



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

May 26, 2021 at 2:45 p.m.
Via Videoconference and PBS North Carolina Live Stream
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Open and Closed Session Minutes of April 21, 2021 Temple Sloan
- A-2. Academic Affairs Update Kimberly van Noort
- A-3. Faculty Teaching Workload Report Kimberly van Noort
- A-4. UNC System Academic Program Actions David English
 - a. Degree Program Establishments
 - b. Degree Program Delegated Actions
- A-5. Licensure Program Approvals Daniel Harrison
- A-6. Section 700.1.1 of the UNC Policy Manual–Waiver of the SAT/ACT Requirement ... Kimberly van Noort
- A-7. North Carolina State University Early College High School Off-Campus Waiver Kimberly van Noort
- A-8. Adjourn



DRAFT MINUTES OPEN SESSION

April 21, 2021 at 3:15 p.m.
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members were present, constituting a quorum: Anna Nelson, Steven B. Long, Jimmy D. Clark, Joel Ford, Thomas C. Goolsby, and Isaiah Green. Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Chair of the UNC Faculty Assembly Timothy Ives joined. 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 and CLOSED Session Minutes (Item A-1)

Chair Sloan the meeting to order at 3:17 p.m., on Wednesday, April 21, 2021.

Chair Sloan 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. He 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. Under the new amendments to the Open Meetings Act, all votes will be taken via roll call.

Chair Sloan called for a motion to approve the open and closed minutes of February 17 and March 29, 2021, respectively. Governor Long noticed an error in the roll call voting for Item A-4. Section 700.1.3 of the UNC Policy Manual Proposed Revisions within the open session minutes. Chair Sloan noted the error, that Governor Long had voted “no” on said item of April 21, 2021, and that the records and vote should reflect this.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open and closed minutes of April 21, 2021, including the amended roll call on Item A-4. Section 700.1.3 of the UNC Policy Manual Proposed Revisions within the open session minutes.

Motion: Steven B. Long

Motion carried

Roll Call Vote	
Clark	Yes

Ford	Yes
Goolsby	Yes
Long	Yes
Nelson	Yes
Sloan	Yes

2. Academic Affairs Update (Item A-2)

Dr. Kimberly van Noort gave a report about activity across the 17 UNC System institutions.

3. AHEC Pandemic Health Care Workforce Report (Item A-3)

Dr. Hugh Tilson, director of the North Carolina Area Health Education Centers Program presented the NC AHEC Pandemic Health Care Workforce Study. The study examined 15 areas and offers perspectives on the successes, challenges, and needs of the health care sector and provides recommended actions for topic areas to prepare the state workforce for a future health crisis.

4. Adaptive Courseware (Item A-4)

Dr. James Ptaszynski, Vice President of Digital Learning, and Dr. Katherine Saul, Director of the Movement Biomechanics Lab at North Carolina State University, gave a presentation on adaptive-learning courseware. Adaptive-learning courseware has capabilities and potential benefits for the University of North Carolina System and student success during the pandemic and beyond.

5. Section 700.1.3 of the UNC Policy Manual Proposed (Item A-5)

The committee adopted and the Board of Governors approved revisions to Section 700.1.3 of the UNC Policy Manual that would raise the cap on non-resident first-time (freshmen) undergraduate enrollment from 18 to 25 percent effective fall 2021 at UNC System Historically Black Colleges and Universities.

Further action was required on the institutions which had previously exceeded the designated cap. Two of the three institutions that exceeded the 18 percent cap prior to fall 2020, Elizabeth City State University and North Carolina A&T State University, received Board authorization to do so for at least some portion of those years. The third institution, North Carolina Central University, did not receive authorization. It was proposed that the provisions of Section 700.1.3(e) be waived for institutions prior to fall 2020, and NCCU receive a warning for exceeding the cap for fall 2020. Should NCCU exceed the cap in fall 2021, it will be assessed budget reductions as outlined in the UNC Policy Manual.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs to approve the waiver of penalties outlined in Section 700.1.3(e) of the UNC Policy Manual for those institutions that exceeded the cap on non-resident first-time (freshmen) undergraduate enrollment in 2018 and 2019, and that North Carolina Central University be issued a warning for exceeding the cap in fall of 2020. Should NCCU exceed the cap in fall of 2021, it will be assessed budget reductions outlined per the Policy. The item will be submitted to the full Board for a vote.

Motion: Joel Ford

Motion carried

Roll Call Vote	
Clark	Yes
Ford	Yes
Goolsby	Yes
Long	Yes
Nelson	Yes
Sloan	Yes

6. Closed Session

Chair Sloan called on Vice Chair Nelson for the closed session motion. Vice Chair Nelson moved that the committee go into closed session to prevent the premature disclosure of an honorary award or scholarship. Pursuant to G.S. 143-318.11(a)(2).

Motion: Steven B. Long

Motion carried

Roll Call Vote	
Clark	Yes
Ford	Yes
Goolsby	Yes
Long	Yes
Nelson	Yes
Sloan	Yes

THE MEETING MOVED INTO CLOSED SESSION AT 4:30 p.m.

(The complete minutes of the closed session are recorded separately.)

7. Adjourn. There being no further business and without objection, the meeting adjourned at 4:40 p.m.

Steven B. Long, 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, supports faculty, and ensures success for research and sponsored and international programs. The division also provides assistance for student affairs and 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. Faculty Teaching Workload Report Kimberly van Noort

Situation: The Board of Governors annually reviews the report on faculty instructional workload, in compliance with Section 400.3.4 of the UNC Policy Manual, *Monitoring Faculty Teaching Workloads*.

Background: Section 400.3.4 of the UNC Policy Manual was originally adopted in 1996, and most recently amended in 2013. The policy requires that "...all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission." The Board's policy identifies minimum sections-per-instructional full-time equivalent ratios.

The data come from the most recent available National Study of Instructional Costs and Productivity (the "Delaware Study"), to which UNC System institutions report each year. The metrics returned from the Delaware Study include course sections per FTE and student credit hours per FTE, both limited to organized course sections (lectures, labs, seminars). Delaware Study data are used not only for faculty workload monitoring but also feed into disciplinary weights in the enrollment funding model.

Assessment: Board policy sets minimum standard teaching loads, which vary based on institutions' Carnegie classifications. The report first provides charts that examine teaching loads for tenured/tenure-track faculty aggregated by Carnegie Classification. Each UNC System Carnegie Classification grouping is compared to national data as provided by the Delaware Study.

Included in the appendices are 10 years of historical data for each individual UNC System institution, broken out for just tenured/tenure-track faculty and then for all faculty. For 2018, the most recent year for which data is available, all UNC System Carnegie Classification groupings meet or exceed their teaching load minimums.

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



2020 Faculty Teaching Workload Report

May 27, 2021

University of North Carolina System
Chapel Hill, North Carolina

Introduction

Faculty work is complex, with all faculty engaging in some combination of research, teaching, and service. As the expectations for this mixture vary across field, faculty type, and institutional type, Section 400.3.4 of the UNC Policy *Monitoring Faculty Teaching Workloads* states that “all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission.” The policy addresses faculty teaching workload policies, standardized data collection systems, and campus-based processes for monitoring faculty teaching workload. The full policy can be found in Appendix A.

In 2011, the UNC Board of Governors (Board) Committee on Educational Planning, Policies, and Programs appointed five Board members, two university chancellors, and two other senior advisors to the Faculty Workload Advisory Group to review Section 400.3.4 of the UNC Policy Manual. In spring 2012, the Advisory Group presented their findings and recommendations to the full committee. Based on the findings and recommendations of the Advisory Group, the Board adopted an amended policy on faculty teaching workloads on January 11, 2013, which states:

All campuses and constituent institutions will develop and implement policies and procedures to monitor faculty teaching loads and to approve significant or sustained variations from expected minimums. Policies must include the criteria and approval process for reductions in institutional load attendant to increased administrative responsibilities, externally-funded research, including course buy-outs, and additional institutional and departmental service obligations. Given the complexity of faculty work activities, individual faculty teaching loads are best managed at the department and school level, and not the system or state level. However, to ensure meaningful comparisons of faculty teaching load over time and across peers, all campuses shall adopt a standard methodology for collecting data on teaching load. This standard is described below.

For reporting purposes the Board of Governors (Board) will annually review data from the National Study of Instructional Costs & Productivity (The Delaware Study) of teaching loads for full time equivalent faculty within the University. The Delaware Study provides comparable teaching data at the discipline level using the following faculty categories: regular tenure stream, other regular, supplemental and teaching assistants. Teaching load is derived by the number of organized class courses a faculty member is assigned in a given semester. Courses that are not conducted in regularly scheduled class meetings, such as “readings,” “special topics,” “problems” or “research” courses, including dissertation/thesis research, and “individual lesson” courses (typically in music and fine arts) are excluded from the Teaching Load calculation.

Per Board policy, standard annual teaching loads will be differentiated to accommodate the diverse missions of the individual campuses as articulated by Carnegie Classification. The following represent

the standard faculty teaching load measured by the average number of organized class courses taught per semester:

Research Universities - Very High Research Activity: 2
Research Universities - High Research Activity & Doctoral Granting: 2.5
Master's Colleges & Universities - Large & Medium: 3
Baccalaureate Colleges - Arts & Sciences: 4
Baccalaureate Colleges - Diverse Fields: 4

A benefit of participation in the Delaware Study is that data are provided for all participating institutions by Carnegie Classification. This allows the results from UNC System constituent institutions to be benchmarked against peers by Carnegie Classification.¹ This comparison provides a national snapshot of comparable institutions' figures and helps to ground the results of System constituent institutions in a national context. Please note that this is not a representative sample of institutions and that both the number and specific institutions vary from year to year.

The following pages present the faculty teaching workload section averages for the category "Tenured Faculty," contrasting the average sections taught at System constituent institutions with that of the same Carnegie Classification from the Delaware Study by only tenured or tenure-track faculty members. Appendix B1 and Appendix B2 present institutional level details for sections taught and student credit hours (SCHs) per FTE faculty for "Tenured Faculty." Appendix B3 and Appendix B4 provide the same institutional level detail for the Delaware Category of "All Faculty."²

¹In order to process all institutional data fully, the most recent data provided by the Delaware Study for UNC institutions and their peers are from fall 2018.

²All Faculty includes: Tenured/Tenure-Track Faculty, Other Regular Faculty, Supplemental Faculty, and Teaching Assistants.

UNC System Instructional Teaching Load: Research Universities Very High

Figure 1: Average Sections Per Semester per FTE1 Faculty, 2008 – 2018

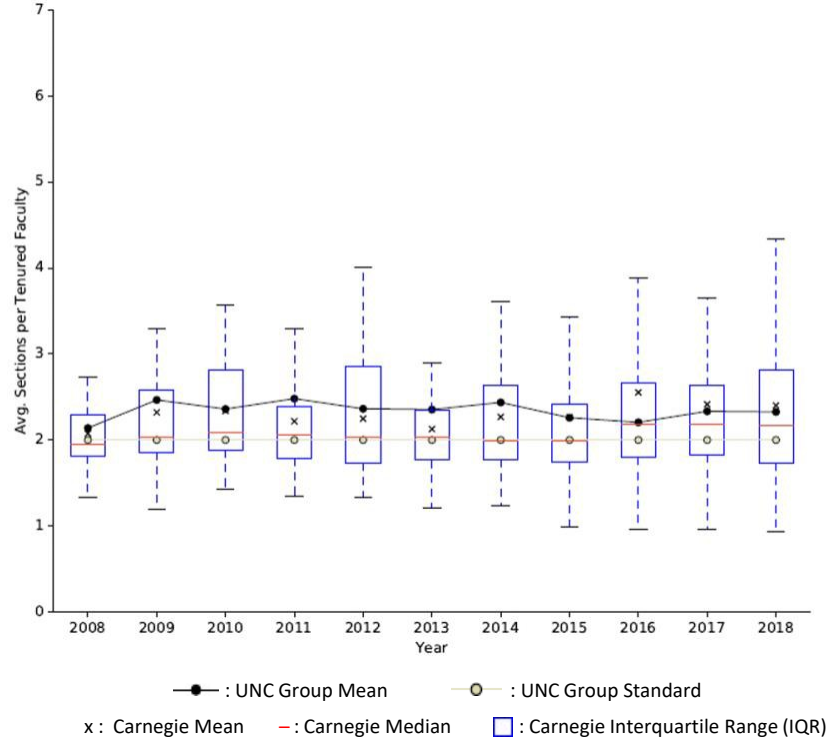
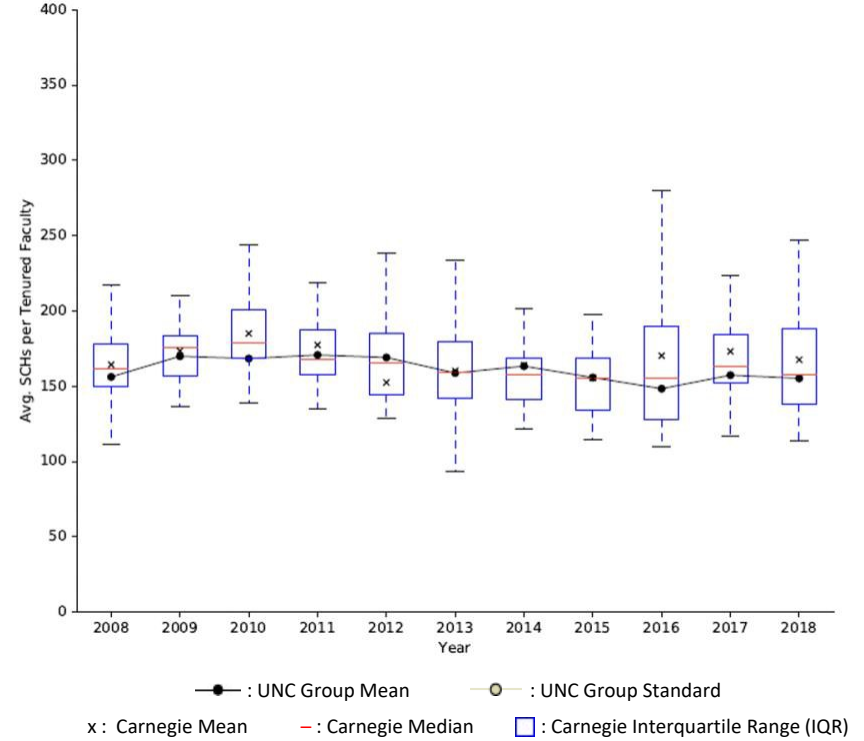


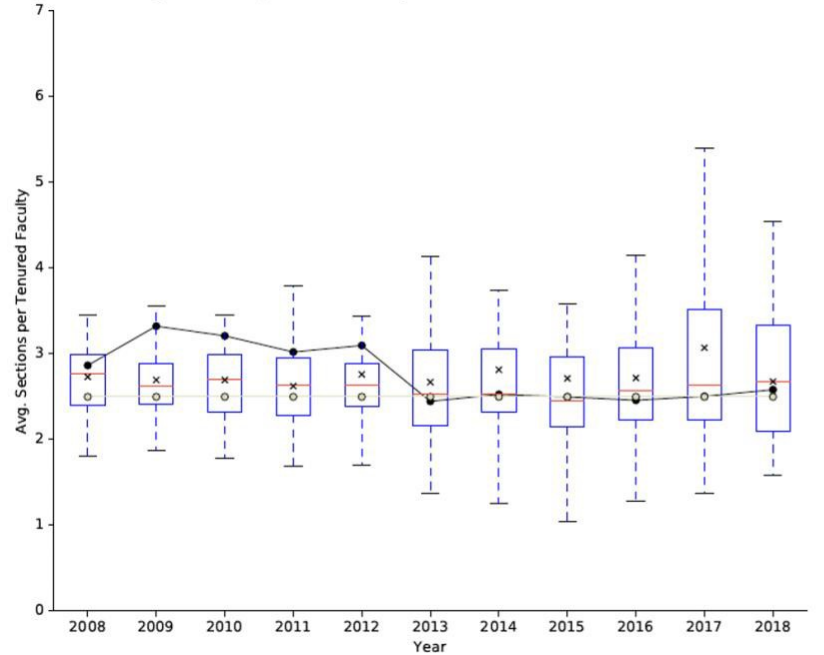
Figure 2: Average SCHs Per Semester per FTE1 Faculty, 2008 – 2018



- UNC System constituent institutions in the Research Universities – Very High category: North Carolina State University and UNC-Chapel Hill.

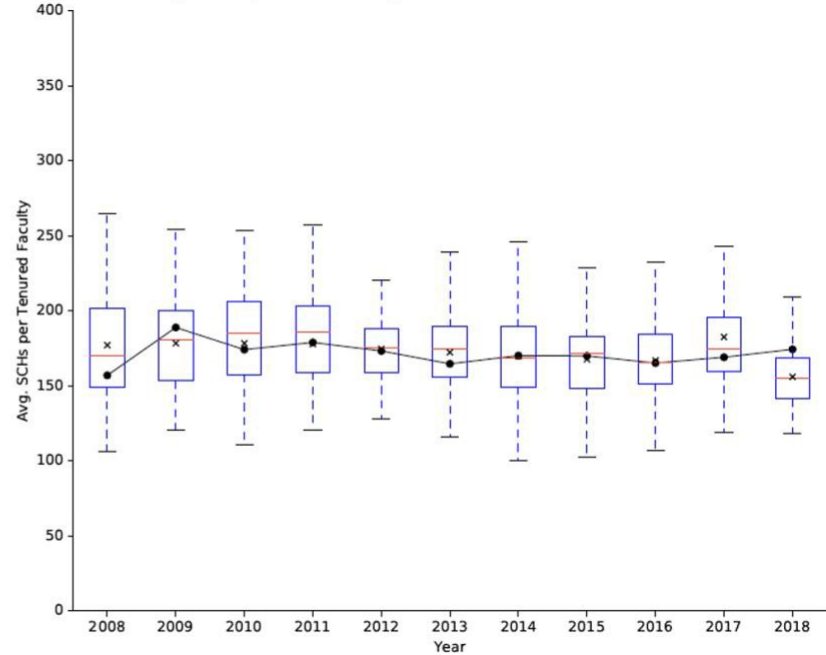
UNC System Instructional Teaching Load: Research Universities High and Doctoral

Figure 1: Average Sections Per Semester per FTE1 Faculty, 2008 – 2018



—●— : UNC Group Mean —○— : UNC Group Standard
 x : Carnegie Mean — : Carnegie Median □ : Carnegie Interquartile Range (IQR)

Figure 2: Average SCHs Per Semester per FTE1 Faculty, 2008 – 2018



—●— : UNC Group Mean —○— : UNC Group Standard
 x : Carnegie Mean — : Carnegie Median □ : Carnegie Interquartile Range (IQR)

- UNC System constituent institutions in the Research Universities – High category: East Carolina University, North Carolina A&T State University, UNC Charlotte, and UNC Greensboro: All Years. UNC Wilmington is included for 2018.
- This group meets or exceeds the Board standard for sections taught per semester in 2008-12, 2014-15, and 2017-18.

UNC System Instructional Teaching Load: Master's – All Levels

Figure 1: Average Sections Per Semester per FTE1 Faculty, 2008 – 2018

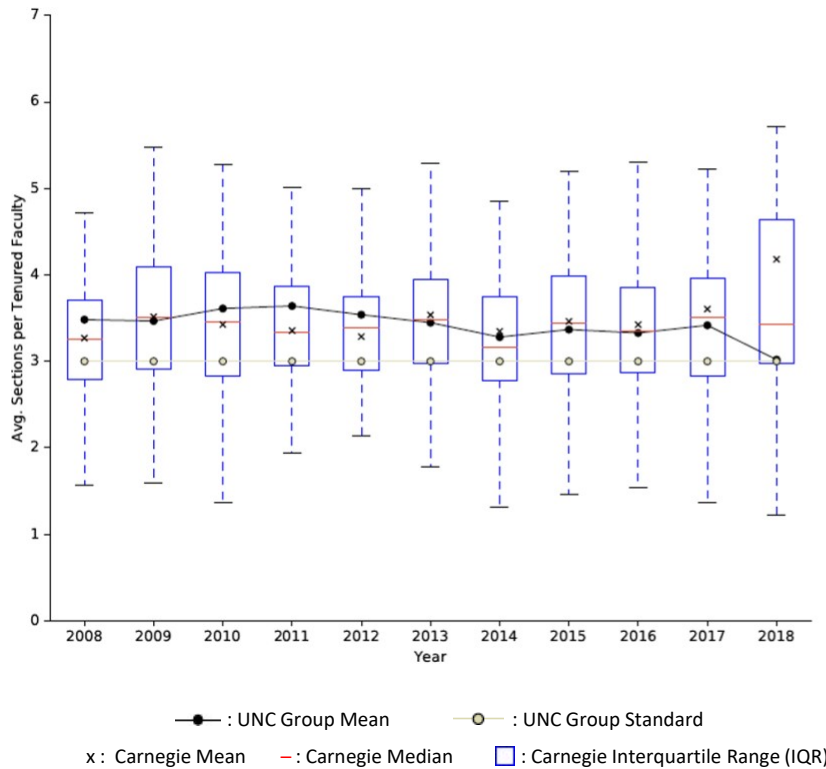
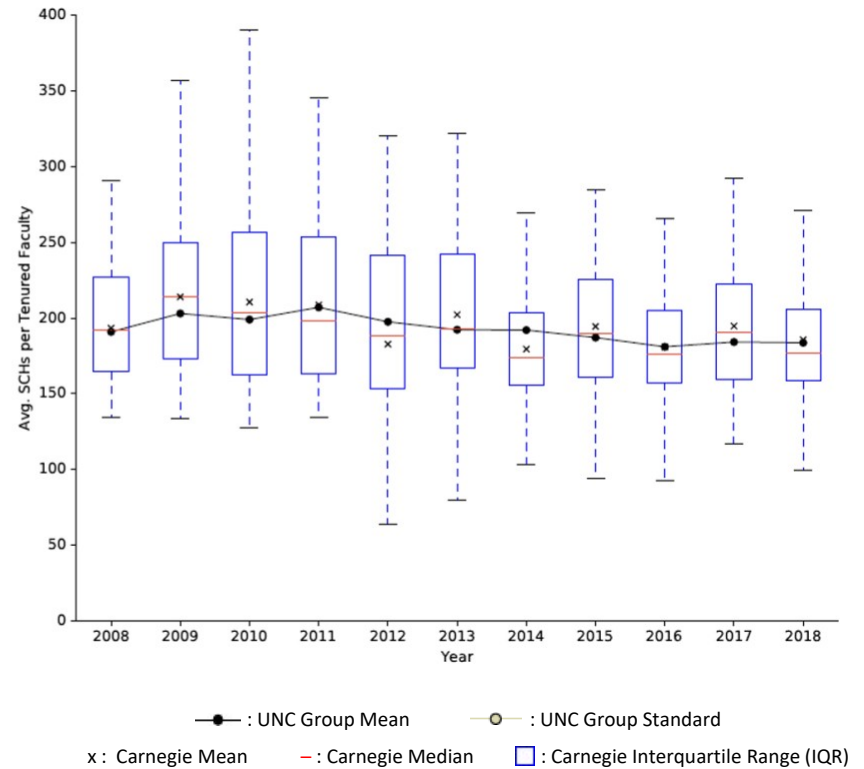


Figure 2: Average SCHs Per Semester per FTE1 Faculty, 2008 – 2018



- UNC System constituent institutions in the Master's categories: Appalachian State University, Fayetteville State University, North Carolina Central University, UNC Pembroke, Western Carolina University, and Winston-Salem State University: All Years. Elizabeth City State University was included 2014-2017. UNC Wilmington was included from 2008-2017.
- This group meets or exceeds the Board standard for sections taught per semester in all years.

UNC System Instructional Teaching Load: Baccalaureate – Arts & Sciences and Diverse Fields

Figure 1: Average Sections Per Semester per FTE1 Faculty, 2008 – 2018

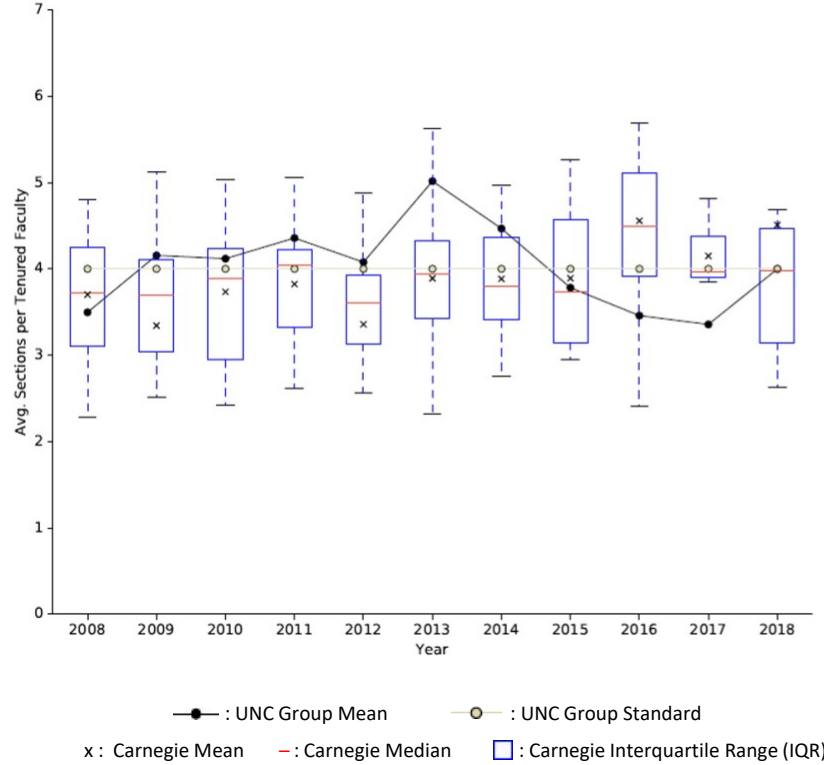
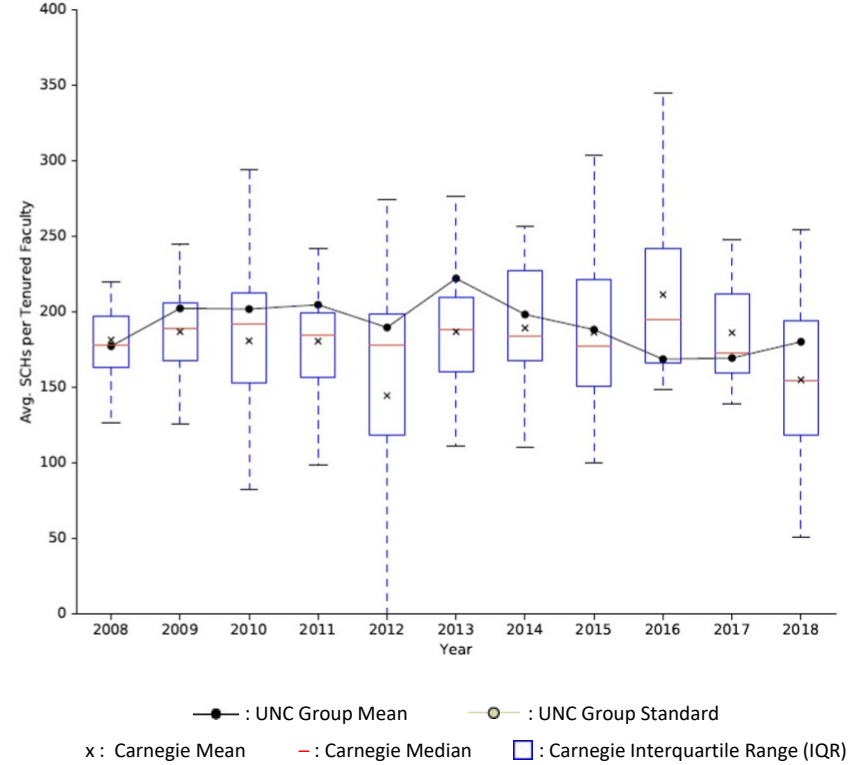


Figure 2: Average SCHs Per Semester per FTE1 Faculty, 2008 – 2018



- UNC System constituent institutions in the Baccalaureate Colleges category: UNC Asheville: All years. Elizabeth City State University was included for 2008 – 2013 and 2018.
- This group exceeds the Board standard for sections taught per semester in 2009 – 2014, and again in 2018.

Monitoring Faculty Teaching Workloads

Introduction:

As a result of findings and recommendations of the 1995 Legislative Study Commission on the Status of Education at the University of North Carolina, the 1995 Session of the General Assembly enacted House Bill 229, Section 15.9 entitled “Rewarding Faculty Teaching.” The bill requires;

The Board of Governors shall design and implement a system to monitor faculty teaching workloads on the campuses of the constituent institutions.

The Board of Governors shall direct constituent institutions that teaching be given primary consideration in making faculty personnel decisions regarding tenure, teaching, and promotional decisions for those positions for which teaching is the primary responsibility. The Board shall assure itself that personnel policies reflect this direction.

The Board of Governors shall develop a plan for rewarding faculty who teach more than a standard academic load.

The Board of Governors shall review the procedures used by the constituent institutions to screen and employ graduate teaching assistants. The Board shall direct that adequate procedures be used by each constituent institution to ensure that all graduate teaching assistants have the ability to communicate and teach effectively in the classroom.

The Board of Governors shall report on the implementation of this section to the Joint Legislative Education Oversight Committee by April 15, 1996.

System to Monitor Faculty Teaching Loads:

All campuses and constituent institutions will develop and implement policies and procedures to monitor faculty teaching loads and to approve significant or sustained variations from expected minimums. Policies must include the criteria and approval process for reductions in institutional load attendant to increased administrative responsibilities, externally-funded research, including course buy-outs, and additional institutional and departmental service obligations. Given the complexity of faculty work activities, individual faculty teaching loads are best managed at the department and school level, and not the system or state level. However, to ensure meaningful comparisons of faculty teaching load over time and across peers, all campuses shall adopt a standard methodology for collecting data on teaching load. This standard is described below.

For reporting purposes the Board of Governors will annually review data from the National Study of Instructional Costs & Productivity (The Delaware Study)¹ of teaching loads for full time equivalent faculty within the University. The Delaware Study provides comparable teaching data at the discipline level using the following faculty categories: regular tenure stream, other regular, supplemental and teaching assistants. Teaching load is derived by the number of organized class courses a faculty member is assigned in a given semester. Courses that are not conducted in regularly scheduled class meetings, such as “readings,” “special topics,” “problems” or “research” courses, including dissertation/thesis research, and “individual lesson” courses (typically in music and fine arts) are excluded from the Teaching Load calculation.

Standard annual teaching loads will be differentiated to accommodate the diverse missions of the individual campuses. These differences will be captured by Carnegie Classification.² Standard faculty teaching load measured by number of organized class courses a faculty member is assigned in a given academic year is the following:

- Research Universities I: 4
- Doctoral Universities I: 5
- Masters (Comprehensive) I: 6
- Baccalaureate (Liberal Arts) I: 8
- Baccalaureate (Liberal Arts) II: 8

Distinction between Teaching, Instructional, and Total Faculty Workload:

In addition to teaching load, as defined above, instructional workload also includes developing materials for a new course, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters theses and doctoral dissertations, directing students in co-curricular activities such as plays, preparing and equipping new laboratories, supervision of teaching assistants, and academic advising.

To ensure that course material delivered in the classroom is relevant, faculty perform scholarly activities such as research, scholarship, and creative expression. These activities may include writing articles, monographs, and grant proposals, editing a scholarly journal, preparing a juried art exhibit, directing a center or institute, or performing in a play, concert, or musical recital.

Faculty also engage in service activities that inform classroom teaching and student learning. These activities may include responses to requests for information, advice, and technical assistance as well as instruction offered directly through continuing education. Service includes training and technology transfer for business and industry, assistance to public schools and unit of government, and commentary and information for the press and other media. Service also includes time spent internal to the university which may include participation in faculty governance, serving on search committees for new faculty, and preparing for discipline accreditation visits.

In order to appropriately monitor and reward faculty teaching, evaluations must be placed in the context of total faculty workload. Therefore, all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission.

Rewarding Teaching:

The board's intent is that measures described in the previous section will lead to personnel policies and decisions that take due account of each faculty member's contribution to the undergraduate teaching mission of the institution. The President and the board are concerned that faculty be rewarded both for the quantity and even more for the quality of teaching. Concerning quality, the board notes the enthusiastic support from campuses and the public for its teaching awards. It takes pride in the standard for teaching excellence that is set by award recipients.

All policies and procedures required under The UNC Policy 400.3.4 must be submitted by campuses and constituent institutions to General Administration and approved by the President.

*Supersedes and replaces the prior UNC Policy 400.3.4, “Monitoring Faculty Teaching Workloads” as this version was approved by the Board of Governors on January 11, 2013.

¹The National Study of Instructional Costs & Productivity (“The Delaware Study”) is the acknowledged “tool of choice” for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the level of the academic discipline.

²The Carnegie Classification™ is a framework for recognizing and describing institutional diversity in U.S. higher education. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty.

Appendix B1: Average Sections per Semester per FTE Faculty – Tenured/Tenure-Track Faculty Only

Carnegie Group	Institution	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Research - Very High	North Carolina State University	2.0	2.2	2.1	2.3	2.2	2.1	2.3	1.9	1.9	1.9	1.9
	UNC-Chapel Hill	2.3	2.7	2.6	2.7	2.5	2.6	2.6	2.6	2.5	2.7	2.7
	<i>BOG Standard</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>
Research - High	East Carolina University	2.8	3.5	3.5	3.1	3.1	2.8	2.9	2.7	2.6	2.7	2.5
	North Carolina A&T State University	2.9	3.2	3.1	2.8	3.1	2.9	2.8	2.7	2.6	2.7	2.6
	UNC Charlotte	2.4	2.6	2.5	2.1	2.1	2.0	2.1	2.0	1.9	1.9	1.9
	UNC Greensboro	3.3	4.0	3.7	4.1	4.0	2.0	2.3	2.6	2.7	2.7	2.4
	UNC Wilmington	3.5	3.7	3.7	3.4	3.5	3.4	3.5	2.8	3.4	3.3	3.5
	<i>BOG Standard</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>	<i>2.5</i>
Master's - All Levels	Appalachian State University	3.3	3.2	3.2	3.2	3.3	3.2	2.9	2.9	2.9	2.7	2.6
	Fayetteville State University	3.8	3.9	3.8	3.9	3.9	4.1	4.0	3.9	2.6	3.1	2.9
	North Carolina Central University	3.6	3.6	4.3	4.5	3.8	3.7	2.9	2.9	3.1	3.0	3.0
	UNC Pembroke	3.7	3.6	3.8	3.8	3.8	3.7	3.6	3.8	3.5	3.6	3.6
	Western Carolina University	3.0	2.9	2.8	2.9	2.8	2.7	2.8	2.8	2.8	2.9	2.8
	Winston-Salem State University	3.3	3.4	3.8	3.8	3.8	3.3	3.2	3.0	2.8	3.3	3.1
	<i>BOG Standard</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>	<i>3.0</i>
Baccalaureate	Elizabeth City State University	3.8	4.2	4.0	4.3	4.1	6.1	5.0	4.9	5.5	5.5	4.5
	UNC Asheville	3.4	4.2	4.2	4.4	4.0	3.9	3.9	3.8	3.5	3.4	3.5
	<i>BOG Standard</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>	<i>4.0</i>

Notes: The Carnegie Classifications are updated every few years. Institutions are grouped by their most recent Carnegie Classification. In the most recent (2018) update, ECSU moved to the Baccalaureate Colleges: Diverse Fields category, and UNCW moved to the Doctoral Universities: High Research Activity category.

Appendix B2: Average Student Credit Hours per Semester FTE Faculty – Tenured/Tenure-Track Faculty Only

Carnegie Group	Institution	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Research - Very High	North Carolina State University	160.3	186.1	188.0	191.8	183.8	162.1	173.8	155.3	150.6	159.9	157.0
	UNC-Chapel Hill	152.1	153.8	148.8	149.7	154.3	155.5	152.9	156.2	146.2	154.8	153.5
Research - High	East Carolina University	161.8	183.6	170.5	183.6	178.0	174.8	187.5	194.7	196.8	199.5	182.5
	North Carolina A&T State University	154.7	204.9	177.6	175.7	176.0	166.0	163.3	164.2	158.4	172.5	169.6
	UNC Charlotte	154.0	174.0	170.8	171.7	162.3	161.1	164.6	160.1	147.7	154.6	152.4
	UNC Greensboro	158.1	193.8	178.3	185.3	177.5	157.5	165.8	161.5	158.6	150.4	163.8
	UNC Wilmington	219.9	237.0	237.0	212.6	214.7	209.7	215.8	173.6	214.6	209.7	204.3
Master's - All Levels	Appalachian State University	195.8	201.9	194.4	207.9	193.9	193.9	184.6	190.5	186.9	177.1	176.2
	Fayetteville State University	203.5	234.6	219.7	228.9	233.1	239.3	234.7	214.4	136.1	185.4	193.8
	North Carolina Central University	171.1	191.8	202.6	210.0	185.5	179.8	174.6	177.2	191.4	181.5	176.5
	UNC Pembroke	190.8	186.7	197.4	189.5	190.4	176.8	189.1	193.2	173.8	175.7	185.9
	Western Carolina University	164.2	187.3	173.8	204.1	186.6	180.1	181.9	192.1	190.4	194.8	191.3
	Winston-Salem State University	179.3	181.8	168.1	196.4	178.6	166.4	163.7	154.5	170.5	169.2	178.5
Baccalaureate	Elizabeth City State University	184.4	214.5	211.9	198.5	191.1	253.7	202.9	201.2	184.3	180.1	188.5
	UNC Asheville	168.5	190.4	192.0	211.1	188.4	190.7	193.8	188.3	168.8	169.6	172.1

Notes: The Carnegie Classifications are updated every few years. Institutions are grouped by their most recent Carnegie Classification. In the most recent (2018) update, ECSU moved to the Baccalaureate Colleges: Diverse Fields category, and UNCW moved to the Doctoral Universities: High Research Activity category.

Appendix B3: Average Sections per Semester per FTE Faculty – All Faculty

Carnegie Group	Institution	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Research - Very High	North Carolina State University	2.6	2.8	2.8	3.2	3.2	3.0	3.3	3.1	3.1	3.2	3.2
	UNC-Chapel Hill	2.6	3.1	3.1	3.1	3.0	3.0	3.0	3.1	3.0	3.0	3.0
	<i>BOG Standard</i>	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Research - High	East Carolina University	3.1	4.3	3.9	3.6	3.6	3.4	3.3	3.3	3.2	3.3	3.2
	North Carolina A&T State University	3.4	3.8	3.7	3.3	3.4	3.7	3.6	3.6	3.5	3.1	3.0
	UNC Charlotte	3.0	3.1	3.0	2.8	2.9	2.8	2.8	2.8	2.7	2.8	2.9
	UNC Greensboro	3.6	4.1	4.0	4.0	4.2	2.7	2.8	3.0	3.4	3.3	3.7
	UNC Wilmington	3.7	3.8	3.8	3.7	3.7	3.7	3.8	3.3	3.7	3.7	3.8
	<i>BOG Standard</i>	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Master's - All Levels	Appalachian State University	3.5	3.5	3.5	3.6	3.7	3.5	3.4	3.4	3.4	3.3	3.1
	Fayetteville State University	3.9	3.9	3.8	4.0	4.0	4.1	4.1	3.4	2.8	3.3	3.1
	North Carolina Central University	4.2	3.8	4.2	4.6	4.2	3.9	3.2	3.1	2.9	2.8	3.3
	UNC Pembroke	3.9	3.9	3.9	3.9	3.9	4.0	3.9	4.1	3.6	3.4	3.5
	Western Carolina University	3.2	3.1	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.2
	Winston-Salem State University	3.2	3.0	3.4	3.5	3.4	3.8	3.1	3.0	2.8	3.3	3.4
	<i>BOG Standard</i>	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Baccalaureate	Elizabeth City State University	4.0	4.3	4.0	4.6	4.4	6.1	5.1	4.9	5.5	5.5	4.5
	UNC Asheville	3.7	4.5	4.4	4.5	4.3	4.2	4.3	4.2	3.7	3.6	3.7
	<i>BOG Standard</i>	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0

Notes: The Carnegie Classifications are updated every few years. Institutions are grouped by their most recent Carnegie Classification. In the most recent (2018) update, ECSU moved to the Baccalaureate Colleges: Diverse Fields category, and UNCW moved to the Doctoral Universities: High Research Activity category.

All Faculty includes: Tenured/Tenure-Track Faculty, Other Regular Faculty, Supplemental Faculty, and Teaching Assistants.

Appendix B4: Average Student Credit Hours per Semester per FTE Faculty – All Faculty

Carnegie Group	Institution	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Research - Very High	North Carolina State University	216.8	243.1	220.7	236.8	245.6	229.5	242.5	220.5	224.8	232.5	240.5
	UNC-Chapel Hill	173.5	185.3	189.1	188.8	190.2	187.1	187.9	197.7	185.5	187.2	186.0
Research - High	East Carolina University	201.2	253.4	224.0	232.9	231.5	228.5	236.3	249.0	256.1	258.2	251.4
	North Carolina A&T State University	187.2	247.4	233.9	226.5	211.7	229.8	236.2	242.4	241.2	231.3	220.4
	UNC Charlotte	216.3	232.2	237.3	248.7	236.1	252.9	259.7	264.9	252.6	260.9	264.2
	UNC Greensboro	225.1	246.1	230.9	229.8	234.0	204.1	212.4	217.0	222.3	215.3	253.3
	UNC Wilmington	236.4	246.9	246.9	230.8	228.4	227.9	238.7	206.2	236.8	231.9	226.0
Master's - All Levels	Appalachian State University	216.4	218.0	213.2	229.5	226.4	227.9	216.6	216.3	221.1	216.9	212.0
	Fayetteville State University	213.6	241.3	226.2	233.5	238.7	244.8	240.8	198.2	151.3	201.3	207.4
	North Carolina Central University	217.9	216.4	229.5	229.3	220.9	202.0	201.6	193.1	182.1	175.9	198.2
	UNC Pembroke	203.9	202.8	208.8	198.7	194.6	196.0	197.4	213.5	181.2	180.0	198.6
	Western Carolina University	182.0	208.5	189.2	218.3	202.4	209.0	210.2	213.4	215.7	217.8	221.6
	Winston-Salem State University	181.1	172.7	167.4	182.3	166.5	196.6	166.5	162.2	172.1	171.8	191.4
Baccalaureate	Elizabeth City State University	198.5	228.0	206.1	208.8	201.1	253.7	205.3	208.3	184.3	180.1	188.5
	UNC Asheville	184.2	202.8	198.8	212.7	197.4	198.2	195.9	196.7	172.9	175.5	183.6

Notes: The Carnegie Classifications are updated every few years. Institutions are grouped by their most recent Carnegie Classification. In the most recent (2018) update, ECSU moved to the Baccalaureate Colleges: Diverse Fields category, and UNCW moved to the Doctoral Universities: High Research Activity category.

All Faculty includes: Tenured/Tenure-Track Faculty, Other Regular Faculty, Supplemental Faculty, and Teaching Assistants.

AGENDA ITEM

A-4. UNC System Academic Program Actions..... David English

Situation: Section 400.1.1[R] of the UNC Policy Manual, Regulation for Academic Program Planning and Evaluation, defines the academic program actions that require Board approval, and those that are delegated to staff at the UNC System Office. This report presents those program actions that require Board approval, and provides a listing of the academic program actions taken by UNC System Office staff since the last meeting of the Board.

Program Establishments (Vote Required)

North Carolina State University requests establishment of the Master of Advanced Architectural Studies (M, CIP 04.0902)

The University of North Carolina at Greensboro requests establishment of the Doctor of Philosophy in Computer Science (PhD, CIP 11.0701).

Background: Per Section 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the Board of Governors. Items such as change of delivery mode, change of program title or Classification of Instructional Program (CIP) codes, change of off-site locations, and change of speciality codes are delegated to UNC System Office Staff.

Assessment: Approval of the requested program degree establishments 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
Master (M) in Advanced Architectural Studies
CIP 04.0902
North Carolina State University**

I. Program Highlights

- North Carolina State University (NC State) proposes the establishment of a Master of Advanced Architectural Studies (MAAS).
- The program is currently offered by NC State as a post-professional track under the existing Master of Architecture (M.Arch.) degree that does not lead to licensure.
- The National Architectural Accrediting Board (NAAB) is requiring all institutions to discontinue the use of “Master of Architecture” for any program that is not accredited and does not lead to licensure.
- NC State University will continue to offer the Master of Architecture degree as a professionally accredited program that leads to licensure.
- Approval of this program change will not result in any increase in faculty, courses, or costs. It simply changes the administrative structure from a concentration to a degree.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** The University of North Carolina at Charlotte (UNCC) offers both the accredited professional Master of Architecture (M.Arch., CIP 04.0902) and the Master of Science in Architecture (MS, CIP 04.0902) that is not NAAB accredited and does not lead to licensure.
2. **Relation to Campus Distinctiveness and Mission.** The MAAS program supports the UNC System and NC State University missions and strategic plans in several ways. NC State University’s mission statement focuses on both research and teaching excellence, highlighting the creation and application of knowledge through collaboration and interdisciplinary efforts. As a synergistic program focusing on the development of specialized research for application in the field of design, the MAAS program supports the goals of educational innovation, engaging research, interdisciplinary approaches, organizational excellence, and fostering partnerships.
3. **Student Demand.** The MAAS program will attract and invite a diverse applicant pool. While the NC State School of Architecture is one of two professional architecture schools in North Carolina, MAAS will be unique. According to the National Architectural Accrediting Board (NAAB), “there are over 150 NAAB-accredited programs offered by more than 120 institutions of higher learning in the U.S.” Of these, very few offer a program of this type, and none with its mix of specializations. The robust design and

entrepreneurial culture of the Research Triangle Area will draw a significant pool of applicants.

4. **Potential for Unnecessary Duplication.** NC State and UNC Charlotte are the two UNC System institutions that offer professional and non-professional/post-professional degree programs in architecture. Like NC State, UNC Charlotte was required to comply with the National Architectural Accrediting Board restricting use of the term “Master of Architecture” to professional degree programs. In response, UNC Charlotte created a non-professional Master of Science in Architecture (M.S.) with two concentrations: (1) Digital Technologies and Material Systems, and (2) Design Science and Building Systems. The NC State proposed MAAS program differs in focus and aligns with their existing graduate concentrations and certificates in Public Interest Design, Energy and Technology, City Design, and History and Theory. Students would focus their courses and research on one of these topics.
5. **Employment Opportunities for Graduates.** The MAAS program will offer students a rich environment to pursue meaningful research questions to help shape future design practice. Graduates of the program will be prepared to advance the profession of architecture locally, nationally, and internationally with enhanced research and design skills. Alternatively, students graduating with this degree will be well prepared to apply for teaching positions in schools of architecture and design. This program’s benefits to the public will be profound, as students graduating from this program will be prepared to advance the technical and artistic qualities of the built environment through ethical practice that prioritizes human wellbeing and ecological sustainability.
6. **Faculty Quality and Number.** No new faculty are required for the Master of Advanced Architecture Studies program over the first four years. Teaching responsibilities will be absorbed by existing faculty. This does not represent additional workload for existing faculty members because the Master of Advanced Architectural Studies program is replacing the current Master of Architecture (Track 2) program. NC State has fifteen tenure-line faculty in the School of Architecture that will be directly involved in the program.
7. **Availability of Campus Resources (library, space, etc.)** In addition to NC State University’s two main libraries (James B. Hunt on Centennial Campus and D.H. Hill on Main Campus), the College of Design has a branch Library (Harry B. Lyons Design Library in Brooks Hall) that is operated the NC State University Libraries. The Harry B. Lyons Design Library is located on the College of Design campus and will be accessible to all students in the Master of Advanced Architectural Studies program. The Design Library has sufficient holdings, resources, and services to serve the Master of Advanced Architectural Studies program without diminishing existing services to other College of Design or NC State University programs.

The Harrye B. Lyons Design Libraries collection includes books and journals that focus on architecture, landscape architecture, graphic design, industrial design, and art and design. In addition, the library has a collection of approximately 150,000 digital images that are available through Luna Insight 6.3.

In addition to the Design Library, the D.H. Library Special Collections Resource Center contains archives of numerous celebrated architects from the region, including Phil Freelon, George Matsumoto, Henry Kamphoefner, and Milton Small. Located centrally in Brooks Hall, the library is comprised of a reading room, book stacks, shelved journal, a lightroom, staff offices, and a printing/scanning area. Library staff are specially trained to assist design students in their research.

Existing College of Design facilities are adequate for the Master of Advanced Architectural Studies program. No new facilities are required. The program will be accommodated within the College of Design buildings, including Brooks Hall, Leazar Hall, and Kamphoefner Hall. Collectively, these buildings on the north portion of NC State's main campus contain faculty, staff, and administrative offices, classrooms, conference rooms, lecture halls, a 160-person auditorium, the Harrye B. Lyons Design Library, the William Bayley IT lab and computer clusters, a materials lab (a shop for working with various materials, including wood, metals, concrete, and plastics), a digital prototyping lab, PhD workspaces, and a project gallery and exhibition space.

The existing facilities will adequately serve the Master of Advanced Architectural Studies program without compromising other College of Design programs. These facilities will be adequate at the outset of the program and should remain sufficient for the next decade, assuming routine maintenance and normal technology upgrades continue.

- 8. Relevant Lower-level and Cognate Programs.** NC State's School of Architecture offers a full complement of degrees, including the accredited, professional Bachelor of Architecture (M.Arch.) and Master of Architecture (M.Arch.). The proposed MAAS program is currently offered as a track within the existing Master of Architecture degree.
- 9. Impact on Access and Affordability.** As the program is currently offered as a track within the existing Master of Architecture degree, there are no anticipated changes in access or affordability.

No change to the approved tuition, tuition differential, or fees from the existing Master of Architecture program is requested. Tuition and fees at the fall 2021 and spring 2022 full-time (9+ credit hour) rates are as follows:

Full-Time 2021-22 Graduate Tuition and Fees per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	4,547.50	13,541.00
Tuition Differential	700.00	700.00

Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	1180.30	1180.30
Special Fees	6.00	6.00
Application Fee	85.00	85.00

10. Expected Quality. The Master of Advanced Architectural Studies will reside within the School of Architecture and the College of Design at NC State University. The existing MAAS program and School of Architecture are both widely recognized in the field for their academic quality. The MAAS is an innovative and collaborative degree program that will provide students with opportunities to engage current and emerging trends in the architecture profession through specialized research. MAAS students will focus on research in one of four distinct areas already established as graduate certificates and concentrations in the NC State University School of Architecture: Public Interest Design (PID), City Design (CD), Energy and Technology (ET), and History and Theory (HT). The MAAS program will bring together cohorts in a collaborative setting, employing Design Thinking methods to address grand challenges in the built environment. The MAAS program will draw on existing faculty expertise and resources to enhance NC State's land-grant mission, its strong commitment to community engagement, and its legacy of technological innovation.

The School of Architecture has a Director of Graduate Programs (DGP) who will assist with recruiting, admissions, and advising students in the program. The College of Design employs a Graduate Student Services Coordinator who provides support for admissions, communication with the Graduate School, record keeping, and enrollment.

The NC State University Graduate School and its Dean provide supervision of all graduate programs. The Graduate school sets policies and provides oversight for each degree program. The Graduate School and its staff are responsible for admissions, program assessment, appointing Graduate Faculty, reviewing student Plans of Work, outlining and enforcing procedures, publishing the Graduate Handbook and Catalog, providing resources to students, encouraging academic and research excellence, and reviewing and approving new programs.

11. Feasibility of Collaborative Program. This program is currently offered by NC State as a track under the existing Master of Architecture degree. Operations and collaborations will therefore continue in a manner similar to previous years.

12. Other Considerations. None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by NC State's faculty, department head, faculty, graduate school, CFO, provost, and chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, NC State provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve North Carolina State University's request to establish the Master of Advanced Architectural Studies (CIP 04.0902) effective fall 2021.

**Request for Authorization to Establish
PhD in Computer Science
CIP 11.0701
University of North Carolina at Greensboro**

I. Program Highlights

- The University of North Carolina at Greensboro (UNCG) proposes the establishment of a Doctor of Philosophy (Ph.D.) in Computer Science.
- The proposed Ph.D. program builds upon UNCG's historic strengths in the traditional arts and sciences, including biology, chemistry, geography, kinesiology, mathematics and statistics, nanoscience, and more.
- The proposed program would be located on-campus and would not require a tuition differential or program-specific fee.

II. Academic Program Planning Criteria (UNC Policy 400.1)

- 1. Existing Programs (Number, Location, Mode of Delivery).** Within the UNC System, North Carolina A&T State University, North Carolina State University, and the University of North Carolina at Chapel Hill currently offer an in-person Ph.D. in Computer Science (CIP 11.0701). The University of North Carolina at Charlotte offers a related in-person Ph.D. in Computing and Information Systems (CIP 11.0101). Duke University also offers a Ph.D. in Computer Science (CIP 11.0701).
- 2. Relation to Campus Distinctiveness and Mission.** The proposed Ph.D. program in Computer Science supports UNCG's role as a well-established research university with a strong arts and sciences background. UNCG stresses collaborative scholarship and creative activity, encouraging engagement across the disciplines. This proposed Ph.D. program would leverage the unique history and focus of UNCG in incorporating liberal arts and technology. As an engaged research university, UNCG is prepared to develop a program with strong basic and applied research components.
- 3. Student Demand.** UNCG anticipates significant student demand for the proposed Ph.D. in Computer Science. For the 2020-21 academic year, nearly 1,000 students applied for admission across the five related doctoral programs in North Carolina, but only 261 were admitted. While all of these students would not be qualified for a doctoral program, conversations with program directors at the other institutions indicated that many of those students were qualified, but the programs were at capacity. As such, there are potentially hundreds of students who wish to pursue a doctoral program in Computer Science in North Carolina who might consider this program.

In a similar fashion, demand for UNCG's existing computer science programs (BS and MS) have grown dramatically in the past five years, with a 79% increase in undergraduate enrollment and a 54% increase in graduate enrollment. UNCG is projecting a "steady-state" enrollment level of roughly 25 students in the program.

4. **Potential for Unnecessary Duplication.** The proposed program is designed to complement, but not compete, with the other existing Ph.D. Computer Science programs in North Carolina. While there are five related doctoral programs offered in North Carolina in Computer Science, the UNCG program would have a data-centric focus, with primary specializations in bioinformatics, data analysis, data science, natural language processing, and network analysis. In particular, these areas of focus are discreet from and complement those in place at NC A&T State University, the program most geographically proximate to UNCG. Additionally, the UNC System Graduate Council, which is comprised of the graduate deans or designees from each constituent institution, voted unanimously to support the creation of this program.
5. **Employment Opportunities for Graduates.** External estimates of employment opportunities were secured from the Taulbee Report, EAB, and Economic Modeling Specialists, Inc. (EMSI). UNCG also consulted with Burning Glass Labor/Insight and United States Bureau of Labor Statistic reports. All of these external sources demonstrate a strong labor market for graduates of the proposed Ph.D. program. The EAB analysis noted that "...increasing state and national demand for doctoral-level computer science professionals indicates opportunity for program development at UNCG." National data demonstrated a consistent and significant demand for doctoral-level computer science professionals. The EMSI Labor Market Analytics project a 20.6% increase in demand for computer scientist doctorates in North Carolina between 2019 and 2029, with median earnings of \$88,200 per year. The EMSI analysis of related job postings in North Carolina shows a posting intensity (number of job postings per unique job) of 6:1, higher than the regional average, and indicative of a situation in which demand exceeds supply. NC Tower data further demonstrates the wage premium for graduates from these programs, with 2015-16 graduates of the other UNC System Ph.D. programs in Computer Science earning on average \$122,790 three years after graduation.

Graduates of doctoral programs in computer science are also likely to pursue full-time positions in industry, with nearly two out of three graduate's securing employment in this area, and roughly one of three securing an academic position. North Carolina remains a hub for computer and technology development as evidenced by the recent announcement that Apple will invest \$1 billion and establish a campus in Research Triangle Park. The ripple effects of this investment and related growth will only increase demand for computer science doctorates in the years to come.

6. **Faculty Quality and Number.** UNCG has a strong cadre of computer science faculty that has doubled in size, moving from 6 to 12 between 2008 and 2017. Those faculty lead strong research programs supported by regular external funding and producing

publications in leading journals and conferences. Recent faculty additions have targeted interdisciplinary research, with a specific focus on data science and related areas. UNCG expects additional growth in students and faculty as computer science becomes a centerpiece of cross-disciplinary information processing for health sciences, natural sciences, social sciences, and the humanities.

- 7. Availability of Campus Resources (library, space, etc.)** UNCG libraries provide access to adequate physical and online resources to all students, faculty, and staff. The collections consist of a variety of formats, including more than 1.2 million print monographs, over 620,500 federal and state documents, more than 300,000 microfilms, and 49,000 audio units. The libraries provide access to more than 50,000 serial titles, of which over 45,000 are electronic journals. In recent years, the number of electronic books has increased substantially, with over 370,000 accessible made available to campus constituents. Specific library resources in support of the program include ACM Digital Library and SpringerLink, two leading publishers of computer science resources. There is also a full-time science librarian, who serves as a liaison between the academic department and the university library.

The Department of Computer Science currently has sufficient facilities to support the existing BS and MS program, with general and special purpose laboratory facilities available. UNCG may elect to reposition programs and faculty in the future contingent upon growth in the undergraduate and graduate computer science programs. UNCG also provides significant on-campus computing labs, network connectivity, and technological support for general-purpose and research computing. Computer Science research labs include advanced computing system, dedicated locally-managed storage, special purpose systems (including a Lambda DevBox specialized for machine learning tasks) and dedicated system administration staff that manage these platforms.

- 8. Relevant Lower-level and Cognate Programs.** UNCG has offered high-quality bachelor's and master's degrees in computer science for many years, with the BS in Computer Science having been started in 1991, and the MS in Computer Science since 1998. The Department of Computer Science became a stand-alone unit (separate from mathematical sciences) since 2006. Enrollment has been incredibly strong in these existing programs, with undergraduate enrollment increasing from 146 to 481 and graduate enrollment increasing from 27 to 40 between 2008 and 2017.
- 9. Impact on Access and Affordability.** The proposed program expands access to North Carolina students wishing to pursue research in the high-demand field of computer science. UNCG has been committed to improving access, enhancing student success, and improving affordability, as demonstrated by their recent accomplishments in achieving UNC System Strategic Plan goals. This program would expand access to a high-quality doctoral program in the growing computer science field in North Carolina. As a research doctorate, UNCG is planning for all students enrolled in the program to receive financial support in the form of stipends and tuition waivers. The level of those benefits is designed

to ensure that any student that has enters with a MS or has completed the equivalent level of coursework in the program will not require any student loans to cover their costs. Additionally, no tuition differential or program specific fee is requested for this program.

Full-Time 2021-22 Graduate Tuition and Fees per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	2,609.50	9,468.50
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Education & Technology, Campus Security, Debt Service, ASG)	1,464.00	1,464.00
Special Fees	--	--
Application Fee	65.00	65.00

- 10. Expected Quality.** UNCG will build upon their successful BS and MS programs in Computer Science in developing this proposed Ph.D. program. The existing research infrastructure and graduate school administration is also prepared to help facilitate the introduction of the Ph.D. program, with policies and procedures related to student advisory committees, dissertation committees, and research activities in place. The doctoral curriculum has been designed to accommodate students entering with either a BS or a MS in Computer Science, with the number of required credits varying dependent upon prior academic experience.

Additionally, all degree programs at UNCG undergo annual assessment and review, coordinated by UNCG's Office of Assessment, Accreditation, and Academic Program Planning, and the Student Learning Enhancement Committee, which consists of faculty from across the university. The Department of Computer Science has significant experience with program and student learning assessment through both the UNCG assessment process and active engagement with ABET, the accrediting body for undergraduate computer science programs.

- 11. Feasibility of Collaborative Program.** The proposed program is designed to complement the existing doctoral computer science programs offered in North Carolina, as described in greater detail earlier in the document. Ongoing conversations have taken place between UNCG and NC A&T regarding ways to partner and support their complementary programs. The Greater Greensboro Consortium allows students to easily take courses across the institutions, and collaborative research projects and grant applications are expected. Furthermore, a number of UNCG Computer Science faculty members have ongoing relationships with colleagues in the other Ph.D. programs in the state.

- 12. Other Considerations.** None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by UNCG's faculty, department head, graduate curriculum committee, college dean, graduate dean, CFO, provost, and chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNCG provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made. UNCG 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 the University of North Carolina at Greensboro's request to establish the Doctor of Philosophy in Computer Science (CIP 11.0701) to enroll students starting fall 2022.

UNC System: Delegated Academic Program Actions

Mode of Delivery Changes

	Institution	Degree	Program Title	CIP	Mode	Date
1.	ASU	BS	Middle Grades Education	13.1203	Online	12/04/2020
2.	ASU	BSBA	Supply Chain Management	52.0203	Online	03/26/2021
3.	UNC-CH	MSA	School Administration	13.0409	Online	05/03/2021
4.	UNCC	DNP	Doctor of Nursing Practice	51.3818	Online	02/15/2021
5.	UNCC	MA	Spanish	16.0905	Online	03/26/2021
6.	UNCC	BA	Sociology	45.1101	Online	04/05/2021
7.	UNCC	MBA	Business Administration	52.0201	Online	05/03/2021
8.	UNCG	DNP	Doctor of Nursing Practice	51.3818	Online	02/05/2021
9.	UNCG	BSN	Bachelor of Science in Nursing	51.3801	Online	03/05/2021
10.	UNCG	BS	Accounting	52.0301	Online	03/16/2021
11.	UNCG	BS	Finance	52.0801	Online	03/16/2021
12.	UNCG	BS	Hospitality and Tourism Management	52.0901	Online	03/16/2021

Instructional Site Discontinuations

	Institution	Degree	Program Title	CIP	Mode	Date
1.	UNCG	EDS	Specialist in Education	13.0401	On Campus	12/04/2020

CIP, Degree, and Title Changes

	Order	Institution	Degree	Program Title	CIP	Date
1.	Old	ASU	BS	History, Social Studies Education	13.1328	03/26/2021
1.	New	ASU	BS	History/Social Studies Education	13.1328	

	Order	Institution	Degree	Program Title	CIP	Date
2.	Old	ECU	MS	Counselor Education	13.1101	02/05/2021
2.	New	ECU	MS	Counselor Education	51.1504	

	Order	Institution	Degree	Program Title	CIP	Date
3.	Old	FSU	BA	Intelligence Studies	44.0401	05/10/2021
3.	New	FSU	BA	Intelligence Studies	29.0202	

	Order	Institution	Degree	Program Title	CIP	Date
4.	Old	NCSU	M	Accounting	52.0301	02/15/2021
4.	New	NCSU	M	Accounting	52.1301	

	Order	Institution	Degree	Program Title	CIP	Date
5.	Old	UNC-CH	BA	Psychology	42.0101	03/26/2021
5.	New	UNC-CH	BA	Psychology	30.0701	

	Order	Institution	Degree	Program Title	CIP	Date
6.	Old	UNC-CH	BS	Psychology	42.0101	03/26/2021
6.	New	UNC-CH	BS	Psychology	30.0701	

	Order	Institution	Degree	Program Title	CIP	Date
7.	Old	UNC-CH	MA	Psychology	42.0101	03/26/2021
7.	New	UNC-CH	MA	Psychology	30.0701	

	Order	Institution	Degree	Program Title	CIP	Date
8.	Old	UNC-CH	PhD	Psychology	42.0101	03/26/2021
8.	New	UNC-CH	PhD	Psychology	30.0701	

	Order	Institution	Degree	Program Title	CIP	Date
9.	Old	UNCC	BS	Exercise Science	31.0505	04/05/2021
9.	New	UNCC	BS	Exercise Science	26.0908	

	Order	Institution	Degree	Program Title	CIP	Date
10.	Old	UNCG	BS	Sustainable Tourism and Hospitality	52.0901	03/16/2021
10.	New	UNCG	BS	Hospitality and Tourism Management	52.0901	

	Order	Institution	Degree	Program Title	CIP	Date
11.	Old	UNCG	BS	Marketing	52.0201	03/16/2021
11.	New	UNCG	BS	Marketing	52.1401	

	Order	Institution	Degree	Program Title	CIP	Date
12.	Old	UNCW	BA	Environmental Studies	03.0103	05/10/2021
12.	New	UNCW	BA	Environmental Sciences	03.0104	

	Order	Institution	Degree	Program Title	CIP	Date
13.	Old	UNCW	PhD	Marine Biology	26.1302	02/01/2021

13.	New	UNCW	PhD	Integrative, Comparative, and Marine Biology	26.9999	
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	Order	Institution	Degree	Program Title	CIP	Date
14.	Old	WCU	BS	Hospitality Tourism Management	52.0901	05/10/2021
14.	New	WCU	BSBA	Hospitality Tourism Management	52.0901	

	Order	Institution	Degree	Program Title	CIP	Date
15.	Old	WCU	MST	Technology	15.0612	05/10/2021
15.	New	WCU	MSET	Engineering Technology	15.0000	

Specialty Code Changes

	Institution	Degree	Program Title	CIP	Date
1.	FSU	MAT	Master of Arts in Teaching	13.1299	05/03/2021
2.	FSU	BS	Birth-Kindergarten	13.1210	05/04/2021
3.	NCA&T	MAED	Reading Education	13.1315	12/02/2020
4.	UNCC	MAT	Master of Arts in Teaching	13.1299	05/03/2021
5.	UNCG	MAT	Master of Arts in Teaching	13.1299	02/05/2021
6.	UNCG	MED	Special Education: General Curriculum	13.1001	05/03/2021
7.	UNCP	BS	Mathematics	27.0101	12/02/2020
8.	UNCP	MSW	Master of Social Work	44.0701	02/17/2021
9.	UNCP	MSA	School Administration	13.0409	02/17/2021



AGENDA ITEM

A-5. Licensure Program Approvals.....Daniel Harrison

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

Background: Johnson and Wales University, an existing licensee, seeks to offer a Bachelor of Science in Hospitality Management and a Bachelor of Science in Business Administration – Entrepreneurship.

ECPI, an existing licensee, seeks to offer a Bachelor of Science in Cyber and Information Security Technology.

Assessment: After appropriate review of the license applications the UNC System recommends approval of these applications.

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

Recommendation for Licensure
ECPI University

Background

ECPI University, OPEID 01019800, (ECPI), an existing licensee in good standing, is a private, for-profit institution with a main campus located in Virginia Beach, Virginia and four satellite campuses in North Carolina. ECPI is regionally accredited by the Southern Association of Colleges and Schools and seeks licensure to expand its program offerings to include a Bachelor of Science in Cyber and Information Security Technology.

These programs are already offered at some of ECPI's other campuses. Staff and external examiners conducted a review of ECPI's application and made findings related to course compositions and ensuring that course content remains updated. Based on the institution's response to the findings, staff believe that the proposed programs will operate in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	52%	
	Transferred Out	4%	
	Withdrew	43%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2020	2019	2018
	3.0	3.0	3.0
Three-year cohort default rate ^{iv}	Class of 2017	Class of 2016	Class of 2015
	14.2	13.7	12.3

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

Recommendation

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

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.

Recommendation for Licensure
Johnson and Wales University

Background

Johnson and Wales University – Charlotte, OPEID 000340410, (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 Hospitality Management and a Bachelor of Science in Business Administration - Entrepreneurship.

These programs are already offered at Johnson and Wales' main campus and, and are similar in CIP code and faculty composition to successful existing programs at the Charlotte campus. Staff and external examiners conducted a review of Johnson and Wales' application. With respect to the Bachelor of Science in Hospitality Management, the reviewer made findings related to the division of teaching responsibilities among faculty and on certain course syllabi. With respect to the Bachelor of Science in Business Administration – Entrepreneurship, the reviewer made findings with respect to the course objectives, syllabi, and faculty qualifications. Based on the institution's response to the findings, staff believe that the proposed programs will operate in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	62%	
	Transferred Out	18%	
	Withdrew	20%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2017	2016	2015
	3.0	2.4	2.9
Three-year cohort default rate ^{iv}	Class of 2017	Class of 2016	Class of 2015
	9.4	7.0	6.9

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

Recommendation

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

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.

AGENDA ITEM

A-6. Section 700.1.1 of the UNC Policy Manual – Waiver of the SAT/ACT Requirement..... Kimberly van Noort

Situation: Section 700.1.1 of the UNC Policy Manual, Policy on Minimum Eligibility Requirements for Undergraduate Admission to the University of North Carolina System, establishes the minimum academic standards that a student must satisfy to be considered for undergraduate admission at a UNC System institution. This includes the requirement that students submit an ACT or SAT score to be eligible for admissions consideration.

Due to the impact of COVID-19 on test availability, the Board of Governors in July 2020 waived the standardized test requirement for students applying for admission in spring 2021, summer 2021, and fall 2021. Due to ongoing cancellations and disruptions to standardized test availability, it is recommended that the Board extend the standardized test requirement waiver for an additional year, through the fall 2022.

Background: Access to the ACT and SAT has been limited due to the ongoing impacts of the COVID-19 pandemic. In North Carolina, many students access the ACT through in-class administrations. The number of students failing to take the ACT through this option has nearly doubled from last year, with approximately 22,000 students impacted (up from just over 11,000 last year). Additionally, this lack of test availability has been felt most profoundly in rural and economically distressed counties, with 14 of the top 20 counties impacted being classified as Tier 1 by the NC Department of Commerce.

In response, over 60 percent of undergraduate institutions in the United States will not require a standardized test for entry in the fall 2022. In North Carolina, this includes Duke University, Davidson College, Elon University, Wake Forest University. Across the nation, the list includes all Ivy League Institutions; state systems such as the University of Texas System, California State University (CSU) system, the University of Illinois system, the Penn State System; and key enrollment competitors such as the University of Virginia, Virginia Tech, West Virginia University, College of Charleston, University of Alabama, and others. The NCAA has also removed standardized testing requirements for student athletes enrolling in 2022-23.

Assessment: The proposed waiver is consistent with the responses of other colleges, universities, and systems. It is recommended that the Board waive the standardized testing component of Section 700.1.1 for students applying for admission in spring 2022, summer 2022, and fall 2022.

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

AGENDA ITEM

- A-7. North Carolina State University Early College High School
Off-Campus Waiver Kimberly van Noort

Situation: UNC System institutions can partner with North Carolina school districts to establish Early College High School(s). These high schools provide regular high school coursework, and when college readiness is demonstrated, college-level coursework for enrolled students. Early College High Schools must meet the requirements outlined in G.S. 115C-238.50A, and Sections 400.6 and 400.6.1[R] of the UNC Policy Manual. One requirement is that the school must be located on the campus of the UNC System institution unless the Board formally waives this requirement.

Background: North Carolina State University (NC State) and the Wake County Board of Education (Wake County) have successfully collaborated for over a decade on the Wake STEM Early College High School (STEM ECHS). The STEM ECHS is a supportive and academically challenging learning environment for students underserved in a traditional high school setting and underrepresented in the science, technology, engineering, and mathematics disciplines, including first generation college students. The STEM ECHS has been identified as a top school in Wake County and North Carolina.

The STEM ECHS has been located in the Cherry Building on NC State's Centennial Campus since opening. Because the Cherry Building needs substantial capital renovations, Wake County is in the process of renovating another facility to house the STEM ECHS in Cary, NC. Wake County's renovations are scheduled to be completed in December 2021. NC State and Wake County have worked collaboratively to move the operations of the STEM ECHS off NC State's campus following the completion of those renovations. NC State therefore requests a waiver to the requirement that the STEM ECHS be located on their campus effective January 2022.

Assessment: It is recommended that the Board authorize the waiver, as it is consistent with the provisions of G.S. 115C-238.50A.

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

May 3, 2021

Mr. Temple Sloan, Chair
Committee on Educational Planning, Policies and Programs
Dr. Kimberly van Noort
Senior Vice President for Academic Affairs and Chief Academic Officer
PO Box 2688
Chapel Hill, NC 27514

Dear Mr. Sloan and Dr. van Noort:

NC State University ("NC State") and the Wake County Board of Education ("Wake County") have successfully collaborated for over a decade on the Wake STEM Early College High School ("STEM ECHS"). NC State and Wake County look forward to continuing this partnership. Pursuant to NCGS § 115C-238.50A and UNC Policy 400.6.1[R], NC State requests a waiver of the requirement that the STEM ECHS be located on NC State's campus in order for the STEM ECHS to constitute a Cooperative Innovative High School. Both NC State and Wake County desire to continue their collaboration on the STEM ECHS after STEM ECHS moves off NC State's campus after December 2021. To this end, the parties have finalized a Third Memorandum of Agreement, which was approved by the Wake County on April 6, 2021 and by NC State's Board of Trustees on April 16, 2021. However, because the parties intend for the STEM ECHS to move operations off NC State's campus in January 2022, we are now seeking an exception and waiver of the requirement that the school be located on NC State's campus.

The STEM ECHS is a supportive and academically challenging learning environment for students underserved in a traditional high school setting and underrepresented in the science, technology, engineering and mathematics disciplines, including first generation college students. The goal of the STEM ECHS is to have students who are prepared to compete globally in careers related to these fields upon graduation. The STEM ECHS has received national and state recognition, including receiving national awards and recognition in each of the last six years. U.S. News and World Report ranks STEM ECHS as the best high school in Wake County, and ranks it sixth (6th) among all North Carolina high schools.

The STEM ECHS and related program have provided great benefit to both NC State and Wake County since it was first established in 2011. The STEM ECHS provides Wake County parents with an extraordinary opportunity for their children to have access to authentic college learning experiences, exposing them to world leading research and development in STEM fields, while also having the ability to earn college course credit at no cost to them. In 2019 alone, 133 STEM ECHS students took NC State courses, earning 1,058 credit hours for college. Since 2016, an average of 9 STEM ECHS students have been admitted and enrolled at NC State each Fall.

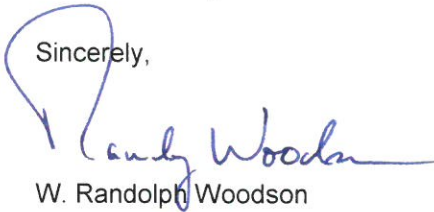
Since its establishment, the STEM ECHS has been located in the Cherry Building on NC State's Centennial Campus. The Cherry Building is in need of substantial capital renovations, many of which are cost prohibitive. Thus, to further meet STEM ECHS' operational needs, Wake County is in the process of renovating another facility to house the STEM ECHS, located in Cary, North Carolina. These renovations

are scheduled to be completed in December 2021. Upon completion of these renovations, Wake County intends for the STEM ECHS to relocate and operate out of this Cary facility.

STEM ECHS will also continue to maintain a presence at NC State. STEM ECHS utilizes space in NC State's Witherspoon Student Center for program administration while STEM ECHS students are on NC State's main campus, including for daily check-ins and meetings with STEM ECHS classes, teachers, counselors, and the career development coordinator, as well as other educational instruction.

We appreciate the Committee's consideration of the foregoing request. If the Committee needs any further information, we are available to answer any questions or provide any additional information the Committee may need.

Sincerely,

A handwritten signature in blue ink, appearing to read "W. Randolph Woodson". The signature is fluid and cursive, with a large initial "W" that loops around the first part of the name.

W. Randolph Woodson
Chancellor