



President's Report to the UNC Board of Governors
January 2021

Glad to be with you all today! Welcome to the New Year, which so far is a lot like the old year. But as I've said to all of our faculty and staff these last few weeks, we've never had more reasons for a hopeful start to the spring semester.

We have been through some awfully difficult months, and we have several more ahead. But I absolutely believe we're going to end 2021 in a much better place than we're starting, and that'll happen thanks in no small measure to the dedication of the people who work in public higher education.

I'm going to take every opportunity I can to remind people that the vaccines and the treatments that hold so much promise for bringing us back to a more normal life have their roots in research conducted at universities — some of it right here in our state. The infrastructure of higher education — both physical and intellectual — has been crucial in bringing the end of this pandemic within sight.

That work continues. UNC Health has vaccinated more than 41,000 people so far, and we're moving quickly to open community clinics at campuses across the state. Western Carolina, NC A&T, and UNC Pembroke will be among the first campuses to open public clinics, offering vaccines in partnership with local health systems and in accordance with DHHS's priority guidance. This effort is a heavy and complicated lift for our campuses, especially at a time when they're welcome students back to campus. It's a reminder that our campuses aren't just there to serve students, but to be a resource for the whole state, and I want to thank all the people at the System Office and on our campuses who are working overtime to stand up these vaccination sites. We are doing everything in our power to bring this awful pandemic to an end.

And at the same time, we have to continue meeting our core promise to the students and citizens of North Carolina by educating and preparing the next generation. Much like the fall, the start of the spring semester will see different campuses taking different approaches, based on the resources and conditions in their own communities. Some will start online; some with a mix of online and in-person learning. All across the state, we're applying the lessons of the fall by testing regularly, reducing dorm occupancy, keeping classrooms carefully distanced, and enforcing health guidelines more stringently.

Most universities were able to keep infections low — in some cases, significantly lower than the surrounding region — through the fall semester. And regardless of whether they transitioned undergraduates fully online or kept a mix of classes, the faculty and staff at our schools did a remarkable job of keeping students on track. Retention has held steady through the toughest academic year I hope any of us will ever see, and that matters a great deal to the future of our state and the people we serve.



And to all the students who are keeping focused through tough circumstances, thank you. I know this isn't the year any of you wanted — that any of us wanted — but I'm proud of what so many of you are accomplishing.

Racial Equity Task Force

One of the most important reasons for the University to maintain vital services through this difficult year is equity — giving all of our students a fair shot at success. We know from decades of research that the students most at risk from disruptions to housing, counseling, and regular coursework are the low-income and minority students who can benefit most from the life-changing opportunities of higher education.

Our mission is to serve the people of North Carolina — *all* the people of North Carolina — and that means putting questions about equity front and center in our decision making.

In June, the UNC System launched a Racial Equity Task Force with a mandate to ask hard questions and address long-standing disparities across the University. I encourage everyone in the System to read it. This work belongs to all of us, and it has my full support.

The University of the People cannot meet its mission without welcoming, supporting, and celebrating all people. I see the recommendations of this report as very much in line with our strategic plan's push to improve access and raise graduation rates for underserved students, and to strengthen the health of our HBCUs and other minority-serving institutions.

The stakes of our effort go well beyond the University itself. We are the training ground for North Carolina's next generation of teachers, doctors, business leaders, tech innovators, and civic leaders. All across our society, people recognize the need for a much fairer distribution of influence and opportunity. If we're going to succeed anywhere, we have to succeed here.

And as this task force notes in no uncertain terms, we remain a long way from where we need to be now. But it's also true that the faculty, students, and occasionally the leadership of this University have taken brave stands for racial justice, and advanced a righteous cause even in difficult moments.

That knowledge ought to inspire us now. We're living through a time of deep distrust in organizations of all kinds, from churches to companies to colleges. There's a lot of skepticism about whether big institutions can be allies in the fight for a better and fairer world. I promise you that this one can be, and will be.

Thank you to the members of this task force, and to the many thousands of people across the system who gave good thoughts and goodwill to advance their work.



Program review

Finally, I want to spend a few minutes on the changes we heard about yesterday to the University's program approval process.

This doesn't limit any campus's ability to propose new degree programs — and there will be many, highly relevant to the marketplace. But it does create a more disciplined process for reviewing those proposals. I think a public university has a heightened obligation to ensure that all we do is in service to students, and that we never let institutional needs cloud our commitment to students' professional and financial wellbeing.

It's right and proper that we ask to hear the public case for each new program we consider. How will it serve the people of North Carolina? How will it leave the students and citizens of this state better off tomorrow than they are today?

These sound like straightforward questions, but they get awfully complicated awfully quick. A degree program may be a great fit for one student and a bad bet for another; a new certificate may make eminent sense at one university in a given region but not at four. That's why these things merit closer scrutiny.

We must apply a public interest standard to any program with a public university stamp of approval.

Racial Equity Task Force Meeting

I want to offer my heartfelt thanks to the members of this task force, and to all of the people across the UNC System who offered their time and insight to this work.

It's not easy, addressing a huge and important subject like racial equity, especially when you have to produce a set of concrete recommendations. I think we all share the same goals and convictions when it comes to the imperative of racial equity. We live in one of the most diverse states in the country, and our university must offer a welcoming, supportive environment for students, faculty, and staff of all backgrounds. There are a lot of strong and competing views on how best to reach those goals, and I appreciate the care that went into this report.

This is especially important for the UNC System because of the role we play in the state. We are, in so many critical ways, the seedbed for North Carolina's future. There are people in every part of this state concerned about fairness and justice, and our success will go a long way in determining theirs. If you want to see a more diverse and representative teacher workforce, it will happen largely through our universities. If you want to see greater diversity and a wider array of talent in the tech industry, our



computer science and engineering programs will play a key role. If you want to address the racial wealth gap in North Carolina, you have to tackle college access and student debt.

As so many people pointed out in responding to the Task Force's survey, all of these issues are interconnected. That's what makes the University's commitment so foundational, so critical to progress not just on our campuses but across the state.

We aren't waiting around to get started. We have a strategic plan that's closely focused on growing enrollment of low-income and first-generation students, who are disproportionately African-American. We have been laser-focused on raising on-time graduation rates and reducing student debt, both areas that directly benefit minority students.

We're also moving forward on many of the key recommendations in this report. Campus police departments have banned head restraints, begun to implement implicit bias training, and scheduled Crisis Intervention Training for all UNC System police departments. Our recently established Executive Leadership Institute includes diversity and equity training, and is specifically designed to elevate and retain diverse talent within the UNC System. We're supporting and expanding Black Male Achievement Initiatives at campuses across the UNC System, and adding behavioral health resources to keep students learning and progressing toward graduation.

And the UNC System Office recently welcomed Darryl Bass as senior associate vice president for Equity, Engagement, and Employee Relations. He'll be instrumental in implementing many of the recommendations put forward here, as well as overseeing the Diversity and Inclusion efforts already in progress as part of the policy changes adopted by the Board last year. Darryl, I'm so glad you're with us.

But I also want to be clear that this work belongs to everyone in the UNC System.

2021-22 Non-Appropriated Capital Improvement Project

ISSUE OVERVIEW

Non-appropriated capital projects are financed by the university and include the construction, repair, or renovation of facilities such as residence halls, dining facilities, research buildings, athletic facilities, and student health buildings. Legislative approval is required for the issuance of debt; these “self-liquidating” capital projects are approved by the legislature after the passage of the Appropriations Act. This project, if approved by the Board, will be forwarded to the General Assembly for authorization during the 2021-22 legislative session. Legislative approval is not required for non-appropriated capital projects that do not require debt issuance.

Project	Total (\$)	Cash/GO Bond/ Other (\$)	Debt (\$)	Source of Funds
University of North Carolina Wilmington				
Walton Drive Student Village Recreation Fields and Facilities	9,750,000	-	9,750,000	Debt Service Fees
<i>UNCW Subtotal</i>	<i>\$9,750,000</i>	<i>\$0</i>	<i>\$9,750,000</i>	

ADDITIONAL DETAIL

University of North Carolina Wilmington

Project: Walton Drive Student Village Recreation Fields and Facilities

Total Cost: \$9,750,000

Description: This project will consist of a multi-purpose natural turf field; a smaller flex field; basketball, sand volleyball, tennis courts; an outdoor gym/yoga area; and a building for Student Recreation Center staff and equipment storage. The project will also include a portion of Hawk Walk through the site, an important pedestrian connection allowing students to traverse from the Student Village to the academic corridor, Chancellor’s Walk. These amenities existed prior to the redevelopment of this area but were in need of replacement. This area was master planned in 2009-2010 and is included in the university’s 2017 Campus Master Plan.

Funding: The funding source for this improvement project is debt service fees. Contingent on the Board’s approval, a portion of the existing debt service fee that was authorized for debt service which has been retired will be reallocated to the proposed project.

RECOMMENDATION

It is recommended that the non-appropriated capital project be approved, contingent on the approval of reallocating the existing debt service fee, and submitted for legislative approval of debt issuance.

Capital Improvement Project – North Carolina A&T State University

ISSUE OVERVIEW

UNC System institutions are required to request authority from the Board of Governors to proceed with non-appropriated projects using available funds (non-general funds). Non-appropriated capital projects are funded by the institution and include the construction, repair, or renovation of facilities such as residence halls, dining facilities, research buildings, athletic facilities, and student health buildings.

North Carolina A&T State University has requested new authorization for one capital improvement project.

I. NEW PROJECT

Institution/Project Title		Total Project Cost (\$)	Previous Authorization (\$)	Requested Authorization (\$)	Funding Source
North Carolina A&T State University					
1.	Dudley Hall Renovation	\$1,000,000	\$0	\$1,000,000	Federal Grant (50%) / Donations & Gifts (50%)
<i>N.C. A&T State University Subtotal</i>		<i>\$1,000,000</i>	<i>\$0</i>	<i>\$1,000,000</i>	
Grand Total		\$1,000,000	\$0	\$1,000,000	

RECOMMENDATION

The project and associated funding sources are in compliance with G.S. 143C-8-12 (State Budget Act).

It is recommended that the project be authorized and reported to the NC Office of State Budget and Management as a non-appropriated project that does not require any additional debt or burden on state appropriations.

**Request for Authorization to Establish
Master of Science (MS) in Planning and Development
CIP 04.0301
East Carolina University**

I. Program Highlights

- East Carolina University (ECU) proposes the establishment of a Master of Science (MS) in Planning and Development, with concentrations in coastal and environmental planning, rural and regional planning, and urban and community planning. These are strong areas of emphasis for ECU in their existing Bachelor of Science degree in community and regional planning.
- This program will allow ECU to advance its emphasis on ecological sustainability in coastal communities specifically, and in the eastern region of North Carolina more broadly.
- The degree program will be fully online with five course courses, two core courses, and three electives constituting the 30 credit hours required for the MS.
- This would be only the third fully online master's program in the field nationally (after the University of Florida and the University of Washington), and is focused on North Carolina's unique characteristics and job market needs.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are two master's degrees with the 04.0301 CIP in NC, located at the University of North Carolina at Charlotte and the University of North Carolina at Chapel Hill. Neither program offers an online MS in Planning and Development.
2. **Relation to Campus Distinctiveness and Mission.** The proposed MS in Planning and Development would directly support ECU's mission to use innovative learning strategies and delivery methods to maximize access; to prepare students with the knowledge, skills, and values to succeed in society; to develop tomorrow's leaders to serve and inspire positive change; and to support a thriving future for eastern North Carolina and beyond.
3. **Student Demand.** There are two master's degrees with the 04.0301 CIP in NC. Those degrees are located at UNC Charlotte and UNC-Chapel Hill. The UNC-Chapel Hill program is incredibly competitive and is ranked fifth in the nation, while the UNC Charlotte program has a well-known and distinctive focus on urban planning. As such, there is little concern about competition in student enrollment. As the first fully online program in NC and only the third nationally, it is well-positioned to be competitive in the market.

- 4. Potential for Unnecessary Duplication.** This would be the first online MS in Planning and Development in NC and would be distinct in focus from the two existing programs at UNC Charlotte and UNC-Chapel Hill. The UNC Charlotte program is focused on Urban Design, and UNC-Chapel Hill has longstanding strengths in economic development, housing and community development, land use and environmental planning, and transportation planning. The proposed degree at ECU would fill a gap by adding specialties in coastal, rural, and community planning.
- 5. Employment Opportunities for Graduates.** The American Planning Association's 2018 national salary survey found that 70 percent of planners hold a master's degree, which is the typical entry-level education credential. North Carolina employment projections indicate the growth rate of urban and regional planners between 2017-2026 as being "faster than average." The annual growth rate is 1.4 percent. The Bureau of Labor Statistics (BLS) indicated in its May 2019 analysis that North Carolina had the fifth-largest number of individuals employed in the field of urban and regional planning nationally, with an annual mean wage of \$66,060.
- 6. Faculty Quality and Number.** The proposed MS in Planning and Development will leverage the resources and expertise currently in place at ECU, including eight current tenured/tenure-track faculty in the Department of Geography, Planning, and Environment. The existing faculty bring established experience and reputation in the areas of teaching, research, and public service to the proposed program. The MS program, however, will require the addition of two tenure-track faculty members to support the expansion of course offerings at the graduate level and net new enrollment.
- 7. Availability of Campus Resources (library, space, etc.)** The ECU Joyner Library has adequate library holdings to support the instructional and research needs for the proposed MS in Planning and Development. ECU libraries are committed to providing distance learning students and faculty with the same quality research materials and services as those offered on campus. The Joyner Library provides access to over roughly 875,000 e-books, 110,000 electronic journals, 70,000 pieces of electronic media, access to over 450 individual databases, and numerous other primary and secondary research sources.
- 8. Relevant Lower-level and Cognate Programs.** ECU currently offers a robust and successful Bachelor of Science degree in community and regional planning. This will help support the program. The proposed program will also complement existing graduate programs at ECU (e.g., Master of Public Administration, MS in Sustainable Tourism and Hospitality, MS in Environmental Health, Ph.D. in Integrated Coastal Sciences). The new degree will also open collaborative opportunities with ECU undergraduate programs such as the BS in Public Health Studies, the Rural Prosperity Initiatives, the Rural Health Disparities Lab, and the Center for Natural Hazards Research.

- 9. Impact on Access and Affordability.** As the first fully online program offered in this discipline in North Carolina, access is expected to increase, particularly for students located in rural areas or for those unable to relocate for full-time graduate enrollment.

No tuition differential or special program fee will be sought to support the proposed program. Tuition and fees at the fall 2020 and spring 2021 per credit hour distance education rates are as follows:

Per Credit Hour Distance Education Graduate Tuition and Fees per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	232.79	877.35
Tuition Differential	--	--
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	16.47	16.57
Special Fees	--	--
Application Fee	75.00	75.00

- 10. Expected Quality.** ECU will build upon the outstanding programs already offered at the institution in related areas. The proposed MS has been designed with purposeful concentrations that allow a student to develop outstanding skills in the field. Following establishment, ECU plans to pursue professional accreditation from the Planning Accreditation Board (PAB), and will observe and adhere to the high standards outline by the organization. ECU has also demonstrated excellence in the development and delivery of online programs, with all faculty teaching online courses required to complete comprehensive training modules and undergo a peer review at least once every three years. ECU Academic Technologies supports faculty, staff, and students by using online learning platforms and developing online course material, multimedia tools, and robust web applications. ECU is committed to providing quality, accessible online education. The university is constantly working to improve accessibility and compliance programs.

- 11. Feasibility of Collaborative Program.** As this program represents the first fully online MS in Planning and Development in NC, it is distinct in structure and delivery from the two existing programs in the UNC System. The program will involve collaboration between colleagues regarding potential colloquia speakers and session. Students will also be encouraged to explore the opportunity for enrolling in courses at other UNC institutions not offered at ECU.

- 12. Other Considerations.** None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by ECU's faculty, department, university curriculum committees, the provost, and the chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, ECU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made. ECU also received feedback and comments from other UNC institutions through the external feedback process and incorporated those perspectives into their proposal.

IV. Recommendation

It is recommended that the Board of Governors approve East Carolina University's request to establish the Master of Science in Planning and Development (CIP 04.0301) to enroll students starting fall 2021.

**Request for Authorization to Establish
Doctor of Philosophy (Ph.D.) in Agriculture and Environmental Sciences
CIP 01.0000
North Carolina A&T State University**

I. Program Highlights

- North Carolina A&T State University (N.C. A&T) proposes the establishment of a Doctor of Philosophy (Ph.D.) in Agriculture and Environment Sciences
- The proposed Ph.D. program supports an integrated perspective, cutting across academic units in order to provide students with an interdisciplinary approach to research and graduate education.
- The primary goal of the program is to provide high-quality graduate education and training in agricultural sciences emphasizing an interdisciplinary approach. Graduates are needed to: 1) Understand the nature and structure of global food systems and develop solutions for the grand challenges facing the industry; 2) apply an interdisciplinary approach to assess new technologies and policies; and 3) engage in policy development to address global and rural food security.
- The degree will be delivered in a face-to-face format. The program will target recent graduates as well as those who are working in research-oriented positions in industry and government. The program is an integrated and interdisciplinary degree between four departments requiring a minimum of 65 credits.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing doctoral programs under the CIP of 01.0000-Agriculture, General in the UNC System.
2. **Relation to Campus Distinctiveness and Mission.** The proposed Ph.D. program in Agriculture and Environmental Sciences will allow students to generate new discoveries through research related to food and agricultural and environmental systems that will be disseminated in the classroom, publications, presentations and other forms of outreach. N.C. A&T is a research and land-grant university, and this program is directly tied to its historical mission and future strategic priorities. The proposed Ph.D. program is aligned with the mission of the University in providing advanced learning opportunities for students in the food, agricultural, and environmental sciences. As a land-grant institution with a strong history of research and outreach through Cooperative Extension, N.C. A&T is committed to translating the discovery of new scientific innovations to practical use by individuals and communities.
3. **Student Demand.** N.C. A&T anticipates that the program will attract students with master's degrees from international universities, from predominantly white universities,

and from other historically black colleges and universities. Additionally, the program will attract working professionals in research, industry, and government positions who wish to enhance their credentials. Because this is a new doctoral program, students who are currently matriculating in existing N.C. A&T master's programs in agricultural sciences and food and nutritional sciences will be candidates for the program. Students in biology and chemistry will be eligible as well. N.C. A&T's graduate programs are very diverse in ethnic and racial makeup, and it is anticipated that this level of diversity will be reflected in the doctoral program.

4. **Potential for Unnecessary Duplication.** Only one university in the state system offers doctoral programs in agriculture and related areas: North Carolina State University (NC State). NC State offers doctoral degrees in animal science, food science, soil science, crop science, nutrition, entomology and agriculture education. However, no school within the state offers a doctoral program with an integrated approach to agricultural sciences in the form of the proposed interdisciplinary Ph.D. program.
5. **Employment Opportunities for Graduates.** Agriculture is America's and North Carolina's largest economic enterprise and employer. Given the aforementioned factors, the proposed graduate program in Agriculture and Environmental Sciences is greatly needed in order to produce individuals equipped with the knowledge, skills, and dispositions needed by professionals to address the complex issues facing the 21st Century Global Agricultural Industry.
6. **Faculty Quality and Number.** The proposed Ph.D. program is interdisciplinary in nature and leverages the faculty expertise present in four departments in the College of Agriculture and Environmental Sciences (Animal Sciences, Family and Consumer Sciences, Natural Resources and Environmental Design, and Agribusiness, Applied Economics and Agriscience Education). Over 30 faculty members will provide leadership and scholarly support to the development of the program. To support the delivery of the additional coursework and the supervision and advisement of doctoral students, three faculty positions will be added over the second and third year of the program's existence.
7. **Availability of Campus Resources (library, space, etc.)** The F.D. Bluford Library has expertise and resources needed to support the proposed program. Overall, the library strives to assemble a collection that supports a doctoral research institution with distinction in STEM and the particular research needs of its clientele. As such, electronic and print resources pertaining to Agriculture and Environmental Science disciplines are collected at the Instructional Support Level. Because the programs in agriculture are research intensive, support is needed for laboratories in which the faculty and doctoral students will be conducting research. The program will require coordination which will be shared by all departments with support and assistance from the dean's office. It is anticipated that external funding will increase over time, based on the availability of increased grant opportunities for programs with doctoral students.

- 8. Relevant Lower-level and Cognate Programs.** The college offers three master's degree programs that will serve as feeder programs for the proposed Ph.D. program. The master's degree programs are Agricultural Education, Food and Nutritional Science, and Agricultural and Environmental Systems (Concentrations: Agribusiness and Food Industry Management, Natural Resources and Environmental Systems, and Integrated Animal Health). The proposed Ph.D. program will provide opportunities for master's students in in food, nutritional, and agricultural sciences to matriculate directly into a terminal degree program and enhance their expertise.
- 9. Impact on Access and Affordability.** According to a recent article in The Journal of Blacks in Higher Education, African Americans represented less than six percent of graduate students receiving degrees in 2016 in the arts and humanities, biological and agricultural sciences, engineering, and physical sciences (Examining the data on black enrollments in U.S. graduate schools, 2017). More opportunities for African Americans to earn doctoral degrees in agricultural sciences are needed in order to address this disparity and emerging challenges in food and agriculture. The proposed Ph.D. in Agriculture and Environmental Sciences will contribute to an overall increase in the number of doctoral degrees in agricultural sciences held by African Americans. It will also provide doctoral pathways for students enrolled in existing master's degree programs in the College of Agriculture and Environmental Sciences. Doctoral training of African Americans and other minority students will help address the severe shortage of minority faculty and researchers in the areas of food and agricultural sciences. This gap has been highlighted by the United States Department of Agriculture and other organizations as being a major threat to the competitiveness of the nation's food and agricultural sectors.

A tuition differential is requested to support program growth and expansion and required laboratory costs associated with doctoral-level research. For students enrolled in 1-2 credit hours the proposed differential is \$500; for students enrolled in 3-5 credit hours \$1,000; for students enrolled in 6-8 credits \$1,500; and for students registered for 9 or more credit hours a differential of \$2,000.

Full-Time 2020-21 Graduate Tuition and Fees per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	2,372.50	8,772.50
Tuition Differential	2,000.00	2,000.00
Mandatory Fees (Athletics, Student Activities, Health Services, Education & Technology, Campus Security, Debt Service, ASG)	1,505.41	1,505.41
Special Fees	--	--
Application Fee	60.00	60.00

10. Expected Quality. N.C. A&T is recognized as a leading research institution in the field of agricultural sciences. That expertise will support the anticipated high-quality interdisciplinary program. The broad base of the proposed Ph.D. program will ensure that students are exposed to the wider nexus of food, agriculture, environmental sciences, and health through common courses and peer-interaction/learning. The degree concentrations or specializations will then allow students to tailor their knowledge and research skills in a chosen concentration through specialized study. Hence, this Ph.D. offers a unique opportunity for N.C. A&T to consolidate its classification status as a high research doctoral institution and a player in transdisciplinary training and research.

11. Feasibility of Collaborative Program. The proposed interdisciplinary doctoral program will facilitate greater collaboration among the departmental units within the college as well as with NC State's College of Agriculture and Life Sciences (CALS). We anticipate collaborations with NC State to include faculty service on doctoral committees and student enrollment in courses as needed. As the two land-grant institutions in the state with programs of agriculture and Cooperative Extension services, there is an inherent collaborative relationship between N.C. A&T and NC State across the three mission areas. Faculty at NC State serve as collaborators, PIs and/or Co-PIs on research projects with faculty at N.C. A&T. It is anticipated that these relationships will be strengthened by the proposed doctoral program, given the longer time span for completion of the Ph.D. degree and opportunities for students to be co-advised and hosted in research labs and research stations at both institutions.

12. Other Considerations. None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by N.C. A&T's faculty, department, university curriculum committees, the provost, and the chancellor. Approval and support were provided at all levels.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, N.C. A&T provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made. N.C. A&T also received feedback and comments from other constituent institutions as well as from scholars from institutions outside the state through the external feedback process and incorporated those perspectives into their proposal.

IV. Recommendation

It is recommended that the Board of Governors approve North Carolina A&T State University's request to establish the Doctor of Philosophy in Agriculture and Environmental Sciences (CIP 01.0000) to enroll students starting fall 2022.

**Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs**

**The University of North Carolina at Greensboro – EdS in Educational Leadership – (CIP
13.0401)**

Overview: The Specialist in Education (EdS) in Educational Leadership (13.0401) at the University of North Carolina at Greensboro will be discontinued effective fall 2021. The request to discontinue the degree program was approved by the head of the program, institutional curriculum committees, the provost, and chancellor.

The program is being discontinued due to a lack of student demand. The EdS is an intermediate degree that sits between the master's and the doctorate and has seen a reduction in interest in recent years. UNC Greensboro also offers an EdD in Educational Leadership that continues to demonstrate strong enrollment. In the fall 2020 application cycle, only two students applied to the EdS program while 16 applied to the EdD.

There is one student currently enrolled in the program who will graduate in the spring of 2021. No faculty or staff members will be reassigned due to the discontinuation of the program, as many of the courses will still be offered under the existing EdD program.

Recommendation: It is recommended that the Board of Governors approve the University of North Carolina at Greensboro's request to discontinue the Specialist in Education in Educational Leadership (CIP 13.0401) effective fall 2021.

UNC System: Delegated Academic Program Actions**Mode of Delivery Changes**

	Institution	Degree	Program Title	CIP	Mode	Date
1.	ASU	BS	Middle Grades Education	15.1501	Online	12/04/2020
2.	NCCU	BS	Kinesiology	31.0505	Online	11/25/2020
3.	UNCC	BA	Elementary Education	13.1202	Online	11/25/2020

Off-Site Instruction Changes

None

CIP, Degree, and Title Changes

	Order	Institution	Degree	Program Title	CIP	Date
1.	Old	NCSU	MBA	Master of Business Administration	52.0201	11/23/2020
1.	New	NCSU	MBA	Master of Business Administration	52.1301	

	Order	Institution	Degree	Program Title	CIP	Date
2.	Old	NCSU	MLA	Master of Landscape Architecture	04.0601	11/23/2020
2.	New	NCSU	MLA	Master of Landscape Architecture	03.0103	

Specialty Code Changes

	Institution	Degree	Program Title	CIP	Date
1.	FSU	BA	Spanish Teaching	13.1330	11/19/2020
2.	FSU	BA	English, Language and Literature	23.0101	11/25/2020
3.	FSU	BA	General Music	50.0901	11/25/2020
4.	FSU	BS	Mathematics	27.0101	11/25/2020
5.	FSU	MAT	Master of Arts in Teaching	13.1299	11/30/2020
6.	FSU	MED	Master of Education	13.1299	11/30/2020
7.	NCA&T	BS	Agricultural Education	13.1301	11/24/2020
8.	NCA&T	BA	History	54.0101	11/24/2020

APPENDIX D

9.	NCA&T	MAT	Master of Arts in Teaching	13.1299	11/24/2020
10.	NCA&T	BS	Mathematics	27.0101	11/24/2020
11.	UNCA	BA	Anthropology	45.0201	11/17/2020
12.	UNCA	BA	Economics	45.0601	11/17/2020
13.	UNCA	BA	History	54.0101	11/17/2020
14.	UNCA	BA	Languages and Literatures	15.0101	11/17/2020
15.	UNCA	BA	Mathematics	27.0101	11/17/2020
16.	UNCA	BS	Physics	40.0801	11/17/2020
17.	UNCA	BA	Political Science	45.1001	11/17/2020
18.	UNCA	BA	Classics	16.1200	11/18/2020
19.	UNCA	BA	Sociology	45.1101	11/18/2020
20.	UNC-CH	BA	Biology	26.0101	11/25/2020
21.	UNC-CH	BS	Biology	26.0101	11/25/2020
22.	UNC-CH	BA	Chemistry	40.0501	11/25/2020
23.	UNC-CH	BS	Chemistry	40.0501	11/25/2020
24.	UNC-CH	BA	Geological Sciences	40.0601	11/25/2020
25.	UNC-CH	BS	Geological Sciences	40.0601	11/25/2020
26.	UNC-CH	MED	Masters for Experienced Teachers	13.0101	11/25/2020
27.	UNC-CH	BA	Physics	40.0801	11/25/2020
28.	UNC-CH	BS	Physics	40.0801	11/25/2020
29.	UNC-CH	BA	Mathematics	27.0101	11/30/2020
30.	UNC-CH	BS	Mathematics	27.0101	11/30/2020
31.	UNC-CH	MAT	Teaching	13.1299	11/30/2020
32.	UNCG	BA	Anthropology	45.0201	11/30/2020
33.	UNCG	BA	Biology	26.0101	11/30/2020
34.	UNCG	MED	Birth through Kindergarten Interdisciplinary Studies in Education and Development	13.1210	11/30/2020
35.	UNCG	BS	Birth through Kindergarten Teacher Education	13.1210	12/01/2020
36.	UNCG	BA	Chemistry	40.0501	12/01/2020
37.	UNCG	BA	Geography, Secondary Education	13.1317	12/01/2020
38.	UNCG	BA	History, Secondary Education	13.1318	12/01/2020
39.	UNCG	BS	Human Development and Family Studies	19.0701	12/01/2020
40.	UNCG	BA	Languages, Literatures, and Cultures	16.0101	12/01/2020
41.	UNCG	MLIS	Library and Information Sciences	25.0101	12/01/2020
42.	UNCG	MAT	Master of Arts in Teaching	13.1299	12/01/2020
43.	UNCG	BA	Mathematics	27.0101	12/01/2020
44.	UNCG	BA	Political Science, Secondary Education	13.1317	12/01/2020
45.	UNCG	BA	Psychology, Secondary Education	13.1317	12/01/2020
46.	UNCG	BA	Sociology, Secondary Education	13.1317	12/01/2020
47.	UNCG	BS	Special Education: General Curriculum	13.1001	12/01/2020
48.	UNCG	MED	Special Education: General Curriculum	13.1001	12/01/2020
49.	UNCG	MED	Teacher Education	13.0301	12/01/2020

APPENDIX D

50.	UNCP	BA	Art	50.0702	12/01/2020
51.	UNCP	MA	Art Education	13.1302	12/01/2020
52.	UNCP	BS	Birth-Kindergarten Education	13.1209	12/01/2020
53.	UNCP	BA	English	23.0101	12/01/2020
54.	UNCP	MA	English Education	13.1305	12/01/2020
55.	UNCP	BA	History	54.0101	12/01/2020
56.	UNCP	MAT	Master of Arts in Teaching	13.1299	12/01/2020
57.	UNCP	MSW	Master of Social Work	44.0701	12/01/2020
58.	UNCP	MA	Mathematics Education	13.1311	12/01/2020
59.	UNCP	MAED	Middle Grades Education (6-9)	13.1203	12/01/2020
60.	UNCP	BM	Music Education	13.1312	12/01/2020
61.	UNCP	MA	Physical Education	13.1314	12/01/2020
62.	UNCP	BS	Physical Education (K-12)	13.1314	12/01/2020
63.	UNCP	MAED	Professional School Counseling	13.1101	12/01/2020
64.	UNCP	MAED	Reading Education	13.1315	12/01/2020
65.	UNCP	BS	Science Education	13.1316	12/01/2020
66.	UNCP	MA	Science Education	13.1316	12/01/2020
67.	UNCP	MA	Social Studies Education	13.1318	12/01/2020
68.	UNCP	BSW	Social Work	44.0701	12/01/2020
69.	UNCP	BA	Spanish	16.0905	12/01/2020
70.	UNCP	BS	Special Education	13.1001	12/01/2020
71.	UNCP	BS	Mathematics	27.0101	12/01/2020
72.	UNCP	MSA	School Administration	13.0409	12/01/2020
73.	UNCW	BS	Biology	26.0101	12/01/2020
74.	UNCW	BA	French	16.0901	12/01/2020
75.	UNCW	BS	Mathematics	27.0101	12/01/2020
76.	UNCW	BA	Spanish	16.0905	12/01/2020
77.	UNCW	BS	Marine Biology	26.1302	12/01/2020
78.	UNCW	BA	Mathematics	27.0101	12/01/2020

STAFF REPORT AND RECOMMENDATION FOR WEBBER INTERNATIONAL UNIVERSITY**Background**

Webber International University/Saint Andrew's University (OPEID 00154001) (Saint Andrew's), located in Laurinburg, North Carolina, is an existing licensee in good standing. The institution is regionally accredited by the Southern Association of Colleges and Schools (SACS) and seeks authorization to offer a Master of Arts in Education. Staff last visited Saint Andrew's in October 2019.

Master of Arts in Education

Staff Recommendation: Approval

Program Site: Laurinburg, NC

Projected start date: Upon Licensure

Projected enrollment: 20

Staff and examiners reviewed this program and made findings regarding the curriculum length, faculty, and methods for selecting and evaluating appropriate clinical sites and preceptors. Saint Andrew's adequately responded to these questions and demonstrated that it would operate the program in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	38%	
	Transferred Out	34%	
	Withdrew	27%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ		2019	2018
		2.2	2.2
Three-year cohort default rate ^{iv}		Class of 2016	Class of 2015
		8.3	13.9

State authorization staff did not receive any complaints regarding Saint Andrew's in the 2019-2020 academic year.

Recommendation

Issue Saint Andrew's a license to offer a Master of Arts in Education.

APPENDIX E

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education. It 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 2016 can be calculated three years later, in 2019.

**STAFF REPORT AND RECOMMENDATION FOR
THALES COLLEGE**

Background

Thales College, Inc. (Thales), located in Wake Forest, holds an interim permit issued by the Board of Governors in September 2019. Thales seeks to offer a liberal arts and sciences education through a Great Books and cohort-based model. It is affiliated with Thales Academy, a network of private, non-sectarian primary and secondary schools. Thales will not seek accreditation, and students who attend will not be eligible for Federal Student Aid. Thales has not yet begun operations, and so has no institutional metrics to report.

Staff and a team of examiners conducted a site visit to Thales on March 12, 2019, when it applied to offer a Bachelor of Arts in Liberal Arts and Sciences.

Bachelor of Arts in Entrepreneurial Business

Staff Recommendation: Approval
Program Site: Wake Forest, NC
Projected start date: Fall 2021
Projected enrollment: 40

The site visit and our review of Thales' initial application led to 16 findings, and our review of Thales' application for the new program led to two more. In particular, because Thales will not seek accreditation, it is unlikely that credits earned at Thales will transfer to accredited institutions. Thales agreed to provide students a prominent disclaimer to that effect in its course catalog, and the course catalog must be provided to students at least five days prior to Thales' receipt of non-refundable money in accordance with the Rules and Standards. Other initial concerns included: additional required disclosures in Thales' course catalog and promotional materials, ensuring faculty stability, procedures to monitor conflicts of interest on Thales' Board of Directors, guaranteeing access to appropriate library resources, ensuring Thales' has a plan for students who are unable to remain with their cohort, and the institution's financial solvency.

Thales provided thorough responses to these findings. Based on those responses, staff believes Thales has demonstrated that it will operate according to the Rules and Standards during the term of its Interim Permit.

Institutional Metrics and Consumer Protection Information

Thales has not begun operations and has no metrics to report.

Recommendation

Issue Thales an Interim Permit to offer the Bachelor of Arts in Entrepreneurial Studies.

STAFF REPORT AND RECOMMENDATION FOR THE UNIVERSITY OF SOUTHERN CALIFORNIA

Background

The University of Southern California (OPEID 00132800) (USC), an existing licensee in good standing, seeks approval to offer a Master's of Public Policy 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 Public Administration

Staff Recommendation: Approval

Program Site: Various clinical sites in NC

Projected start date: Upon Licensure

Projected enrollment: Fewer than 10

USC's Masters of Public Policy program includes a 300-hour experiential learning placement for students who do not have two years of work experience prior to entering the program. North Carolina residents may complete that experiential learning placement in the state. Staff and a public policy subject-matter expert reviewed this application and found that the proposed program complies with the Rules and Standards for Licensure. Staff last visited USC on May 15, 2019, as part of its most recent application for licensure in North Carolina.

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 Masters of Public Administration.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education. It 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.

APPENDIX E

^{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
WATTS COLLEGE OF NURSING**

Background

Watts College of Nursing, OPEID 00648300, (Watts), holds an interim permit issued by the Board of Governors in January 2019. The Board may issue an interim permit when an applicant has not conducted degree granting activity for two years, but otherwise meets the standards for licensure. An interim permit expires two years after the Board grants it but may be converted to a regular license. Watts has operated non-degree nursing programs since 1895 but is winding down those programs. It will soon offer only a Bachelor of Science in Nursing. Watts is programmatically accredited by the Accrediting Bureau of Health Education Schools and is an affiliated entity of Duke University Health System (DUHS). It is in good standing with the North Carolina Board of Nursing. As part of our review, staff visited Watts on December 21, 2020.

Review of Performance while operating under an interim permit

Prior to granting the interim permit, the Board required Watts to make adjustments to its operating plans to come into compliance with the standards for licensure. Our review determined that Watts substantively complied with those requirements. Two remaining areas of noncompliance have been resolved since our review began. First, the institution's chief executive also served as the chair of the institution's board, an arrangement impermissible under Section 400.4.1, IV.K.2.b., of the UNC Policy Manual. The chief executive has decided to step down from her role as board chair. Second, Watts relies on DUHS for library services. This arrangement is permissible, but there was no evidence that Watts faculty and students engaged in a "formal, iterative planning and assessment process" with DUHS libraries to ensure that the libraries adequately met students' needs, as required by Section 400.4.1, IV.K.2.b., of the UNC Policy Manual. Watts and DUHS have provided new procedures which remedy this deficiency.

Staff undertook a survey of current Watts students as part of our review process. Thirty-one students — approximately 51 percent of current enrollees — responded. One student reported confusion regarding tuition charges. In response, the school provided its policies regarding how it communicates tuition and changes to tuition to students and prospective students. Those policies comply with the standards. Otherwise, student responses to the survey were uniformly positive.

APPENDIX E

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	Not available – no graduates in degree programs	
	Transferred Out		
	Withdrew		
Employment Placement Rate ⁱⁱ		Not available – no graduates in degree programs	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	3.0	3.0	2.2
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	Not available – no graduates in degree programs		

State authorization staff did not receive any complaints regarding Watts in the 2019-2020 academic year.

Recommendation

License Watts (OPEID 00648300) to offer a Bachelor of Science in Nursing.

APPENDIX E

Request for Limited License

The following institution, located in a jurisdiction which is not a member of the National Council for State Authorization Reciprocity Agreements, seeks limited licensure to conduct postsecondary activity for a limited period of time.

California State University, Sacramento (OPEID 00116400), a public, regionally accredited non-profit institution, seeks limited licensure to allow one student in the school's Bachelors of Science in Recreation Therapy program to participate in a clinical rotation at the Clay County Care Center in Hayesville, NC. Staff recommends issuing a limited license to the institution allowing its student to conduct the clinical rotation, with the license expiring on June 30, 2021.

Area:	Efficiency
Topic:	Support Additional HR Flexibilities
Governance:	G.S. 116-14(b3)
Current Status:	<p>COVID-19 has had significant financial impacts on the state. As we look toward a tight state budget in FY22, the UNC System needs additional tools to address potential funding pressures on the System and its employees.</p> <p>These flexibilities include:</p> <ul style="list-style-type: none"> • Expanding the availability of voluntary early retirement beyond faculty positions, • Additional authority for furloughs and temporary salary reductions, • Flexibility over reduction in force and severance payments using existing resources, • Allowing state employees to continue to use vacation and/or sick leave interchangeably through December 2021; and • Authority for the University to cover (using non-State dollars) furloughed employees' contributions to state health plan monthly premiums.
Current Challenges:	These flexibilities are urgent needs that can minimize harm caused by the deleterious effects of COVID-19 on the University, its mission of public service, and its ability to care for employees.
Proposed Action:	See draft language.

Area:	Efficiency
Topic:	Report Elimination (or UNC System requirement to participate)
Governance:	G.S. 66-58(h), Section 36.7(b) of S.L. 2017-57, Section 26.5(b)(1) of S.L. 2012-142, Section 26.4(b) of S.L. 2012-142, S.L. 2001-424, G.S. 116-30.7, S.L. 2010-148, G.S. 143-133.1.
Current Status:	<p>With regard to efficiency, we request the elimination of the following reports as they involve a significant investment of time, effort, and human resources.</p> <p>North Carolina General Assembly Fiscal Research Division staff requested or approved the elimination of the following reports:</p> <ol style="list-style-type: none"> 1 Report on Debt or Contracts for Golf Courses and Transient Accommodations Facilities - G.S. 66-58(h) 2 Status of Capital Projects - Quarterly Report - Section 36.7(b) of S.L. 2017-57 3 Status of Capital Projects - Biannual Report - Section 26.5(b)(1) of S.L. 2012-142 4 Progress Report on Fire Sprinklers - Section 26.4(b) of S.L. 2012-142 5 Joint Conference Committee Report on the Continuation, Expansion and Capital Budgets – Report on President’s Strategic Initiative Reserve - S.L. 2001-424 6 Report on UNC Enrollment Growth - G.S. 116-30.7 <p>UNC System Division of Finance and Administration requested the elimination of the following reports:</p> <ol style="list-style-type: none"> 7 Bond Default Report - S.L. 2010-148 8 Report to the Secretary of Administration for any construction manager at risk, design-builder, or public-private partnership contracts awarded - G.S. 143-133.1., section a
Current Challenges:	These reports, which have been mandated by statute or budget provision, require a great deal of time and effort to complete. We request that these reports be eliminated to improve efficiency. If the reports cannot be eliminated, we request that the reporting requirements be simplified — or be required less frequently.
Proposed Action:	<p>Eliminate statutes to exclude the requirement for the UNC System to complete the following reports:</p> <ol style="list-style-type: none"> 1 Report on Debt or Contracts for Golf Courses and Transient Accommodations Facilities - G.S. 66-58(h) 2 Status of Capital Projects – Quarterly Report - Section 36.7(b) of S.L. 2017-57 3 Status of Capital Projects – Biannual Report - Section 26.5(b)(1) of S.L. 2012-142 4 Progress Report on Fire Sprinklers - Section 26.4(b) of S.L. 2012-142 5 Joint Conference Committee Report on the Continuation, Expansion and Capital Budgets – Report on President’s Strategic Initiative Reserve - S.L. 2001-424 6 Report on UNC Enrollment Growth - G.S. 116-30.7 7 Bond Default Report - S.L. 2010-148 8 Report to the Secretary of Administration for any construction manager at risk, design-builder, or public-private partnership contracts awarded - G.S. 143-133.1., section a



MEETING OF THE BOARD OF GOVERNORS
January 21, 2021

Closed Session Motion

Motion to go into closed session to:

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

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

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

- *Lannan v. UNC System*
 - *Dieckhaus v. UNC Board of Governors*
- Consider the qualifications, competence, performance, or condition of appointment of a public officer or employee or prospective public officer or employee.

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

APPENDIX H



MEETING OF THE BOARD OF GOVERNORS
January 21, 2021

Roll Call Vote Consent Agenda Items	
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	<i>Absent</i>
Byers	Yes
Clark	Yes
Coward	Yes
Daughtry	Yes
Green	<i>Non-voting</i>
Goolsby	Yes
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Pope	Yes
Powers	Yes
Ramsey	Yes
Sloan	<i>Absent</i>
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 20 votes in the affirmative.

APPENDIX H



MEETING OF THE BOARD OF GOVERNORS
January 21, 2021

Roll Call Vote Committee on University Governance Liability Trust Fund Council Appointment	
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	<i>Absent</i>
Byers	Yes
Clark	Yes
Coward	Yes
Daughtry	Yes
Green	<i>Non-voting</i>
Goolsby	Yes
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Pope	Yes
Powers	Yes
Ramsey	Yes
Sloan	<i>Absent</i>
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 20 votes in the affirmative.

APPENDIX H



MEETING OF THE BOARD OF GOVERNORS
January 21, 2021

Roll Call Vote Committee on Public Affairs Update to 2021 Legislative Priorities	
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	<i>Absent</i>
Byers	Yes
Clark	Yes
Coward	Yes
Daughtry	Yes
Green	<i>Non-voting</i>
Goolsby	Yes
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Pope	Yes
Powers	Yes
Ramsey	Yes
Sloan	<i>Absent</i>
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 20 votes in the affirmative.

APPENDIX H



MEETING OF THE BOARD OF GOVERNORS
January 21, 2021

Roll Call Vote Move into Closed Session	
Bissette	<i>Non-voting</i>
Blue	Yes
Burris-Floyd	<i>Absent</i>
Byers	Yes
Clark	Yes
Coward	Yes
Daughtry	Yes
Green	<i>Non-voting</i>
Goolsby	Yes
Holley	Yes
Holmes	Yes
Holton	Yes
Hutchens	Yes
Kotis	Yes
Long	Yes
Mitchell	Yes
Murphy	Yes
Nelson	Yes
Parrish	Yes
Pope	Yes
Powers	Yes
Ramsey	Yes
Sloan	<i>Absent</i>
Stone	Yes
Williford	<i>Absent</i>

Motion carried with 20 votes in the affirmative.