, 2017)</li> <li>• Hired a tutor for December 2018 Traditional and Accelerated graduates.</li> <li>• Provided one hour weekly “Snack &amp; Learn” sessions for seniors to discuss NCLEX preparation and critical thinking.</li> </ul>
Spring 2018	<ul style="list-style-type: none"> <li>• Identified faculty coaches for graduating students. Coaches spent at least 12 hours with each graduating student reviewing NCLEX practice questions.</li> <li>• Engaged a faculty development consultant to provide education on critical thinking activities for classroom and clinical settings.</li> <li>• Faculty attended “I’m Teaching to Make Connections Workshop” with Dr. Frances Eason (March 2018) and “Nurse Tim Workshop” with Dr. Niebert (Spring, 2018). All faculty subscribed to Nurse Tim for 2018-2019.</li> <li>• Expanded the use of Kaplan in both sessions of the Synthesis course</li> </ul>

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	<ul style="list-style-type: none"> <li>• Hosted “Senior Day” which provided NCLEX review games and lunch.</li> <li>• Implemented Performance Improvement Plans to refer students in danger of course failure to faculty mentors. Mentors met with students throughout the semester to discuss content, study strategies, and test-taking strategies.</li> <li>• Increased student participation on nursing faculty committees and university projects.</li> </ul>
Summer 2018	<ul style="list-style-type: none"> <li>• Four faculty members (three newly hired) completed the required North Carolina Board of Nursing–NEEDS program. (45 continuing education hours).</li> <li>• Increased the minimum passing grade in nursing from 77 to 80.</li> <li>• Held a boot camp for ten rising seniors who demonstrated major deficits or challenges. Students volunteered to participate.</li> </ul>
Fall 2018	<ul style="list-style-type: none"> <li>• Increased admission GPA from 2.7 to 3.0.</li> <li>• Strengthened science/math admissions criteria; students can only repeat a math or science course once. A second failure in any Math/Science course will result in the student’s ineligibility for entrance to the nursing program.</li> <li>• Increased the frequency of clinical site visits by Clinical Coordinator and a form was implemented for faculty to identify clinical sites that were not 100% supportive of students meeting established course objectives. These were implemented to ensure students were gaining the necessary hands on clinical skills to reinforce classroom learning.</li> </ul>
Spring 2019	<ul style="list-style-type: none"> <li>• Scheduled a one-day “Practice and Skills” for senior students’ post-graduation.</li> <li>• Opened Skills Practice labs for junior students.</li> <li>• Hired additional lab adjunct instructors/tutors for students.</li> <li>• Hosted student-led (faculty-supported) review sessions for Adult Health courses.</li> <li>• Increased simulation across clinical courses.</li> <li>• Created a simulation room for Community Health.</li> <li>• Restructured senior skills proficiency reviews and validations to ensure competency ahead of preceptor experience.</li> <li>• Increased the Soaring Eagle Nursing Volunteer Program which engaged nursing alumni to work with students in “Open Lab” skills. Alumni received faculty-led orientation and skill demonstrations.</li> <li>• Students attended professional development conferences including: Leading Locally, Nationally and Globally (2019 Helen Miller Lectureship); Nurses’ Day at the Legislature; and University Undergraduate research symposium.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Held mentoring session for new faculty members.</li> </ul>
<p style="text-align: center;"><b>Planned Strategies</b> (In addition to maintaining above)</p>	
Summer 2019	<ul style="list-style-type: none"> <li>• Faculty professional development to ensure alignment of courses and standardized outcomes</li> <li>• Total curriculum evaluation (conducted by faculty task force).</li> <li>• Create an Exam Soft bank of tested NCLEX-style questions, and continue to revise exam questions that do not meet point biserial standard (<math>&gt;0.40</math>).</li> <li>• Develop a supplemental learning module for Synthesis II course to help students focus on deficits identified by the comprehensive predictor exam.</li> </ul>
Fall 2019	<ul style="list-style-type: none"> <li>• Implement “Skills Blitz” sessions for nursing students, to be hosted every semester.</li> <li>• Host a “Skills Blitz” for clinical adjuncts to determine competency skill sets.</li> </ul>



**Summary of Improvement plan for NCCU Nursing**

- Implement a “Skills, Practice and Skills” one-day camp for seniors’ post-graduation
- Hold a Skills Blitz once a semester for all nursing students to enhance performance
- Hire faculty who are experienced in academia
- Hire more lab adjunct instructors/tutors for students
- Facilitate Student led (faculty supported) review sessions for content review in Adult Health courses
- Increase simulation in every clinical course to enhance critical thinking
- Provide intense faculty mentoring program for new faculty
- Increase minimum passing grade in nursing from 77 to 80
- Implement a change in Science/Math policy. Students can only repeat a Math or Science course once. A second failure in any Math/Science course will result in the student’s ineligibility for entrance to the nursing program.
- Assure that all courses include NCLEX style exam questions.

**Appendix A Comprehensive Program Evaluation**

**Appendix A: Comprehensive Evaluation Plan: Criteria: (1) students' achievement of program outcomes; (ACEN Standard #6)**

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for 2018-2019 year	Analysis/Strategies for Maintenance or Improvement
Admissions Committee, Course Coordinators, Department Coordinators, Department Chair, Evaluation Committee, Curriculum Committee	Admitted students meet program criteria and then pass curriculum courses with a grade of 80 or higher to progress.	End of each semester	Analysis of relevant course-embedded Targeted Assessments of Student Learning Outcomes (SLOs) for the following courses: N3466/3460, N2201, N4102, N4000, N3302, N3462, N4002/4003, N4410.	Met, except for SLO 2 (Nursing Process)	<ul style="list-style-type: none"> <li>Students showed improvement in performance on all areas by track and by assessment.</li> <li>More work is needed to increase performance in SLO2 (Nursing Process) as indicated by assessment results.</li> <li>Continued collecting data at the end of each relevant course.</li> <li>Evaluation Committee aggregates and analyzes end-of-course data, then makes recommendations to Curriculum Committee to address deficits.</li> </ul>
Chain of command: Faculty, Course Coordinator, Department Chair, Dean of College, College Appeals Committee. Evaluation Committee for ongoing NCBON compliance.	Ensure that formal appeals comply with NC Board of Nursing rule.	May 2019 and then quarterly	Quarterly analysis of whether appeals follow correct chain of command and whether conclusions are submitted within 5 days to NCBON.	Not yet	<ul style="list-style-type: none"> <li>Review appeals policy to ensure clarity on chain of command in faculty and student resources.</li> <li>Communicate policy and NCBON requirements to College.</li> <li>Implement quarterly analysis practice to ensure maintained compliance with NCBON (Evaluation Committee).</li> </ul>

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**Evaluation Plan Criteria: (2) evidence of program resources, including fiscal, physical, human, clinical, and technical learning resources; student support services; and the availability of clinical sites and the viability of those sites adequate to meet the objectives of the program; (ACEN Standard #5)**

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Lab Coordinator	Ensure student : lab faculty ratio continues to meet NC state requirements of 1 : 12.	Annually	Evaluation of lab coordinator reports, including faculty : student ratio, frequency of student access to lab, and adequacy of auxiliary lab sites.	Met	Continue to monitor resource allocations based on enrollment and faculty needs.
Office of Student Support	Ensure that each student who requests or is referred receives a minimum of 2 consultations with student support staff.	Annually	Evaluation of Student Tracking Sheets from Office of Student Support.	Met	While consultation requirements are being met, continued monitoring is needed to ensure resource allocation supports matriculation and increased requests/referrals.
Budget Administrator	Ensure resource allocation is adequate based on student enrollment and faculty needs.	Annually	Evaluate student enrollment, faculty FTE, faculty : student ratios.	Met	Continue to progress monitor resource allocations based on enrollment and faculty needs.
Clinical Site Coordinator	Ensure clinical courses meet NC state faculty : student ratio requirements (1 : 6 to 10) and that clinical sites provide quality learning environments to meet program objectives.	Annually	Evaluate student enrollment and faculty : student ratios in clinical courses and analyze feedback from students and faculty via clinical site evaluation forms.	Met	Continue to progress monitor resource allocations based on enrollment and faculty needs and to collect and analyze clinical evaluation forms.

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Evaluation Committee and Faculty	Using ATI Proctored scores as a predictor for success. Independent study courses are optional, not mandatory and remediation on content deficits is integrated into curriculum courses	End of each semester	Analyzing aggregate performance data on content-focused ATI proctored examinations in courses and the ATI NCLEX predictor examination.	Not Met	<ul style="list-style-type: none"> <li>Re-evaluate current proctored examination policies.</li> <li>Integrate content remediation in curriculum courses, as a replacement for former Independent Study structure.</li> </ul>
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## Evaluation Plan Criteria: (3) measures of program outcomes for graduates; (ACEN Standard #6)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Office of Student Support	Ensure that records accurately document that student and graduate performance meets program goals of: final GPA of 3.0, passing NCLEX Scores at first-writing, and passing Final Clinical Evaluation Tool.	Annually	Student Tracking Sheet	DATA FOR 2018-2019-in progress	<ul style="list-style-type: none"> <li>Continue to collect and maintain student records, paying particular attention to NCLEX pass rates with goal of meeting NCBON benchmark</li> <li>Continue working towards digitalization of student course records to improve accessibility and analysis.</li> </ul>
Faculty Chair of Department	Achieve 95% of the National Pass Rate (83% for 2016-18) on first writing on licensure exam and maintain minimal 85% annual pass rate.	April, August, and December annually	Review and analyze NCLEX scores for first time writers, with particular attention to content deficits.	December, 2018 Not met	<ul style="list-style-type: none"> <li>Review mountain measures for specific performance.</li> <li>Revise content to address deficiencies.</li> <li>Revise proctored predictor examination policies and improve scores.</li> </ul>

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					<ul style="list-style-type: none"> <li>• Continue hosting KAPLAN review sessions for graduating students.</li> <li>• Engage data on content deficits in Summer 2019 curriculum evaluation.</li> </ul>
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## Evaluation Plan Criteria: (4) evidence that accurate program information for the public is available; (ACEN Standard #1)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Office of Student Support and NCCU Informational Technology	Review and revise program public information based on program review cycles.	Annually	Monitor the Website for updates	Met	Continue to update Department website with relevant public information and seek new website design to increase accessibility and appeal.

## Evaluation Plan Criteria: (5) evidence that the controlling institution and its administration support program outcomes; (ACEN Standard #1)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Provost	Ensure resource (fiscal, budget, faculty) allocations meet the needs for enrollment and faculty.	Annually June 30	Completion of data form from Business manager as it relates to budget allocation and faculty/staff positions	In process	Not analyzed yet
Department Chair, Dean of College, Chancellor	Department Chair has authority to administer the nursing program.	Annually May 2019	Role & Responsibilities reviewed and updated. Qualitative data from Chair and faculty	In process	<ul style="list-style-type: none"> <li>• Propose changes to Roles &amp; Responsibilities to the Provost and Chancellor.</li> </ul>

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					<ul style="list-style-type: none"> <li>• Review chair position role</li> <li>• Request an action plan from Provost and Chancellor.</li> </ul>
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**Evaluation Plan Criteria: (6) evidence that program director and program faculty meet Board qualifications and are sufficient in number to achieve program outcomes; (ACEN Standard # 2)**

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Department Chair and Faculty Evaluation Committee	Ensure that hiring and development policies support faculty state licensing/ educational requirements.	Annually	Annual Faculty Evaluation	Met 2017-2018 (in progress for 2018-2019)	<ul style="list-style-type: none"> <li>• Faculty evaluation committee will continue to consult with faculty on professional development and licensing requirements.</li> <li>• Seek support from Provost and adequate allocation of department funds to support faculty development.</li> </ul>
Dean of College	Ensure that Department Chair meets state board requirements	Annually	Annual Faculty Evaluation	Met	<ul style="list-style-type: none"> <li>• Ensure that incoming department chair meets NCBON requirements and has a demonstrated record of education, research, and development.</li> <li>• Engage faculty search committee for hiring process.</li> </ul>

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**Evaluation Plan Criteria: (7) evidence that the academic institution assures security of student information; (ACEN Standards # 3 & 5)**

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Office of Student Support with IT and Legal Affairs	Meet requirements as outlined by federal HIPPA/ FERPA regulations.	On-going	Ongoing assessment of security breaches/ IT Audits.	Met	Continue to monitor security of student information and adhere to HIPPA/FERPA regulations.

**Evaluation Plan Criteria: (8) evidence that collected evaluative data is utilized in implementing quality improvement activities; and (ACEN Standard #6)**

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Evaluation and Assessment Committee	Ensure 100% compliance with all assessment processes and standards.	Annually May	Analysis of data from Total Systematic Evaluation Plan and Nursing Program Assessment System	In progress	<ul style="list-style-type: none"> <li>Continue to monitor program assessment.</li> <li>Monitor implementation of corrective actions and engage with other faculty committees (e.g. Curriculum Committee) to address deficits.</li> </ul>

**Evaluation Plan Criteria: (9) evidence of student participation in program planning, implementation, evaluation, and continuous improvement. (ACEN Standards # 1 & 3)**

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Department Coordinators	At least 1 student is assigned to each faculty committee	Annually	Committee sign-in sheets and minutes	Met	Enhance student participation in committee meetings.



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Chain of Command: Faculty, Course Coordinator, Department Coordinator, Department Chair, Dean of College, Provost, Chancellor. Evaluation Committee for analysis.	Communication of student complaint policy and procedures accessible in student handbook. Chain of command followed for student complaints.	End of each semester	Complaints documented at each level of chain of command. Documentation and outcomes provided to next level of chain of command, and conclusion provided to Chair and to Evaluation Committee.	Met ( fall 2018) In progress ( spring 2019)	<ul style="list-style-type: none"> <li>• Create a clear policy for student complaints and make accessible in student and faculty handbooks.</li> <li>• Communicate policy in faculty and student meetings.</li> <li>• Communicate policy to College and University leadership.</li> <li>• Create analysis plan for Evaluation Committee to track policy adherence.</li> </ul>
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### Reference:

NC Board of Nursing. (2016, Dec). *NC Office of Administrative Hearings, 21NCAC36.0317*. Retrieved April 2017, from NC Office of Administrative Hearings: <http://reports.oah.state.nc.us/ncac.asp?folderName=\Title%2021%20-%20Occupational%20Licensing%20Boards%20and%20Commissions\Chapter%2036%20-%20Nursing>

Oermann, M. (2017). *A Systematic Approach to Assessment and Evaluation of Nursing Programs*. Washington, DC: National League for Nursing.

### ACEN Standards:

1. Nursing Department Mission and Administration
2. Faculty & Staff
3. Students
4. Curriculum
5. Resources
6. Evaluation; including SLOs & PLO

*CODE*

## Appendix 1 -

## DELEGATIONS OF DUTY AND AUTHORITY TO BOARDS OF TRUSTEES

Pursuant to authority vested in it by the General Statutes, and consistent with the provisions of *The Code of the University of North Carolina*, the Board of Governors hereby delegates to the boards of trustees of the constituent institutions of the University of North Carolina the following duties and powers:

## I. ACADEMIC AND ADMINISTRATIVE PERSONNEL

...

## D. Chancellor Selection

In the event of a vacancy in the chancellorship, the board of trustees shall establish, in consultation with the president, a search committee composed of representatives of the board of trustees, the faculty, the student body, staff, the alumni, the local community, and other campus constituencies as may be appropriate. Upon the establishment of the search committee, the chair of the board of trustees, in consultation with the president shall establish a budget and identify staff for the committee.

The search committee, through the chair of the board of trustees, shall make a preliminary report to the president when the committee is preparing a schedule of initial interviews. At the completion of the campus interview process, the search committee shall recommend an unranked slate of three candidates to the trustees for consideration.

The board of trustees, following receipt of the report of the search committee, shall recommend the unranked slate of three names for consideration by the president in designating a nominee for the chancellorship for approval by the Board of Governors, or return the slate to the search committee for further action.

## CHAPTER VI- ACADEMIC FREEDOM AND TENURE

. . . .

## SECTION 603. DUE PROCESS BEFORE DISCHARGE OR THE IMPOSITION OF SERIOUS SANCTIONS.

(1) A faculty member who is the beneficiary of institutional guarantees of tenure shall enjoy protection against unjust and arbitrary application of disciplinary penalties. During the period of such guarantees the faculty member may be discharged from employment, suspended without pay, or demoted in rank for reasons of:

- (a) Incompetence, including significant, sustained unsatisfactory performance after the faculty member has been given an opportunity to remedy such performance and fails to do so within a reasonable time;
- (b) Neglect of duty, including sustained failure to meet assigned classes or to perform other significant faculty professional obligations; or
- (c) Misconduct of such a nature as to indicate that the individual is unfit to continue as a member of the faculty, including violations of professional ethics, mistreatment of students or other employees, research misconduct, financial fraud, criminal, or other illegal, inappropriate or unethical conduct. To justify serious disciplinary action, such misconduct should be either (i) sufficiently related to a faculty member's academic responsibilities as to disqualify the individual from effective performance of university duties, or (ii) sufficiently serious as to adversely reflect on the individual's honesty, trustworthiness or fitness to be a faculty member.

These sanctions may be imposed only in accordance with the procedures prescribed in this section. For purposes of this *Code*, a faculty member serving a stated term shall be regarded as having tenure until the end of that term. These procedures shall not apply to nonreappointment (Section 604) or termination of employment (Section 605).

(2) Procedures for the Imposition of Discharge or Serious Sanction.

- (a) The chief academic officer of the institution, however titled, shall send the faculty member a written notice of intention to discharge the faculty member or impose a serious sanction together with a written specification of the reasons. The notice and specification of reasons shall be sent by a method of mail or delivery that requires a signature for delivery. The statement shall include notice of the faculty member's right, upon request, to a hearing by an elected standing faculty committee on hearings. When the faculty member has been notified of the institution's intention to discharge the faculty member, the chancellor shall have the sole discretion to either reassign the faculty member to other duties or to place the faculty member on administrative leave with pay. Placement of a faculty member on administrative leave with pay shall be in exceptional circumstances, such as to avoid disruption in the work place or protect the safety of members of the campus community.
- (b) If, within 14 calendar days after receiving the notice and written specifications referred to in paragraph (a) above, the faculty member makes no written request for a

hearing, the faculty member may be discharged or serious sanction imposed without recourse to any institutional grievance or appellate procedure.<sup>11</sup>

(c) If the faculty member makes a timely written request for a hearing, the chancellor shall ensure a process is in place so that the hearing is timely accorded before an elected standing committee of the institution's faculty. The hearing shall be on the written specification of reasons for the intended discharge or imposition of a serious sanction. The hearing committee shall accord the faculty member 30 calendar days from the time it receives the faculty member's written request for a hearing to prepare a defense. The hearing committee may, upon the faculty member's written request and for good cause, extend this time by written notice to the faculty member. The hearing committee will ordinarily endeavor to complete the hearing within 90 calendar days except under unusual circumstances such as when a hearing request is received during official university breaks and holidays and despite reasonable efforts the hearing committee cannot be assembled.<sup>12</sup>

(d) The hearing shall be closed to the public unless the faculty member and the hearing committee agree that it may be open. The faculty member shall have the right to counsel, to present the testimony of witnesses and other evidence, to confront and cross-examine adverse witnesses, to examine all documents and other adverse demonstrative evidence, and to make argument. A written transcript of all proceedings shall be kept; upon request, a copy thereof shall be furnished to the faculty member at the institution's expense.

(e) The chief academic officer, or designee, and/or counsel, may participate in the hearing to present testimony of witnesses and other evidence, to cross-examine witnesses, to examine all documents and other evidence, and to make argument.

(f) The hearing committee shall make written recommendations to the chancellor within 14 calendar days after its hearing concludes or after the full transcript is received, whichever is later. In reaching its written recommendations to the chancellor, the committee shall consider only the evidence presented at the hearing and such written or oral arguments as the committee, in its discretion, may allow. The university has the burden of proof. In evaluating the evidence, the committee shall use the standard of "clear and convincing" evidence in determining whether the institution has met its burden of showing that permissible grounds for serious sanction exist and are the basis for the recommended action.

(g) Following receipt of the committee's written recommendations, the decision as to whether to discharge or impose serious sanction on the faculty member is the chancellor's. If the chancellor decides to discharge the faculty member, the institution's obligation to continue paying the faculty member's salary shall cease upon issuance of the chancellor's decision. If the chancellor decides to impose one or more serious sanctions upon the faculty member, the institution may impose such sanctions upon issuance of the chancellor's decision. If the chancellor concurs in a recommendation of the committee that is favorable to the faculty member, the chancellor's decision shall be final, with no appeal available. If the chancellor either declines to accept a committee recommendation that is favorable to the faculty member or concurs in a committee

recommendation that is unfavorable to the faculty member, the faculty member may appeal the chancellor's decision to the board of trustees. An appeal must contain a brief statement that alleges one or more of the following as the basis for the appeal: (1) that the process for making the decision was materially flawed, so as to raise questions about whether the faculty member's contentions were fairly and reliably considered; (2) that the result reached by the chancellor was clearly erroneous; or (3) that the decision was contrary to controlling law or policy. If the faculty member elects to appeal the chancellor's decision to the board of trustees, this appeal shall be transmitted through the chancellor and be addressed to the chair of the board. Notice of appeal shall be filed with the board of trustees by certified mail, return receipt requested, or by another means that provides proof of delivery, within 14 calendar days after the faculty member receives the chancellor's decision.

(3) Appeals of Decisions Imposing Discharge or Serious Sanction. The appeal to the board of trustees shall be decided by the full board of trustees. However, the board may delegate the duty of conducting an initial review to a standing or ad hoc committee of at least three members. The board of trustees, or its committee, shall consider the appeal on the basis of the record of the proceedings below, and may, in its discretion, consider written or oral arguments, subject to any policies, regulations or guidelines as may be adopted by the Board of Governors, president, or board of trustees. The board of trustees' decision shall be made as soon as reasonably possible after the chancellor has received the faculty member's request for an appeal to the trustees. This decision shall be the end of the University's appeals process.

(4) The procedures prescribed herein shall take effect with any discharge or serious sanction proposed on or after July 1, 2019.

#### SECTION 604. APPOINTMENT, NONREAPPOINTMENT AND REQUIREMENTS OF NOTICE AND REVIEW FOR TENURE TRACK FACULTY.<sup>12.1</sup>

##### 604 A. Notice of Reappointment or Nonreappointment.

(1) The decision not to reappoint a faculty member at the expiration of a fixed term of service shall be made by the appropriate institutional faculty and administrative officers early enough to permit timely notice to be given.<sup>12.2</sup> For full-time faculty at the rank of instructor, assistant professor, associate professor, or professor, the minimum requirement for timely notice shall be as follows:

(a) During the first year of service at the institution, the faculty member shall be given not less than 90 calendar days' notice before the employment contract expires; and

(b) During the second year of continuous service at the institution, the faculty member shall be given not less than 180 calendar days' notice before the employment contract expires; and

(c) After two or more years of continuous service at the institution, the faculty member shall be given not less than 12 months' notice before the employment contract expires.

(2) Notice of reappointment or nonreappointment shall be written. If the decision is not to

reappoint, then failure to give timely notice of nonreappointment will oblige the chancellor thereafter to offer a terminal appointment of one academic year.

604 B. Impermissible Reasons for Nonreappointment.

In no event shall a decision not to reappoint a faculty member be based upon (1) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution; or (2) the faculty member's race, color, sex, religion, creed, national origin, age, disability, veteran's status, or other forms of discrimination prohibited under policies adopted by campus boards of trustees; or (3) personal malice. For purposes of this section, the term "personal malice" means dislike, animosity, ill-will, or hatred based on personal characteristics, traits, or circumstances of an individual.

604 C. Review of Nonreappointment Decisions.

(1) **Campus-Based Review.** Subject to limitations contained in this *Code* and the policies of the Board of Governors, each constituent institution shall have a procedure whereby a tenure track faculty member may seek review of the decision of the constituent institution not to reappoint the faculty member. Such procedures shall at a minimum provide for the following:

(a) A reasonable time of no less than 14 calendar days within which after receiving the notice of nonreappointment, the faculty member may request review of the decision by appropriate faculty committee and administrative officers. If the faculty member does not request review of the notice of nonreappointment in a timely fashion as specified by campus tenure policies, the nonreappointment is final without recourse to any further review by faculty committees, the institution, or the Board of Governors.

(b) If the faculty member files a request for review in a timely fashion, the chancellor shall ensure a process is in place so that a hearing is timely accorded before an elected standing committee of the institution's faculty.

(c) In reaching written recommendations to the chancellor, the committee shall consider only the evidence presented at the hearing and such written or oral arguments as the committee, in its discretion, may allow. The faculty member shall have the burden of proof. In evaluating the evidence the committee shall use the standard of preponderance of the evidence (which is the same as the greater weight of the evidence).

(d) The purpose of the campus-based review process is to determine (i) whether the decision was based on considerations that *The Code* provides are impermissible; and (ii) whether the procedures followed to reach the decision materially deviated from prescribed procedures such that doubt is cast on the integrity of the decision not to reappoint.

(2) **Appeal to the Board of Trustees.** If the chancellor concurs in a recommendation of the committee that is favorable to the faculty member, the chancellor's decision shall be final with no appeal available. If the chancellor either declines to accept a committee recommendation that is favorable to the faculty member or concurs in a committee recommendation that is unfavorable to the faculty member, the faculty member may appeal the chancellor's decision by filing a written notice of appeal with the board of trustees. This appeal shall be transmitted through the chancellor and be addressed to the chair of the board of trustees, by submitting such notice by

certified mail, return receipt requested, or by another means that provides proof of delivery, within 14 calendar days after the faculty member's receipt of the chancellor's decision. The notice must contain a brief statement that alleges one or more of the following as the basis for the appeal: (a) that the campus-based process for reviewing the decision was materially flawed, so as to raise questions about whether the faculty member's contentions were fairly and reliably considered; (b) that the result reached by the chancellor was clearly erroneous; or (c) that the decision was contrary to controlling law or policy.

(3) The procedures prescribed in this section shall take effect with any nonreappointment decision effective on or after July 1, 2019.

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## SECTION 609. JURISDICTION OF THE BOARD OF GOVERNORS.

### 609 A. Discretionary Review.

The Board of Governors may make such inquiry and review into matters as it may from time to time deem appropriate; provided, however, that the Board of Governors shall not review matters or actions that are subject to separate processes under Chapter VI or any other chapter of *The Code*, or for which a designated review, grievance, or hearing process has been established by the UNC Policy Manual, including but not limited to student disciplinary matters, research misconduct matters, other employment matters, first amendment matters, misuse of state funds reports, or audit and compliance matters. Moreover, it is the Board of Governors expectation that campus matters will be appropriately addressed at the constituent institution. Therefore, it is only in extraordinary circumstances, as solely determined by the Board of Governors that the Board of Governors will exercise its discretion to review any matter that has not first been brought to the attention of the designated institutional administrator, chancellor, or president for appropriate review and handling.

### 609 B. Hearings.

The Board of Governors may in its sole discretion conduct hearings. Any hearing, whether before the full board or a designated standing or special committee of the board, shall be limited to such matters as the Board of Governors shall deem appropriate.

### 609 C. Transmission of Appeals.

All appeals addressed to or requests for hearings by the Board of Governors, from whatever source, shall be transmitted through the president.

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<sup>11</sup> In computing any period of time, the day in which notice is received is not counted but the last day of the period being computed is to be counted.

<sup>12</sup> To meet this deadline, faculty are encouraged to consider scheduling hearings during the evening, weekend, or other non-class time. It is strongly recommended that several days and times be established for the hearing when scheduling the first day, for the eventuality that they hearing may take two or more sessions.

<sup>12.1</sup> Because of the unique character and mission of the University of North Carolina School of the Arts and of the North Carolina School of Science and Mathematics, regular faculty holding fixed-term contracts at those institutions are entitled to the rights afforded in this section.

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<sup>12.2</sup> Faculty at North Carolina School of Science and Mathematics shall be given notice no later than February 15 of the reappointment year.



**Policy on Regulations and Guidelines Implementing Chapter VI of *The Code***

The constituent institutions shall interpret and apply the provisions of Chapter VI of *The Code*, including but not limited to Sections 603, 604, and 607, in accordance with regulations and guidelines adopted by the president.

\*Supersedes Section 101.3.1 originally entitled, "Review of Nonreappointment Decisions Under Section 604 of *The Code*," last amended October 17, 2008.

**Policy on Protection of Minors on Campus**

I. Purpose. The University of North Carolina is committed to the protection of minors who participate in activities on the campuses of, and/or conducted by, its constituent institutions. To ensure the safety of minors participating in UNC-affiliated Covered Programs and to ensure consistency across the UNC System, constituent institutions shall adopt policies with minimum standards applicable to their Covered Programs, as defined herein. Such policies shall address screening requirements for employees, contractors, and volunteers who interact with minors in Covered Programs, including background checks; advance registration and approval requirements for proposed Covered Programs; and training requirements for employees, contractors, and volunteers regarding the mandatory reporting of suspected abuse, as well as additional training expectations for Covered Individuals regarding policies and issues relevant to working with minors. The intention of this policy is to describe the minimum requirements for institutional policies, while allowing the constituent institutions the flexibility to adopt more expansive policies and procedures that reflect their own administrative systems and needs.

II. Definitions

A. Covered Programs. Activities or programs primarily serving or including minors and either:

1. Conducted by the constituent institution, whether located on university property or elsewhere; or
2. Conducted by a third-party individual or organization on university property.

Examples of Covered Programs include, but are not limited to: academic camps, athletic camps, and other enrichment programs, whether daytime only or overnight programs. Constituent institutions have discretion in determining whether a program or activity is a Covered Program, after considering the nature of the program, the duration and location of the program, and the nature and level of interaction university employees, volunteers or contractors will have with the minors participating in the program or activity.

Covered Programs generally do not include externally sponsored field trips or visits that bring minors on to University property; programs or events that are open to the general public, such as concerts or theatrical performances; or programs designed exclusively for students enrolled or matriculated at the constituent institution.

B. Covered Individuals. All individuals 18 years old or older, including employees, volunteers, and students of the constituent institution and owners, employees, and volunteers of third-party entities operating a Covered Program, who work closely with, supervise, instruct, or otherwise come into direct, non-incidental contact with minors in a Covered Program.

Invited guest speakers, guest lecturers, or guest instructors whose interaction with minors is limited and only in the presence of a Covered Individual, are not required to be considered Covered Individuals.

C. Minors. For the purposes of this policy, minors are defined as individuals who are younger than 18 years of age and are participating in a Covered Program. With the exception of the mandatory reporting requirements in section V., below, this policy does not apply to students under the age of 18 who are enrolled or matriculated at the constituent institution, or who are enrolled in a co-operative innovative high school pursuant to G.S. 115C-238.50 *et seq.*

D. University Property. All campus grounds, buildings, facilities, stadiums, or other improvements, that are owned, leased, used, or otherwise controlled by the University or one of its constituent institutions.

III. Registration and Approval. All Covered Programs must be registered and approved by the constituent institution prior to the initiation of the program or activity. All programs continuously or periodically operating must be re-registered and approved by the constituent institution at least annually. The registration should include, at a minimum:

- A. A description of the proposed Covered Program;
- B. A responsible party or sponsor for the proposed Covered Program (Sponsor);
- C. The designated university administrator or officer supporting the program;
- D. The period of time for which the Covered Program will operate;
- E. The expected number of employees and/or volunteers involved and minors served;
- F. An acknowledgment of relevant institutional policies, including requirements for background checks, training, insurance, parking access, and facilities use;
- G. An acknowledgment of state mandatory reporting requirements related to suspected abuse or neglect of a minor;
- H. For third party vendors, a statement acknowledging that the constituent institution may monitor compliance with requirements for operating a Covered Program; and
- I. The name or position of the university administrator or officer with responsibility for approving the proposed Covered Program.

IV. Background Checks. Background checks should be conducted for all Covered Individuals. Policies should provide for subsequent background checks at reasonable intervals, as determined by the constituent institution, for all Covered Individuals.

- A. Nature and scope of background checks. Constituent institutions may use their standard background check process for their own employees and volunteers. Third-party providers must use a qualified background check vendor, according to reasonable industry standards as determined by the constituent institution, and must provide certification that for all Covered Individuals under their control, a background check has been conducted that includes searches for criminal convictions (federal and in all states and counties in which the individual has lived),

searches against the national and state sex offender registries, and, if the individual's responsibilities include transporting minors, a mandatory driver's license check. Background and driver's license checks should look back at least five years or since the Covered Individual reached the age of 18, whichever is shorter.

B. Results of background checks. Policies must provide that, at a minimum, Covered Individuals whose background check reveals a prior criminal conviction for a sex offense, a crime against children, or a serious violent crime involving assault or injury to others may not participate in a Covered Program. Additionally, Covered Individuals whose background checks reveal other prior criminal convictions may be prohibited from participating in a Covered Program after consideration by the constituent institution of the nature of the conviction and its relevance to the position. Covered Individuals whose background check reveals serious driving-related convictions should not be permitted to transport minors as part of their duties.

V. Mandatory Reporting. Policies must refer to the requirements for the mandatory reporting of suspected abuse or neglect of a minor under North Carolina state law (G.S. 7B-301), include procedures for internal reporting of suspected abuse or neglect of a minor to the proper administrator, and provide for periodic notification of the obligation to report to institutional employees and Covered Program Sponsors. Mandatory reporting requirements apply to all persons, whether or not defined as Covered Individuals under this policy.

VI. Training. Policies shall require that Covered Individuals receive at least annual training on institutional policies pertaining to minors on campus, including mandatory reporting requirements. Third-party providers should be responsible for training Covered Individuals under their control and for providing certification to the constituent institution that the appropriate training has occurred.

VII. Special programs. Some programs involving minors on campus, including but not limited to laboratory schools created pursuant to Article 29 of Chapter 116 of the General Statutes, cooperative innovative high schools created pursuant to Part 9 of Article 16 of Chapter 115C of the General Statutes, and day care centers, may be subject to differing or additional statutory or regulatory requirements regarding background checks and training. This policy is not intended to supersede such program-specific requirements.

VIII. Other Matters

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

Placeholder for Appendix HH

MyFuture Resolution. Awaiting fully signed copy from Chair Smith

# FEDERAL PRIORITIES FOR FY 2020

## PRIORITY 1:

### Increase Federal Research Funding

Federal research funding is the lifeblood of the nation's universities and colleges. The University of North Carolina System is no different. Every year, the UNC System relies on approximately \$1.1 billion in federal research funding to advance important discoveries, give future researchers and scientists invaluable laboratory experience, foster innovation and competitiveness through the development of new knowledge and grow the future workforce in STEM fields and social sciences. Here's a look at the major federal agencies and the programs the UNC System institutions rely on most for funding:



#### Department of Defense (DoD)

*Science & Technology, S&T Basic Research, Medical Research, DARPA*



#### Department of Education (ED)

*Student Aid: Pell Grants, Graduate Assistance in Areas of National Need (GAAN), Supplemental Education Opportunity Grants (SEOG), Federal Work Study, TRIO, GEAR UP*



#### Department of Energy (DOE)

*Office of Science: Advanced Research Projects Agency for Energy (ARPA-E)*



#### Department of Health and Human Services (HHS)

*National Institutes of Health (NIH), Health Resources Services Administration (HRSA), Agency for Healthcare Research and Quality (AHRQ)*



#### Department of Interior

*U.S. Geological Survey (USGS) Water Resources Research Institutes*



#### Department of State

*U.S. Agency for International Development (USAID): Partnership for US and Developing Nation Universities and Feed the Future Innovation Labs*



#### Environmental Protection Agency (EPA)

*Office of Science and Technology*



#### Economic Development Agency (EDA)

*Regional Innovation*



#### National Aeronautics Space Administration (NASA)

*Science Mission Directorate, Aeronautics Research Directorate, Space Technology, Space Grant Program, Minority University Research and Education Program (MUREP)*



#### National Endowment for the Humanities (NEH)



#### National Institute for Standards and Technology (NIST)

*Manufacturing Extension Partnerships (MEP), National Network for Manufacturing Innovation (NNMI)*



#### National Oceanic and Atmospheric Administration (NOAA)

*Oceanic and Atmospheric Research, Sea Grant Program*



#### National Science Foundation (NSF)



#### U.S. Department of Agriculture (USDA)

*National Institute of Food and Agriculture (NIFA); Hatch Act Funds, Smith Lever Funds 3(b) and 3(c), Evans-Allen Program, McIntire-Stennis Cooperative Forestry, 1890 Institutions Extension Services*

## PRIORITY 2:

# Reauthorize the Higher Education Act

It has been more than 10 years since Congress reauthorized the Higher Education Act (HEA). We share the optimism of committee leadership in both the House and Senate that bipartisan consensus on key issues can make reauthorization a reality this Congress. The federal framework governing higher education must be modernized if our universities are to thrive.

In particular, we hope to see a HEA reauthorization that includes the following reforms, and it is our hope that bipartisan consensus can be found to update this important legislation in the next two years:

***Make it easier for students and parents to repay student loans:*** Current student debt stands at \$1.5 trillion nationally. In North Carolina, 57% of students have loans and owe an average of \$26,526. The current repayment system is overly complicated and burdensome on families.

- o Streamline the complex array of federal student loan repayment options, which few students understand or are able to navigate.
- o Make income-based loan repayment automatic for all borrowers with a flexible option for borrowers who wish to pay off their loan debt faster. Support IRS sharing data automatically with the Department of ED for multi-year enrollment and automatic reenrollment in income-based plans.
- o Allow student loan borrowers to more easily refinance loans at lower rates.
- o Support legislation that would allow retirement plan sponsors to match contributions to workers as if their student loan payments were salary reduction contributions.

***Support and increase campus-based student aid programs:***

- o Preserve Supplemental Educational Opportunity Grants (SEOG) for the neediest of students. Last year, nearly 10,000 UNC System students benefited from \$8 million in SEOG funding.
- o Preserve and expand the Federal WorkStudy (FWS) program for all students, including graduate students. 7,400 UNC System students benefited from more than \$12 million in FWS funding last year.

***Make student and parent education loans more affordable:***

- o Reduce federal student and parent loan interest rates and eliminate origination fees.
- o Retain in-school subsidized loans for low-income students.
- o Strengthen current loan counseling requirements for students.
- o Encourage counseling for parents seeking Parent PLUS Loans.

***Simplify the Free Application for Student Aid (FAFSA):*** Too often students and their parents get frustrated with the form and its onerous requirements and give up, foregoing the opportunity to pursue a college education and chance for a better quality of life. The FAFSA form has been dubbed: “The biggest impediment to college access.” The FAFSA shouldn’t pose barriers to students who want to attend college. Congress should consider ways to:

- o Reduce the number of questions each family must answer on the FAFSA by mandating the sharing of appropriate tax data between the IRS and the Department of ED and by using sophisticated logic and data-driven algorithms to target appropriate questions based on individual family situations.
- o Preserve the Department of Education’s recent policy that allows tax forms to be used as income verification.

***Fully fund two critical programs which help UNC System universities serve low-income and underrepresented students:***

- o GEAR UP program – Nearly \$10 million in GEAR UP funding flows annually to UNC System institutions for the purpose of making students aware of their college opportunities and helps get them on the path toward a college degree.
- o TEACH Grants help students entering the teaching field pay for college in exchange for a commitment to teach for a specific time in underserved areas.



## PRIORITY 2:

# Reauthorize the Higher Education Act

**Support and increase Pell Grant funding:** *These need-based grants have a proven success rate of increasing graduation rates, as they keep students on track for degree completion. UNC System institutions receive approximately \$330 million annually in Pell Grant funding, supporting more than 55,000 students.*

- o Increase the maximum Pell Grant award.
- o Protect and increase the year-round Pell Grant program. Studies show that students who take summer courses are more likely to complete college in four years than those who don't.
- o Fund the Pell Grant Program on the mandatory side of the budget so that it automatically responds to increases and decreases in student enrollment without the need for congressional action, OR
- o Extend the annual inflation adjustment levels, which expired after the 2017-18 academic year. Without the inflation adjustment, Pell funding will decline as inflation rises, jeopardizing access to higher education for the neediest students.

**Address the Perkins Loan Reimbursement Issue: Millions Owed to Colleges and Universities.** The Perkins Loan Program, which expired in 2017, provided low-interest loans for students with financial needs. It was funded through a partnership between the federal government and institutions of higher education. The program allowed certain debts to be cancelled if a student entered public service fields, such as teaching, law enforcement, or military service. However, for the past eight years, the burden of covering the cost of the cancellations has fallen solely on colleges and universities, with no federal assistance, despite a statutory obligation to do so.

Nationally, it's estimated that colleges and universities are owed in the range of \$250-300 million in unreimbursed Perkins Loan funds. **The UNC System is owed \$6.2 million.** Even though there is language in the FY 2019 Labor, Health and Human Services appropriations bill directing the Department of Education to reimburse the cancellation costs to colleges and universities, it has not done so to date, and the Department claims it does not have the funding to pay the debts.

**Pass the College Transparency Act (CTA):** *Students and parents deserve more information about costs and outcomes when making one of the single largest financial commitments of their lives: a college education. Accurate graduation and employment rates are key data components that are currently not available on a consistent basis, nor are they comparable nationwide. CTA provides a balanced approach to addressing concerns about privacy and security while giving families key information they need to make big decisions. The CTA would:*

- o Lift the 2008 federal ban that is blocking the U.S. Department of Education (ED) from comprehensively reporting on student outcomes at colleges and universities. This information is needed to provide aggregate information on employment outcomes, including salaries, related to various academic programs. It will allow families to set realistic expectations about future earnings to adjust borrowing.
- o Allow for better student tracking, as the current system does not count students who are part-time or who transfer to a different institution in state, or across state lines. Instead, they are counted as drop-outs.
- o Include data on all students, as opposed to the current system, which only counts those receiving federal student aid. This means 30% of students are left out of current calculations. And, there can be significant differences in outcomes between those who do and do not receive federal aid.

**Preserve state authorization and accreditation as a requisite for Title IV funding:** *This is important for protecting students from a flood of unaccredited and poorly-licensed schools.*

**Preserve and Clarify Public Service Loan Forgiveness (PSLF):** *The definition of 'public service' should be statutory, instead of regulatory. This will ensure that graduates know what they are signing up for, as PSLF requires ten years of public service in designated careers such as military service, nursing, or teaching.*



## OTHER TOP PRIORITIES:

### ***Protect student veterans and their families by closing the 90/10 loophole.***

*The Higher Education Act precludes for-profit colleges and universities from receiving more than 90% of their revenue from federal student aid. The rule, however, does not include funding from the Department of Defense (DoD), or the Department of Veterans Affairs (VA). This loophole has exposed some student veterans to predatory recruitment campaigns from institutions with questionable credentials.*

***Support North Carolina's Historically Minority Serving Institutions (HMSI).*** *The UNC System is unique and diverse. Its five Historically Black Colleges and Universities (HBCUs) and one historically Native American university are essential to reaching students in some of the most underserved areas of the state. Two of them – Elizabeth City State University (ECSU) and UNC- Pembroke – make up two of the three new N.C. Promise Schools – offering reduced tuition rates to make college more affordable and consistent in communities that need it the most.*

- o **Fully Fund Title III: Strengthening Minority Institutions.** These Department of Education programs are critical to enhance and sustain the quality of the UNC System's HBCUs and one Native American-Serving Nontribal Institutions (NASNTI), UNC-Pembroke. Title III helps these universities expand their capacity to serve low-income students in underserved areas of our state. It also helps the schools address national challenges associated with global competitiveness, job creation and changing demographics. Funding supports a number of services, including educational equipment, teacher education, campus construction activities, counseling, and student aid services.
- o Over the last five fiscal years, UNC System universities received approximately \$209 million in Title III funding ranging from \$5-10 million annually depending upon the HBCU. UNC- Pembroke received \$3.4 million over the five-year period as a NASNTI.

### ***Pass the Threat Assessment, Prevention, and Safety (TAPS) Act of 2019***

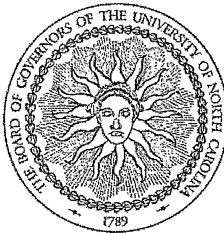
- o A comprehensive approach to identify, investigate, assess and mitigate threats before horrific tragedies, like school shootings, is desperately needed in the United States and the TAPS Act is the answer.
- o Based on programs like the NC SBI Behavioral Threat Assessment Unit (BeTA), the TAPS Act will standardize and provide a threat assessment management process across the federal government.
- o It also creates a new grant program that provides states, on a voluntary basis, the funding needed for training, resources, and support to stand up community-based, multidisciplinary threat assessment and management units.
- o The TAPS Act has broad bipartisan support and has been introduced in the House and Senate.
- o The Act would greatly benefit the UNC System and has the support of its police chiefs and the NC SBI.

### ***Fund Emergency Communications and Equipment Upgrades for UNC-TV***

- o More than 10 million North Carolinians rely on UNC-TV broadcasts for important and sometimes lifesaving information during and after emergency situations.
- o During recent hurricanes, critical transmission sites for local emergency communications were stretched to maximum capacity, including power generators.
- o UNC-TV is seeking \$16.3 million in federal funding, of a total \$24 million cost, to replace and/or update current communications infrastructure, including approximately 20-year-old equipment that is difficult to maintain or relies on parts that are no longer available.

### ***Pass the Retirement Security and Savings Act***

- o This bipartisan legislation includes six important reforms designed to help Americans save more for retirement and increase access to 401(k)s and other retirement plans.
- o Among its many benefits, the legislation would enable 403(b) plans, like the UNC System's, to invest in collective investment trusts (CIT) – a way to lower the cost of investment options to employees, with an upside return potential. CITs offer similar benefits as mutual funds, but at lower costs, providing attractive options for retirement plan sponsors in carrying out their fiduciary responsibilities.
- o The bill was introduced in the last Congress and is expected to be reintroduced early in the 116th Congress.



*RESOLUTION HONORING*

**W. LOUIS BISSETTE, JR.**

*MEMBER, THE BOARD OF GOVERNORS*

*THE UNIVERSITY OF NORTH CAROLINA*

**WHEREAS, W. LOUIS BISSETTE, JR.,** has been an essential member of the Board of Governors of the University of North Carolina and has served with unwavering commitment since 2011; and

**WHEREAS, Mr. Bissette** served with distinguished leadership as vice chair of the Board of Governors from 2014-2015 and chair of the Board of Governors from 2015-2018; and

**WHEREAS, Mr. Bissette** also served with distinction on the Committee on Budget and Finance from 2011-2014, providing leadership as the committee's chair from 2013-2014; the Committee on Audit, Risk Management, and Compliance from 2011-2014, providing leadership as the committee's vice chair from 2011-2012; the Committee on Personnel and Tenure from 2018-2019; and the Presidential Search Committee in 2015; and

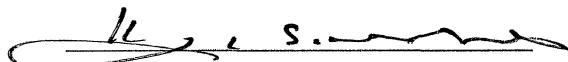
**WHEREAS, he** has been a model of patience and good humor, infusing Board proceedings with congeniality, thereby strengthening the spirit of camaraderie and promoting the shared sense of purpose that unites the University of North Carolina System; and

**WHEREAS, he** works tirelessly alongside Board members, chancellors, members of the boards of trustees, legislators, faculty, students, staff, and other constituents, and he has been an ardent advocate for higher education in North Carolina; and

**WHEREAS, Mr. Bissette** will continue his extraordinary service as an emeritus member of the Board of Governors effective July 1, 2019;

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Governors of the University of North Carolina express its deepest appreciation and gratitude to Mr. Lou Bissette for his continued dedication and valuable service to the University and to the State of North Carolina.

*This the 22<sup>nd</sup> day of May 2019*

  
Harry L. Smith, Jr., *Chairman*

  
Pearl Burris-Floyd, *Secretary*



*RESOLUTION HONORING*

**WALTER C. DAVENPORT**

*MEMBER, THE BOARD OF GOVERNORS*

*THE UNIVERSITY OF NORTH CAROLINA*

**WHEREAS, WALTER DAVENPORT** has served with distinction on the Board of Governors from 2015 until 2019; and

**WHEREAS**, during his term, Mr. Davenport served on three of the Board's standing committees, the Committee on Budget and Finance from 2015-2018, serving as secretary from 2015-2016, chair from 2016-2017, and vice chair from 2017-2018; the Committee on Audit, Risk Management, and Compliance from 2015-2018, serving as vice chair from 2015-2016, chair from 2016-2017, and vice chair from 2017-2018; and the Committee on Educational Planning, Policies, and Programs from 2018-2019; and numerous other special committees; and

**WHEREAS**, Mr. Davenport previously served on the Board of Governors from 2009 until 2013; and

**WHEREAS**, Mr. Davenport also served the University as a distinguished member of the Board of Trustees of Elizabeth City State University from 1998-2009, leading the board as chair from 2004-2009; and

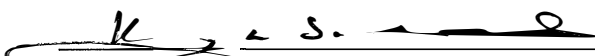
**WHEREAS**, as a highly respected certified public accountant, Mr. Davenport has used his professional insight and knowledge for the benefit of the University, steadfastly promoting and supporting adherence to the highest ethical standards in accounting and the value of auditing throughout the UNC System; and

**WHEREAS**, Mr. Davenport has carried out his duties as a member of the Board of Governors with good humor, dignity, and a determination to make higher education accessible to all; and

**WHEREAS**, the University has benefitted tremendously from Mr. Davenport's integrity, advice, loyalty, and faithful service;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Governors of the University of North Carolina express its deepest appreciation and gratitude to **Mr. Walter C. Davenport** for his dedicated service to the University and to the State of North Carolina.

*This the 22<sup>nd</sup> day of May 2019*

  
Harry Smith, Jr., Chairman

  
Pearl Burris-Floyd, Secretary



*RESOLUTION HONORING*

**H. FRANK GRAINGER**

*MEMBER, THE BOARD OF GOVERNORS*

*THE UNIVERSITY OF NORTH CAROLINA*

**WHEREAS, H. FRANK GRAINGER** was originally appointed to the Board of Governors in 1997 and was reappointed in 2001, 2005, 2011, and 2015, making him the longest-serving member of the Board of Governors with more than 20 years of experience; and

**WHEREAS,** during his 2011 and 2015 terms, Mr. Grainger served on three of the Board's standing committees, the Committee on Personnel and Tenure from 2014-2015 and from 2018-2019, serving as its secretary during both terms; the Committee on Public Affairs from 2011-2012 and from 2014-2017; the Committee on University Governance from 2011-2014 and again from 2016-2017, serving as its secretary, and from 2017-2018, serving as its vice chair; and

**WHEREAS,** Mr. Grainger provided strong leadership to two special committees, the Committee on Strategic Initiatives and the Subcommittee on Laboratory Schools, and contributed to numerous other special committees; and

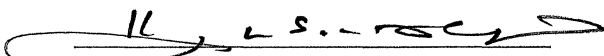
**WHEREAS,** his absolute priority was to ensure that the University of North Carolina System serves the people of North Carolina effectively, providing North Carolinians throughout the state with access to first-rate educational opportunities; and

**WHEREAS,** he is a distinguished business leader who has traveled the world and has passionately promoted global awareness and understanding of other cultures, which he believes all students must have in order to thrive in a dynamic and ever-changing world; and

**WHEREAS,** the University has benefitted tremendously from his public service, strong commitment to higher education, and deep understanding of the state and its people;

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Governors of the University of North Carolina express its deepest appreciation and gratitude to **Mr. H. Frank Grainger** for his dedicated service to the University and to the State of North Carolina.

*This the 22<sup>nd</sup> day of May 2019*

  
Harry L. Smith, Jr., *Chairman*

  
Pearl Burris-Floyd, *Secretary*



RESOLUTION HONORING

**JOE T. KNOTT**

MEMBER, THE BOARD OF GOVERNORS

THE UNIVERSITY OF NORTH CAROLINA

**WHEREAS, JOE T. KNOTT** is recognized for his substantial and meritorious service and commitment while serving on the Board of Governors from 2015 until 2019; and

**WHEREAS,** Mr. Knott served on two of the Board's standing committees, the Committee on Educational Planning, Policies, and Programs from 2015-2019; and the Committee on Public Affairs from 2015-2017 and from 2018-2019, during which term he served as its secretary; and

**WHEREAS,** he served on numerous special committees of the Board, including the Committee on Strategic Initiatives, serving as its secretary from 2015-2016;

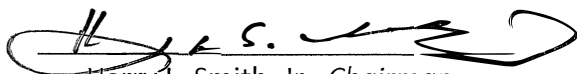
**WHEREAS,** Mr. Knott is a passionate advocate for academic excellence and inquiry and for robust intellectual debate conducted with a consistent voice of civility so that all points of view and perspectives are heard and respected; and

**WHEREAS,** Mr. Knott's passionate yet measured and thoughtfully articulated opinions have guided the Board and the University through numerous controversial issues of vital importance to its future, preserving and promoting each constituent institution's unique mission and role within the UNC System; and

**WHEREAS,** Mr. Knott has brought great honor to this Board and the University by his qualities of mind, character, and highest ethical standards;

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Governors of the University of North Carolina express its deepest appreciation and gratitude to **Joe T. Knott** for his dedicated and absolute unwavering commitment to the University and to the State of North Carolina.

*This the 22<sup>nd</sup> day of May 2019*

  
Harry L. Smith, Jr., Chairman

  
Pearl Burris-Floyd, Secretary



MEETING OF THE BOARD OF GOVERNORS  
Board of Governors  
May 22, 2019

## Closed Session Motion

### Motion to go into closed session to:

- Prevent the disclosure of information that is privileged or confidential under Article 7 of Chapter 126 of the North Carolina General Statutes, or not considered a public record within the meaning of Chapter 132 of the General Statutes.

- Consult with our attorney to protect attorney-client privilege; and

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

- *Shain v. UNC-TV*
- *Kadel, et al. v. Folwell, et al.*
- *Semelka v. UNC-Chapel Hill*

- Consider the qualifications, competence, performance, or condition of appointment of a public officer or employee or prospective public officer or employee.

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

APPENDIX QQ



**RESOLUTION OF  
THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA  
PARTICIPATION IN THE SENIOR ATHLETIC EMPLOYEE RETIREMENT PROGRAM**

May 22, 2019

WHEREAS, the Board of Governors may authorize the participation of head coaches and athletic directors in certain deferred compensation programs and retirement arrangements, pursuant to Section 1100.3 of the UNC Policy Manual; and

WHEREAS, Chancellor Woodson of North Carolina State University has requested that Frank Moore, women's basketball coach, be authorized to participate in the Senior Athletic Employee Retirement Program (SAERP) upon the terms recommended by North Carolina State University and set forth in Mr. Moore's employment agreement; and

WHEREAS, following appropriate review, Interim President Roper and UNC System staff recommend approval of North Carolina State University's request.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors:

- (a) Approves the participation of North Carolina State University's Head Women's Basketball Coach Frank Moore in the Senior Athletic Employee Retirement Program of the University of North Carolina;
- (b) Authorizes North Carolina State University to contribute a portion of Mr. Moore's supplemental compensation to his SAERP retirement account, with the amount, if any, to be determined each calendar year by the chancellor in an amount not to exceed \$750,000;
- (c) Directs that all contributions shall be made solely from earned compensation set forth in Mr. Moore's Employment Agreement, and shall not consist of state funds, tuition dollars, or student fees and shall not be paid by any outside entity; and
- (d) Directs that the contributions to Mr. Moore's SAERP retirement account shall be considered fully vested upon contribution, consistent with the terms of the SAERP.

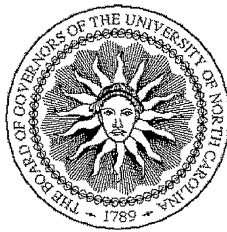
Adopted this \_\_\_\_<sup>th</sup> day of May, 2019

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Harry Smith, Chairman

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Pearl Burris-Floyd, Secretary



**RESOLUTION OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA**  
**Implementation of Fiscal Year 2019-2020 Compensation Adjustments for Employees Pursuant to the**  
**Appropriations Act of 2019 and the University's Annual Raise Process**  
**May 24, 2019**

The Appropriations Act of 2019 ("The Act") will likely provide for compensation increases for faculty and other employees exempt from the North Carolina Human Resources Act ("EHRA non-faculty employees"), as well as for employees subject to the North Carolina Human Resources Act ("SHRA employees"). The Act typically instructs the Director of the State Budget to transfer funds for annual legislative compensation increases for University employees to the Board of Governors. The University will conduct an annual raise process ("ARP") for employees, with guidelines approved and issued by the President, consistent with provisions of the Act.

Since the Board of Governors' next scheduled meeting is likely to fall after the passage of The Act, and to ensure the timely and efficient implementation of annual legislative compensation increases after The Act becomes law, the Board of Governors hereby delegates to the President the authority to develop and issue detailed instructions for an ARP to the UNC System Office and the constituent institutions upon allocation of funds to the Board of Governors pursuant to The Act.

The ARP instructions issued by the President shall include detailed criteria, as are customarily developed each year by the System Office. For EHRA employees, this shall include that any discretionary increases are primarily based on demonstrated meritorious performance in teaching, service, publication, and/or research productivity, with labor market and/or equity as secondary factors. If permitted by The Act, any discretionary increases for SHRA employees beyond any across-the-board amount shall be determined based on meritorious performance.

This Resolution shall satisfy any requirement for advance consultation with the leadership of the Committee on Personnel and Tenure with respect to Fiscal Year 2019-2020 ARP actions within the limits set forth in this resolution. This Resolution shall not apply to salary adjustments for the chancellors, the President, or the direct reports to the President, which shall be subject to separate consultation and/or approval with the Board of Governors as set forth in policy.

Further, compensation adjustments that fall outside of the scope of the ARP process shall still receive the regular required approvals of the President and/or the Committee on Personnel and Tenure, as set forth in policy.

BE IT SO RESOLVED.

Adopted this 24<sup>th</sup> day of May, 2019.

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Harry L. Smith, Jr., Chairman

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Pearl Burris-Floyd, Secretary





*RESOLUTION HONORING*

**ANN MAXWELL**

*MEMBER, THE BOARD OF GOVERNORS*

*THE UNIVERSITY OF NORTH CAROLINA*

**WHEREAS, ANN MAXWELL** has been a valued member of the Board of Governors of the University of North Carolina and has served with exceptional commitment since 2011; and

**WHEREAS,** Ms. Maxwell served with distinction on four of the Board's standing committees, the Committee on Personnel and Tenure from 2011-2013, serving as its secretary; the Committee on Educational Planning, Policies, and Programs from 2014-2015 and from 2018-2019, serving as its secretary; the Committee on University Governance from 2013-2014 and from 2015-2017, serving as its vice chair; and the Committee on Public Affairs from 2011-2014 and from 2016-2017; and

**WHEREAS,** Ms. Maxwell provided strong support to numerous special committees of the Board, including the Committee on Strategic Initiatives; the Committee on Military and Veterans Affairs; the Oliver Max Gardner Award Committee; the Governor James E. Holshouser, Jr. Award for Excellence in Public Service Committee; and the University Awards Committee; and

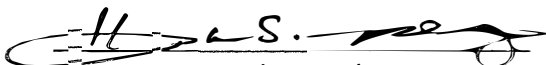
**WHEREAS,** Ms. Maxwell has carried out her duties as a member of the Board of Governors with a keen interest in higher education, providing valued leadership and counsel throughout her tenure, all while staunchly supporting the University's commitment to teaching, research, and public service; and

**WHEREAS,** she has been steadfast in her values and demonstrated unwavering concern for both academics and for the well-being of faculty, students, and staff; and

**WHEREAS,** Ms. Maxwell's contributions as a dedicated, thoughtful, kind, and distinguished individual are unparalleled, and she will be greatly missed by the members of the Board and the Board's staff;

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Governors of the University of North Carolina express its deepest appreciation and gratitude to **Ms. Ann Maxwell** for her dedicated and valuable service to the University and to the State of North Carolina.

*This the 22<sup>nd</sup> day of May 2019*

  
Harry L. Smith, Jr., *Chairman*

  
Pearl Burris-Floyd, *Secretary*