



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

May 19, 2020 at 12:45 p.m.
Via Videoconference and UNC-TV Live Stream

AGENDA

- A-1. Approval of the Minutes of April 16, 2020Anna Nelson
- A-2. Academic Affairs Update Kimberly van Noort
- A-3. UNC System Degree Establishments – NCCU, UNC-CH, UNCC David English
- A-4. Licensure Program Approvals Daniel Harrison
- A-5. UNC-NCCCS 2+2 E-Learning Initiative Annual Report.....Shun Robertson
- A-6. School Leadership Supply and Demand Report.....Shun Robertson
- A-7. UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual ReportShun Robertson
- A-8. Annual Educator Preparation ReportShun Robertson
- A-9. Adjourn

DRAFT MINUTES

April 16, 2020 at 12:30 p.m.

Via Videoconference and UNC-TV Live Stream

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members were present by videoconference, constituting a quorum: Steven B. Long, N. Leo Daughtry, Mark Holton, Adam Schmidt, and Dwight Stone.

Chancellors participating were Johnson Akinleye, Nancy Cable, Todd Roberts, and Elwood Robinson. Chair of the UNC Faculty Assembly David Green were also present by videoconference.

Staff members participating included Kimberly van Noort and David English from the UNC System Office.

OPEN SESSION

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

Chair Nelson called the meeting to order at 12:32 p.m. on Thursday, March 19, 2020.

Chair Nelson reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. She asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time.

Chair Nelson called for a motion to approve the minutes of February 20, 2020.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open minutes of February 20, 2020 as distributed.

Motion: Dwight Stone

Motion carried

2. Academic Affairs Update (Item A-2)

Information was provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the 17 institutions, particularly regarding the impact of COVID-19. A discussion of how the institutions are tracking and following up on students ensued; about five to 15 percent have not been responsive to university communications. It has been a herculean effort, using varying and personalized strategies, to ensure students are engaged and prepared mentally and academically for the fall.

3. Nursing Program Monitoring – NCCU (Item A-3)

An update on the NC Board of Nursing's review of the BS Nursing program at NCCU explained that an annual pass rate of 85 percent on the national licensing exam is required. In 2019 NCCU had a passing rate of 88 percent, a substantial increase from the 2018 rate of 79 percent.

4. UNC System Degree Program Establishments (Item A-4)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program establishments for the following:

East Carolina University

- Bachelor of Arts in Biology
- Bachelor of Science in Business Administration in Supply Chain Management
- Bachelor of Science in Professional Writing and Information Design

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

Motion: Steven. B Long

Motion carried

University of North Carolina at Greensboro

- Master of Science of Science in Applied Statistics

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

Motion: N. Leo Daughtry

Motion carried

5. UNC System Degree Program Consolidation and Discontinuation (Item A-5)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program discontinuation and consolidation for the following:

East Carolina University

- Master of Arts in Education in Birth to Kindergarten

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

Motion: Mark Holton

Motion carried

6. Plan to Increase Primary Health Providers (AHEC) (Item A-6)

A report was submitted to the Joint Legislative Education Oversight Committee to fulfill the legislative requirement for a biennial report on primary care educational programs. NC health science schools have implemented numerous strategies over the years to increase the number of students entering primary care. The shortage of quality clinical teaching sites in community primary care settings continues to be the most significant challenge facing NC's health science programs. Many schools continue to increase enrollments despite the challenges of securing enough sites for existing students. The report highlights changes and efforts to address this challenge, and offers several suggestions for state actions to recruit, train, and retain primary care providers in NC.

7. Revisions to Policy 400.4.1 (Item A-7)

The Board of Governors is charged under G.S 116-15 with authorizing and declaring exempt from licensure non-public and out-of-state institutions offering postsecondary degrees in NC and empowering the Board to make rules and regulations designed to implement the statute. This policy requires extensive revisions for clarity and internal consistency, as well as to incorporate best practices for student protection and to address modern trends in higher education.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above request to revise Policy 400.4.1 as put forth and to recommend approval to the Board of Governors for a vote through the consent agenda at the next meeting.

Motion: N. Leo Daughtry

Motion carried

There being no further business, the meeting adjourned 1:10 p.m.

N. Leo Daughtry, Secretary



AGENDA ITEM

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

Situation:	The committee will hear an update on recent activities involving academic affairs.
Background:	The University of North Carolina System's Division of Academic Affairs complements the University's core academic mission, supporting faculty, and ensuring research efforts and sponsored and international programs are successful. The division also provides assistance for student affairs and certain other access and outreach activities.
Assessment:	Information will be provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the 17 institutions.
Action:	This item is for information only.

AGENDA ITEM

A-3. UNC System Degree Program Establishments David English

Situation: North Carolina Central University requests the establishment of the following degree programs:

- Bachelor of Science in Information Technology (CIP 11.0103)
- Bachelor of Science in Sports Medicine (CIP 26.0908)

The University of North Carolina at Chapel Hill requests the establishment of the following degree programs:

- Bachelor of Arts in Human and Organizational Leadership and Development (CIP 52.0213)
- Bachelor of Arts in Medical Anthropology (CIP 45.0203)

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

- Bachelor of Fine Arts in Graphic Design (CIP 50.0409)

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

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

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

**Request for Authorization to Establish a
Bachelor of Science in Information Technology
(BS, CIP 11.0103) at
North Carolina Central University**

I. Program Highlights

- North Carolina Central University's proposed Bachelor of Science in Information Technology (IT) degree program would prepare students to help businesses and corporations protect, manage, and analyze data to improve efficiency and productivity. Many of our business practices, online shopping activities, or social profiles generate huge data streams. However, big data has no value if it is not properly analyzed and secured. To extract and protect information relevant to decision-making processes, IT professionals will need the right tools and methodologies to provide data analysis and security solutions to businesses.
- The proposed degree program would require 120 total credit hours, offering two concentrations: Cybersecurity and Data Analytics. The program would include general education courses (36 credit hours), business core courses (27 credit hours), information technology core courses (27 credit hours), two concentrations in Cybersecurity (18 credit hours) and Data Analytics (21 credit hours), and unrestricted electives (from four-seven credit hours, depending on the concentration).
- The proposed degree program would be administered on campus and online.
- Fifteen full-time students on campus are projected in the first year. Ninety full-time students on campus are projected by the fourth year.
- The School of Business will request one new tenure track faculty member for cybersecurity. Depending upon enrollment growth, one new tenure track faculty member may be requested for data analytics. In addition, a technology support technician will be requested to maintain the cybersecurity lab and the data analytics hardware and software.
- NCCU would use enrollment increase funds to support the program. The NCCU Administration, including the Dean of the School of Business are committed to supporting this new program.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Six institutions in the UNC System offer a BS in information technology, including East Carolina University, North Carolina Agricultural and Technical State University, the University of North Carolina at Charlotte, The University of North Carolina at Pembroke, the University of North Carolina Wilmington, and Winston-Salem State University.

Between 2015 and 2018, enrollment in each institution's information technology program increased, demonstrating growing interest in the discipline. In 2018, ECU had 280 students enrolled in the program and conferred 47 degrees. North Carolina A&T had 279 students enrolled and conferred 17 degrees. UNC Charlotte had 135 students enrolled and conferred 63 degrees. UNC Pembroke had 117 students enrolled and conferred 16 degrees. UNC Wilmington had 107

students enrolled and conferred 43 degrees. Winston-Salem State had 48 students enrolled and conferred three degrees.

The existing programs provide instruction in information technology, but the proposed program would be differentiated by concentrations in both cybersecurity and data analytics offered through the School of Business.

2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support NCCU's mission by offering students and faculty opportunities to engage in innovative thinking, teaching and research activities with opportunities to generate new ideas and research opportunities. Through the partnerships established with the local IT organizations in the Research Triangle Park (RTP) area (IBM, SAS, CISCO, etc.), students enrolled in the proposed degree program concentrations in Cybersecurity or Data Analytics would have access to industry insights—through internships and site visits—allowing them to incorporate their respective perspectives and problem-solving capabilities.
3. **Demand (local, regional, state).** According to Cyberseek, an organization providing labor market information related to cybersecurity, there are more than 4,000 cybersecurity job openings in the RTP area in NC, with a 1.4 cybersecurity workforce supply/demand ratio. The high demand is leading to higher job placements and better salaries for cybersecurity graduates with a premium of about \$12,000 over the average for all computer jobs.

The faculty discussed the proposed program and job placement opportunities with members of the Computer Information Systems (CIS) Advisory Council, consisting of industry partners representing the City of Durham, Lincoln Financial, IBM, Cisco Systems, MCNC, Information Technology Senior Management Forum (ITSMF), BDPA Associates, alumni who graduated from the CIS degree program, and current students in the Computer Science and Business (CSB) program. Industry partners were asked what cybersecurity skills they would want their employees to have for job placement and to help develop the curriculum. The CIS advisory subcommittee cybersecurity curriculum conference call was held in March 4, 2019 to review proposed cybersecurity classes and curricular topics.

4. **Potential for Unnecessary Duplication.** No other institutions in the UNC System offer stand-alone cybersecurity programs at the bachelor's level. One cybersecurity degree program at the master's level is offered at UNC Charlotte. There are several post-baccalaureate certificates related to Data Analytics offered at UNC System institutions, and two master's programs, offered at Appalachian State University and UNC Charlotte. Most of the cybersecurity related programs are offered as certificates. Although there are schools offering a bachelor's degree in information technology, there is no UNC System institution offering a bachelor's degree in information technology with concentrations in cybersecurity and data analytics within the School of Business.

Given the high demand in the job market for cybersecurity (4,000 open positions in RTP) and data analytics, the combined programs in the state may not be producing enough graduates to meet industry needs.

5. **Employment Opportunities for Graduates.** The US Bureau of Labor Statistics' (BLS) 2018 report projects that employment of cybersecurity personnel will grow 28 percent from 2016 to 2026,

faster than the seven percent average for all occupations. The report indicates that median pay was \$95,000 in 2018 (with a bachelor's degree). According to The Cisco 2018 Security Annual Cybersecurity Report, *Capabilities Benchmark Study*, the lack of trained personnel and lack of skilled talent tops the list of obstacles in all industries and across all regions. These two issues are the main challenges to adopting advanced security processes and technology. The US BLS also reported that demand associated with data science will generate approximately 11.5 million job openings by 2026.

As noted above, Cyberseek, an organization providing labor market information related to cybersecurity, there are more than 4,000 cybersecurity job openings in the RTP area in NC, with a 1.4 cybersecurity workforce supply/demand ratio. The high demand is leading to higher job placements and better salaries for cybersecurity graduates with a premium of about \$12,000 over the average for all computer jobs.

6. **Faculty Quality and Number.** The School of Business will request one new tenure track faculty member for cybersecurity. Depending upon enrollment growth, one new tenure track faculty member may be requested for data analytics. In addition, a technology support technician will be requested to maintain the cybersecurity lab and the data analytics hardware and software.
7. **Availability of Campus Resources (library, space, etc.)** The James E. Shepard Memorial Library (Shepard Library) contains a Business Collection that could support the proposed degree program. The collection supports teaching and research of undergraduate and master's level courses within the School of Business, including the Computer Information Systems core courses. There are currently nine full-time librarians who are members of the University faculty/staff. Each school or college has a librarian liaison assigned to it. The library liaison provides library instruction sessions at the request of faculty. Additionally, students and faculty can access over 400 online electronic academic databases and over 200,000 e-books.

The facilities are adequate for support of the proposed degree program. The core information technology courses and the cybersecurity and data analytics concentration courses would be delivered in NCCU's School of Business. The School of Business, built in 1956, has three computer labs and ten classrooms to support instruction. Additionally, the School of Business received a grant to build a new cybersecurity lab, which will be housed in one of the three existing computer labs.

8. **Relevant Lower-level and Cognate Programs.** Currently, the Decision Sciences Department has a data analytics certificate for undergraduate and graduate students. There are no cognate programs in cybersecurity offered at this time.
9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	3,728	16,435
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	2,690	2,690
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	6,418	19,125

10. Expected Quality. The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. North Carolina State University has a master's program in Data Analytics and UNC Charlotte has a Master of Science in Cyber Security degree program. Both programs offer potential opportunities for collaboration, which will be explored with the program coordinators. In addition, NCCU will contact representatives for other programs within the UNC System with Cybersecurity certificates/tracks to evaluate and pursue opportunities to collaborate.

12. Other Considerations. None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, NCCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve NCCU's request to establish a Bachelor of Science in Information Technology degree program (CIP 11.0103) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Science in Sports Medicine
(BS, CIP 26.0908) at
North Carolina Central University**

I. Program Highlights

- North Carolina Central University's proposed Bachelor of Science in Sports Medicine degree program would prepare students for careers in the areas of sports injury or illness management and/or performance enhancement. Potential job placements include cardiac rehab, clinical exercise specialist, exercise physiology, fitness instructor, physical therapy assistant, occupational therapy assistant, or health care assistant. In addition, due to new guidelines from the Commission on Accreditation of Athletic Training Education, (CAATE), after the fall of 2022, undergraduate athletic training programs cannot accept new students to qualify for the Board of Certification (BOC) exam. All accredited athletic training programs must offer a post-baccalaureate degree. This change in degree level will increase the need nationwide for majors aimed at preparing students for a master's degree in athletic training. The proposed sports medicine degree program would fulfill this need and serve as an additional option for students who would otherwise major in Pre-Med, Pre-Physical Therapy, or Pre-Occupational Training.
- The proposed degree program would require 120 total credit hours. The curriculum would consist of 38 credit hours in general education courses, 30 credit hours in kinesiology core courses, 18 credit hours in sports medicine, and 34 credit hours in non-departmental courses.
- The proposed degree program would be administered on campus.
- Twenty-five full-time students are projected in the first year. One hundred full-time students are projected by the fourth year.
- Existing faculty would be adequate to support the proposed degree program.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Two institutions in the UNC System offer a baccalaureate degree in athletic training: the University of North Carolina Wilmington and Western Carolina University. Only Western Carolina has a program that specializes in sports medicine. Both programs are administered on campus.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support NCCU's mission by preparing students to become global leaders and practitioners who transform communities. It would further serve the mission by producing graduates who are engaged problem solvers that advance research in the health sciences.

The proposed degree program would align with the Chancellor's Strategic Priorities, Goal Seven: Critical Workforces of the UNC Strategic Plan, Higher Expectations. Goal Seven prioritizes the increase in the number of "quality credentials awarded in health sciences."

3. **Demand (local, regional, state).** According to the U.S. Department of Labor's CareerOneStop search tool, the projected rate growth for athletic trainers in the State of North Carolina predicts an increase of 23 percent for athletic trainers, 28 percent for physical therapists, 26 percent for occupational therapists, and 37 percent for physician assistants. These projections are commensurate with national predictions of job growth in these areas. In North Carolina, this would result in an increase in 4,020 jobs and a total of 17, 560 jobs in these fields by 2024.
4. **Potential for Unnecessary Duplication.** Currently, there are no other undergraduate degree programs in the UNC System in sports medicine under the Classification of Instructional Programs (CIP) code of 26.0908. Western Carolina offers the BS in athletic training, with a specialization in sports medicine. However, given recent changes in athletic training accreditation standards, the program may not accept undergraduate students after the fall of 2022. The proposed degree program would be differentiated by preparing students for graduate study in athletic training as well as other health care professions.
5. **Employment Opportunities for Graduates.** The proposed degree program would prepare students for admissions to graduate programs in physical therapy, occupational therapy, physician assistant, athletic training, and medical schools. According to the U.S Bureau of Labor Statistics, these professions are predicted to have above-average growth. The National average growth rate (percent change in employment) from 2016 to 2026 is projected to be 23 percent for athletic trainers, 28 percent for physical therapists, 24 percent for occupational therapists, and 37 percent for physician assistants. Nationwide, this will result in an increase of 144,000 jobs and a total of 648,200 jobs in these fields by 2024.
6. **Faculty Quality and Number.** Existing faculty would be adequate to support the proposed degree program.
7. **Availability of Campus Resources (library, space, etc.)** The James E. Shepard Memorial Library (Shepard Library) maintains a collection of over 300,000 print volumes. The facility holds over 1200 journals, magazines and newspapers and more than 120,000 government documents. Beyond its print collection, the library subscribes to over 220 electronic databases which provide students with 24/7 access to over 25,000 electronic full text journals and books. The library staff consists of professionals and support personnel, including a librarian who serves as liaison to the Department of Kinesiology and Recreation Administration.

The existing facilities are adequate for support of the proposed degree program.

8. **Relevant Lower-level and Cognate Programs.** There are no other cognate programs at NCCU for the proposed degree program. No other subject-matter fields will be necessary to support the curriculum.
9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	3,728	16,435
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	2,690	2,690
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	6,418	19,125

10. Expected Quality. The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. NCCU has existing collaborations with academic, clinical teaching and research institutions. These are formal affiliate agreements with University of North Carolina at Chapel Hill and Duke University Hospital Systems. The agreements offer clinical learning experience for student majors pursuing sports medicine, orthopedics, physician assistant, athletic training and physical and occupational therapy professions.

12. Other Considerations. None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, NCCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve NCCU's request to establish a Bachelor of Science in Sports Medicine degree program (CIP 26.0908) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Arts in Human and Organizational Leadership and Development
(BA, CIP 52.0213) at
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill's proposed Bachelor of Arts in Human and Organizational Leadership and Development degree program would prepare students for careers in management analytics, human resources, training and development, social and community services management, and training and development management. Human and organizational leadership and development is a field of applied science focused on understanding and managing change and improvement in people and organizations. The proposed degree program would be offered by the School of Education.
- The proposed degree program would require 120 total credit hours. The curriculum would include general education courses, with credit hours dependent upon the requirements at students' date of enrollment. Students who enrolled prior to or during the 2020-2021 academic year would be subject to UNC-Chapel Hill's current set of General Education Curriculum. Students who enroll in the 2021-2022 academic year or later would fulfill requirements of the IDEAs in Action General Education Curriculum. Forty-five hours of coursework would be required for the major, including 18 hours in required coursework, 15 hours of electives, and a 12-hour internship/capstone sequence.
- The proposed degree program would be administered on campus.
- Fifty full-time students are projected in the first year. One hundred full-time students are projected by the fourth year.
- Existing faculty are adequate to support much of the proposed degree program. It is estimated that one additional clinical faculty member with recent field experience and extensive contacts among organizational leaders in the region would be an essential complement to existing faculty.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no other undergraduate degree programs in human and organizational leadership in the UNC System.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support UNC-Chapel Hill's mission to prepare the "next generation of leaders" for North Carolina and beyond and thus serve the UNC System's mission to contribute "to the solution of societal problems" and enrich "the quality of life in the State."
3. **Demand (local, regional, state).** Analysis by Hanover Research concluded that employment growth in occupations related to human and organizational leadership development is "expected to be faster than average in North Carolina, the Southeast, and nationwide through 2024, and student and employer demand for HOLD's analytics and organizational dynamics enable it to meet this demand." According to the U.S. Department of Labor's CareerOneStop

search tool, the projected growth in careers related to human and organizational leadership development in North Carolina predicts an increase of 19 percent for management analysts, 13 percent for human resources managers, and 15 percent for training and development managers.

4. **Potential for Unnecessary Duplication.** Currently, there are no other undergraduate degree programs in human and organizational leadership in the UNC System. The closest analogue in the UNC System to the proposed degree program is North Carolina State University's BA in Leadership in the Public Sector. However, it functions as a degree completion program, designed for students who have an associate degree or who are changing majors after completing a substantial amount of coursework in another program at the bachelor's level. The proposed degree program would target a more traditional undergraduate population.

An independent market analysis by Hanover Research concluded: "There is no evidence of other North Carolina bachelor's degree programs offering HOLD's unique mix of education, social science, policy, analytics, and leadership education." It would be the only undergraduate program in the UNC System associated with CIPS code 52.0213.

5. **Employment Opportunities for Graduates.** The proposed degree program would prepare graduates for careers in management analytics, human resources, training and development, social and community services management, and training and development management. Projections Central predicts that openings in these fields will grow by 17 percent annually in North Carolina, 16 percent annually in the Southeast, and 12 percent annually across the United States over the next decade. In addition to being in high demand, these fields are highly remunerated, with annual salaries ranging from approximately \$65,000 (for Human Resources specialists and Social and Community Service Managers) to more than \$120,000 (for Human Resources Managers and Training and Development Managers.)
6. **Faculty Quality and Number.** Existing faculty are adequate to support much of the proposed degree program. It is estimated that one additional clinical faculty member who has recent field experience as well as extensive contacts among organizational leaders in the region would be an essential complement to existing faculty.
7. **Availability of Campus Resources (library, space, etc.)** The library's resources, including substantial e-journals and e-research by discipline, are adequate to support the proposed degree program.

The existing facilities are adequate to meet student and faculty needs for the proposed degree program. Course sections will be taught in general use classrooms managed by the university as well as classrooms managed specifically by the School of Education.

8. **Relevant Lower-level and Cognate Programs.** The proposed BA in Human and Organizational Leadership Development degree program would build on the School of Education's undergraduate minor in education and will complement the School of Education's undergraduate minor in human development and family studies. The proposed curriculum would not require improvement or expansion in any complementary subject matter fields. The proposed course of study includes several elective courses offered via other programs, including the School of Business, the Department of Public Policy, the Department of Communication, and the Department of Sociology.

- 9. Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	7,019	34,198
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	1,732	1,732
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	8,751	35,930

- 10. Expected Quality.** The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.
- 11. Feasibility of Collaborative Program.** There are no other undergraduate degree programs in human and organizational leadership in the UNC System. However, the proposed course of study would include several cross-listed electives in UNC-Chapel Hill's School of Business, Education, and Departments of Communication, Public Policy, and Sociology. Faculty are working on a partnership with the UNC-Chapel Hill School of Education's Human Development and Family Studies major around shared research methods and capstone coursework.
- 12. Other Considerations.** None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve UNC-Chapel Hill's request to establish a Bachelor of Arts in Human and Organizational Leadership and Development degree program (CIP 52.0213) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Arts in Medical Anthropology
(BA, CIP 45.0203) at
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill's proposed Bachelor of Arts in Medical Anthropology degree program would prepare students for careers related to research in natural and social sciences, clinical health care, and social service arenas. The field of medical anthropology introduces students to the biocultural character of disease and engages them in direct work with communities.
- The proposed degree program would require 120 total credit hours. The curriculum would include general education courses, with credit hours dependent upon the requirements at students' date of enrollment. Students who enrolled prior to or during the 2020-2021 academic year would be subject to UNC-Chapel Hill's current set of General Education Curriculum. Students who enroll in the 2021-2022 academic year or later would fulfill requirements of the IDEAs in Action General Education Curriculum. The curriculum would require 27 credit hours of core courses in medical anthropology and a minor of 15 credit hours.
- The proposed degree program would be administered on campus.
- Twenty full-time students are projected in the first year. Eighty full-time students are projected by the fourth year.
- The proposed degree program has been granted a tenure-track line to hire a cultural medical anthropologist. In addition, a second hire may be needed in the biological subfield to provide appropriate course opportunities.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no other medical anthropology degree programs within the UNC System or private institutions in North Carolina.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support UNC-Chapel Hill's mission and key objectives of the UNC System, the institution's College of Arts and Science's strategic plan, and their Blueprint for Next through the development of a contemporary, innovative, inclusive, and global curriculum. It would provide students with multidisciplinary, evidence-based knowledge, skills, and experiences that draw on and integrate the humanities and sciences; and will prepare students to be productive citizens in a 21st century global society that requires creativity, flexibility, and knowledge-based capabilities.
3. **Demand (local, regional, state).** According to the U.S. Department of Labor's CareerOneStop search tool, the projected rate growth for jobs related to medical anthropology in the state of North Carolina predicts an increase of 14 percent for epidemiologists, 23 percent for physical therapists, 15 percent for nutritionists, and 14 percent for health educators. These projections are commensurate with national predictions of job growth in these areas.

4. **Potential for Unnecessary Duplication.** There are no other universities in the UNC System or the state of North Carolina that offer a degree in medical anthropology. On the UNC-Chapel Hill campus, the only existing major in the College of Arts and Sciences related to health is the BA in Global Studies, Concentration in Global Health and the Environment. Students pursuing this degree may include medical anthropology courses towards their major. The proposed degree program would differ by offering a broad-based, multidisciplinary education that incorporates studies of biology and culture, history and the present, through the framework of anthropology.
5. **Employment Opportunities for Graduates.** Career paths in dentistry, osteopathic, chiropractic, and integrative medicine, which all enjoy high societal demand, are common among medical anthropology minors and would be pursued by graduates of the proposed degree program. Options may include careers in global health (e.g., field consultants, organization development specialists, and program implementation and evaluation), public health (e.g., education and prevention specialists, epidemiologists, study coordinators, nutritionists, disease ecologists, and public health information officers), allied health care, and health and human services positions.

According to the U.S. Bureau of Labor Statistics, “employment in healthcare occupations is projected to grow 14 percent from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups.”

6. **Faculty Quality and Number.** The department has been granted a tenure-track line to hire a cultural medical anthropologist to support course offerings, student mentoring, and supervision of honors’ theses. In addition, the proposed degree program may require a second hire in the biological subfield to provide appropriate course opportunities.
7. **Availability of Campus Resources (library, space, etc.)** The present library holdings are adequate for the instructional and research needs of the proposed degree program. Since the curriculum would involve the expansion of an existing minor degree with faculty already actively involved in research in this field, the existing library resources should be sufficient.

The existing facilities are adequate for support of the proposed degree program. The Department of Anthropology’s space comprises 9,214 square feet on the second, third, and fourth floors of Alumni Building, as well as two small temporary offices in Caldwell Hall. The facilities include the Human Biology Laboratory, a 400-square foot newly renovated laboratory space. The lab provides an integrative, comparative approach to studies of human biology and health.

8. **Relevant Lower-level and Cognate Programs.** There are no lower-level or cognate programs that support the proposed degree program. The BA in Medical Anthropology would be a self-sufficient, inter-disciplinary course of study that provides students with course work that begins with introductory level foundations and builds in sophistication and complexity through courses that are also suitable for graduate level study.
9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	7,019	34,198
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	1,732	1,732
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	8,751	35,930

10. Expected Quality. The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. Medical Anthropology faculty have extensive ties with colleagues in the School of Global Public Health, Carolina Population Center, School of Nursing, School of Allied Sciences, and at research institutions at Research Triangle Park. These relationships provide opportunities for collaboration for undergraduate students through guest lectures given in medical anthropology classes, through the enrollment of graduate students from these various schools in combined upper-level undergraduate/graduate courses, and through the collaborative research projects that medical anthropology faculty undertake with these colleagues and share with their undergraduates. It is possible that these connections may foster internship opportunities for students.

12. Other Considerations. None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve UNC-Chapel Hill's request to establish a Bachelor of Arts in Medical Anthropology degree program (CIP 45.0203) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Fine Arts in Graphic Design
(BFA, CIP 50.0409) at
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte's proposed Bachelor of Fine Arts in Graphic Design degree program would prepare students for careers in visual communications, including, but not limited to: graphic designer/developer, art director, web designer, user experience/user interface designer, animator, and creative director. The target audience would be regional college applicants interested in a professional creative career in visual communication.
- The proposed degree program would require 120 total credit hours. The proposed curriculum would require general education courses (37 credit hours), College of Arts and Architecture courses (5 credit hours), and major core courses (78 credit hours).
- The proposed degree program would be administered on campus.
- Seventy-five full-time students and five part-time students are projected in the first year. Ninety full-time students and 10 part-time students are projected by the fourth year.
- No tuition differential will be sought to support the proposed degree program.
- Existing faculty are adequate to support the proposed program. Given that the proposed degree program would transform an existing concentration-based program into a degree program, the current faculty would be sufficient to serve student needs.
- The library's resources are adequate to support the proposed degree program.
- Existing facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** UNC System institutions offering programs similar to the proposed BFA in graphic design include Appalachian State University, East Carolina University, Elizabeth City State University, North Carolina State University, University of North Carolina at Asheville, and Western Carolina University. Each program is offered on campus.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support UNC Charlotte's mission by providing a competitive program of creative activity that responds to both corporate and civic needs in the local community. It is also consistent with the UNC System's mission to "discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities."
3. **Demand (local, regional, state).** According to NCworks.gov, the 2016 median wage for a graphic designer employed in Mecklenburg County was \$45,219, while the median wage for a web developer was \$75,961. On April 6, 2018, there were 28 job openings for graphic designers advertised online in Mecklenburg County, for which there were 102 potential candidates in the workforce, or 3.64 candidates per job. While they consider this to be a competitive statewide market, they also forecast graphic design to be a 'National High Growth' industry that has a 'Bright Outlook Nationally.' The local forecast for web developers is even healthier, as there were

57 job openings advertised with 48 potential candidates, or 0.84 candidates per job. NCWorks considers Web development to be a 'Regional High Growth' industry that has a 'Bright Outlook Statewide.'

Graduates of UNC Charlotte's existing concentration-based program have been successful in gaining employment in the field. In the fall of 2017, UNC Charlotte sent a Google Survey to graphic design concentration alumni and received a total of 180 responses. The survey included questions about location, employer and job title, and perceptions of trends in the field of graphic design. Notably, 89% of the respondents are currently employed in a design, marketing, or advertising position.

- 4. Potential for Unnecessary Duplication.** Consultations with Appalachian and ECSU regarding their enrollment growth, including waitlists at Appalachian, suggest that the proposed degree program would not have a negative impact on existing programs. Graduation trends data from the Institutional Research Analytics group at UNC Charlotte reveal that a significant portion of degrees awarded by UNC Charlotte are completed by students who come from Mecklenburg and surrounding counties. The establishment of a BFA in Graphic Design at UNC Charlotte would provide the only in-person, on-campus professional degree in the discipline for the Charlotte metro region.
- 5. Employment Opportunities for Graduates.** According to the Bureau of Labor Statistics (BLS), there were 266,300 graphic design positions nationally in 2016 with a median pay of \$47,640 per year. From 2016 to 2026, the employment outlook for graphic designers is projected to grow 4% nationally, below the average of 7% for all occupations. However, there were 162,900 Web developer positions nationally, with a significantly higher median pay of \$66,130 per year. The occupation is projected to grow 15%, more than twice the average for all occupations.
- 6. Faculty Quality and Number.** Existing faculty are adequate to support the proposed program. Given that the proposed degree program would transform an existing concentration-based program into a degree program, the current faculty would be sufficient to serve student needs.
- 7. Availability of Campus Resources (library, space, etc.)** UNC Charlotte's Atkins Library has adequate resources to support the proposed degree program. The university has relevant print holdings in both Atkins Library and supporting materials in the Charles C. Hight Architecture Library. The library also has relevant electronic holdings in the categories of monographs and periodicals. In addition, the library offers audio-visual equipment for students and faculty in both locations.

The Atkins Library has several relevant electronic databases, including Art and Architecture Complete, and Arts and Humanities Database from ProQuest, and ProQuest Arts Premium Collection. The library also provides access to the image database Artstor, which includes over two million images. Approximately 31,000 of those images are related to graphic design and illustration. In addition, there are several relevant interdisciplinary databases such as JSTOR and Academic Search Complete.

Existing facilities are adequate to support the proposed degree program. The current concentration-based program has two dedicated computer labs, with 48 available digital

workstations that serve as the primary classrooms for delivery. An additional computer lab, with 24 available digital workstations, as well as flexible studio-based classrooms within the Department of Art and Art History would also be available to deliver classes, as needed.

- 8. Relevant Lower-level and Cognate Programs.** Studio art and art history courses are necessary and valuable to support the proposed degree program. The courses currently offered meet specialized accreditation standards of the National Association of Schools of Art and Design (NASAD) and do not require improvement or expansion.

Students engaged in the proposed curriculum would benefit from proficiency in concepts related to business, marketing, sociology, anthropology, psychology, and others that examine human motivation. Existing general education courses in those fields are adequate to support the proposed degree program. There would be no needed improvement or expansion of those fields.

- 9. Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	3,812	17,246
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, Association of Student Govt)	3,094	3,094
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	6,906	20,340

- 10. Expected Quality.** The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

- 11. Feasibility of Collaborative Program.** UNC Charlotte identified collaborative opportunities that target North Carolina community colleges. A high proportion of students served at UNC Charlotte are transfer students. Many of those students transferred from community colleges in the region, such as Central Piedmont Community College or Rowan Cabarrus Community College. The proposed degree program would include 15 credits of studio art and art history coursework that could transfer from 31 NC community colleges to UNC Charlotte in accordance with the Comprehensive Articulation Agreement (CAA) of August 2016. Since the CAA transfer course list was expanded in 2018 and 2019, UNC Charlotte is considering adding another nine-12 credits worth of pre-major courses that would transfer.

Given the demand within similar programs in the UNC System, UNC Charlotte would entertain collaborative opportunities through distance education courses and summer session opportunities as appropriate.

12. Other Considerations. None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Charlotte's request to establish a Bachelor of Fine Arts in Graphic Design degree program (CIP 50.0409) to enroll students starting fall 2020.

AGENDA ITEM

A-4. Licensure Program Approvals.....Daniel Harrison

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

Background: Johnson and Wales University - Charlotte, a current licensee, has applied to offer the following degrees: Master of Science in Clinical Mental Health Counseling; a Master of Science in Addiction Counseling; a Bachelor of Public Health; a Bachelor of Science in Health Science; a Bachelor of Science in Psychology; and a Bachelor of Arts in Economics.

Northcentral University, a current licensee, has applied to offer a Doctor of Philosophy in Psychology and a Doctor of Nursing Practice in Executive Leadership.

St. Andrews University/Webber International University, a current licensee, has applied to offer a Bachelor of Science in Nursing.

SKEMA Business School, a current licensee, has applied to offer a Master of Science in International Marketing and Development.

The University of Southern California, a current licensee, has applied to offer a Master of Education in School Counseling and a Master of Science in Nutrition, Healthspan, and Longevity.

Walden University, a current licensee, has applied to offer a Doctor of Nursing Practice.

Assessment: After appropriate review of the license applications, staff recommends approval of the applications for licensure for these institutions.

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

Staff Report and Recommendation for 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 Bachelor of Science in Public Health, a Bachelor of Science in Health Science, a Bachelor of Science in Psychology, a Bachelor of Arts in Economics, a Master of Science in Clinical Mental Health Counseling, and a Master of Science in Addiction Counseling. Each of these programs are offered on other Johnson and Wales campuses. Acting under authority delegated to her by the Board and the president, Dr. Kimberly van Noort issued Johnson and Wales a license to offer these programs on April 20, 2020.

Bachelor of Science in Public Health and Bachelor of Science in Health Science

Staff Recommendation: Approval
Program Site: Charlotte, NC
Projected start date: Fall 2020
Projected enrollment: 5-10 per program

The reviewer for these programs wrote a largely favorable report that required the institution to provide clarification regarding faculty credentials and certain course content. Johnson and Wales responded adequately to the report.

Bachelor of Science in Psychology

Staff Recommendation: Approval
Program Site: Charlotte, NC
Projected start date: Fall 2020
Projected enrollment: 5-10

The reviewer for this program made several findings regarding the clinical component of this program, including how sites will be located and evaluated, what responsibility the student has for locating a site and how that expectation will be communicated to the student, and what steps Johnson and Wales has undertaken to ensure it will be able to offer its students an adequate number of sites. The reviewer also made findings regarding the adequacy of the proposed number of faculty teaching in the program. Johnson and Wales responded adequately to the report.

Bachelor of Arts in Economics

Staff Recommendation: Approval
Program Site: Charlotte, NC
Projected start date: Fall 2021
Projected enrollment: 5-10

The reviewer for this program wrote a largely favorable report that required the institution to provide clarification regarding which faculty who would be teaching in the program and their credentials. Johnson and Wales responded adequately to the report.

Master of Science in Clinical Mental Health Counseling and Master of Science in Addiction Counseling

Staff Recommendation: Approval

Program Site: Charlotte, NC

Projected start date: Fall 2020

Projected enrollment: 5-10 per program

The reviewer for this program made several findings regarding status of the programmatic accreditation for these program and the ability of the programs' graduates to become licensed in North Carolina. The reviewer also made findings regarding the adequacy of the proposed number of faculty teaching in the program. Johnson and Wales responded adequately to the report.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	59%	
	Transferred Out	20%	
	Withdrew	21%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	2.9	3.0	2.4
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	7.0	6.9	7.7

State authorization staff did not receive any complaints regarding Johnson and Wales in the 2018-2019 academic year.

Recommendation

Ratify the license Dr. van Noort issued to Johnson and Wales (OPEID 00340410) to offer Bachelor of Science in Public Health, a Bachelor of Science in Health Science, a Bachelor of Science in Psychology, a Bachelor of Arts in Economics, a Master of Science in Clinical Mental Health Counseling, and a Master of Science in Addiction Counseling.

¹ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

² Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

³This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns. Charlotte campus only.

⁴ Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018. Charlotte campus only.

Staff Report and Recommendation for Northcentral University

Background

Northcentral University (Northcentral), located in Scottsdale, Arizona, is a regionally accredited not-for-profit university and is an existing licensee in good standing. Northcentral seeks to expand program offerings in North Carolina to include a Doctor of Philosophy in Psychology and a Doctor of Nursing Practice in Executive Leadership. Northcentral anticipates its students only performing clinical rotations and externships for these programs, and the university does not have any current plans to establish a brick-and-mortar presence in North Carolina. Staff most recently conducted a site visit on February 13, 2019.

Doctor of Philosophy in Psychology

Staff Recommendation: Approval
Program Site: Various clinical sites
Projected start date: Upon licensure
Projected enrollment: Fewer than five

The reviewer for this program made findings, which included questions regarding the course syllabi, disclosure to students and prospective students that the programs are not designed to lead and do not lead to professional licensure, procedures for identifying appropriate clinical sites in North Carolina, and faculty qualifications. Northcentral adequately responded to each finding.

Doctor of Nursing Practice in Executive Leadership

Staff Recommendation: Approval
Program Site: Various clinical sites
Projected start date: Upon licensure
Projected enrollment: Fewer than five

The findings for this program included mandating that Northcentral disclose to prospective North Carolina students that the program is in programmatic accreditation candidacy status, that the program justify the recency of some of its instructional materials, and that the program justify the qualifications of some members of its faculty. Northcentral adequately responded to each finding.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	35%	
	Transferred Out	34%	
	Withdrew	30%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ		2018	2017
		0.2	0.2
Three-year cohort default rate ^{iv}		Class of 2016	Class of 2015
		5.4	5.3
			Class of 2014
			5.6

State authorization staff did not receive any complaints regarding Northcentral in the 2018-2019 academic year.

Recommendation

License Northcentral University (OPEID 03813300) to offer a Doctor of Philosophy in Psychology and a Doctor of Nursing Practice in Executive Leadership.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

**Staff Report and Recommendation for
St. Andrews University/Webber International University**

Background

St. Andrews University/Webber International University (OPEID 00154000) (St. Andrews), located in Laurinburg, is an existing licensee in good standing. St. Andrews is a branch of Webber International University (Webber), located in Babson Park, Florida, and is a member of the North Carolina Independent Colleges and Universities (NCICU). St. Andrews is subject to licensure by the Board for all programs initiated after its 2011 merger with Webber. The institution is regionally accredited by the Southern Association of Colleges and Schools and seeks authorization to offer a Bachelor of Science in Nursing.

Bachelor of Science in Nursing

Staff Recommendation: Approval
Program Site: Laurinburg, NC Projected
Start date: Fall 2020 Projected
Enrollment: 20

Staff conducted a site visit to St. Andrews in October 2019 and assessed its institution-wide compliance with the Board's standards for licensure and determined that the institution met those standards. Because this program leads to professional licensure in nursing, the North Carolina Board of Nursing must also authorize it. After their own site visit and review, the Board of Nursing authorized the program, contingent on the Board of Governor's approval, in May 2020.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	32%	
	Transferred Out	36%	
	Withdrew	32%	
Employment Placement Rate ⁱⁱ		90.4%	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) (Webber) ⁱⁱⁱ	2017	2016	2015
	1.6	2.1	2.6
Three-year cohort default rate (Webber) ^{iv}	Class of 2016	Class of 2015	Class of 2014
	8.3	13.9	17.4

State authorization staff did not receive any complaints regarding St. Andrews in the 2018-2019 academic year.

Recommendation

Issue St. Andrews (OPEID 00154000) a license to offer a Bachelor of Science in Nursing.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ This data is reported pursuant to the state of Florida's standards, which is where Webber International University is based. "Employed" means all graduates who, six months after graduation, are employed full- or part-time, or who are pursuing an advanced degree, or who are serving the nation in the military, Peace Corps, etc.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

Staff Report and Recommendation for SKEMA Business School

Background

SKEMA Business School (SKEMA), an existing licensee in good standing, is a private French institution with a campus in Raleigh on NC State University's Centennial Campus. It is not accredited by an American regional accreditor, but it is a member of similar French organizations and AACSB—The International Association for Management Education. SKEMA seeks to expand its programs by offering a Master of International Marketing and Business Development degree.

Master of International Marketing and Business Development

Staff Recommendation: Approval

Program Site: Raleigh, NC

Projected start date: Fall 2020 Projected enrollment: 15

This proposed program is already offered at other SKEMA campuses, and the program's learning objectives and curriculum are similar to the programs the Board already licenses. The reviewer for these programs wrote a favorable report focusing on the institution's compliance with faculty and program of study licensure requirements.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes	SKEMA does not participate in FSA funding and does not report 8-year rates. Its most recent self-reported retention rates for its currently-licensed programs are 100%.		
Employment Placement Rate	97% (self-reported in 2019 annual report)		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	Does not participate in FSA funding and does not report. Last independent System Office review of finances conducted in 2019.		
Three-year cohort default rate	Class of 2016	Class of 2015	Class of 2014
	No FSA funding/does not report		

State authorization staff did not receive any complaints regarding SKEMA in the 2018-2019 academic year.

Recommendation

Issue SKEMA a license to offer a Master of International Marketing and Business Development degree.

**Staff Report and Recommendation for
The University of Southern California**

Background

The University of Southern California (USC), an existing licensee in good standing, seeks approval to offer a Master's of Education in School Counseling and a Master of Science in Nutrition, Healthspan, and Longevity in North Carolina. USC seeks to offer clinical placements for these programs and has no current plans to establish a brick-and-mortar presence in the state. USC is regionally accredited by the Western Association of Schools and Colleges.

Master's of Education in School Counseling

Staff Recommendation: Approval
Program Site: Various clinical sites in NC
Projected start date: Upon Licensure
Projected enrollment: 5-10

USC's hybrid Master's of Education in School Counseling program is offered nationwide exclusively in a hybrid format. The reviewer for this program praised most aspects of the program while making findings regarding faculty qualifications, the manner in which clinical sites are selected and evaluated, guidelines for transferring in academic credit, and the ability of graduates to become licensed school counselors in North Carolina. USC thoroughly responded to the findings.

Master of Science in Nutrition, Healthspan, and Longevity

Staff Recommendation: Approval
Program Site: Various clinical sites in NC
Projected start date: Upon Licensure
Projected enrollment: Fewer than five

USC's hybrid Master of Science in Nutrition, Healthspan, and Longevity program combines elements of programs in gerontology and nutrition and is designed for those who want to pursue a career in nutrition and dietetics. It is programmatically accredited by the Accreditation Council for Education in Nutrition and Dietetics.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	92%	
	Transferred Out	5%	
	Withdrew	3%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	2.9	3.0	3.0
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	1.6	1.8	2.0

State authorization staff did not receive any complaints regarding USC in the 2018-2019 academic year.

Recommendation

License USC (OPEID 00132800) to offer a Master's of Education in School Counseling and a Master of Science in Nutrition, Healthspan, and Longevity.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

**Staff Report and Recommendation for
Walden University**

Background

Walden University (OPEID 00154000) (Walden), located in Minneapolis, Minnesota, is an existing licensee in good standing. The institution is regionally accredited by the Higher Learning Commission and seeks to authorization to offer a Bachelor of Social Work (BSW). Walden seeks to offer the BSW at clinical sites only and does not anticipate a brick-and-mortar presence in North Carolina.

Bachelor of Social Work

Staff Recommendation: Approval

Program Site: Clinical sites throughout North Carolina

Projected start date: Upon Licensure

Projected enrollment: 90

Staff and examiners reviewed this program. The findings were generally favorable, and focused on elements such as course design and the practicum experience. Walden's BSW is programmatically accredited by the Council on Social Work Education. Acting under authority delegated to her by the Board and the president, Dr. Kimberly van Noort issued Walden a license to offer this program on January 24, 2020.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	22%	
	Transferred Out	35%	
	Withdrew	42%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	2.6	2.9	3.0
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	6.9	7.3	7.5

State authorization staff did not receive any complaints regarding Walden in the 2018-2019 academic year.

Recommendation

Ratify the license Dr. van Noort issued Walden (OPEID 02504200) to offer a Bachelor of Social Work.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns. In Walden's case, the Department of Education agreed to provide Walden these unofficial scores based on Walden's finances separated from the finances of its parent company.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

AGENDA ITEM

A-5. UNC-NCCCS 2+2 E-Learning Initiative Annual Report Shun Robertson

Situation: As required by Section 9.7(c) of S.L. 2008-107, and as amended by Section 9.3(c) of S.L. 2010-31, the Board of Governors of The University of North Carolina System shall submit its annual report on the UNC-NCCCS 2+2 E-Learning Initiative to the Joint Legislative Education Oversight Committee, the State Board of Education, the Office of State Budget and Management, and the Fiscal Research Division.

Background: In 2005, the General Assembly of North Carolina created the UNC-NCCCS 2+2 E-Learning Initiative to address the critical shortage of teachers in our state. This collaborative project focuses on the development of online course content as a means to educate additional teachers in North Carolina. The initiative has led to the creation of online course content through the Virtual Learning Community (VLC) and five pre-education associate degree programs. With the revision to the Comprehensive Articulation Agreement in 2014, all education degrees at UNC System institutions offer an Associate in Science and/or Associate in Arts transfer pathway.

In addition, the initiative supports educator preparation and teacher quality research, incorporating information about the transfer pipeline of educator preparation candidates.

Assessment: The VLC remains in place, providing quality online courses to the 58 community colleges within the North Carolina Community College System. The UNC System continues to engage in teacher quality research to provide information and data to inform strategic initiatives in educator preparation for transfer, traditional, and non-traditional pipelines.

The attached report is in fulfillment of the reporting requirement.

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



UNC-NCCCS 2+2 E-Learning Initiative

Report to the Joint Legislative Education Oversight Committee

June 15, 2020

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

UNC-NCCCS 2+2 E-Learning Initiative

The Need

Community colleges serve as the gateway to postsecondary education for many low-income and first-generation college students, who arrive with great talent and aspiration but with multiple academic, financial, and personal challenges. To reach these students, the University of North Carolina System must build stronger pathways with community college partners.

Nearly 11,000 North Carolina community colleges students transferred into the UNC System in Fall 2019, a 51 percent increase over the past ten years. Among those North Carolina students who do transfer, about 40 percent graduate with a bachelor's degree, a rate near the nation's average among transfer students of 42 percent. These data are critical, since students who transfer from community colleges to universities are more likely to be from lower-income families than are students who enter higher education through four-year institutions.¹

National research and UNC System data show that students who graduate with an associate degree before transferring have higher persistence and completion rates than those who transfer before completing their degrees. Working with our two-year college peers, the System has worked to develop strategies that help students understand the importance of finishing what they start.

Background

In 2005, the General Assembly of North Carolina created the 2 + 2 E-Learning Initiative to address the critical shortage of teachers in our state. The North Carolina Community College System (NCCCS) and the University of North Carolina System Office were the recipients of the initiative. This collaborative project focused on the development of online course content as a means to educate additional teachers in North Carolina.

NCCCS creates online course content through its Virtual Learning Community (VLC), <http://vlc.ncccommunitycolleges.edu>, which provides quality online courses to the 58 community colleges. Online courses and degrees provide access to students who may not be able to attend college in a traditional face to face method. Currently, the VLC provides access to several education courses:

- Advanced Issues in Early Childhood Education (EDU 288)
- Advanced Issues in School-Age Education (EDU 289)
- Educational Technology (EDU 271)
- Effective Teacher Training (EDU 275)
- Foundations of Education (EDU 216)
- Introduction to Early Childhood Education (EDU 119)
- Issues in Early Childhood Education (EDU 188)
- Teacher Licensure Preparation (EDU 250)

In 2005, the two systems identified five pre-education programs under the North Carolina Comprehensive Articulation Agreement (CAA), which allows for students to begin their education by earning an associate degree at a community college before transferring to a university to complete a bachelor's degree. The five identified associate degree programs were completed by NCCCS in June 2009 through the efforts of VLC course development centers: Associate in Arts/Elementary Education, Associate in Arts/Middle

¹ Bowen, W., Chingos, M., & McPherson, M. (2009). *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton, NJ: Princeton University Press.

UNC-NCCCS 2+2 E-Learning Initiative

Grades Education and Special Education, Associate in Science/Chemistry and Chemistry Education, Associate in Science/Biology and Biology Education, and Associate in Science/Mathematics Education.

Transfer Pathways

With the subsequent revision of the Comprehensive Articulation Agreement (CAA) in 2014, transfer pathways into education programs were developed at each of the sixteen UNC System universities. The associate degree programs that were developed as part of this initiative in 2009 were consolidated with the revision to the CAA into two pathways to all educator preparation programs in the UNC System: Associate in Arts and Associate in Science degrees. The CAA revision mandated that all associate degrees have a baccalaureate degree plan (BDP) to designate a plan for transfer. All BDPs for each UNC school can be found at: <https://myapps.northcarolina.edu/transfertools/advising-tools-nc-community-college-transfer-students>.

This information is embedded into the Transfer Toolbox, which has been made available to all 58 community colleges and UNC System institutions. Any advisor can search by the selected institution and find degree plans for any education degree the student wishes to pursue. In addition, advisors can investigate course equivalencies across institutions to assist students with effective transfer to the senior institution. Plans for a student version of the Transfer Toolbox are underway. When it is completed, it will provide user-friendly information directly to potential transfer students.

To further facilitate seamless transfer from North Carolina community colleges to UNC System institutions, a series of Transfer Talks were conducted to provide information and updates to community college and senior institution transfer personnel. Feedback regarding improvements for BDPs, revisions to the CAA, and best transfer practices was gathered within the monthly Transfer Talks. Refinement to teacher education BDPs were addressed as a part of the information gleaned during the web conferences. The Transfer Talks serve as a collaborative platform between the two systems to improve the transfer student experience.

Teacher Quality Research

The UNC System engages in teacher quality research to provide information and data to inform strategic initiatives in educator preparation for transfer, traditional, and non-traditional pipelines. Funds were used to develop systems to track student progress in teacher education programs at UNC System institutions. As a result, the funding has helped to support ongoing educator quality research, build interactive data dashboards for teacher preparation program improvement, and build greater capacity and accessibility within teacher education.

The UNC Educator Quality Research Initiative (EQRI) is an ongoing strategic research partnership among the UNC System, expert researchers, and subject matter experts focused on the development and implementation of an annual agenda of research on educator preparation and effectiveness. This initiative provides educator preparation programs in the UNC System with research evidence to inform program improvement efforts, enhance state-wide understanding of critical workforce needs, and support evidence-based education reform efforts. Much of this research is focused on critical pipeline issues (e.g., enrollment trends, time-to-degree, teacher productivity, academic credentials of students, employment rates, employment distribution, and retention in the field). In addition, several of these studies assess the effectiveness of the graduates of educator preparation programs, all of which enroll transfer students and many through 2+2 initiatives. In addition, the annual agenda of research includes

UNC-NCCCS 2+2 E-Learning Initiative

the rigorous evaluation of the efficacy and efficiency of several P12 programs and initiatives, such as Laboratory Schools, Principal Fellows, and the North Carolina New Teacher Support Program. Future research will study outcomes of students who transfer from NCCCS.

In 2015, the UNC Educator Quality Dashboard was developed to share and disseminate key findings from the strategic research agenda. The dashboard is a public, interactive, web-based tool designed to ensure greater public accountability, increase transparency, and facilitate data for all education stakeholders. Built with SAS® data visualization software, the dashboard provides an easy-to-use interface that enables users—including educators, administrators, policymakers, parents, and students—to analyze and display data on educator quality within selected populations, geographic regions, or subject areas. Visitors to the dashboard may examine performance indicators at the System and campus levels across a range of factors, including educator recruitment, selection, preparation, and performance. The dashboard is also useful for analyzing the impact of educator preparation program graduates on P12 student learning, measures associated with national accreditation, and other outcome-based indicators. The dashboard can be viewed online at eqdasbhoard.northcarolina.edu.

In 2017, the Data and Strategic Research Advisory Committee (DSRAC) was established to better utilize the significant expertise at UNC System institutions to guide and inform the annual strategic research agenda, data dashboards, and required educator preparation program reporting. The DSRAC is comprised of university leaders and research faculty from all 15 UNC System educator preparation programs and is tasked with ensuring all research initiatives reflect the most accurate and beneficial data for program improvement. The DSRAC is also tasked with providing expert consultation on the development of new measures and refinement of current indicators of educator quality; ensuring that data and research drive program improvement and evidence-based decision-making cultures among UNC System educator preparation programs; and ensuring all strategic research initiatives remain at the forefront of research and development.

Conclusion

With new approaches and support for reform, the UNC System, in partnership with the North Carolina Community College System, can be a launching pad for many more North Carolinians to begin rewarding careers in education. Student success can be boosted through the creation of highly structured transfer pathways with clear academic requirements that ensure that students are connected to effective academic, social, and financial supports that promote retention and persistence.

AGENDA ITEM

A-6. School Leadership Supply and Demand Report Shun Robertson

Situation: As required by G.S. 116-11(12d), 116-74.21, and 143-613(b1), the Board of Governors of the University of North Carolina System shall submit to the Joint Legislative Education Oversight Committee the annual report on the supply and demand of school administrators. This report is used to determine the number of school administrators to be trained in school administrator training programs at the constituent institutions in each year of the fiscal biennium.

Background: Shortages of high quality administrators to serve in school leadership positions across North Carolina continues to be an issue. The School Leadership Supply and Demand Report serves as a response to House Bill 257, 1993 Session Laws, which directs the Board of Governors to study the issue of supply and demand of school administrators to determine how many school administrators the programs should train in each year of the fiscal biennium. The annual report defines school administrators as superintendents, principals, and assistant principals. Information from the report has been used to guide policy and recruitment initiatives within North Carolina.

Assessment: The attached report provides demographic information, supply and demand trends, and an analysis of the current findings within UNC System Institutions. The report fulfills the reporting requirement.

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



School Leadership Supply and Demand Report

Report to the Joint Legislative Education Oversight Committee

June 15, 2020

The University of North Carolina System

Chapel Hill, North Carolina

School Leadership Supply and Demand Report

Pursuant to Section 9.3 (b) of S.L. 2010-31, the Board of Governors of The University of North Carolina shall study the issue of supply and demand of school administrators to determine the number of school administrators to be trained in the programs in each year of the biennium and report the results of this study to the Joint Legislative Education Oversight Committee.

Introduction

The purpose of this report is to provide data to the Joint Legislative Education Oversight Committee concerning school administration programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of school-based administrators in North Carolina. For this study, school administrators are defined as superintendents, principals, and assistant principals.

The data included in this study were collected by the North Carolina Department of Public Instruction and provided to the UNC System Office by the Education Policy Initiative at Carolina. The data, collected between 2011 and 2019, represent the most recent information available for each indicator.

This report is divided into five sections:

- Demographics of North Carolina School Administrators
- Demand Trends for North Carolina School Administrators
- Supply Trends for North Carolina School Administrators
- Discussion of Findings
- Conclusions

Demographics of North Carolina's School Administrators

Superintendents. Demographic data indicate that 74 percent of school superintendents in North Carolina public schools during the 2018-2019 academic year were male, 76 percent were White, and 23 percent were African-American, and the average age was 52 years. Superintendents reported an average of 25.3 years of experience in education, with eight percent having achieved a master's degree and 91 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 72 percent were White and 26 percent were African-American. The average age for principals was 46 with a range of 45-48 across regions. The data suggest that principals had an average of 20.9 years of experience in education with 76 percent having achieved a master's degree, and 23 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 63 percent female, 65 percent white, and 33 percent African-American. Assistant principals were mostly in their early to mid-40s, with an average of 43 to 45 years of age across regions. Assistant principals averaged 17.3 years of experience in education, with 86 percent having achieved a master's degree and 9.9 percent holding doctorates or other advanced degrees.

The following tables provide detailed demographic data about North Carolina's superintendents, principals, and assistant principals. To further clarify school administrator regional supply-and-demand,

School Leadership Supply and Demand Report

each table offers data disaggregated by geographic region. The State Board of Education Regions & Districts are described below:

Northeast Region / District 1

Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Gates, Halifax, Hertford, Hyde, Martin, Northampton, Pasquotank, Perquimans, Pitt, Roanoke Rapids, Tyrrell, Washington, Weldon

Southeast Region / District 2

Brunswick, Carteret, Craven, Duplin, Greene, Jones, Lenoir, New Hanover, Onslow, Pamlico, Pender, Wayne

North Central Region / District 3

Chapel Hill-Carrboro, Chatham, Durham, Edgecombe, Franklin, Granville, Harnett, Johnston, Lee, Nash, Orange, Person, Vance, Wake, Warren, Wilson

Sandhills Region / District 4

Bladen, Clinton, Columbus, Cumberland, Hoke, Montgomery, Moore, Richmond, Robeson, Sampson, Scotland, Whiteville

Piedmont Triad Region / District 5

Alamance, Asheboro, Caswell, Davidson, Davie, Elkin, Forsyth, Guilford, Lexington, Mount Airy, Randolph, Rockingham, Stokes, Thomasville, Surry, Yadkin

Southwest Region / District 6

Anson, Cabarrus, Cleveland, Gaston, Iredell, Kannapolis, Lincoln, Mecklenburg, Mooresville, Rowan, Stanly, Union

Northwest Region / District 7

Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Hickory, McDowell, Mitchell, Newton-Conover, Watauga, Wilkes, Yancey

Western Region / District 8

Asheville, Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, Polk, Rutherford, Swain, Transylvania

School Leadership Supply and Demand Report

Tables 1, 2, and 3 provide the number of school administrators within an age range.

Table 1: Superintendent Age (2018-19)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	51.53	4	9	31	35	37
Northeast	49.16	2	1	5	8	3
Southeast	51.29	0	0	5	3	4
North Central	49.63	0	3	5	6	2
Sandhills	52	1	2	1	3	6
Piedmont Triad	53.17	0	0	8	3	6
Southwest	54.08	1	1	1	2	7
Northwest	49.38	0	2	4	5	2
Western	54	0	0	2	5	7

Table 2: Principal Age (2018-19)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	46.33	484	574	660	425	348
Northeast	46.05	33	41	42	28	25
Southeast	48.01	39	44	62	43	49
North Central	45.64	120	125	137	81	67
Sandhills	48.06	29	58	72	55	47
Piedmont Triad	46.3	88	93	120	67	63
Southwest	45.11	116	131	129	78	46
Northwest	46.31	35	44	49	34	26
Western	47.39	24	38	49	39	25

Table 3: Assistant Principal Age (2018-19)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	43.69	1110	609	657	374	371
Northeast	45.04	48	26	44	23	25
Southeast	44.61	100	48	64	35	53
North Central	42.49	329	165	149	95	72
Sandhills	45.13	94	47	72	42	49
Piedmont Triad	43.96	176	109	105	55	64
Southwest	43.6	244	148	159	85	73
Northwest	43.05	63	25	27	19	15
Western	44.05	56	41	37	20	20

School Leadership Supply and Demand Report

Tables 4, 5, and 6 provide data about the years of education experience of current North Carolina school administrators.

Table 4: Superintendents' Years of Education Experience (2018-19)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	25.32	4	4	10	35	32	32
Northeast	23.53	0	2	2	6	7	2
Southeast	26.75	0	0	1	4	3	4
North Central	24.5	0	0	5	5	2	4
Sandhills	26.54	0	1	0	4	3	5
Piedmont Triad	25.25	1	1	0	4	7	4
Southwest	24.92	2	0	1	1	3	5
Northwest	23.43	1	0	1	6	4	2
Western	28.71	0	0	0	5	3	6

Table 5: Principals' Years of Education Experience (2018-19)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	20.88	77	341	659	729	466	219
Northeast	19.95	12	22	53	33	34	15
Southeast	21.96	7	22	61	68	50	29
North Central	20.49	12	93	133	165	89	38
Sandhills	21.84	3	27	68	88	49	26
Piedmont Triad	21.25	10	59	113	121	85	43
Southwest	20.08	23	74	131	153	85	34
Northwest	20.58	6	27	53	50	38	14
Western	21.76	4	17	47	51	36	20

Table 6: Assistant Principals' Years of Education Experience (2018-19)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	17.27	442	755	799	639	318	174
Northeast	17.17	27	35	44	31	27	7
Southeast	17.46	42	73	68	68	35	14
North Central	16.39	143	220	188	150	64	45
Sandhills	17.75	36	77	73	65	37	16
Piedmont Triad	18.03	56	114	142	114	45	38
Southwest	17.51	78	178	194	152	71	37
Northwest	16.68	27	31	43	25	17	6
Western	17.67	33	27	47	34	22	11

School Leadership Supply and Demand Report

Tables 7, 8 and 9 display data around the degrees earned by superintendents, principals and assistant principals

Table 7: Superintendents' Highest Degree Earned (2018-19)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	1	9	19	87
Northeast	0	5	4	10
Southeast	0	2	3	7
North Central	0	0	2	14
Sandhills	0	0	1	12
Piedmont Triad	0	0	0	17
Southwest	1	1	1	9
Northwest	0	1	3	9
Western	0	0	5	9

Table 8: Principals' Highest Degree Earned (2018-19)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	17	1902	262	310
Northeast	0	135	20	14
Southeast	1	194	19	23
North Central	1	416	41	72
Sandhills	6	203	16	36
Piedmont Triad	1	296	76	58
Southwest	5	380	47	68
Northwest	2	142	22	22
Western	1	136	21	17

Table 9: Assistant Principals' Highest Degree Earned (2018-19)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	136	2674	172	136
Northeast	6	141	16	3
Southeast	12	265	10	13
North Central	39	706	38	27
Sandhills	15	259	8	22
Piedmont Triad	23	434	36	16
Southwest	25	602	41	41
Northwest	9	124	6	10
Western	7	143	17	6

School Leadership Supply and Demand Report

Tables 10, 11, and 12 provide data on the gender and ethnicity of North Carolina superintendents, principals and assistant principals.

Table 10: Race and Gender of Superintendents (2018-2019)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	30	86	0	27	0	0	0	88
Northeast	4	15	0	7	0	0	0	12
Southeast	2	10	0	2	0	0	0	10
North Central	5	11	0	8	0	0	0	8
Sandhills	2	11	0	6	0	0	0	7
Piedmont Triad	9	8	0	2	0	0	0	15
Southwest	2	10	0	0	0	0	0	11
Northwest	1	12	0	1	0	0	0	12
Western	5	9	0	1	0	0	0	13

Table 11: Race and Gender of Principals (2018-2019)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	1544	941	8	624	16	27	3	1770
Northeast	96	73	0	64	0	2	0	101
Southeast	145	91	0	50	2	1	1	177
North Central	326	203	2	181	6	0	1	334
Sandhills	173	87	1	85	1	20	0	150
Piedmont Triad	279	151	3	110	2	1	1	304
Southwest	316	182	2	112	4	1	0	371
Northwest	109	79	0	15	1	2	0	166
Western	100	75	0	7	0	0	0	167

Table 12: Race and Gender of Assistant Principals (2018-2019)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	1963	1148	13	994	37	35	2	1967
Northeast	121	43	1	65	2	0	0	90
Southeast	208	92	0	69	1	3	0	221
North Central	486	310	4	332	14	5	0	437
Sandhills	197	106	2	126	5	25	1	141
Piedmont Triad	301	207	2	182	4	1	0	307
Southwest	455	253	3	198	10	0	1	478
Northwest	86	62	1	8	0	0	0	137
Western	99	75	0	14	1	1	0	156

School Leadership Supply and Demand Report

Demand Trends for North Carolina School Administrators

Table 13 outlines North Carolina's principal retention rates from the 2011-12 through the 2017-18 academic years. Consistently, few principals left the principalship after their first year on the job, with at least an 85 percent statewide retention rate for each cohort. By the fifth year, more than half of North Carolina's principals were no longer in that position.

Table 13: Principal Retention Rates

Cohort Year and Size	Principal One Year Later	Principal Two Years Later	Principal Three Years Later	Principal Four Years Later	Principal Five Years Later
2011-12 (N=2497)	2135 (85.5%)	1861 (74.5%)	1623 (65%)	1372 (54.9%)	1192 (47.7%)
2012-13 (N=2499)	2152 (86.1%)	1875 (75%)	1592 (63.7%)	1389 (55.6%)	1198 (47.9%)
2013-14 (N=2502)	2156 (86.2%)	1847 (73.8%)	1598 (63.9%)	1381 (55.2%)	1194 (47.7%)
2014-15 (N=2527)	2159 (85.4%)	1868 (73.9%)	1618 (64%)	1410 (55.8%)	---
2015-16 (N=2509)	2160 (86.1%)	1876 (74.8%)	1644 (65.5%)	---	---
2016-17 (N=2522)	2168 (86%)	1893 (75.1%)	---	---	---
2017-18 (N=2530)	2183 (86.3%)	---	---	---	---

Table 14 presents data on the number of assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if:

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved Master of School Administration (MSA) program and is participating in that program's required internship.

During the 2018-19 academic school year, 12.8 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by district, with 26.3 percent of assistant principals holding a provisional license in the Northwest region and less than ten percent holding a provisional license in the North Central region.

School Leadership Supply and Demand Report

Table 14: Newly Hired Assistant Principals (2018-19) Who Hold a Provisional License

Region	Number (Percentage) of Provisional Licenses
<i>Statewide (N = 547)</i>	<i>70 (12.8 percent)</i>
Northeast (N = 42)	5 (11.9 percent)
Southeast (N = 54)	9 (16.7 percent)
North Central (N = 162)	15 (9.3 percent)
Sandhills (N = 49)	6 (12.2 percent)
Piedmont Triad (N = 69)	7 (10.1 percent)
Southwest (N = 89)	13 (14.6 percent)
Northwest (N = 38)	10 (26.3 percent)
Western (N = 44)	5 (11.4 percent)

Tables 15, 16 and 17 display the number of new school administrators statewide, and by region in the 2018-19 academic year.

Table 15: Number of New Superintendents by Region (2018-19)

Region	Number of New Superintendents
<i>Statewide</i>	<i>12</i>
Northeast	4
Southeast	1
North Central	0
Sandhills	4
Piedmont Triad	2
Southwest	0
Northwest	1
Western	0

Table 16: Number of New Principals by Region (2018-19)

Region	Number of New Principals
<i>Statewide</i>	<i>253</i>
Northeast	24
Southeast	20
North Central	59
Sandhills	16
Piedmont Triad	41
Southwest	45
Northwest	22
Western	26

School Leadership Supply and Demand Report

Table 17: Number of New Assistant Principals by Region (2018-19)

Region	Number of New Assistant Principals
<i>Statewide</i>	<i>547</i>
Northeast	42
Southeast	54
North Central	162
Sandhills	49
Piedmont Triad	69
Southwest	89
Northwest	38
Western	44

Supply Trends for North Carolina School Administrators

Table 18 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2018-19, 84.2 percent of newly hired principals had served as assistant principals in 2017-18. Of the newly hired assistant principals in 2018-19, fewer than half, or 48.3 percent, were classroom teachers in the previous year. Additionally, 15.5 percent of newly hired assistant principals were employed as assistant principal interns in 2017-18.

School Leadership Supply and Demand Report

Table 18: Sources of New Principals and Assistant Principals

	New Principals (2018-19) Who Were Asst. Principals in 2017-18	New APs (2018-19) Who Were Teachers in 2017-18	New APs (2018-19) Who Served as Interns in 2017- 18
Statewide (P N=253) (AP N=547)	213 (84.2%)	264 (48.3%)	85 (15.5%)
Northeast (P N=24) (AP N=42)	18 (75%)	15 (35.7%)	7 (16.7%)
Southeast (P N=20) (AP N=54)	19 (95%)	35 (64.8%)	5 (9.3%)
North Central (P N=59) (AP N=162)	51 (86.4%)	58 (35.8%)	55 (34%)
Sandhills (P N=16) (AP N=49)	13 (81.3%)	30 (61.2%)	4 (8.2%)
Piedmont Triad (P N=41) (AP N=69)	34 (82.9%)	36 (52.2%)	4 (5.8%)
Southwest (P N=45) (AP N=89)	39 (86.7%)	48 (53.4%)	5 (5.6%)
Northwest (P N=22) (AP N=38)	19 (86.4%)	18 (47.4%)	3 (7.9%)
Western (P N=26) (AP N=44)	20 (76.9%)	24 (54.6%)	2 (4.6%)

Table 19 provides the number of graduates of North Carolina's Master of School Administration (MSA) programs. Since the 2014-15 academic year, UNC System principal preparation programs have produced more than 1,300 school leaders.

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Table 19: MSA Degrees Conferred at UNC System Institutions

Institution	2014-15	2015-16	2016-17	2017-18	2018-19
ASU	38	26	19	24	17
ECU	57	50	41	61	48
ECSU	6	15	8	8	9
FSU	17	22	10	13	14
NCA&T	1	2	10	8	6
NCCU	12	14	26	14	19
NCSU	9	0	35	66	14
UNCA	---	---	---	---	---
UNCCCH	27	26	32	27	30
UNCC	31	22	19	36	28
UNCG	12	0	10	15	31
UNCP	23	25	19	12	27
UNCW	11	9	19	7	16
WCU	18	24	15	29	18
WSSU	---	---	---	---	---
Total	262	235	263	320	277

Discussion of Findings

A 2016 study by the National Center for Education Statistics provides an analysis of national demographic trends in school leadership using data from the 1987-88 through 2011-12 administrations of the Schools and Staffing Survey (SASS). During this 25-year timeframe, the number of female principals in public schools increased from 25 percent to 52 percent. With regard to race and ethnicity, minimal change occurred, with African-American principals increasing from nine percent to ten percent, Hispanic principals increasing from three percent to seven percent, and White principals decreasing from 87 percent to 80 percent. The average age of principals also remained fairly consistent, increasing from 46.8 to 48.0 years of age. A greater number of public school principals reported having received master's degrees (53 percent to 62 percent); however, there was a decline in the number of principals having achieved doctorates or other advanced degrees (44 percent to 36 percent).¹

Demographic Trends. Based on the 2018-19 data for North Carolina school administrators, superintendents were well educated, with 91 percent holding doctorate or other advanced degrees. Superintendents also had significant experience in education, with an average of 25 years in the field; however, with an average of 52 years of age, many are also nearing retirement (i.e., full retirement is possible after 30 years of service). There was a lack of racial diversity among North Carolina's superintendents with African-Americans serving as the only ethnic minorities in this advanced leadership role. There was also a gender imbalance among North Carolina superintendents, although more than half of all assistant principals and principals were women.

¹Hill, J., Ottem, R., DeRoche, J., Owens, C. (2016). Trends in public and private school principal demographics and qualifications: 1987-88 to 2011-12. Stats in Brief. NCES 2016-189.

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North Carolina principals were younger and had less education experience than superintendents. Principals were also further from retirement with only 27 percent having 25 or more years of experience. Also, 23 percent of principals held doctorate and other advanced degrees. More than one in four principals belonged to an ethnic minority group and almost two-thirds of all principals were women.

More than half of assistant principals were younger than 45 years of age, and 39 percent had fewer than fifteen years of education experience. Also, 86 percent of assistant principals had at least a master's degree, and ten percent had a doctorate or other advanced degree. More than one-third (35 percent) of assistant principals were ethnic minorities, and women represented greater numbers (63 percent) in the assistant principalship than any other level of school leadership.

Demand Trends

In 2018-19, 253 new principals were hired, with the majority of new principals employed in the North Central region. Assistant principals were also in high demand, with 547 new hires, almost 30 percent, hired in the North Central region. Only 12 superintendents were hired state-wide.

Data regarding principal retention demonstrate that over 40 percent of North Carolina's principals were no longer employed in the state's public schools after 4 years on the job, and that more than half left their positions after five years. Age data indicated that administrator turnover rates over the next several years will increase due to retirement, particularly among superintendents. Considering the number of new MSA graduates in 2018-19 (277) and the number of assistant principals who are under the age of 40, the data indicates that a large pool of potential principals and superintendents currently exists to fill these gaps.

Supply Trends

A total of 812 school administrators were hired in North Carolina in 2018-19 (12 superintendents, 253 principals, and 547 assistant principals). Of the new principals, 84 percent were employed as assistant principals during 2017-18. In addition, 48.3 percent of assistant principals were employed as teachers the previous year. These numbers, in addition to the number of new MSA graduates (277) produced by the UNC System in 2018-19, suggest that there would be a minimal shortfall in the supply of school administrators needed to meet the state demand.

If it is assumed that out-of-state preparation data holds true to previous reports at five percent of the supply, one might deduce that the supply of new administrators produced by the UNC System equaled 54 percent of the 2018-2019 state demand for new administrators, leaving 46 percent of positions to be filled via other preparation pathways. Further exacerbating this supply issue is the fact that only 13 percent of new assistant principal hires hold provisional licenses. It is important to note that increased turnover among more experienced principals, declining enrollment in principal preparation programs, and the hiring of principals from out-of-state are key considerations when determining supply trends. In addition, there are likely many educators who hold licenses in school administration who do not yet serve as school administrators—lending even greater complexity to the estimation of school administrator supply-and-demand trends.

Conclusion

Principal turnover continues to be issue in North Carolina, with more than half of the state's principals leaving their job after five years of employment. Levin & Bradley (2019) note that principal turnover can

School Leadership Supply and Demand Report

disrupt school improvement, increase teacher turnover, and lower gains in student achievement—these declines in student outcomes are even stronger in high-poverty, low achieving schools.² As principals often leave their jobs due to inadequate preparation and limited professional development opportunities, program improvements in principal preparation are key to increasing principal retention.

A closer look at the supply and demand of educational leaders in North Carolina reveals an issue with both the numbers of leaders being produced and the lack of racial diversity in the leadership pipeline. Research clearly indicates the positive impact of increased diversity in school leadership for both teachers and students, such as higher rates of teacher job satisfaction, greater administrative support and recognition, and more access to the resources necessary to teach. Additionally, diverse leadership in schools has been shown to reduce the disciplinary action gap between African-American and White students and improve the number of African-American students identified as academically gifted.³ Beyond the fact that there is a need for program growth and greater access to high-quality principal preparation programs, there should be more attention given to the low levels of racial diversity amongst educational leaders in North Carolina. According to the 2018-2019 data, 86 percent of superintendents are white, 74 percent of principals are white, and 67 percent of assistant principals are white in North Carolina.

In response to the need for greater access to quality preparation for school leaders, the Transforming Principal Preparation Program (TP3) was consolidated with the North Carolina Principal Fellows Program (NCPFP) in 2019, creating a more strategic and unified funding source for the principal preparation programs in North Carolina. The new NCPFP/TP3 combines TP3's competitive grants-based model with the Principal Fellows' Commission-based governance to ensure North Carolina's aspiring leaders are well-trained and retained in North Carolina's high-needs schools. The consolidation of the two principal preparation programs allows for a competitive model amongst the providers as resources are assigned to recruit high-quality candidates to the most rigorous, evidence-based preparation programs. The consolidated programs plan to produce approximately 40 percent of the state's educational leadership demand.

The consolidated NCPFP/TP3 is open to traditional public and independent institutions of higher education, as well as non-traditional, non-profit routes of entry. Through the incentive of state funds, the program integrates the key research-based components of successful principal preparation nationwide, including:

- Proactive, intentional recruitment efforts;
- A high bar for entry;
- Rigorous and relevant coursework;
- Strategic and sustained investments in teacher and principal salaries;
- Teacher recruitment scholarships for hard-to-staff schools and subjects;
- Teacher leadership and alternative compensation pilots;
- Targeted investments in high-quality recruitment and principal preparation;

² Levin, S. & Bradley, K. (2019). Understanding and addressing principal turnover: A review of the research. Reston, VA: National Association of Secondary School Principals and The Learning Policy Institute.

³Viano, S. L., & B. Hunter, S. (2017). Teacher-principal race and teacher satisfaction over time, region. *Journal of Educational Administration*, 55(6), 624-639. doi:10.1108/JEA-10-2016-0122. See also Roch, C. H., & Elsayed, M. A. A. (2020). Race, school discipline, and administrative representation. *International Public Management Journal*, 23(2), 161-185. doi:10.1080/10967494.2019.1659196; Grissom, J. A., Rodriguez, L. A., & Kern, E. C. (2017). Teacher and principal diversity and the representation of students of color in gifted programs: Evidence from national data. *The Elementary School Journal*, 117(3), 396-422. doi:10.1086/690274

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- A full-time, paid residency; and
- A focus on authentic partnerships with and preparation for service in high-need schools and districts

North Carolina has demonstrated a commitment to improve the supply and capacity of educational leaders through a consolidation of state funds. However, educational leadership for public school instruction should portray representative diversity. Developing flexible, competency-based models that allow for virtual, self-paced adult professional learning in the training of K12 leadership could assist with this goal. Moreover, the creation of a coaching/mentoring model by former graduates of the NCPFP/TP3 program would build the capacity of educational leaders utilizing a prescriptive approach. With the state's ongoing commitment to educational leadership, a diverse pool of leaders can change the outcomes and experiences of our K12 students.

AGENDA ITEM

A-7. UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report Shun Robertson

Situation: As required by Section 9.3(c) of S.L. 2005-276, and as amended by Section 9.3(d) of S.L. 2010-31, the University of North Carolina System Office shall submit its annual report on the UNC-NCCCS Joint Initiative for Teacher Education and Recruitment to the State Board of Education, the Board of Governors of the UNC System, the State Board of Community Colleges, the Education Cabinet, the Joint Legislative Education Oversight Committee, and the Office of State Budget and Management.

Background: Over the past decade, there have been numerous measures implemented under the larger umbrella effort of the UNC-NCCCS Joint Initiative on Teacher Recruitment. As one of the foundational steps after the UNC-NCCCS Joint Initiative was established in 2006, the UNC System contracted with Noel-Levitz to conduct market research to assess the recruitment practices of all fifteen educator preparation programs (EPPs). The UNC System has used that assessment to identify the most effective institution-based strategies, as well as to identify any potential gaps in their respective recruitment efforts.

Building on that work, the UNC System established a recruitment network, so that each EPP had a designated point of contact to spearhead recruitment efforts that were informed by the Noel-Levitz findings and formalized by an institution-authored recruitment plan. The other key goals of the recruitment network were to increase collaboration among the EPPs and to help the EPPs build relationships in their own communities, especially with surrounding LEAs and area community colleges.

While the UNC System remains the state's largest producer of public school educators, it is clear that teacher preparation pathways have changed in significant ways over the last decade, which underscores the importance of the UNC System and the North Carolina Community College System working in tandem to ensure that there is a clear and accessible talent pipeline for recruiting, preparing, and retaining the teachers of tomorrow's classrooms.

Assessment: The attached report fulfills the annual reporting requirement.

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



**UNC-NCCCS Joint Initiative for Teacher Education and Recruitment
Annual Report**

June 15, 2020

**University of North Carolina System
Chapel Hill, North Carolina**

A Critical Need

In North Carolina, the opportunity to receive a sound basic education is a fundamental right. In light of that commitment, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University of North Carolina System.

Unfortunately, we know this critical need is more of a challenge than ever before. From 2011 to 2018, enrollment in education programs within the UNC System charted a thirty percent decline, mirroring a national trend where some states have seen staggering declines of approximately fifty percent.¹ Added to this are the same underlying perennial issues: a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and, among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career.

All of these challenging realities speak to the importance of robust, strategic, and proactive teacher recruitment efforts. While the UNC System remains the state's largest producer of public school educators, it is clear that teacher preparation pathways have changed in significant ways over the last decade. In particular, more students have sought to pursue a teaching credential by starting at a community college before transferring to an institution in the UNC System to complete their bachelor's degree in education. The UNC and North Carolina Community College systems are working in tandem to ensure that there is a clear and accessible talent pipeline for recruiting, preparing, and retaining the teachers of tomorrow's classrooms.

Continuing Efforts

Over the past decade, there have been numerous measures implemented under the larger umbrella effort of the UNC-NCCCS Joint Initiative on Teacher Education and Recruitment. As one of the foundational steps after the initiative was established in 2006, the UNC System contracted with Noel-Levitz to conduct market research to assess the recruitment practices of all fifteen educator preparation programs (EPPs) and used that assessment to identify the most effective campus-based strategies, as well as to identify any potential gaps in their respective recruitment efforts.

Building on that work, the UNC System established a recruitment network, so that each EPP had a designated point of contact to spearhead recruitment efforts for their respective institution, which were informed by the Noel-Levitz findings and formalized by an institution-authored recruitment plan. The other key goals of the recruitment network was to foster a spirit of collaboration among the other EPPs and to encourage each to build a relationship with their surrounding communities, especially with surrounding LEAs and area community colleges.

Although the Joint Initiative is no longer funded, the UNC and NC Community College Systems continue to take significant and important steps to create clear, accessible pathways for students to enter the teaching profession – cutting down on the costly duplication of courses and needless confusion of program requirements. With the revision of the Comprehensive Articulation Agreement (CAA) in 2014,

¹ Partelow, Lisette. "What to Make of Declining Enrollment in Teacher Preparation Programs." *Center for American Progress*, 3 Dec. 2019, www.americanprogress.org/issues/education-k-12/reports/2019/12/03/477311/make-declining-enrollment-teacher-preparation-programs/.

UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report

transfer pathways into education programs were developed at each UNC System Institution. All education programs have a pathway noted for Associate in Arts and Associate in Science degrees as part of the CAA.

As the teacher workforce continues to change in a dynamic 21st century economy, so too must recruitment strategies. For example, when the North Carolina Teaching Fellows Program was reestablished by the General Assembly in 2017, the new eligibility framework created an avenue for community college students to apply as a transfer student for a Teaching Fellows award. These are the types of policy changes that fully utilize established talent pipelines, especially when community colleges can be a key element in helping to recruit more diverse candidates and may help incentivize candidates to return back to their home communities to teach.

Existing Needs

The UNC System receives an annual appropriation of \$750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters.

While these funds provide vital support, two changes to current programs that the General Assembly included in the proposed 2019 State Budget would further benefit the System's recruitment efforts:

1. The expansion of the North Carolina Teaching Fellows Program to include three additional EPPs. This revenue-neutral expansion would expand the footprint of the current program across the state, with a particular focus on geographic and racial diversity of the EPPs included as program partners. This expansion is critical especially in light of the fact that greater geographic diversity would overlap with most of the most high-needs school districts.
2. Structural changes to the current framework of the Future Teachers of North Carolina program would allow the program to be a System-wide initiative across all 15 EPPs (the current FTNC model has three IHE partners currently). By engaging all 15 EPPs, the reworked model would be better positioned for outreach to LEAs across the state, greatly expanding the number of high school juniors and seniors presented with the opportunity to pursue the teaching profession. To further engage high school juniors and seniors in selecting education as a potential major, the NCCCS is also currently exploring options for integration of the Future Teachers of North Carolina program. Additional outreach within high schools to provide information about starting a future teaching degree at the community college with subsequent transfer to a UNC EPP is being planned.

Conclusion

Teacher recruitment is a complex but critical task. Public perceptions and media coverage of the teaching profession; divisive public policy debates over teacher pay, academic standards, and educational equity; and a relentless – albeit important – focus on improving teacher quality and student outcomes can lead potential teachers to choose a different career path. But at the core, our success recruiting teachers today

UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report

will define the success of the public schools in North Carolina tomorrow. Therefore, teacher recruitment must continue to be a foundational goal for educator preparation programs.

AGENDA ITEM

A-8. Annual Educator Preparation Report Shun Robertson

Situation: GS 116-11 (12d) directs the Board of Governors to provide a comprehensive annual report on teacher education efforts across the UNC System. The report should include information about teacher education and recruitment, 2+2 initiatives, distance education programs focused on teacher education, and professional development programs for teachers and school administrators.

Background: Teacher shortages across North Carolina, especially in rural areas, continue to be a problem. Marked declines in enrollment within educator preparation programs at UNC System institutions has exacerbated the issue. At present, the production of highly qualified teachers does not meet the demand within school systems across the state. UNC System educator preparation programs have engaged in strategic efforts to boost potential, traditional, and non-traditional educator pipelines.

Assessment: The attached report fulfills the annual reporting requirement and includes information on a variety of recruitment efforts employed across the state designed to boost the pool of highly qualified educators for North Carolina's schools.

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



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Annual Educator Preparation Report

Report to the Joint Legislative Education Oversight Committee

June 15, 2020

The University of North Carolina System

Chapel Hill, North Carolina

Annual Educator Preparation Report

Pursuant to GS 116-11 (12d), the Board of Governors of The University of North Carolina shall provide a comprehensive annual report on teacher education efforts at The University of North Carolina each year to the Joint Legislative Education Oversight Committee and the State Board of Education.

Introduction

Teacher preparation is a core part of the University of North Carolina System's identity. Many UNC System institutions were founded over the past two centuries for the purpose of teacher preparation. While their missions have expanded since those early days, the focus on educator preparation remains paramount.

The fifteen Educator Preparation Programs (EPPs) in the UNC System are leaders in efforts to prepare teachers to be successful as they focus on continuous improvement of their programs. UNC System graduates make up 43 percent of the public school teachers in North Carolina, but that number could be a lot higher. To that end, the System's strategic plan, *Higher Expectations*, calls on our institutions to increase the number of high-quality credentials in several critical workforce areas, including K-12 education. UNC System teacher education programs are responding to this goal through several strategic efforts aimed at preparing more—and more effective—teachers and school leaders for the public schools of North Carolina through recruitment, preparation, and teacher quality research.

UNC Educator Preparation Trends

The UNC System's colleges of education have experienced significant declines in enrollment, mirroring a nationwide trend. Between 2011 and 2018 alone, enrollments in educator preparation programs in the UNC System dropped 30 percent. Those numbers have rebounded some since 2016, but are still far below previous levels.¹ Despite these enrollment declines, the UNC System is still the largest producer of public school teachers in North Carolina. Thirty-seven percent of the teachers in North Carolina's public schools are UNC System graduates and 43 percent of the beginning teaching corps (i.e., teachers with less than two years of experience) graduated from UNC System EPPs. Research indicates that, overall, teachers prepared at UNC System institutions generally have higher value-added estimates, earn higher evaluation ratings, and stay in the classroom longer than teachers prepared through most other routes.² Data from 2018 indicate that about 84% of UNC System graduates met or exceeded targets for expected student growth.³

Educator Preparation & P12 Partnership Efforts

The UNC System established the Division of University & P12 (Preschool through 12th Grade) Partnerships in 1998. The division was created to acknowledge the University's priority of strengthening North Carolina's public schools and educator preparation programs. This work continues to be one of the University's highest priorities. Now structured within the Strategy and Policy Division, the P12 Partnerships team is the primary liaison with the fifteen UNC System schools of education, inter-institutional programs related to P12 education, the NC Department of Public Instruction, the NC General

¹ See UNC Educator Quality Dashboard. "Enrollment". <http://eqdashboard.northcarolina.edu>.

² Research suggests that teachers who enter through Teach for America perform better than UNC-trained teachers, as do visiting international teachers in some subjects. See Bastian, Kevin and Qi W. Xing. "Staffing North Carolina's Classrooms: Evidence Connecting Teacher Preparation to Teacher Outcomes." Education Policy Initiative at Carolina (EPIC) (2015): https://publicpolicy.UNC.edu/files/2015/07/Staffing_North-Carolinas_Classrooms_Evidence-Connecting_Teacher-Preparation_to_Teacher-Outcomes_April-2016.pdf.

³ See UNC Educator Quality Dashboard. "Education Value-Added Assessment System (EVAAS)." <http://eqdashboard.northcarolina.edu/performance-employment/>.

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Assembly, and all other programs and organizations related to the University's support for public schools, students, and teachers. The division is primarily focused on the UNC System's goal of preparing effective teachers and school leaders for North Carolina's public schools. The division staff works toward this mission by supporting evidence-based programs, initiatives, and strategic research to improve P12 practices and educator preparation.

In 2015, the UNC Board of Governors Subcommittee on Teacher and School Leader Quality adopted a set of recommendations designed to strengthen, focus, and, where necessary, redesign UNC System educator preparation programs to produce a world-class educator workforce for North Carolina (Appendix A). These recommendations guided the work of the P12 Division for several years, and significant progress has been made in accomplishing these overarching goals. The state has re-launched the Teaching Fellows program, providing recruitment incentives for teacher candidates at three UNC System institutions to serve in high-need fields and schools in North Carolina; all educator preparation programs in the UNC System now use edTPA, a validated performance tool enabling data-driven improvements in candidates' preparation and teacher education programs; and the Educator Quality Dashboard has served as a national model for ensuring public accountability for the state's public EPPs enabling more data-driven policymaking for educator preparation across the state. The division has worked diligently to ensure greater public accountability, implement research-based approaches to teacher and principal preparation, increase collaboration and partnerships, expand and enhance high quality clinical practice, strengthen recruitment and selection of prospective candidates into educator preparation programs, and improve support for early career educators.

Educator Preparation & Recruitment

Even amidst this progress, the UNC System knows there is more work to be done, especially in light of new policies, higher expectations, and increasing demands upon P12 schools. In addition, System Office leaders recognize the benefit of multiple approaches to meaningful improvement and sustainable change, and have endeavored to build on state-level policy reforms and system-wide efforts by working with EPP leaders, practicing teachers, and other stakeholders on key initiatives. The P12 Division administers and provides support for the following initiatives:

North Carolina Teaching Fellows Program

First established in 1986, the North Carolina Teaching Fellows Program is a forgivable-loans-for-service program designed to recruit high-achieving students into the teaching profession. Teaching Fellows provides up to \$4,125 per semester in financial aid that is repayable through teaching service in any North Carolina public school—traditional public, lab school, or charter school.

Reauthorized by the NC General Assembly in 2017, the Teaching Fellows program now focuses specifically on recruiting for the high-need subject areas of STEM and Special Education. There are currently five EPP partners -- two private and three UNC System institutions: North Carolina State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte. In 2019, the Board of Governors included a proposal to expand the Teaching Fellows program to three additional EPPs. That proposal is currently awaiting legislative approval.

There are currently 164 Teaching Fellows, and the process is underway to select the third class of candidates for the 2020-2021 academic year. While the primary goal of the Teaching Fellows program is to produce high-quality educators in high-need subject areas, there is a particular focus on increasing the diversity of teaching fellows in terms of both racial and geographic representation.

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North Carolina Principal Fellows Program/Transforming Principal Preparation Program (TP3)

The Principal Fellows Program, created in 1993, was originally designed to provide state-funded forgivable loans to principal candidates attending UNC System institutions. In 2015, the Transforming Principal Preparation Program (TP3), a competitive grants-based program for high-quality principal preparation, was established in North Carolina.

In 2019, the General Assembly took action to reform principal preparation by enacting Senate Bill 227: TP3/Principal Fellows Consolidation. The legislation consolidates the traditional Principal Fellows Program with the Transforming Principal Preparation Program (TP3), revolutionizing the way North Carolina recruits and prepares school leaders. The consolidated program retains the competitive grants-based model of TP3 and the state-appointed Commission governance structure of the Principal Fellows Program. In the first full year of the merger (2021-2022), there are 109 candidates scheduled to graduate.

Future Teachers of North Carolina

The purpose of the Future Teachers of North Carolina Program (FTNC) is to encourage high-achieving high school students to consider teaching as a profession by providing opportunity to enroll in college-level, introductory education courses that award up to six credit hours at a partnering UNC System institution. The three UNC System partner institutions are North Carolina A&T State University, the University of North Carolina Wilmington, and Western Carolina University. FTNC was established by the General Assembly in 2017.

As required by the authorizing legislation, the System Office worked with faculty members from each of the partner institutions of higher education (IHEs) to develop a course curriculum, supported by a team from RTI International. High school teachers who are accepted into the program attend a curriculum training and receive professional development support. Support is also provided to support targeted recruitment efforts to participating students by hosting campus visits to learn more about the respective education programs of the partner institutions.

The BOG has proposed legislative changes to the FTNC program that would expand the current program footprint from three institutions to all System EPPs. This pending change would provide institutions with greater opportunity to partner with school districts in their respective regions and strengthen the recruitment pipeline by providing a clearer pathway and easier transition from high school into an EPP.

Teacher Recruitment Fund

The UNC System receives an annual appropriation from the NC General Assembly of \$750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters.

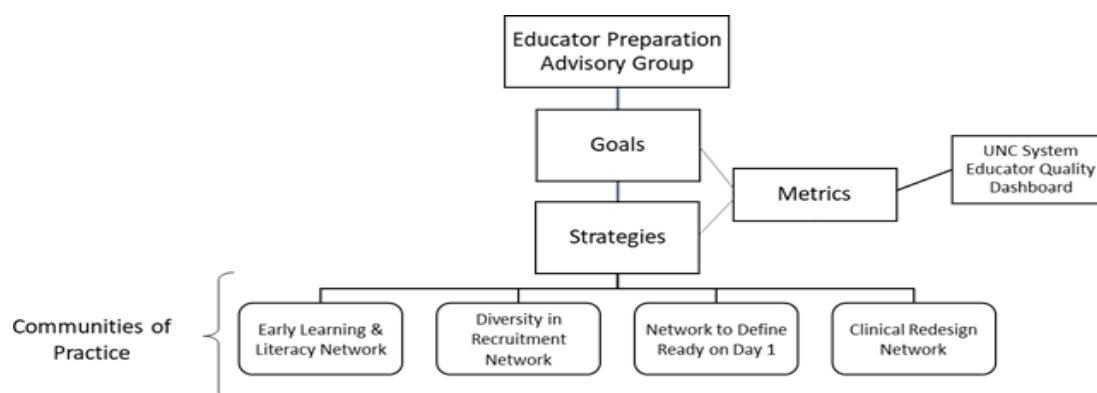
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Educator Preparation Advisory Group

In 2018, the UNC System Office commissioned a report, *Leading on Literacy*⁴, to examine undergraduate teacher preparation programs within its constituent institutions. The study identified several opportunities for improvement in teacher preparation, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher recruitment and preparation more broadly. In response to these findings, the System Office convened an Educator Preparation Advisory Group in 2018, comprised of education experts across P12 and higher education, with the mission to support and accelerate improvement of teacher preparation across the UNC System.

Over the course of 18 months, the advisory group developed a set of goals, strategies, and actions to accelerate improvement in educator preparation (Appendix B). Each of the strategies that the advisory group prioritized will generate an associated “community of practice” to *catalyze action* among a group of EPPs within the UNC System to accelerate their progress toward one or more of the Advisory Group’s goals (see Figure 1).

Figure 1: Relationship between the Advisory Group’s Goals, Metrics, Strategies, and Communities of Practice



This internal review overlapped substantially with another state-wide effort to increase educational quality and attainment across the full P20 spectrum: the myFutureNC initiative. In its final recommendations, the myFutureNC Commission included placing a priority on recruiting, developing, and retaining excellent educators state-wide.

Early Learning and Literacy Impact Coalition

The Educator Preparation Advisory Group formulated the Early Learning and Literacy Impact Coalition as the first of the communities of practice. Teams from five diverse educator preparation programs (three UNC System institutions and two private institutions) developed a set of recommendations

⁴ Bryan, B.A., Hougen, M., & Nelson, K. (2018). *Leading on Literacy: Challenges and Opportunities in Teacher Preparation Across the University of North Carolina System*. Chapel Hill, NC: University of North Carolina System Office. https://www.northcarolina.edu/UNC_Teacher_Prep_Report_2018.

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over the course of year. The working group, facilitated by Deans for Impact, a national non-profit, based its recommendations upon the belief that educator preparation programs must set clear expectations for early childhood and elementary candidates such that they understand and organize their teaching around the principles and practices that are identified in *The Science of Early Learning*.⁵ The coalition established recommendations for the State Board of Education to advance improved practice in early learning and literacy (Appendix C).

In February 2020, the co-chairs of the Educator Preparation Advisory Group presented to the Board of Governors the recommendations set forth by the Early Learning and Literacy Coalition, in addition to a progress report of the advisory group's efforts. As noted previously, the Board of Governors passed a Resolution on Teacher Preparation (Appendix D), which charged UNC System educator preparation programs to develop a unified literacy framework to be adopted and implemented by all institutions by June 2022. In addition, the resolution outlined an annual timeline for reporting progress on each of the goals set forth by the Educator Preparation Advisory Group.

Other Initiatives

Laboratory Schools

In 2016, the North Carolina General Assembly passed legislation requiring the UNC Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools rather than eight. These laboratory schools are considered K-12 public schools of choice, operated by a UNC System institution rather than by a local school district. Five laboratory schools are currently open and operating: East Carolina University's Community School, Western Carolina University's The Catamount School, Appalachian State University's Appalachian Academy at Middle Fork, The University of North Carolina at Greensboro's Moss Street Partnership School, and the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy. The University of North Carolina at Charlotte (UNCC) is scheduled to open an additional laboratory school in the 2020-21 academic year.

The establishment of the UNC laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The Lab Schools directly partner with local school districts to promote evidence-based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals. UNC Lab Schools serve every part of the University of North Carolina System mission — teaching, research, and public service.

GEAR UP

In 2019, the University of North Carolina System Office was awarded a new, seven-year, \$25.7 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is the fourth statewide GEAR UP grant that the UNC System has secured since 2000.

GEAR UP is a national college access initiative funded by the U.S. Department of Education, aimed at increasing the number of low-income students enrolled at and succeeding in postsecondary education. As a state grantee, GEAR UP North Carolina disseminates information about college access across the state. At designated target school districts, located in financially-disadvantaged areas, GEAR UP reaches

⁵ Deans for Impact (2019). *The Science of Early Learning*. Austin, TX: Author.

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students to get them motivated and on track to pursue post-secondary education. The program's work with 12th graders is designed to help them transition from high school to postsecondary education.

GEAR UP NC uses a two-part strategy to serve students in fifteen high schools across multiple school districts. Services are provided to 6th and 7th grade students and their families in five middle schools, and their respective feeder high school also receives GEAR UP priority services. These services include customized instruction to improve math and science preparation, afterschool and summer academic enrichment, and access to STEM and computer science apprenticeship opportunities. These students will continue to receive services as they complete high school and their first year of postsecondary education. In addition to targeting the five feeder high schools, priority services are also provided in ten additional high schools across multiple school districts. Special consideration is given to high schools with low rates of college enrollment. Twelfth graders and their families receive just-in-time support, such as financial aid counseling, college advising, and college match and fit counseling. Students also receive student coaching during their first year of postsecondary education. By 2026, GEAR UP North Carolina will provide academic preparation and college exploration services to nearly 35,000 students and their families.

Digital Learning

The UNC System and the North Carolina Independent Colleges and Universities (NCICU) are working collaboratively under a contract with the North Carolina State Board of Education to create a professional development strategy related to the Digital Learning Competencies for faculty at educator preparation programs. As part of this effort, working groups comprised of representatives from the UNC System and NCICU were established and have jointly recommended Micro-Credentialing as a professional development strategy for EPP faculty. During the 2019-2020 academic year, the working groups have jointly completed the following deliverables:

- Planning for the *2020 Digital Learning Research Symposium* and work on the refinement of the Professional Development Strategy
- Collaboration with Elon University to host the *2020 Digital Learning Research Symposium*, a joint meeting of the NCICU and UNC EPP deans/department chairs held on February 14, 2020. The symposium featured an agenda focused on digital learning techniques led by EPP graduates and EPP faculty teaching throughout the state.
- The working groups are jointly authoring a final report on their recommended Professional Development Strategy of Micro-Credentialing. The final report will also include a refined version of the Digital Learning Competencies for EPP faculty, as well as recommendations for a streamlined version of the Digital Learning Progress Rubric for EPPs.

Strategic Research Initiatives

Established in 2007, the UNC Educator Quality Research Initiative is an ongoing strategic research partnership among UNC System subject matter experts focused on the development and implementation of an annual agenda of research on educator preparation and effectiveness. This initiative provides educator preparation programs in the UNC System with research evidence to inform program improvement efforts, enhances state-wide understanding of critical workforce needs, and supports evidence-based education reform efforts. This collaborative partnership has investigated numerous topics, including: the value-added effectiveness of teachers entering the profession through varied pathways; on-the-job performance and retention of graduates of UNC System educator preparation programs; beginning teacher and employer perceptions of preparation quality; the predictive validity of teacher performance assessments; the effectiveness of teachers with graduate degrees; and beginning teachers expertise in evidence-based early literacy instruction. In addition, the annual research agenda

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includes the rigorous evaluation of the efficacy and efficiency of several P12 programs and initiatives, such as Laboratory Schools, Principal Fellows, and the North Carolina New Teacher Support Program.

In 2015, the UNC Educator Quality Dashboard was developed to share and disseminate key findings from the strategic research agenda. The dashboard is a public, interactive, web-based tool designed to ensure greater public accountability, increase transparency, and facilitate data for all education stakeholders. Built with SAS® data visualization software, the dashboard provides an easy-to-use interface that enables users, including educators, administrators, policymakers, parents, and students, to analyze and display data on educator quality within selected populations, geographic regions, or subject areas. Visitors to the dashboard may examine performance indicators at the System and institution levels across a range of factors, including educator recruitment, selection, preparation and performance. The dashboard is also useful for analyzing the impact of educator preparation program graduates on P12 student learning, measures associated with national accreditation, and other outcome-based indicators. The dashboard can be viewed online at eqdasbhoard.northcarolina.edu.

In 2017, the Data and Strategic Research Advisory Committee (DSRAC) was established to better utilize the significant expertise at UNC System institutions to guide and inform the annual strategic research agenda, data dashboards, and required educator preparation program reporting. The DSRAC is comprised of university leaders and research faculty from all 15 UNC System educator preparation programs and is tasked with ensuring all research initiatives reflect the most accurate and beneficial data for program improvement. The DSRAC is also tasked with providing expert consultation on the development of new measures and refinement of current indicators of educator quality; ensuring data and research drive program improvement and evidence-based decision-making cultures among UNC System educator preparation programs, and ensuring all strategic research initiatives remain at the forefront of research and development.

Innovations in Educator Preparation

BWF Fast Track Scholars: The Burroughs Wellcome Fast Track Scholars Program began in 2006 as a partnership between the Burroughs Wellcome Fund and four University of North Carolina System institutions: North Carolina Central University, North Carolina State University, UNC Asheville, and UNC-Chapel Hill. The BWF Fast Track program was designed to create a “fast track” pathway to teacher certification for science and math majors. At each of the four participating institutions, the Provost, Dean of Education, and Dean(s) of Arts & Sciences collaborated to develop the “fast track” pathway offered to junior and senior science or math majors to obtain teacher certification in a science/math licensure area, along with a science or math baccalaureate degree.

The BWF program also provided scholars with financial support and the opportunity to participate in a STEM-focused international trip as a professional development opportunity after teaching in the classroom for two years. The BWF partnership was designed to support approximately 30 slots at each participating institution. While the funding for scholarships has ended, the BWF Fast Track program remains an important example of an innovative partnership that created specific pathways to foster recruitment and preparation of high-quality STEM candidates.

UNC-BEST and North Carolina A&Teach: The UNC-BEST and North Carolina A&Teach programs recruit STEM majors in either their junior or senior year and provide an accelerated pathway to teacher licensure, which includes careful instruction in pedagogy and time dedicated for students to be in a classroom environment. These abridged pathways provide students with the benefit and added marketability of

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teacher licensure without additional time, coursework, or expense. Both serve as examples of how institutions can take the initiative to tailor pathways in a way that is organically supported by the campus leadership and faculty—particularly by independently securing grant funding for their respective efforts that allows for financial assistance to be offered to participating students. Funding from the National Science Foundation’s Robert Noyce Teacher Scholarship program was utilized to support the North Carolina A&Teach work, and NSF Noyce funding has also supported similar STEM teacher recruitment efforts at other campuses, including Appalachian State, East Carolina, NC State, and UNC Charlotte.

Educator Preparation at UNC Asheville: Students at UNC Asheville have the opportunity to pursue a major of their choosing while also obtaining teaching certification in four years. The program currently offers teacher licensure in twelve areas of concentration, including middle and high school math and science.

The Walter and Daisy Carson Latham Clinical Schools Network: The Walter and Daisy Carson Latham Clinical Schools Network is a partnership between East Carolina University and 47 public school systems in North Carolina, encompassing approximately 600 schools and 22,500 teachers. The network represents a shared responsibility for the recruitment, induction, retention, and renewal of teachers across eastern North Carolina. The network provides quality field placements for pre-service teachers in diverse settings and authentic clinical experiences that promote interaction between university faculty, public school faculty, teacher education candidates, and public school students.

Pathway to Practice NC: The Pathway to Practice program helps North Carolina address its growing teacher shortage by providing a new avenue for residency-licensed or lateral entry teachers to gain licensure. To provide more effective teacher preparation for residency-licensed teachers, UNC-Chapel Hill’s School of Education and NC State’s College of Education established Pathway to Practice to provide residency-licensed teachers with the teaching skills and knowledge they need to be effective in the classroom. Pathway to Practice is affordable, self-paced, competency-based, and offered 100% online. The program launched in October 2017, with 15 residency-licensed teachers. In less than a year, Pathway to Practice had more than doubled its enrollment. Since it began, the program has seen 12 teachers complete the program and earn full teacher licensure, with another 86 residency-licensed teachers from across the state currently enrolled.

Conclusion

Preparing more high-quality teachers and school leaders for North Carolina’s P12 students is one of the University of North Carolina System’s highest priorities. This goal is central to the UNC System’s mission and Strategic Plan. While no single solution will transform North Carolina’s educator workforce alone, the work of the Division of University & P12 Partnerships makes an important contribution in fostering the success of North Carolina students.

The goals, strategies, programs, and initiatives outlined in this report reflect the UNC System’s long-standing contribution and renewed commitment to the long-term success of P12 education in North Carolina. It is worth noting that a global economy and an ever-changing policy landscape both underscore the vital need to continually expand and reexamine the System Office’s efforts to make meaningful reforms to educator preparation the linchpin of transformative change for P12 education.