



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

November 17, 2021 at 1:00 p.m.  
Via Videoconference and PBS North Carolina Live Stream  
North Carolina State University  
Hunt Library, Duke Energy Hall D  
Raleigh, North Carolina

## AGENDA

### OPEN SESSION

- A-1. Approval of the Minutes of September 15, 2021 ..... Temple Sloan
- A-2. Academic Affairs Update ..... Kimberly van Noort
- A-3. UNC System Fall Enrollment Report ..... Kimberly van Noort
- A-4. Actions Taken Pursuant to Section 700.1.3 of the UNC Policy Manual,  
*Policy on Out-of-State Undergraduate Enrollment*..... Kimberly van Noort
- A-5. UNC System Academic Degree Program Actions..... David English
- A-6. Proposed Revisions to Section 600.2.3 of the UNC Policy Manual, *Distinguished Professors  
Endowment Trust*..... David English
- A-7. Charlotte Teacher Early College Renewal..... David English

### CLOSED SESSION

- A-8. 2021 Governor Holshouser Award Nominees and Recommendation ..... Anna Nelson

### OPEN SESSION

- A-9. Adjourn



MEETING OF THE BOARD OF GOVERNORS  
Committee on Educational Planning, Policies, and Programs  
November 17, 2021

## **Closed Session Motion**

**Motion to go into closed session to:**

- Prevent the premature disclosure of an honorary award or scholarship.

**Pursuant to:** G.S. 143-318.11(a)(2).



## DRAFT MINUTES OPEN SESSION

September 15, 2021 at 1:15 p.m.  
University of North Carolina System Office  
Center for School Leadership Development, Board Room  
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, Kirk Bradley, Joel D. Ford, Thomas C. Goolsby, Sonja Nichols, and Raymond Palma.

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.

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### OPEN SESSION

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

Chair Sloan the meeting to order at 1:17 p.m., on Wednesday, September 15, 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.

Chair Sloan called for a motion to approve the minutes of July 21, 2021.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the minutes of July 21, 2021, as distributed.

**Motion:** Joel D. Ford

**Motion carried**

#### 2. Academic Affairs Update (Item A-2)

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

### **3. 2020-21 Annual Report of the Committee on Educational Planning, Policies, and Programs (Item A-3)**

The required Annual Report of the Committee on Educational Planning, Policies, and Programs, 2020-21 was presented.

Chair Sloan called for a motion to approve the annual report.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the 2020-21 Annual Report of the Committee on Educational Planning, Policies for submission to the full Board..

**Motion:** Anna S. Nelson

**Motion:** carried

### **4. North Carolina Area Health Education Centers (AHEC) Update (Item A-4)**

Hugh Tilson, director of the North Carolina Area Health Education Centers, presented an update regarding ongoing efforts to align health workforce needs and educational efforts in the state of North Carolina.

### **5. Proposed Revisions to Section 700.1.1 of the UNC Policy Manual (Item A-5)**

The proposed policy revisions will establish a guaranteed admission program for graduates of the residential program at the North Carolina School of Science and Mathematics (NCSSM) as freshman students at all the other UNC System constituent institutions.

Chair Sloan called for a motion to approve the proposed update.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed revisions to Section 700.1.1 of the UNC Policy Manual and for submission to the full Board for a vote through the consent agenda at the next meeting.

**Motion:** Joel D. Ford

**Motion** carried

### **6. UNC System Academic Degree Program Actions (Item A-6)**

The University of North Carolina at Charlotte requested the establishment of the following degree programs: Bachelor of Arts in Interdisciplinary Studies and Bachelor of Science in Professional Studies. After much discussion, Chair Sloan called for the vote to be postponed to a later meeting providing for further examination.

The University of North Carolina at Pembroke requested the discontinuation of the following degree program: Masters of Art in Art Education.

Chair Sloan called for a motion to approve the discontinuation.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the discontinuation of the Masters of Art in Art Education at The University of North Carolina at Pembroke.

**Motion:** Kirk Bradley

**Motion carried**

## **7. Comprehensive Articulation Agreement Annual Report (Item A-7)**

The Comprehensive Articulation Agreement Annual Report between the University of North Carolina System and the North Carolina Community College System was presented.

Chair Sloan called for a motion to approve the Comprehensive Articulation Annual Report.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Comprehensive Articulation Agreement Annual Report between the University of North Carolina System and the North Carolina Community College System and recommend approval to the Board of Governors for a vote through the consent agenda.

**Motion:** Anna Nelson

**Motion carried**

## **8. Licensure Program Approvals (Item A-8)**

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approvals for the following:

- Johnson and Wales University, a current licensee, has applied to offer a Bachelor's of Science in Sustainable Food Systems and a Master of Science in Sports Leadership
- The University of Southern California, an existing licensee, seeks to offer a Master's of Science in Gerontology.
- South University – High Point seeks two limited licenses.

Chair Sloan called for a motion to approve the licensure applications.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above (3) licensure applications and (2) limited licenses and recommend approval to the Board of Governors for a vote through the consent agenda.

**Motion:** Thomas C. Goolsby

**Motion carried**

## **9. Early College High School Graduates Report (Item A-9)**

The Early College Graduates annual report was presented and reviewed by the committee. The report is submitted to the Joint Legislative Education Oversight Committee on behalf of the Board of Governors.

Chair Sloan called for a motion to approve the Early College High School Graduates Report.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Early College High School Graduates Report and recommend approval to the Board of Governors for a vote through the consent agenda.

**Motion:** Joel D. Ford

**Motion carried**

#### **10. Adjourn (Item A-10)**

There being no further business and without objection, the meeting adjourned 2:28 p.m.

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Kirk Bradley, Secretary



## AGENDA ITEM

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

<b>Situation:</b>	The committee will hear an update on recent activities involving Academic Affairs.
<b>Background:</b>	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.
<b>Assessment:</b>	Information will be provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the 17 institutions.
<b>Action:</b>	This item is for information only.

**AGENDA ITEM**

A-3. UNC System Fall Enrollment Report..... Kimberly van Noort

**Situation:** One of the primary responsibilities given to the University of North Carolina Board of Governors is to “...foster the development of a well-planned and coordinated system of higher education.” One of the key activities the Board oversees in the execution of this responsibility is periodically evaluating enrollment trends. The 2021 Fall Enrollment Report provides an overview of trends and statistics for the current academic term.

**Background:** Student enrollment is a key metric for evaluating institutional health and stability. As enrollment funding represents one of the largest financial components of institutional budgets, significant shifts in growth or decline can have a substantial financial impact. National data indicates that student enrollment is flat or declining in colleges and universities. Enrollment in the UNC System ran counter to this trend for the fall of 2021, however, with a new record set for the eighth straight year. The 2021 Fall Enrollment Report also provides information related to the monitoring of Board policy items, including non-resident enrollment levels.

**Assessment:** The 2021 Fall Enrollment Report is provided for review and discussion.

**Action:** This item is for discussion only.





# THE UNIVERSITY OF NORTH CAROLINA SYSTEM

## 2021 UNC System Fall Enrollment Report

November 17, 2021

University of North Carolina System  
Chapel Hill, North Carolina

# 2021 UNC System Fall Enrollment Report

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# 2021 UNC System Fall Enrollment Report

## Introduction and Summary

When the University of North Carolina (UNC) was redesignated in 1972 to include all 16 public four-year institutions of higher education, one of the primary responsibilities given to the Board of Governors (Board) was to “...foster the development of a well-planned and coordinated system of higher education.” One of the key activities the Board oversees in the execution of this responsibility is periodically evaluating enrollment trends and making projections about the future. The fall 2021 Enrollment Report presents the trends in enrollment across the 16 constituent universities of the UNC System.

- **Overall Enrollment.** The fall 2021 total UNC System headcount enrollment was 244,508 students, an increase of 2,062 students (.85 percent) from the previous fall and the largest total enrollment in the history of the UNC System. Eleven institutions saw their total student headcount increase and five saw headcount decreases. Decreases in total undergraduate student enrollment was offset by increases at the graduate level across the system.
- **New Student Enrollment.** Following two years of declines, new first-time freshmen enrollment increased by just under 2,000 students, setting a new record. New graduate student enrollment growth remained strong, setting a new record, and grew for the eighth straight year. New transfer student enrollment declined for the third straight year, however.
- **Enrollment by Race/Ethnicity.** Underrepresented minority student enrollment increased as a percent of total student enrollment for the ninth consecutive year. One out of every three students in the UNC System is now classified as an underrepresented minority student.
- **Resident/Non-Resident First-Time Freshmen.** The percent of first-time freshmen from outside of North Carolina increased from 13.4 percent in 2020 to 15.9 percent in 2021. This represents a significant one-year increase, and the 2021 percentage is the highest in the past 10 years.
- **Demographic Trends.** External projections indicate a significant dip in North Carolina high school graduates in 2022 and significant national declines over the next decade.

## Interactive Data Dashboards

The UNC Data Dashboards are interactive reports sourced from an online database that provide students, parents, policymakers, and taxpayers expanded access to detailed system data on selected core measures. This fall enrollment report is intended to provide an overview of key trends and data points; for additional detailed and customizable information, please visit the interactive data dashboards linked below.

- [Enrollment](#)  
Explore enrollment trends across the UNC system; learn more about who our students are and where they come from.
- [Transfer Students](#)  
Examine trends in transfer student enrollment, first-year performance, and graduation rates.
- [Freshmen Admissions and Performance](#)  
Students, parents, schools, and school district officials can see admissions and performance information about high school graduates pursuing degrees at all the universities. This includes graduation rate information, peer comparisons, and more.
- [Degrees](#)  
With over 200 academic programs across our institutions, UNC System students earn degrees in a variety of critical fields. Learn more about degrees awarded over the past 10 years, and sort the data by level of degree, field of study, and demographics.

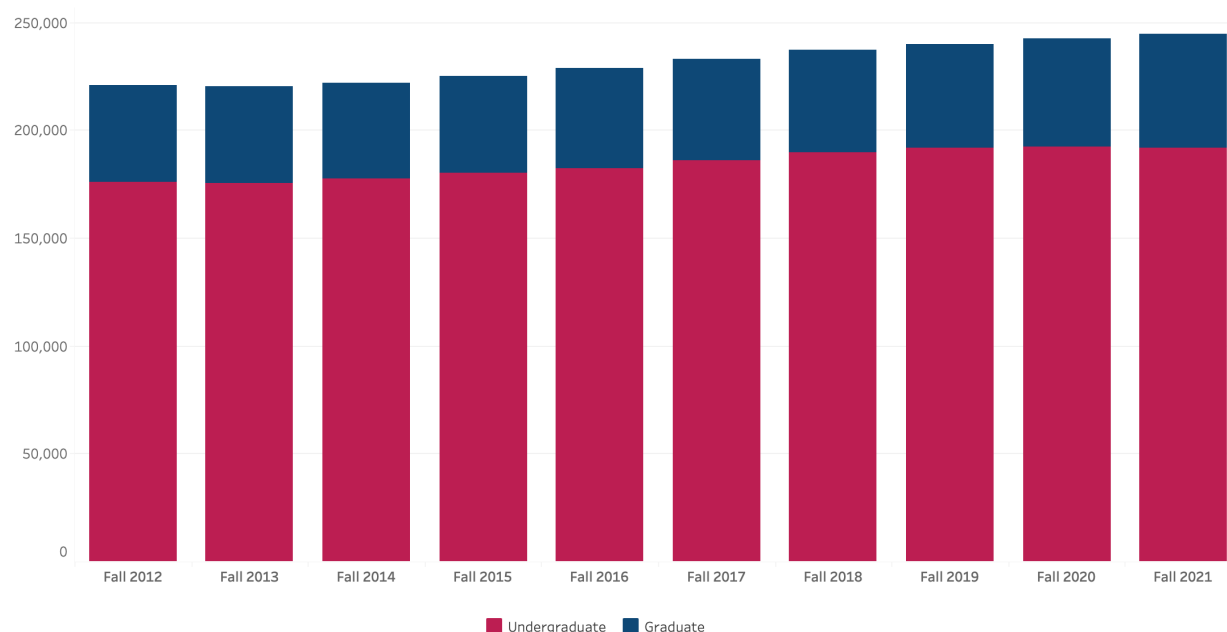
# 2021 UNC System Fall Enrollment Report

## Overall Fall 2021 Enrollment

For the eighth straight year, the UNC System set a record enrollment, with a total student headcount of 244,508. This represents an increase of 2,062 students or 0.85 percent over the fall 2020. This runs counter to national trends,<sup>1</sup> where enrollment decreases are becoming common. While overall headcount enrollment increased, trends differ between undergraduate and graduate students. At the undergraduate level, UNC System enrollment decreased by 652 students (0.34 percent) from 2020 to 2021. The fall 2021 undergraduate enrollment of 191,518 is also slightly lower than the 2019 figure of 191,632. Graduate enrollment, however, continues to exhibit strong growth across the UNC System. Total graduate enrollment was 52,990 for fall 2021, which was an increase of 2,714 students or 5.40 percent from 2020 to 2021. This is the third consecutive year that growth in graduate enrollment has been larger on a percentage basis than undergraduate enrollment, and the second consecutive year that it has outpaced undergraduate enrollment on a student basis.

Enrollment figures have also varied by individual UNC constituent institutions. Between fall 2020 and fall 2021, 11 institutions increased and five decreased in total enrollment. Figure 1 and Tables 1 and 2 provide additional information on overall fall enrollment data.

**Figure 1: UNC System Fall Headcount Enrollment, 2012—21**



**Table 1: UNC System Fall Headcount Enrollment, 2012—21**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Undergraduate	175,760	175,328	177,744	180,376	182,465	185,880	189,890	191,632	192,170	191,518
Graduate	45,250	44,793	44,224	44,539	46,062	46,992	47,103	48,349	50,276	52,990
Total	221,010	220,121	221,968	224,915	228,527	232,872	236,993	239,981	242,446	244,508

<sup>1</sup> Inside Higher Ed, Not Coming, Not Staying: <https://www.insidehighered.com/news/2021/09/15/new-federal-data-confirm-enrollment-declines>

## 2021 UNC System Fall Enrollment Report

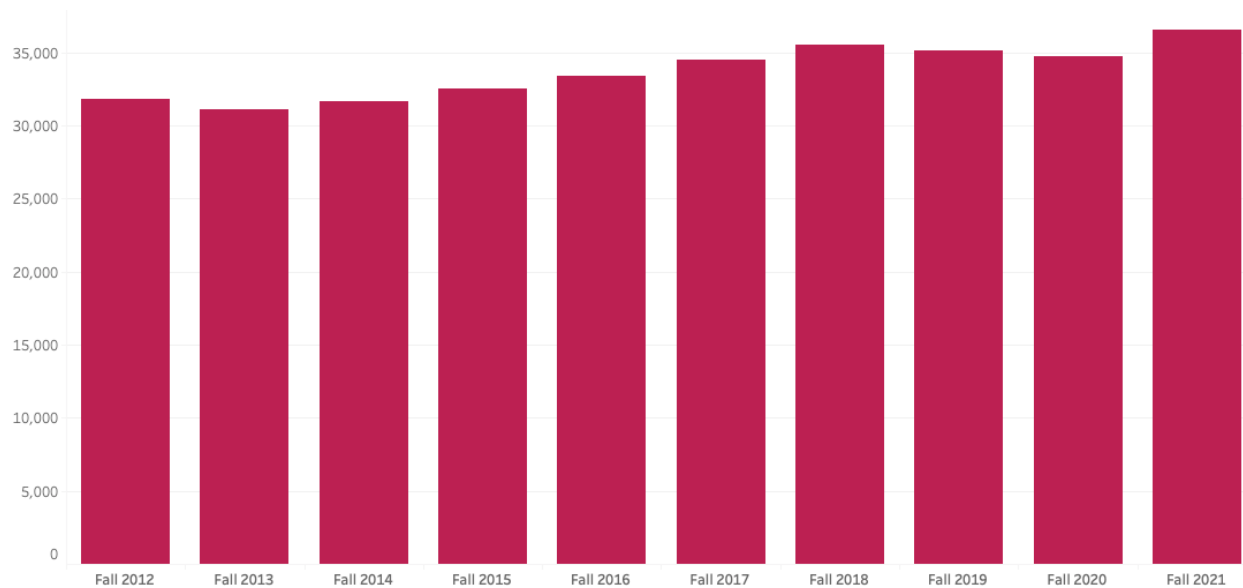
**Table 2: UNC Institutions Total Fall Headcount Enrollment, 2012—21**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ASU	17,589	17,838	18,026	17,932	18,295	18,811	19,108	19,280	20,023	20,641
ECU	26,947	26,887	27,511	28,289	28,962	29,131	28,718	28,651	28,798	28,021
ECSU	2,878	2,421	1,867	1,585	1,357	1,411	1,677	1,769	2,002	2,054
FSU	6,060	6,179	5,899	6,104	6,223	6,226	6,318	6,551	6,726	6,754
NCA&T	10,636	10,561	10,725	10,852	11,177	11,877	12,142	12,556	12,753	13,322
NCCU	8,604	8,093	7,687	8,011	8,094	8,097	8,207	8,011	8,078	7,953
NC State	34,340	34,009	33,989	34,015	33,755	34,432	35,479	36,304	36,042	36,831
UNCA	3,751	3,784	3,845	3,891	3,821	3,852	3,762	3,600	3,363	3,233
UNC-CH	29,278	29,127	29,135	29,084	29,468	29,911	30,011	29,877	30,092	31,641
UNCC	26,232	26,571	27,238	27,983	28,721	29,317	29,710	29,615	30,146	30,448
UNCG	18,516	18,074	18,647	19,393	19,647	19,922	20,106	20,196	19,764	19,038
UNCP	6,269	6,222	6,269	6,441	6,268	6,252	7,137	7,698	8,262	8,319
UNCW	13,733	13,937	14,570	14,918	15,740	16,487	16,747	17,499	17,915	18,031
UNCSA	880	912	958	970	1,043	1,014	1,042	1,086	1,070	1,119
WCU	9,608	10,107	10,382	10,340	10,805	11,034	11,639	12,167	12,243	11,877
WSSU	5,689	5,399	5,220	5,107	5,151	5,098	5,190	5,121	5,169	5,226
<b>Total</b>	<b>221,010</b>	<b>220,121</b>	<b>221,968</b>	<b>224,915</b>	<b>228,527</b>	<b>232,872</b>	<b>236,993</b>	<b>239,981</b>	<b>242,446</b>	<b>244,508</b>

### Fall 2021 New Student Enrollment

In addition to tracking overall enrollment, analyzing new student enrollment levels can provide an early look at emerging trends. Three categories of new student enrollment are analyzed: new first-time freshmen, new undergraduate transfer, and new graduate students. While overall undergraduate enrollment declined from fall 2020 to fall 2021, new first-time freshmen student enrollment increased by roughly six percent year-to-year. This reversed two years of decline, and the total new first-time freshmen enrollment of 36,542 set a record.

**Figure 2: UNC System New First-Time Freshmen Enrollment, Fall 2012-Fall 2021**



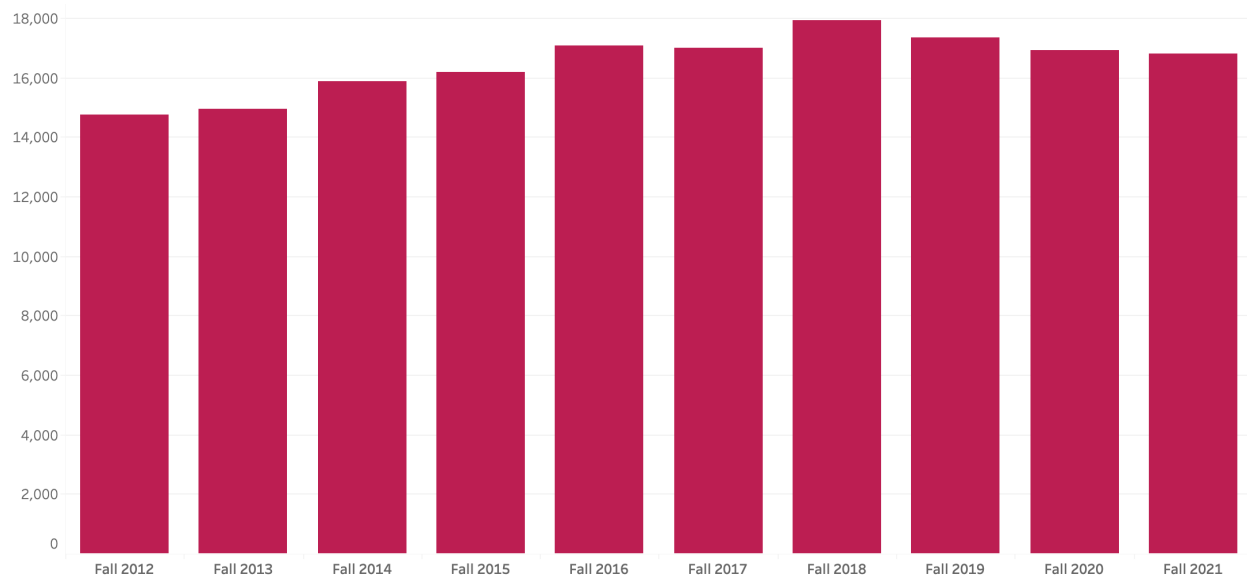
## 2021 UNC System Fall Enrollment Report

**Table 3: UNC System New First-Time Freshmen Enrollment, Fall 2012-Fall 2021**

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
31,849	31,086	31,668	32,525	33,420	34,522	35,537	35,133	34,700	36,542

In contrast to the positive turn in enrollment seen in first-time freshmen, new transfer student enrollment declined for the third consecutive year, and dropped to the lowest level since fall 2015. This mirrors trends in enrollment at the community college level in North Carolina and nationally. Additional information on transfer student enrollment and initiatives between the North Carolina Community College System (NCCCS) and the UNC System can be found in the annual [Review of the Comprehensive Articulation Agreement](#) report. This report was submitted to the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education/Higher Education, and the House Appropriations Subcommittee on Education by the NCCCS State Board and the UNC Board of Governors on November 1, 2021.

**Figure 4: UNC System New Undergraduate Transfer Enrollment, Fall 2012-Fall 2021**



**Table 5: UNC System New Undergraduate Transfer Enrollment, Fall 2012-Fall 2021**

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
14,749	14,955	15,884	16,176	17,080	17,014	17,919	17,329	16,934	16,795

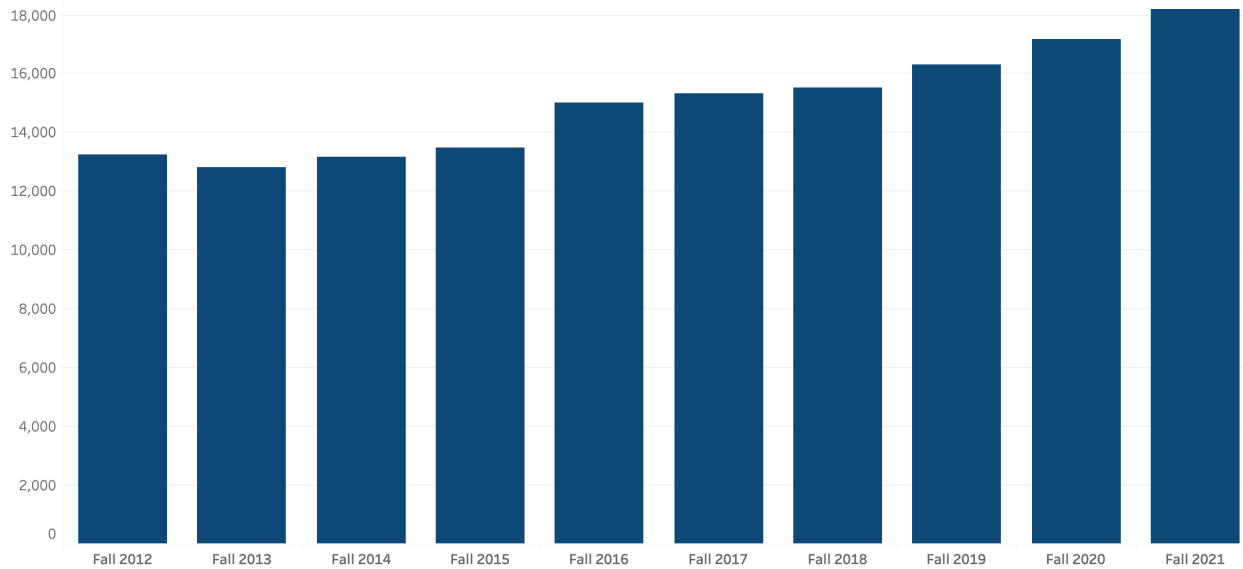
The area of strongest enrollment growth was new graduate students. Enrollment increased by roughly four and a half percent year-over-year at this level, which was the eighth consecutive year of growth. This mirrors national trends,<sup>2</sup> where graduate student enrollment has remained strong throughout the COVID-19 pandemic.

<sup>2</sup> Inside Higher Ed, U.S. Graduate Enrollments Grew in 2020:

<https://www.insidehighered.com/news/2021/10/18/graduate-enrollment-grew-2020-despite-pandemic>

## 2021 UNC System Fall Enrollment Report

**Figure 5: UNC System New Graduate Student Enrollment, Fall 2012-Fall 2021**



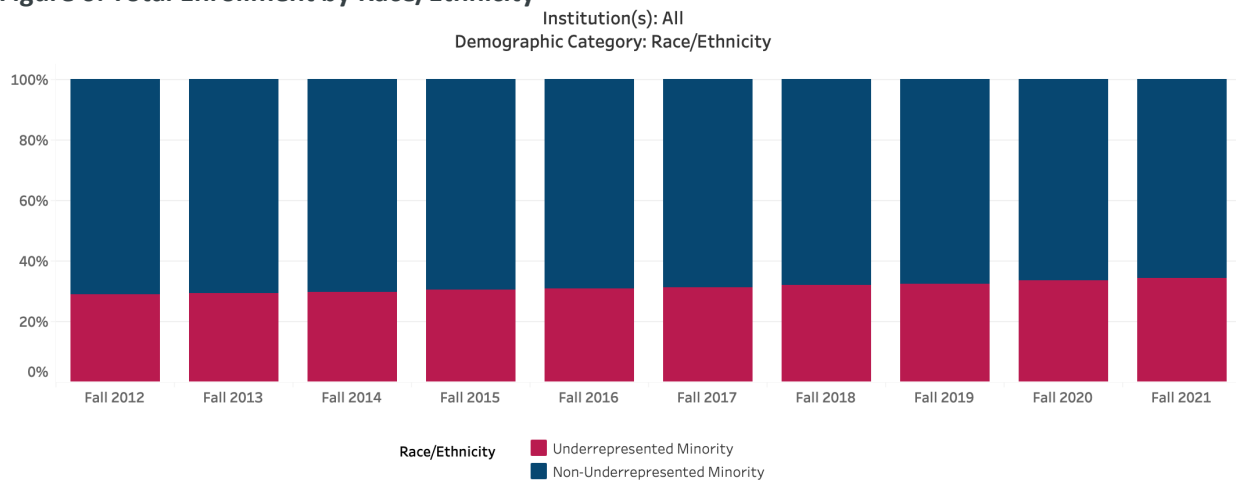
**Table 6: UNC System New Graduate Student Enrollment, Fall 2012-Fall 2021**

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
13,212	12,816	13,162	13,449	14,986	15,307	15,490	16,309	17,165	18,173

### Enrollment by Race/Ethnicity

The UNC System has seen slow but consistent growth in the percentage of students enrolled from underrepresented minority groups. Between the fall of 2012 and the fall of 2021, the percent of students enrolled in the UNC System from an underrepresented minority group (American Indian or Alaska Native; Black or African American; Hispanic or Latino; or two or more races) increased from 28.7 percent to 34.2 percent. The largest increase was for individuals who identify as Hispanic or Latino, which increased from 4.4 percent to 8.3 percent during that time.

**Figure 6: Total Enrollment by Race/Ethnicity**



# 2021 UNC System Fall Enrollment Report

**Table 7: Total Student Enrollment by Race/Ethnicity**

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
<b>Underrepresented Minority</b>	American Indian or Alaska Native	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%
	Black or African American	21.1%	20.8%	20.5%	20.5%	20.3%	20.3%	20.3%	20.3%	20.6%	20.9%
	Hispanic or Latino	4.4%	4.7%	5.2%	5.6%	5.9%	6.3%	6.8%	7.3%	7.9%	8.3%
	Two or More Races	2.3%	2.7%	3.1%	3.3%	3.6%	3.8%	3.9%	4.0%	4.2%	4.2%
	<b>Total</b>	<b>28.7%</b>	<b>29.1%</b>	<b>29.6%</b>	<b>30.4%</b>	<b>30.6%</b>	<b>31.3%</b>	<b>31.9%</b>	<b>32.5%</b>	<b>33.6%</b>	<b>34.2%</b>
<b>Non-Underrepresented Minority</b>	Asian	3.4%	3.5%	3.7%	3.8%	4.0%	4.2%	4.4%	4.5%	4.7%	4.9%
	Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	Nonresident Alien	3.7%	3.9%	4.2%	4.3%	4.3%	4.4%	4.3%	4.3%	3.5%	3.9%
	White	61.0%	60.6%	59.7%	58.6%	58.2%	57.1%	56.3%	55.8%	55.4%	54.5%
	Race/Ethnicity Unknown	3.1%	2.8%	2.7%	2.7%	2.8%	3.0%	3.1%	2.9%	2.7%	2.4%
	<b>Total</b>	<b>71.3%</b>	<b>70.9%</b>	<b>70.4%</b>	<b>69.6%</b>	<b>69.4%</b>	<b>68.7%</b>	<b>68.1%</b>	<b>67.5%</b>	<b>66.4%</b>	<b>65.8%</b>

## First-Time Freshmen Student Residency

The UNC System saw significant enrollment demand from first-time freshmen from outside of North Carolina for the fall of 2021. Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment*, outlines caps set by the Board of Governors on the percent of non-resident students enrolled at each institution as first-time freshmen. For the five Historically Black Colleges and Universities (HBCU) in the UNC System, the cap for fall 2021 was 25 percent. For the other institutions the cap was 18 percent (University of North Carolina School of the Arts is exempted from the policy). For the fall of 2021, five institutions exceeded their specified cap on non-resident enrollment, as outlined in Table 8.

**Table 8: New Freshmen Enrollment by Residency**

	Fall 2019 Census				Fall 2020 Census				Fall 2021 Census			
	In-State		Out-of-State		In-State		Out-of-State		In-State		Out-of-State	
	N	%	N	%	N	%	N	%	N	%	N	%
ASU	3,218	91.9%	283	8.1%	3,629	92.9%	277	7.1%	3,661	89.3%	438	10.7%
ECU	3,830	87.8%	534	12.2%	3,611	87.2%	531	12.8%	3,526	86.0%	574	14.0%
ECSU	307	79.7%	78	20.3%	274	75.3%	90	24.7%	218	67.3%	106	32.7%
FSU	602	88.8%	76	11.2%	658	89.4%	78	10.6%	552	86.5%	86	13.5%
NCA&T	1,695	78.9%	453	21.1%	1,523	77.3%	448	22.7%	1,942	70.5%	811	29.5%
NCCU	806	78.5%	221	21.5%	889	72.2%	343	27.8%	855	75.7%	275	24.3%
NC State	4,242	87.1%	631	12.9%	4,135	87.1%	612	12.9%	4,293	85.1%	753	14.9%
UNCA	567	86.7%	87	13.3%	497	84.8%	89	15.2%	508	84.0%	97	16.0%
UNC-CH	3,439	82.2%	743	17.8%	3,717	83.6%	728	16.4%	3,745	79.9%	945	20.1%
UNCC	3,360	92.0%	293	8.0%	3,658	91.5%	341	8.5%	3,837	90.2%	419	9.8%
UNCG	2,604	94.8%	142	5.2%	2,295	94.4%	137	5.6%	2,379	93.6%	164	6.4%
UNCP	1,033	91.3%	98	8.7%	823	91.3%	78	8.7%	778	86.7%	119	13.3%
UNCW	2,022	86.3%	320	13.7%	1,738	85.8%	287	14.2%	1,994	81.9%	441	18.1%
UNCSA	113	48.3%	121	51.7%	100	45.7%	119	54.3%	99	47.6%	109	52.4%
WCU	1,782	84.6%	325	15.4%	1,513	83.0%	310	17.0%	1,416	81.9%	313	18.1%
WSSU	837	86.6%	130	13.4%	831	82.5%	176	17.5%	765	83.9%	147	16.1%
<b>Total</b>	<b>30,457</b>	<b>87.0%</b>	<b>4,535</b>	<b>13.0%</b>	<b>29,891</b>	<b>86.6%</b>	<b>4,644</b>	<b>13.4%</b>	<b>30,568</b>	<b>84.1%</b>	<b>5,797</b>	<b>15.9%</b>

UNC System Office Data & Analytics/enroll\_039\_out\_of\_state\_cap\_fall\_2021/11OCT21

2021 policy change - HBCUs are allowed up to a 25% (up from 18%) out-of-state population.

This report uses RESIDENCY\_CODE from the Career dataset.

Note: Prior to 2021, this report excluded in-state and out-of-state NCA&T engineering students. Comparing a post-2021 version of this report to a pre-2021 version will yield different numbers.

## High School Student Enrollment

The UNC System has two constituent institutions with residential high school programs—the North Carolina School of Science and Mathematics (NCSSM) and the high school program at the University of North Carolina School of the Arts (UNCSA). Enrollment in these programs is largely stable and generally constrained by residence hall capacity. UNCSA high school enrollment is connected to their undergraduate and graduate programs. Their decrease in high school enrollment of 26 students is connected to their growth in undergraduate/graduate enrollment of 41 students. NCSSM is opening a



## 2021 UNC System Fall Enrollment Report

second campus in Morganton in 2022, with an estimated initial enrollment of 300 residential students. That change will be reflected in next year's Fall Enrollment Report.

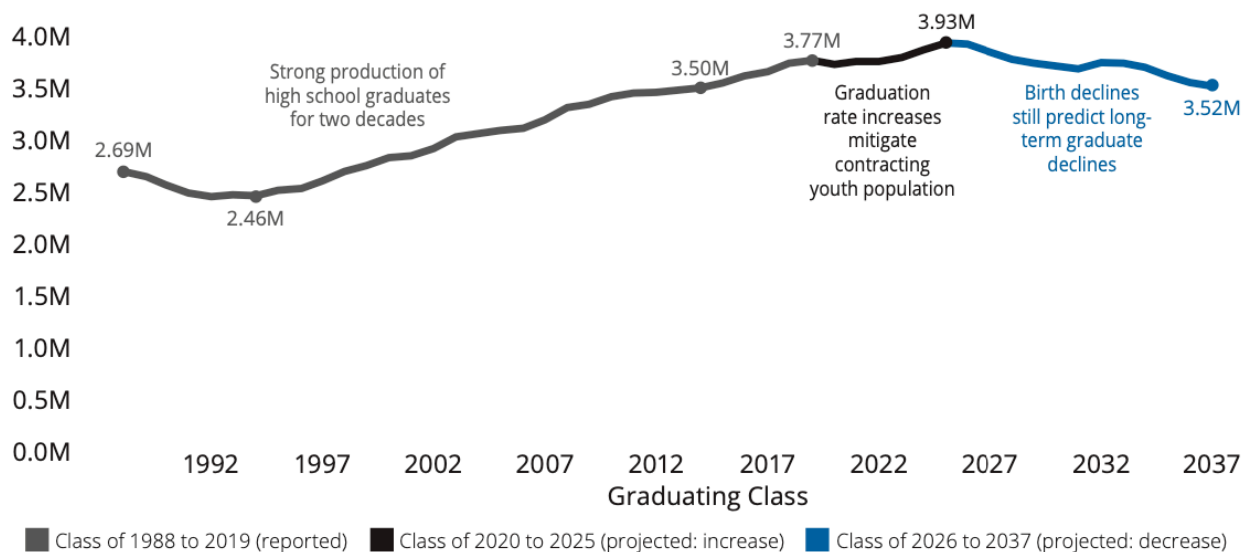
**Table 9: Residential High School Enrollment**

Institution	Fall 2020	Fall 2021
NCSSM	680	677
UNCSA	278	252
UNC System Total	958	929

### Demographic Trends

Looking to the future, demographic shifts will continue to impact enrollment at UNC System institutions in a substantial way. The work of Dr. Nathan Grawe in exploring the impact of shifting demographic trends has attracted widespread recognition and attention.<sup>3</sup> Data from the Western Interstate Commission for Higher Education's (WICHE) *Knocking at the College Door*<sup>4</sup> report provides national and North Carolina specific data projections. At a national level, the total number of annual high school graduates has increased steadily and consistently from the mid-1990's through today and is projected to peak around roughly 2025. From 2025 to 2037 the total number of national high school graduates will decrease, with projections showing the 2037 levels to be similar to 2015.

**Figure 7: Knocking at the Door, U.S. High School Graduate Projections**



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. See [Technical Appendix](#) for detailed sources of data through the Class of 2019; WICHE projections, Class of 2020 through 2037.

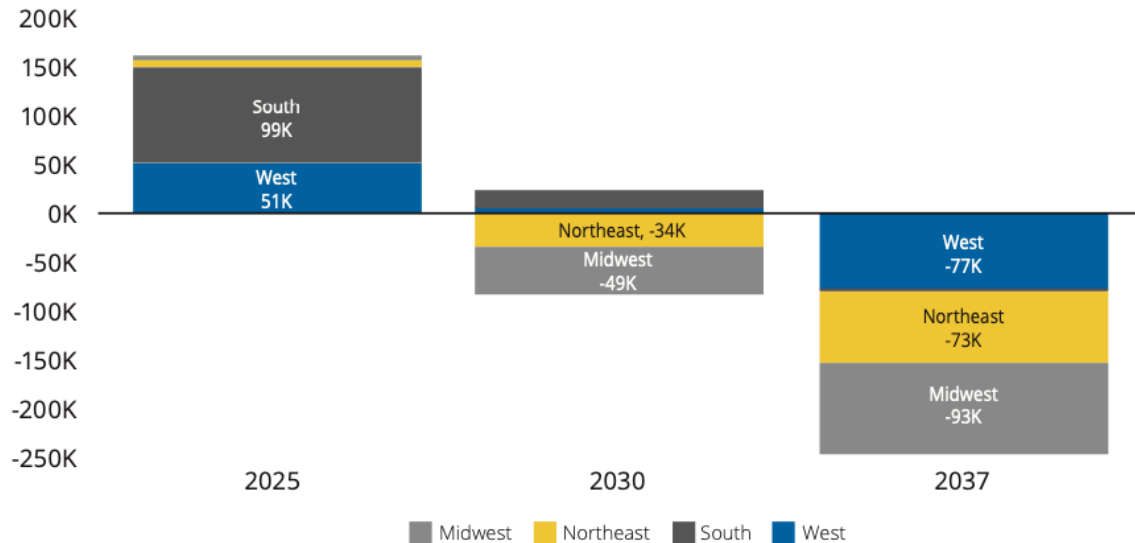
<sup>3</sup> Inside Higher Ed, The Agile College: <https://www.insidehighered.com/admissions/article/2021/02/01/nathan-grawe-answers-questions-about-his-new-book-and-projected-demand>

<sup>4</sup> *Knocking at the College Door*, 10<sup>th</sup> edition, 2020: <https://knocking.wiche.edu/wp-content/uploads/sites/10/2020/12/Knocking-pdf-for-website.pdf>

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The impact of these demographic shifts will not be felt equally across the states and regions of the country. WICHE projections are broken out at the regional level, showing that compared to 2019 data, there will be more high school graduates in 2025 in the Midwest, Northeast, South, and West. By 2030, only the South and West are producing more high school graduates than 2019, with the Northeast and Midwest down roughly 85,000 graduates compared to the previous decade. The trend accelerates by 2037, with the South roughly flat compared to 2019, but the West, Northeast, and Midwest down a projected 243,000 graduates.

**Figure 8: Knocking at the Door, Regional High School Graduate Projections**

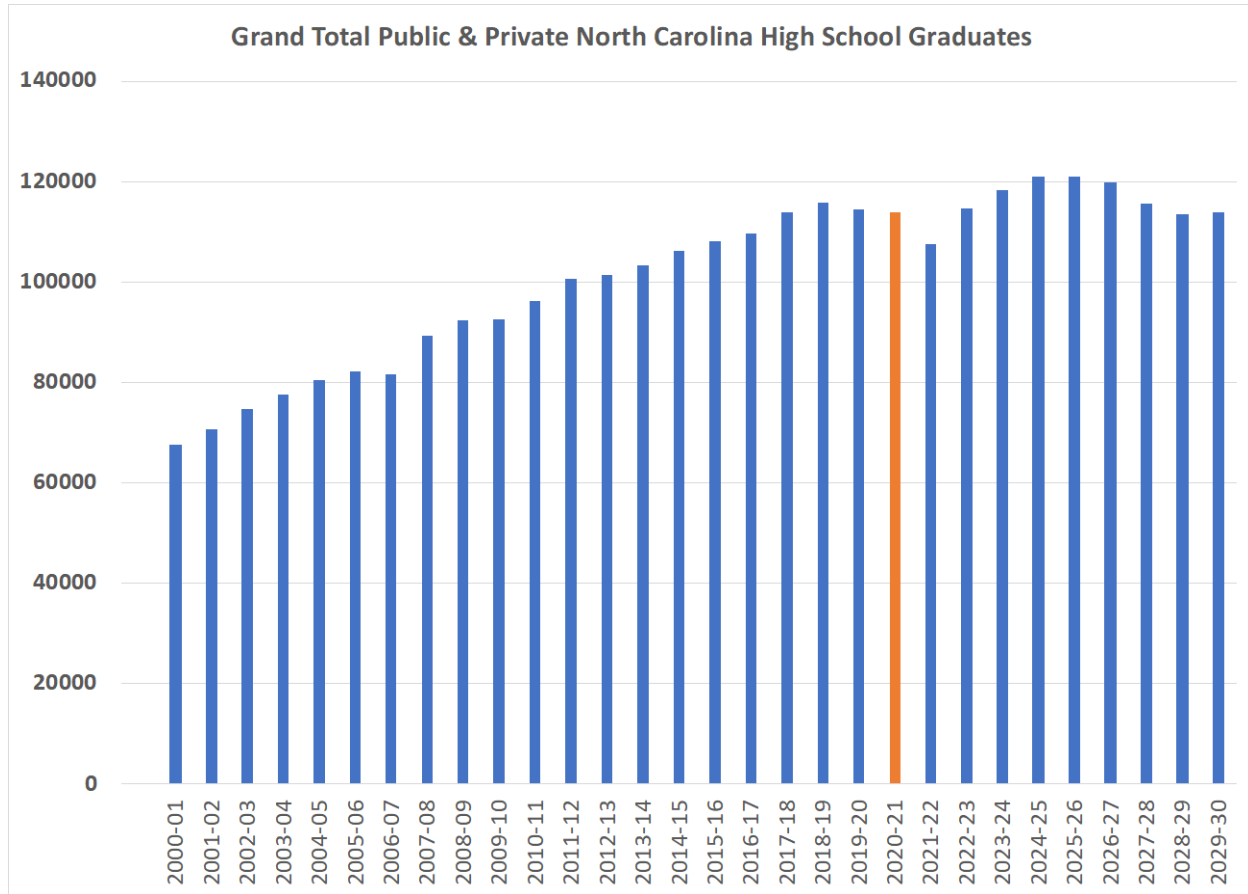


Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. WICHE projections and analysis.  
Note: See Figure 2a for states included in each region.

North Carolina's projections from the WICHE data align broadly with the overall expectations for the South region. Total North Carolina High School graduates increased dramatically between 2001 (67,586) and 2019 (115,820), and roughly 114,000 students were expected to graduate from North Carolina high schools in 2021. Total high school graduates are then expected to dip sharply (-5.6 percent) for the class of 2022, rebound in 2023, and then grow until 2026, reaching a total of approximately 121,000 students per year. The total number of graduates will then start to decline, and stabilize around 114,000 students by 2029/2030, which is roughly equivalent to 2018 data.

## 2021 UNC System Fall Enrollment Report

Figure 8: Knocking at the Door, North Carolina High School Graduate Projections

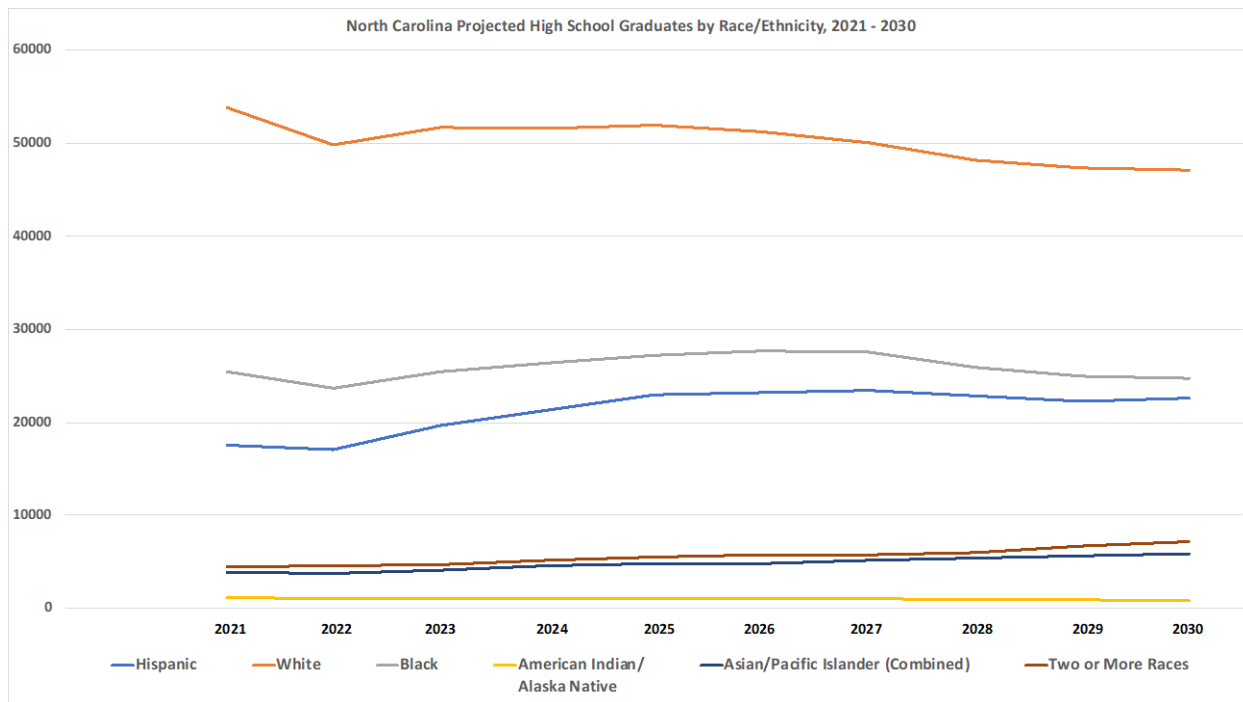


A closer examination of the North Carolina data shows that there is substantial variation in the projections across race/ethnicity. Between 2021 and 2030, students who identify as White or Black, which are the two largest categories of students, are expected to decline. White North Carolina graduates are expected to decline by nearly 7,000 students (-12.6 percent), and Black North Carolina graduates by nearly 1,000 (-2.7 percent). A decline of roughly 300 students (-26.3 percent) is also expected for students who identify as American Indian/Alaska Native.

Growth, however, is expected in students who identify as Hispanic (28.6 percent), Asian/Pacific Islander Combined (52.7 percent), and two or more races (58.6 percent). The total expected growth across those student categories is roughly equivalent to the total expected decline in White and Black student graduates over the next decade. So, while the total number of North Carolina high school graduates in 2029/2030 will look very similar to 2021, the mix of students will be very different.

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Figure 10: Knocking at the Door, North Carolina High School Graduate Projections by Race/Ethnicity



### Conclusion

Enrollment in the UNC System maintained a strong and positive trajectory in the fall of 2021. While strong enrollment growth is important in any year, it is particularly notable this year given the strong headwinds caused by the impacts of COVID-19 and the attendant decreases seen in other states, systems, and institutions. Growth of new first-time freshmen and new graduate students helped to offset continued declines in new transfer student enrollment, and the overall diversity of students as measured by race/ethnicity in the UNC System increased every year between 2012 and 2021. While enrollment of North Carolina students increased slightly at the first-time freshmen level in 2021, demand from out-of-state students was unprecedented.

Moving forward, the impacts of COVID-19 will continue to be felt in the years to come. Additionally, North Carolina is expecting a substantial decrease in total high school graduates this year, which will put substantial pressure on institutions to maintain or meet their enrollment targets for the fall of 2022. In the coming decade substantial enrollment declines in the Northeast, Midwest, and West will cause colleges and universities in those regions to become more aggressive in recruiting students from the South, including North Carolina. Changing demographics in North Carolina will result in a decrease in White and Black students, the two largest categories of students enrolled in the UNC System. This will be offset by roughly equivalent increases in Hispanic, Asian/Pacific Islander, and students who identify as two or more races.

With all of these shifts, it will be important for the UNC System to have a focused and coordinated approach to enrollment and be proactive in identifying and serving students from historically underrepresented and non-traditional backgrounds, including returning students, adult learners, military affiliated students, and others.

## 2021 UNC System Fall Enrollment Report

### Report Authors:

Dr. David English, Vice President for Academic Affairs

Dr. Diane Marian, Vice President for Data and Analytics

Dr. Bethany Meighen, Vice President for Student Affairs

## AGENDA ITEM

A-4. Actions Taken Pursuant to Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment*..... Kimberly van Noort

**Situation:** Section 700.1.3 of the UNC Policy Manual states that any constituent institution that exceeds their out-of-state freshman enrollment limitation identified in the policy for two consecutive fiscal years shall have its state operating budget reduced. This reduction shall be made in the second fiscal year in which the two consecutive fiscal year condition is violated; the reduction shall be made, on a nonrecurring basis, immediately after the Board of Governors approves the annual enrollment report. The budget reduction shall be based on the number of out-of-state freshmen enrolled in excess of their specified limitation and the established method used for calculating the operating requirements for regular term enrollment changes. Institutions are provided a warning (no penalty) in the first year that they exceed their Board limitation.

**Background:** The Committee on Educational Planning, Policies, and Programs adopted revisions to Section 700.1.3 of the UNC Policy Manual that raised the cap on non-resident first-time (freshmen) undergraduate enrollment from 18 percent to 25 percent effective fall 2021 at the University of North Carolina System HBCUs. The cap remains at 18 percent for other UNC institutions (the University of North Carolina School of the Arts is exempted from the policy, as its non-resident enrollment threshold is specified by S.L. 1985-479, § 73, North Carolina Central University received a warning for exceeding their institutional cap in the fall of 2020, but did not exceed the cap for the fall of 2021 and is therefore not subject to a financial penalty.

Almost every UNC System institution saw dramatically increased enrollment demand from non-resident students for the fall of 2021. This happened at the same time that the pool of North Carolina high school students flattened, following projected demographic shifts. The result of these two factors was a significant increase in the percentage of non-resident undergraduate enrollment, and five constituent institutions exceeding their Board identified cap.

**Assessment:** It is recommended that the Board officially notify Elizabeth City State University, North Carolina Agricultural and Technical State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Wilmington, and Western Carolina University that they have exceeded their institutional cap, and if they do so again in the fall of 2022, they shall be assessed a financial penalty in accordance with the policy.

**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-5. 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 actions 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)

University of North Carolina at Asheville and the University of North Carolina at Chapel Hill request establishment of the joint Master of Public Health (MPH CIP 51.2201)

University of North Carolina at Chapel Hill requests establishment of the Master of Arts in Africana Studies (MA, CIP 05.0201)

University of North Carolina at Chapel Hill requests establishment of the Doctor of Philosophy in Africana Studies (Ph.D., CIP 05.0201)

University of North Carolina at Charlotte requests establishment of the Bachelor of Science in Professional Studies (BS, CIP 30.0000)

University of North Carolina Wilmington requests establishment of the Doctor of Philosophy in Applied Coastal and Ocean Sciences (Ph.D., CIP 30.3201)

Program Discontinuation (Vote Required)

North Carolina Central University requests discontinuation of the Bachelor of Science in Computer Science and Business (BS, CIP 11.0199).

Program Discontinuation and Consolidation (Vote Required)

The University of North Carolina at Greensboro requests discontinuation and consolidation of the Bachelor of Arts in Psychology, Secondary Education (BA, CIP 13.1317).

The University of North Carolina at Greensboro requests discontinuation and consolidation of the Bachelor of Arts in Sociology, Secondary Education (BA, CIP 13.1317).



<b>Background:</b>	Per Section 400.1 of the UNC Policy Manual, 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.
<b>Assessment:</b>	Approval of the requested program establishments, discontinuation, and discontinuation and consolidation is recommended.
<b>Action:</b>	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  
Joint Master of Public Health (MPH)  
CIP 51.2201  
University of North Carolina at Chapel Hill**

**I. Program Highlights**

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- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) and the University of North Carolina at Asheville (UNCA) propose the establishment of a Joint Master of Public Health (MPH).
- The purpose of the UNC-Chapel Hill and UNCA joint MPH degree program is to prepare health professionals and recent graduates from UNCA and neighboring schools and universities in the Western North Carolina (WNC) region who wish to build their public health skills and expertise.
- The proposed Joint MPH addresses a clear need for and demonstrated interest in additional public health workforce in WNC, a region of the state that has public health workforce deficits.
- The proposed program is modeled on a successful cooperative UNC-Chapel Hill MPH pilot program in based in Asheville.

**II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)**

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1. **Existing Programs (Number, Location, Mode of Delivery).** In addition to the in person, online and hybrid delivery modes of the UNC-Chapel Hill MPH and the cooperative pilot MPH in Asheville, existing UNC System institutions with similar programs include East Carolina University, UNC Charlotte, and UNC Greensboro. The Charlotte and Greensboro programs are delivered in person. The East Carolina University MPH is primarily delivered in person with some online coursework. Western Carolina University offers a similar Master of Health Science which is delivered in person.
2. **Relation to Campus Distinctiveness and Mission.** UNC-Chapel Hill and UNCA have well aligned the proposed program with their respective institutional missions, the University of North Carolina System Strategic Plan *Higher Expectations*, and the statewide initiative myFutureNC. The UNCA focus on academic rigor and critical thinking combined with the UNC-Chapel Hill Gillings School of Public Health aim of eliminating health inequities across North Carolina create a distinctive partnership designed to produce public health leaders to health threats and problems in the western region.
3. **Student Demand.** The primary audience for the proposed program is individuals who have a professional identity, at least two years of health-related experience, a goal of expanding their knowledge and skills in public health, and who prefer to remain living and working in WNC while earning their degree. Strong external demand is supported by a 2021 American Schools and Programs of Public Health (ASPPH) report showing that enrollment in the MPH degree has increased by 26 percent. A secondary audience for the Joint MPH program is recent graduates. A 2018 Future Graduates Survey (n=570) conducted by UNCA indicated 19.1 percent of respondents were somewhat or extremely likely to pursue an MPH offered by UNCA.
4. **Potential for Unnecessary Duplication.** Currently, only one MPH is offered by a UNC System school in the Asheville area. It has served as a successful pilot for the proposed place-based Joint MPH degree and will be phased out when the proposed program is established.
5. **Employment Opportunities for Graduates.** Nationally and within North Carolina employment opportunities for public health professionals are growing quickly. Health educators and medical and community service managers, common positions held by MPH-prepared individuals, held 118,100 jobs in 2016, according to the U.S. Bureau of Labor Statistics (BLS). BLS projects

employment of health educators and community health workers to grow faster than the average for all occupations. Projected growth from 2016-2026, jobs are expected to grow 16 percent.

6. **Faculty Quality and Number.** The proposed program will benefit from locally based UNCA and UNC-Chapel Hill Gillings School of Public Health faculty as well as Gillings faculty based in Chapel Hill who will participate remotely or through site-visits. As the proposed program grows, it anticipates the addition of one faculty for UNCA and two faculty from UNC-Chapel Hill to further enhance instructional quality and research expertise.
7. **Availability of Campus Resources (library, space, etc.).** A unique feature of the proposed program is that it will be an off-campus program for both campuses as it will be delivered at the UNC Health Science Campus at Mountain Area Health Education Center (MAHEC). While based at MAHEC, students will still have access to academic support services comparable to services provided to on-campus students, including an assigned local faculty member for mentoring. Students will have full access to the UNC Chapel Hill Library system through UNC-Chapel Hill Gillings and the MAHEC library service. MAHEC has designated a staff librarian to support faculty and students in the Joint/Cooperative MPH program. Anticipated program growth with eventually require a facilities renovation at the cost of \$50,000.
8. **Relevant Lower-level and Cognate Programs.** The proposed program will rely upon the interdisciplinary teaching sourced from faculty at UNC-Chapel Hill Gillings and UNCA. We anticipate that faculty will chiefly come from a wide range of departments at each institution depending on need and availability. At UNCA, departments might include Health and Wellness, Sociology, Anthropology, Math/Statistics, Chemistry, and Environmental Science. UNC-Chapel Hill Gillings faculty will be drawn from seven departments and one program.
9. **Impact on Access and Affordability.** UNC-Chapel Hill and UNCA are not requesting changes to the approved graduate tuition and fees established for the MPH program at UNC-Chapel Hill. Students in the proposed Joint MPH program will pay UNC-Chapel Hill MPH tuition which includes a tuition differential but no special fees. The proposed program tuition for North Carolina residents is significantly lower than national peer MPH programs. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

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

Category	Resident	Non-Resident
Tuition	10,918.08	28,453.14
Tuition Differential	7,500.06	7,500.06
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	--	--
Special Fees	--	--
Application Fee	95.00	95.00

10. **Expected Quality.** The proposed UNC-Chapel Hill and UNCA joint MPH will meet the Council on Education for Public Health standard of 42 credit hours and be delivered in person and online. The proposed joint MPH provides a unique opportunity for a place-based public health education curriculum tailored to WNC by the UNC-Chapel Hill Gillings School of Global Public Health in

partnership with UNCA and in collaboration with the local community through MAHEC. In August, the Council on Education for Public Health formally moved to approve the UNCA and UNC-Chapel Hill's joint request to begin the accreditation process for the proposed MPH. A Gillings' MPH Steering Committee and the joint/cooperative degree leadership team plan to meet regularly to review processes and progress following a continuous quality improvement process.

- 11. Feasibility of Collaborative Program.** The proposed program is conceptualized as an inter-institutional collaboration, involving UNC-Chapel Hill Gillings School of Global Public Health, offering the best public health training in the country; UNC Asheville, offering high-impact teaching and learning grounded in the liberal arts and sciences, including health and wellness at the undergraduate level; and MAHEC, providing state-of-the-art real-world training for health professionals.

- 12. Other Considerations.** None.

### **III. Summary of Review Process**

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- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill and UNCA's faculty, graduate council, 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, UNC-Chapel Hill and UNCA provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

### **IV. Recommendation**

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It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill and the University of North Carolina at Asheville's request to establish a joint Master of Public Health (51.2201) effective fall 2021.

**Request for Authorization to Establish  
Master of Arts (MA) in Africana Studies  
CIP 05.0201  
University of North Carolina at Chapel Hill**

**I. Program Highlights**

---

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Arts (MA) in Africana Studies.
- UNC-Chapel Hill would be the only university or college in North Carolina to offer a MA degree in African, African American, and/or Diaspora (Africana) Studies.
- The proposed program would not require a tuition differential or special fees.
- Employment demand for graduates with the proposed degree are projected to increase over the next decade.

**II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)**

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1. **Existing Programs (Number, Location, Mode of Delivery).** No MA in Africana Studies is offered within the UNC System. UNC Charlotte offers a graduate certificate. UNC System institutions with similar undergraduate programs include minors, concentrations, or baccalaureate programs at Appalachian State, UNC Asheville, UNC Charlotte, East Carolina University, Elizabeth City State University, N.C. A&T State University, North Carolina Central University, North Carolina State University, UNC-Chapel Hill, UNC Wilmington, UNC Greensboro, and Winston-Salem State University.
2. **Relation to Campus Distinctiveness and Mission.** The UNC-Chapel Hill proposed MA program advances state priorities identified by the myFutureNC initiative and addresses core strategic initiatives of the Carolina Next: Innovations for Public Good plan including building community, preparing students for success by providing a student-centered experience, pursuing discovery through creative collaboration, educating global citizens and strengthening global impact, addressing community priorities for North Carolina and beyond, and inspiring a culture of listening, respect, and civil discussion for the betterment of our campus community, North Carolina and the world.
3. **Student Demand.** During 2019, at least 77 undergraduate students completed BA degrees in African, African American, and/or Diaspora Studies at UNC System schools. These programs are prospective feeder schools in addition to eight private North Carolina colleges or universities which offer similar undergraduate programs.
4. **Potential for Unnecessary Duplication.** Programmatic duplication would not be an issue for the proposed MA program because no such degree programs currently exist in North Carolina. The establishment of the proposed degree would fill a significant gap in the academic training capacities of UNC-Chapel Hill, higher-education institutions in North Carolina, and colleges and universities throughout the southern United States.
5. **Employment Opportunities for Graduates.** A survey of academic jobs advertised in the fields of African, African American, and Diaspora (Africana) Studies between July 2016 and February 2017, employers sought to fill over 148 tenure-track positions and at least 22 non-tenure-track administrative and teaching positions in these areas. More recently, an April 2021 market analysis of MA/PhD programs in Africana Studies conducted by the UNC-Chapel Hill Digital and Lifelong Learning Office predicted a “higher-than-average growth projected (7.5 percent) in representative occupations for Africana Studies graduates over the next decade,” with “postsecondary teachers

(8.5 percent growth) projected as the sampling occupations with higher-than-average occupational growth.”

6. **Faculty Quality and Number.** The UNC-Chapel Hill faculty involved in the proposed program are currently serving students in existing the Department of African, African American and Diaspora Studies (AAAD) as well as other major and minor programs within the College of Arts and Science. UNC-Chapel Hill will leverage existing faculty expertise with AAAD whose scholarly range equips them well to handle the creation of a graduate program without a significant increase in faculty workloads. The proposed graduate program will require support for a Director of Graduate Studies.
7. **Availability of Campus Resources (library, space, etc.).** The abundance of libraries, archives, museums, and other resources available at UNC-Chapel Hill are sufficient to support the needs of the proposed MA program and its prospective students. No additional resources are needed beyond those already available.
8. **Relevant Lower-level and Cognate Programs.** The enhanced reputational stature that the proposed MA and simultaneously proposed PhD program will bring to UNC-Chapel Hill have the potential to create a statewide and national draw extending beyond the existing pipeline of UNC undergraduates enrolled in AAAD and other students currently enrolled in UNC-Chapel Hill social science and humanities programs. Twelve UNC System schools have undergraduate programs that also offer majors, minors, or certificates in some aspect of African, African American, and/or Diaspora Studies.
9. **Impact on Access and Affordability.** UNC-Chapel Hill is not requesting changes to the approved graduate tuition and fees for the proposed program. The proposed MA in Africana Studies program does not include a tuition differential or special fees.  
Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

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

Category	Resident	Non-Resident
Tuition	10,552	28,844
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	1,010.82	1,010.82
Special Fees	--	--
Application Fee	95.00	95.00

10. **Expected Quality.** The proposed MA program includes 30 credit hours and includes thematic and geographic concentrations. Two new required courses will provide the proposed MA program students with core knowledge of scholarly literature and methodologies and engage students in a non-thesis master's substitute course in year two. Students will choose among three geographic areas of specialization.
11. **Feasibility of Collaborative Program.** The MA in Africana Studies program will enable new collaboration in the public humanities, social sciences, and global and area studies within the

College of Arts and Sciences, UNC-Chapel Hill professional schools, and across other UNC System schools.

**12. Other Considerations.** None.

### **III. Summary of Review Process**

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- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill faculty, graduate council, 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, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

### **IV. Recommendation**

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It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill request to establish the Master of Arts in Africana Studies (05.0201) effective fall 2021.

**Request for Authorization to Establish  
Doctor of Philosophy (Ph.D.) in Africana Studies  
CIP 05.0201  
University of North Carolina at Chapel Hill**

**I. Program Highlights**

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- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) propose the establishment of a Doctor of Philosophy (Ph.D.) in Africana Studies.
- UNC-Chapel Hill would be the only university or college in North Carolina offers an Ph.D. degree in African, African American, and/or Diaspora (Africana) Studies. Currently, no Research I university in the U.S. Southeast offers a Ph.D. in these areas.
- The proposed program would not require a tuition differential or special fees.
- Employment demand for graduates with the proposed degree are projected to increase over the next decade.

**II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)**

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1. **Existing Programs (Number, Location, Mode of Delivery).** No MA in Africana Studies is offered within the UNC System. UNC-Charlotte offers a graduate certificate. UNC System institutions with similar undergraduate programs include minors, concentrations, or baccalaureate programs at Appalachian State, UNC Asheville, UNC Charlotte, East Carolina University, Elizabeth City State University, N.C. A&T State University, North Carolina Central University, North Carolina State University, UNC-Chapel Hill, UNC Wilmington, UNC Greensboro, and Winston-Salem State University.
2. **Relation to Campus Distinctiveness and Mission.** The UNC-Chapel Hill proposed Ph.D. program advances state priorities identified by the myFutureNC initiative and addresses core strategic initiatives of the Carolina Next: Innovations for Public Good plan including building community, preparing students for success by providing a student-centered experience, pursuing discovery through creative collaboration, educating global citizens and strengthening global impact, addressing community priorities for North Carolina and beyond, and inspiring a culture of listening, respect, and civil discussion for the betterment of our campus community, North Carolina and the world.
3. **Student Demand.** During 2019, at least 77 undergraduate students completed BA degrees in African, African American, and/or Diaspora Studies at UNC System schools. These programs are prospective feeder schools in addition to eight private North Carolina colleges or universities which offer similar undergraduate programs.
4. **Potential for Unnecessary Duplication.** Programmatic duplication would not be an issue for the proposed program because no Ph.D. programs in Africana Studies currently exist in North Carolina. The establishment of the proposed degree would fill a significant gap in the academic training capacities of UNC-Chapel Hill, higher-education institutions in North Carolina, and colleges and universities throughout the southern United States.
5. **Employment Opportunities for Graduates.** A survey of academic jobs advertised in the fields of African, African American, and Diaspora (Africana) Studies between July 2016 and February 2017, employers sought to fill over 148 tenure-track positions and at least 22 non-tenure-track administrative and teaching positions in these areas. More recently, an April 2021 market analysis of MA/Ph.D. programs in Africana Studies conducted by the UNC Chapel Hill Digital and Lifelong Learning Office predicted a “higher-than-average growth projected (7.5 percent) in representative



occupations for Africana Studies graduates over the next decade,” with “postsecondary teachers (8.5 percent growth) projected as the sampling occupations with higher-than-average occupational growth.”

6. **Faculty Quality and Number.** The UNC-Chapel Hill faculty involved in the proposed program are currently serving students in existing the Department of African, African American and Diaspora Studies (AAAD) as well as other major and minor programs within the College of Arts and Science. Five new required courses will provide core knowledge while allowing students to choose among three geographic areas of specialization. UNC-Chapel Hill will leverage existing faculty expertise with AAAD whose scholarly range equips them well to handle the creation of a graduate program without a significant increase in faculty workloads. The proposed graduate program will require support for a director of Graduate Studies.
7. **Availability of Campus Resources (library, space, etc.).** As a R-1 institution, UNC-Chapel Hill has the appropriate campus resources, including libraries, archives, museums, and other resources to support the research needs of the proposed Ph.D. program and its prospective students. As the proposed program expands to meet enrollment targets, a need for graduate student office space for teaching assistants is anticipated.
8. **Relevant Lower-level and Cognate Programs.** The proposed program will build on a simultaneously proposed MA in Africana Studies degree which will be completed as part of the Ph.D. program. Relevant lower-level programs include an undergraduate major and minor in AAAD and other UNC-Chapel Hill humanities and social science programs. Additionally, 12 UNC System schools have undergraduate programs that offer majors, minors, or certificates in some aspect of African, African American, and/or Diaspora Studies that are potential feeders to this proposed program.
9. **Impact on Access and Affordability.** UNC-Chapel Hill is not requesting changes to the approved graduate tuition and fees. The proposed program does not include a tuition differential or special fees. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

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

Category	Resident	Non-Resident
Tuition	10,552	28,844
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	1,010.82	1,010.82
Special Fees	--	--
Application Fee	95.00	95.00

10. **Expected Quality.** The proposed Ph.D. program includes 42 credit hours and includes a required 30-credit hour proposed MA in Africana Studies. Core curriculum drawn from thematic and geographic concentrations. Three new required doctoral courses constitute a research seminar, dissertation planning and research credits building on the core knowledge of scholarly literature

and methodologies students will acquire in the proposed MA program. Students will choose among three geographic areas of specializations.

**11. Feasibility of Collaborative Program.** The Ph.D. in Africana Studies program will enable new collaboration in the public humanities, social sciences, and global and area studies within the College of Arts and Sciences, UNC-Chapel Hill professional schools, and across other UNC System schools.

**12. Other Considerations.** None.

### **III. Summary of Review Process**

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- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill faculty, graduate council, 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, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made
- 3.**

### **IV. Recommendation**

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It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill request to establish the Doctor of Philosophy in Africana Studies (05.0201) effective fall 2021.

**Request for Authorization to Establish  
Bachelor of Science (BS) in Professional Studies  
CIP 30.0000  
University of North Carolina at Charlotte**

**I. Program Highlights**

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- The University of North Carolina at Charlotte proposes the establishment of a Bachelor of Science (BS) in Professional Studies.
- UNC Charlotte has over a decade of focused, specific experience serving students who left the university before earning a degree. Through their award-winning “49er Finish” program, UNC Charlotte proposes this undergraduate degree built specifically for the working adult who has completed at least 75 credit hours of course work but stopped out before finishing a degree.
- The proposed major in Professional Studies is intentionally designed to allow transfer and returning students to build on past educational and professional experiences and work with professional staff to grow knowledge and skills needed to secure employment.
- The program is fully online, is veteran friendly, and includes credit by review.
- Students complete a plan of study that includes a core of applied professional skills, an exploration of human social relationships and institutions, two concentrations, and culminates in a capstone project with a corporate or industry partner.
- This high-quality academic degree-completion program is structured to provide working adult students an opportunity to develop and demonstrate in-demand skills enabling them to maintain employment, move up the ladder in a current job, and position themselves for continued growth in earnings and employment opportunities.
- Further, with this degree-completion program, businesses are more apt to retain employees seeking career growth since a new credential may provide the criteria for promotion within an organization or company in contrast to looking outside the organization.
- A student can expect to complete the degree in one-two years if attending full time, or two-three years if attending part time.
- No new faculty lines or courses will be required for the program, as the academic content is already being taught at UNC Charlotte.

**II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)**

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1. **Existing Programs (Number, Location, Mode of Delivery).** Currently East Carolina University offers a baccalaureate program in CIP 30.0000 (Multi-/Interdisciplinary Studies, General). The University of North Carolina at Greensboro offers the Bachelor of Science in Integrated Professional Studies in CIP 30.9999 (Multi-Interdisciplinary Studies, Other). No other baccalaureate programs in the University of North Carolina System are focused on professional studies.
2. **Relation to Campus Distinctiveness and Mission.** UNC Charlotte has a mission to provide high quality educational programs that serve the needs of North Carolina citizens, with a particular focus on the greater Charlotte region, including nontraditional students. UNC Charlotte has been a pioneer in degree completion with its innovative 49er Finish program. The proposed Professional Studies degree expands these opportunities by creating an academic major specifically designed to complement the professional skills and experiences that “part-way

home” students have garnered during their time in the workforce. The Professional Studies degree will be open to students with 75 or more earned hours. Expanding the credit hour eligibility requirements makes the proposed degree an option for over 1,200 stopped-out UNC Charlotte students who are not currently eligible for 49er Finish.

#### *Program Format*

All required elements of the curriculum will be offered online and can be pursued part-time. Online delivery will maximize opportunities for students to complete their degree while working and/or taking care of other high-priority responsibilities. The Professional Studies curriculum allows students to tailor a plan of study to their professional goals by drawing on past work experience and academic accomplishments. Students are expected to earn the degree in one to two years even while working part-time or two to three years if working full-time.

#### *Degree Requirements*

This degree-completion program is open to students who have stopped-out after completing at least 75 credit hours from an accredited institution. Credit for prior learning is determined using the following assessment tools:

- College-Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)
- Credit-by-examination

Veteran and military members’ training and course work are reviewed for credit. Based on the branch of service, type and content of the training, course credit counting toward the degree can be awarded.

#### *Degree Program Content*

The student begins by meeting with an advisor and a transcript evaluation to determine which credits a student has and where they can be applied to meet degree requirements. The program builds in competencies to support student work across organizations and in teams. Students select two technical skills tracks from the following: project management, human resource management, or information technology. These tracks provide a path for better paying and in-demand jobs. With core courses offered in the Sociology of Organizations, and Occupations and Work, the Professional Studies program complements a solid academic foundation with workplace-focused and much-needed skills in communication, management, and leadership. Students learn how to problem-solve in teams and across organizations. The capstone course allows students to apply what they have learned by working with the Career Center and an industry partner for on-the-job experience.

3. **Student Demand.** UNC Charlotte anticipates solid student demand for this degree completion program. The key benefit for students for initiating this program is to expand the degree completion pathway for part way home students and others with some college but no degree. With a focus significant number of individuals with some college, but no degree. Approximately 112,000 North Carolina residents fit into this category with ten percent of those classified as “potential completers”. Potential completers were found more likely than other former students to re-enroll and finish college.

Research conducted for MyFutureNC determined that 67 percent of the jobs in our state demand a postsecondary credential or degree. The target audience for the new degree includes:

- Over 10,000 “Part-Way Home” students who earned at least 75 credit hours from UNC institutions as identified by the UNC System’s “Part-Way Home” initiative in 2017.
  - Over a million learners in North Carolina have some college but no degree, according to the National Student Clearinghouse reports. Fewer than half of North Carolinians ages 25-44 currently hold a postsecondary degree or high-quality credential.
4. **Potential for Unnecessary Duplication.** The proposed program is designed as a path to the baccalaureate for individuals with some college, but no degree. As such, it will serve as a complement to other similar programs in the UNC System, in support of current Strategic Plan goals surround degree completion.
  5. **Employment Opportunities for Graduates.** This degree is designed for people already in the workforce who need to complete an undergraduate degree. The regional perspective for preparation of residents to fill the roles of the future shows that the educational attainment of the residents in the 10 counties in the Charlotte metro area is approximately 25 percent for some college and no degree, and 11 percent of the population has earned an associate degree. Employers in the Charlotte region benefit by having a local workforce ready to fill projected job vacancies and have additional depth of training in the workforce.
  6. **Faculty Quality and Number.** Courses will be taught by faculty in the participating colleges. The hiring department determines the qualifications for the faculty assignment to the courses included in the concentrations that comprise the degree. Core courses will be delivered by faculty in the Department of Sociology, with support provided by staff in the Teaching and Learning Connection and the Career Center. All core course instructors meet accreditation requirements for undergraduate instruction, have a minimum credential of a master’s degree, and significant professional experience in career services and teaching adult learners. All program faculty are expected to respond to industry trends and demand for knowledge and skills. The non-tenure track faculty will be primarily responsible for teaching the professional skills core and for assisting with design, administration, and assessment of the capstone course. If UNC Charlotte achieves their enrollment objectives, one non-tenure-track faculty member and one EHRA non-faculty position will be needed in the second year.
  7. **Availability of Campus Resources (library, space, etc.)** J. Murrey Atkins Library currently has 791,855 books, over 1 million electronic books, 218,759 journals, and 460 databases in its collection. Many of the resources are interdisciplinary which would support the research needs for the new Professional Studies program. The library is currently undergoing a major renovation project that will increase study spaces for students on several floors of the library. The library is also building two new EZ-Video studios, where students can both practice and record presentations. UNC Charlotte students are also able to request items from other institutional libraries through Interlibrary Loan at no cost to the student.
  8. **Relevant Lower-level and Cognate Programs.** The delivery of a multidisciplinary program draws heavily on courses that are part of other degree programs at UNC Charlotte. The nine credit hour concentrations are delivered in partnership with academic units in more than one college. Careful planning and consultation with incoming students will result in annual requests from affiliated departments to ensure capacity for students in the Professional Studies program.

- 9. Impact on Access and Affordability.** One of the motivating factors in the new degree design is to provide an interdisciplinary pathway for students to meet the required breadth of more than one discipline and to efficiently apply earned credit toward graduation. Graduating students more quickly means that students are accumulating less debt and are able to enter or to move up in the workforce for higher earning potential. The proposed Professional Studies degree is designed to meet the needs nontraditional students who are often working part or full time. The proposed Professional Studies degree will be offered in an online format, which is designed to allow for students to continue in their current jobs while enrolling part-time or full-time.

UNC Charlotte is not requesting any program-specific fees for this program. Tuition and fees for the 2021-22 full-time (12+ credit hour) rates are as follows:

Full-Time 2021-22 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	3,812.00	17,246.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,185.00	3,185.00
Special Fees	--	--

- 10. Expected Quality.** The Bachelor of Science in Professional Studies consists of courses drawn from multiple departments and colleges. The core courses are delivered by faculty in the Department of Sociology in the College of Liberal Arts and Sciences and staff in the Teaching and Learning Connection, in partnership with the University Career Center. Concentrations in the degree are drawn from courses in the academic colleges and delivered by approved faculty in the specific disciplines. Staff in the Teaching and Learning connection work across the colleges to arrange courses offerings for the courses in the concentrations.
- 11. Feasibility of Collaborative Program.** The proposed program is designed for working adults, and therefore complements the efforts of other UNC System institutions in the goal of expanding access and increasing degree completion for adult learners.
- 12. Other Considerations.** None.

### III. Summary of Review Processes

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- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC Charlotte's faculty, undergraduate council, 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, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

#### **IV. Recommendation**

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It is recommended that the Board of Governors approve the University of North Carolina at Charlotte's request to establish the Bachelor of Science (BS) in Professional Studies (CIP 30.0000) effective summer 2022.

**Request for Authorization to Establish  
Doctor of Philosophy (Ph.D.) in Applied Coastal and Ocean Sciences  
CIP 30.3201  
University of North Carolina Wilmington**

**I. Program Highlights**

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- The University of North Carolina at Wilmington (UNCW) proposes the establishment of a Doctor of Philosophy (Ph.D.) in Applied Coastal and Ocean Sciences.
- The purpose for the proposed doctoral program is to provide in-depth training in coastal and ocean science research methods, as well as additional training in translational skills, business foundations, and application development.
- Graduates of the proposed program would be well qualified for the academic job market and well suited for employment in the private sector, in the policy sector, and starting their own businesses.
- The proposed Applied Coastal and Ocean Sciences Ph.D. program is highly interdisciplinary and requires no new faculty to support its initial implementation.

**II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)**

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing Ph.D. programs with the CIP 30.3201. UNC System institutions offer a variety of similar Ph.D. programs focused on aspects of Marine Sciences. UNCW offers a Ph.D. in Marine Biology (CIP Code 26.1302). East Carolina University offers a Ph.D. program in Integrated Coastal Sciences (CIP Code 30.9999). North Carolina State University offers a Ph.D. program in Marine, Earth, and Atmospheric Sciences (CIP Code 40.9999) and the University of North Carolina at Chapel Hill offers a Ph.D. program in Marine Sciences (CIP Code 40.0607).
2. **Relation to Campus Distinctiveness and Mission.** The Applied Coastal and Ocean Sciences Ph.D. program will leverage the campus' coastal location and be supported by an extensive research infrastructure. It will fill a niche within the state that addresses the developing blue economy, a sector that includes mariculture, marine biotechnology, ocean technology, maritime transport, tourism, energy and mineral resources, and waste management. NOAA estimates that the blue economy generated \$320B of the US GDP in 2015 and predicts that the ocean economy will double in value by 2030. With the 7th longest coastline in the U.S., North Carolina stands to be a significant beneficiary and leader of the blue economy.
3. **Student Demand.** The program is designed for a total enrollment of about 16-24 students drawn from a national and international pool. Given current levels of funding and faculty workload at UNCW it is appropriate for the program to be moderate in size. UNCW projections of enrollment and demand are informed by two-decades of experience with its own Ph.D. in Marine Biology and M.S. in Marine Science, a market analysis by Hanover Research, Inc, and conversations with sister institutions including East Carolina University. The UNCW Ph.D. in Marine Biology program typically receives 10-15 applications per year and accepts 2-3 students per year from this pool.
4. **Potential for Unnecessary Duplication.** The proposed Ph.D. program in Applied Coastal and Ocean Sciences is distinct from other programs in the UNC System in its focus on application and translation of research for societal and/or commercial use. The inclusion of coursework in entrepreneurial thinking and career readiness, as well as a portion of the dissertation dedicated to the technology triage process is unique in the UNC System. This emphasis will complement



existing programs that have different goals and will provide an outlet for students who desire to direct their research in a more applied direction. Six marine-related doctoral programs exist in the state, making it inevitable that there will be some overlap in curriculum.

5. **Employment Opportunities for Graduates.** A market analysis prepared by Hanover Research described national trends indicating a growing market for doctoral degrees in marine-related fields. The labor market for marine science and related occupations from the Bureau of Labor Statistics forecasts above-average growth for marine science professions (11.2 percent) compared to the average growth rate across all occupations (7.4 percent) from 2016 to 2026. Regional labor projections indicate average growth for marine science occupations to increase by 11.1 percent from 2014 to 2024.
6. **Faculty Quality and Number.** The proposed Ph.D. program will benefit from a wider pool of faculty than the existing Ph.D. program in Marine Biology. Faculty will be drawn from across several colleges due to the interdisciplinary nature of the proposed program. More than 60 fulltime UNCW faculty expressed an interest in teaching in the proposed program. Multiple current searches have the potential to enhance the proposed Ph.D. program. The program is anticipated to have minimal impact on faculty course loads and public service activity while increasing scholarly productivity.
7. **Availability of Campus Resources (library, space, etc.).** No additional library resources will be needed, as UNCW has adequate journals and other literature, and electronic access to materials needed for the proposed program. Research and learning would occur on the main campus as well as dedicated facilities at the Myrtle Grove campus. The Myrtle Grove campus is home to the Center for Marine Science which includes a shellfish hatchery, an aquaculture facility, and a 75,000 ft main building with 44 faculty laboratories.
8. **Relevant Lower-level and Cognate Programs.** Six UNCW graduate programs and nearly a dozen undergraduate programs would provide lower-level support for the proposed Ph.D. program.
9. **Impact on Access and Affordability.** No changes to the approved graduate tuition and fees are requested. No tuition differential or program specific fees are requested. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

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

Category	Resident	Non-Resident
Tuition	\$4,720	\$18,548
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$2,795	\$2,795
Special Fees	--	--
Application Fee	\$75	\$75

10. **Expected Quality.** The proposed Ph.D. requires a total of 60 credits post-baccalaureate including 40 credits post master's degree. In addition to a dissertation and elective coursework, some distinct features of the proposed Ph.D. in Applied Coastal and Ocean Sciences are that at least one chapter of the dissertation will present results of a research inventory and triage process

using a Technology Readiness Level framework and all students will be required to take a three-credit course called “Innovation and Entrepreneurial Thinking in the Sciences.” Additionally, each student will present a portion of their dissertation in the form of a 3-minute pitch as one might provide to funding agencies, potential investors, or policy makers.

**11. Feasibility of Collaborative Program.** North Carolina institutions of higher education with interests in the marine sciences have a long history of collaboration at the faculty and programmatic levels. UNCW faculty routinely collaborate with colleagues at each of the North Carolina institutions with marine science programs (UNC-Chapel Hill, NC State, East Carolina University, and Duke University). Those efforts include collaborative research grants, joint supervision of student projects, service on student advisory committees, and joint teaching of classes.

**12. Other Considerations.** None.

### **III. Summary of Review Process**

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- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNCW faculty, graduate council, 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, UNCW provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

### **IV. Recommendation**

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It is recommended that the Board of Governors approve the University of North Carolina at Wilmington’s request to establish the Doctor of Philosophy in Applied Coastal and Ocean Sciences (30.3201) effective fall 2021.

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

North Carolina Central University – Bachelor of Science (BS) in Computer Science  
and Business – (CIP 11.0199)

**Overview:** The Bachelor of Science in Computer Science and Business (11.0199) at North Carolina Central University will be discontinued effective spring 2022. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and provost.

The deactivation of the Computer Science and Business (CSB) degree program will allow the Computer Information Systems Department to focus on the newly created Bachelor of Science in Information Technology. Students within four years of completing the CSB program will be given the option to transfer to the BS in Information Technology program, or to stay in the CSB program. No faculty are affected by this change. There is no reallocation or reduction of cost resulting from the discontinuation of the Computer Science and Business program.

**Recommendation:** It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the Bachelor of Science in Computer Science and Business (11.0199) effective spring 2022.

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

The University of North Carolina at Greensboro – Bachelor of Arts (BA) in Sociology,  
Secondary Education – (CIP 13.1317)

**Overview:** The Bachelor of Arts in Sociology, Secondary Education (13.1317) at The University of North Carolina at Greensboro will be discontinued and consolidated into the Bachelor of Arts, Sociology (45.1101) effective fall 2022. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and provost.

The program is being discontinued because the sociology concentration in secondary education is no longer classified as a separate program with a unique CIP code. Following consolidation into the BA in Sociology, the courses and structure of the program will not change. There will be no interruption of advancement toward licensure for the students. All required courses will continue to be available, and licensure will continue through the School of Education.

**Recommendation:** It is recommended that the Board of Governors approve The University of North Carolina at Greensboro's request to discontinue the Bachelor of Arts in Sociology Secondary Education (13.1317) and consolidate the program into the Bachelor of Arts, Sociology (45.1101) effective fall 2022.

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

The University of North Carolina at Greensboro – Bachelor of Arts (BA) in Psychology,  
Secondary Education – (CIP 13.1317)

**Overview:** The Bachelor of Arts in Psychology, Secondary Education (13.1317) at The University of North Carolina at Greensboro will be discontinued and consolidated into the Bachelor of Arts Psychology (42.0101) effective fall 2022. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and provost.

The program is being discontinued because the psychology concentration in secondary education is no longer classified as a separate program with a unique CIP code. Following consolidation into the BA in Psychology, the courses and structure of the program will not change. There will be no interruption of advancement toward licensure for students. All required courses will continue to be available, and licensure will continue through the School of Education.

**Recommendation:** It is recommended that the Board of Governors approve The University of North Carolina at Greensboro's request to discontinue the Bachelor of Arts in Psychology, Secondary Education (13.1317) and consolidate the program into the Bachelor of Arts in Psychology (42.0101) effective fall 2022.

## AGENDA ITEM

A-6. Proposed Revisions to Section 600.2.3 of the UNC Policy Manual ..... David English

**Situation:** In 1985, the General Assembly created the Distinguished Professors Endowment Trust Fund (DPETF) to enable each constituent institution of the University of North Carolina to receive and match State-funded challenge grants to create endowed professorships for selected distinguished professors. The aim of the program is to stimulate private donor support and commitment to strengthen the faculty and to promote excellence at all 16 constituent institutions. Section 600.2.3 of the UNC Policy Manual was adopted by the Board of Governors in 1985 to implement the program, and had been updated periodically since then.

**Background:** The policy on the DPETF was last amended in 2008 and currently does not have an accompanying regulation to manage its implementation. The goal of the policy revision and new regulation is to codify the System Office's procedures for reviewing applications, distributing funds, and the requirements institutions must follow when selecting distinguished professors. The revision of the policy and adoption of the regulation will provide constituent institutions with clarity and consistency on the implementation of the program, bring together guidance that previously existed in multiple different documents, and update the information on implementation to align with current System Office practices.

**Assessment:** Approval of the proposed policy revision is recommended.

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

Adopted 10/11/85

Amended 11/10/95

Amended 07/12/02

Amended 09/12/03

Amended 11/11/05

Amended 06/08/07

Amended 10/17/08

Amended / /21

**Policy on the Distinguished Professors Endowment Trust Fund**

I. **Purpose.** The Distinguished Professors Endowment Trust Fund was established in 1985 by the North Carolina General Assembly to enable each constituent institution of the University of North Carolina to receive and match challenge grants to create endowed chairs professorships for selected distinguished professors ~~(Chapter 757 of the Session Laws of 1985, Sec. 202; N.C. <sup>1</sup> G.S. §§116-41.13-41.19).~~

A. In 1995, the General Assembly amended the statute that authorized the trust fund, to make clear that distinguished professorships could be awarded to either current faculty or newly hired faculty ~~(Chapter 507 of the Session Laws of 1995, Sec. 15.12; N.C.G.S. §116-41.18).~~

<sup>2</sup> The original legislation provided for matching grants on the basis of one dollar in ~~State~~ money to be allocated from the trust fund for every two dollars in private funds. In 2003, the General Assembly amended the statute to change that ratio to a one-to-one basis for constituent institutions designated as “focused growth institutions” or as “special needs institutions.” ~~(Chapter 293 of the Session Laws of 2003; N.C.G.S. §116-41.13.1 et. seq.)<sup>3</sup>~~

~~The statutory amendment identified seven constituent institutions, i.e., Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University, as focused growth institutions. Two others, the University of North Carolina at Asheville the University of North Carolina School of the Arts<sup>4</sup>, were identified as special needs institutions.~~

B. In 2005, the General Assembly amended the legislation to increase the possible amounts of challenge grants that could be received under the legislation by allowing a challenge grant of up to \$667,000 to be paid on a two-to-one basis for non-focused-growth and special needs institutions and ~~of~~ up to \$1,000,000 to be paid on a one-to-one basis for focused growth and special needs institutions for a maximum total award of \$2,000,000. ~~(Chapter 276 of the Session Laws of 2005, Sec. 9.21(a-c); N.C.G.S. §§116-41.15; 116-41.16; and N.C.G.S. §116-41.17)<sup>5</sup>~~

C. Consistent with the terms and conditions set out in the legislation, the Board of Governors ~~of the University of North Carolina hereby~~ adopts the following policy for administering the Board of ~~Governors’~~ Governors Distinguished Professors Endowment Trust Fund ~~(hereafter “the Trust Fund”).~~

II. Definitions. The following operational definitions apply to this policy:

A. “Focused Growth Institutions.” Refers to the following institutions, which have targeted support and development: Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, The University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University.

B. “Private Gift” or “Private Contribution.” A donation from a private individual or entity (including any foundation or business entity). Federal grant funds do not meet the definition of a “private gift” or “private contribution.” Private contributions to institutional endowment funds must be given or pledged specifically for the purposes of the trust fund, and only contributions received after July 1, 1985, may be credited to the special endowment fund of the institution.

C. “Special Needs Institutions.” Refers to the following institutions, which have targeted missions and smaller enrollments: University of North Carolina School of the Arts and the University of North Carolina at Asheville.

### III. General

#### 1.

A. Appropriated Funds. All funds appropriated for the Trust Fund shall be held by the Board of Governors in accordance with ~~N.C.~~G.S. §116-36.1.

#### 2.

B. Matching Funds. Matching funds shall be allocated by the ~~President~~president to the constituent institutions from appropriated funds and interest earnings in the ~~Trust Fund~~trust fund in accordance with the schedule set out in ~~Section H~~section IV., below, and subject to all requirements and conditions in ~~these regulations~~the policy and regulation being met by the institutions that apply for allocations.

### IV.

#### 1. Requirements for Private Contributions

A. Establishment of Distinguished Professors Endowment Fund. An institutional board of trustees, to be eligible for an allocation from the ~~President~~president under the schedule set forth herein, shall establish a Distinguished Professors Endowment Fund (hereafter “Endowment Fund”) to be administered in accordance with ~~N.C.~~G.S. §116-36, and private contributions received for this purpose shall be deposited to that Endowment Fund, together with the challenge grant from the Trust Fund. ~~Federal grant funds do not meet the definition of “private gift” or “private contribution.”~~

~~2. Private contributions to this Endowment Fund must be given or pledged specifically for the purposes of the Trust Fund, and only contributions received after July 1, 1985, may be credited to the special Endowment Fund of the institution.~~

#### 3.

B. Levels of Endowed Professorships. The statutes provide for grants for endowments up to \$2,000,000. This policy provides for four levels of endowed professorships: an endowment of \$500,000, an endowment of \$1,000,000, an endowment of \$1,500,000, or an endowment of \$2,000,000.

C. Matching Requirements for an Institution other than Focused Growth or Special Needs Institution. For a constituent institution other than a focused growth or special needs institution, the institution must have ~~\$1,333,000 in donations and interest in its Endowment Fund to qualify~~



~~for \$667,000 in State matching funds to establish a \$2,000,000 endowment, must have \$1,000,000 in donations and interest to qualify for \$500,000 in State matching funds to establish a \$1,500,000 endowment, must have \$666,000 in donations and interest to qualify for \$334,000 in State matching funds to establish a \$1,000,000 endowment, and must have \$333,000 in donations and interest for \$167,000 in State matching funds to establish a \$500,000 endowment.~~the following amounts in private contributions in its Endowment Fund to qualify for the corresponding transfer of the state matching funds from the Board of Governors Trust Fund:

4. \_\_\_\_\_

<u>Private Contribution</u>	<u>State Matching Funds</u>	<u>Total Endowment</u>
<u>\$ 1,333,000</u>	<u>\$ 667,000</u>	<u>\$ 2,000,000</u>
<u>\$ 1,000,000</u>	<u>\$ 500,000</u>	<u>\$ 1,500,000</u>
<u>\$ 666,000</u>	<u>\$ 334,000</u>	<u>\$ 1,000,000</u>
<u>\$ 333,000</u>	<u>\$ 167,000</u>	<u>\$ 500,000</u>

E. Escrow Requirements for an Institution other than Focused Growth or Special Needs Institution. For constituent institutions other than focused growth and special needs institutions, the appropriate state challenge grant amount ~~(\$667,000, \$500,000, \$334,000, or \$167,000)~~ may be placed in escrow in the Trust Fund for an institution that ~~has in its Endowment Fund \$222,000, \$166,600, \$111,000, or \$55,500, respectively,~~meets the following thresholds of funds raised and ~~written pledges of additional private contributions in the amount of \$1,111,000, \$833,400, \$555,000, or \$277,500, as appropriate;~~committed, provided that each payment or aggregate payments on this balance shall be no less than the amount of the initial payment ~~or payments(s)~~ and shall be made on or before the anniversary date of the initial payment ~~or payments(s)~~, and the full amount shall be paid within five years of the initial payment ~~or payments(s)~~. When the full requisite amount ~~(\$1,333,000, \$1,000,000, \$666,000, or \$333,000)~~ is in the institution's Endowment Fund, the state challenge grant shall be paid from the Board of Governors Trust Fund.

5. \_\_\_\_\_

<u>Initial Private Contribution</u>	<u>Written Pledge Contribution</u>	<u>State Matching Funds</u>	<u>Total Endowment</u>
<u>\$ 222,000</u>	<u>\$ 1,111,000</u>	<u>\$ 667,000</u>	<u>\$ 2,000,000</u>
<u>\$ 166,600</u>	<u>\$ 833,400</u>	<u>\$ 500,000</u>	<u>\$ 1,500,000</u>
<u>\$ 111,000</u>	<u>\$ 555,000</u>	<u>\$ 334,000</u>	<u>\$ 1,000,000</u>
<u>\$ 55,500</u>	<u>\$ 277,500</u>	<u>\$ 167,000</u>	<u>\$ 500,000</u>

F. Matching Requirements for Focused Growth and Special Needs Institutions. For focused growth and special needs institutions, the institution must have ~~\$1,000,000~~the following amounts in ~~donations and interest~~private contributions in its Endowment Fund to qualify for ~~\$1,000,000 in State matching funds~~the corresponding transfer of the state match from the Board of Governors Trust Fund to establish a \$2,000,000 endowment, must have \$750,000 in donations and interest to qualify for \$750,000 in State matching funds to establish a \$1,500,000 endowment, must have \$500,000 in donations and interest to qualifyits Endowment Fund:

<u>Private Contribution</u>	<u>State Matching Funds</u>	<u>Total Endowment</u>
<u>\$ 1,000,000</u>	<u>\$ 1,000,000</u>	<u>\$ 2,000,000</u>
<u>\$ 750,000</u>	<u>\$ 750,000</u>	<u>\$ 1,500,000</u>
<u>\$ 500,000</u>	<u>\$ 500,000</u>	<u>\$ 1,000,000</u>
<u>\$ 250,000</u>	<u>\$ 250,000</u>	<u>\$ 500,000</u>

G. ~~Escrow Requirements~~ for \$500,000 in State matching funds to establish a \$1,000,000 endowment, and must have \$250,000 in donations and interest to qualify for \$250,000 in State matching funds to establish a \$500,000 endowment.

6. ~~Focused Growth and Special Needs Institutions.~~ For focused growth and special needs institutions, the appropriate state challenge grant amount ~~(\$1,000,000, \$750,000, \$500,000, or \$250,000)~~ may be placed in escrow in the Trust Fund for an institution that ~~has in its Endowment Fund \$166,600, \$125,000, \$83,300, or \$41,600, respectively, and written pledges of additional private contributions in the amount of \$833,400, \$625,000, \$416,700, or \$208,400, as appropriate;~~ meets the following thresholds of funds raised and committed, provided that each payment or aggregate payments on this balance shall be no less than the amount of the initial payment ~~or payments(s)~~ and shall be made on or before the anniversary date of the initial payment ~~or payments(s)~~, and the full amount shall be paid within five years of the initial payment ~~or payments(s)~~. When the full requisite amount ~~(\$1,000,000, \$750,000, \$500,000, or \$250,000)~~ is in the institution's Endowment Fund, the State challenge grant shall be paid from the Board of Governors Trust Fund.

III.

<u>Initial Private Contribution</u>	<u>Written Pledge Contribution</u>	<u>State Matching Funds</u>	<u>Total Endowment</u>
<u>\$ 166,600</u>	<u>\$ 833,400</u>	<u>\$ 1,000,000</u>	<u>\$ 2,000,000</u>
<u>\$ 125,000</u>	<u>\$ 625,000</u>	<u>\$ 750,000</u>	<u>\$ 1,500,000</u>
<u>\$ 83,300</u>	<u>\$ 416,700</u>	<u>\$ 500,000</u>	<u>\$ 1,000,000</u>
<u>\$ 41,600</u>	<u>\$ 208,400</u>	<u>\$ 250,000</u>	<u>\$ 500,000</u>

V. Procedures for Establishing Endowed ~~Chairs~~ Professorships

1. ~~At the time~~

A. ~~A Plan for Establishment of the Endowment Fund.~~ After an institutional board of trustees establishes the Endowment Fund required in ~~Section II~~ section IV., above, the chancellor shall prepare a plan for the establishment of ~~the all~~ endowed ~~chair or chairs~~ professorships contemplated. This plan shall be submitted to the ~~President~~ president for review and approval. No challenge grant shall be made in the absence of an approved plan. ~~The plan shall describe:~~

a. ~~the number~~

B. ~~Named Endowed Professorship.~~ The board of ~~chairs~~ contemplated;

b. ~~the general level of salary and other benefits and perquisites, and the anticipated amounts to be supported annually from the Endowment Fund;~~

c. ~~the academic department or other unit to which it is anticipated that the chair or chairs will be assigned;~~

d. ~~whether the chair will be filled by an external or internal appointment or by either. Institutions are encouraged to consider plans for external appointments who will constitute distinguished additions to the faculty; and~~

e. ~~the expected benefits to the institution.~~

2. ~~The Board of Trustees~~ trustees may name ~~the an~~ endowed ~~chair or chairs~~ professorship in honor of a donor, benefactor, or other person or organization. ~~in consultation with the private~~

donor(s) and chancellor in accordance with applicable institutional or UNC System policies and state laws.

C. Recipient Title. For a full professor, the recipient of a Distinguished Professorship shall be called "Distinguished Professor;" for an associate professor, the recipient shall be called "Distinguished Scholar;" and for an assistant professor, the recipient shall be called "Distinguished Fellow."

D. Duration of the Distinguished Professorship. G.S. 3 — N.C.G.S. §116-41.18 allows Distinguished Professorships for the duration of the full-time service of the distinguished professor as a faculty member, and it also allows time-limited appointments when authorized by the Board of Governors and the board of trustees at the institution when a Distinguished Professorship is originally established or when it is vacated. For a full professor, the recipient of a Distinguished Professorship shall be called "Distinguished Professor;" for an associate professor, the recipient shall be called "Distinguished Scholar;" and for an assistant professor, the recipient shall be called "Distinguished Fellow."—The Distinguished Scholars and Distinguished Fellows shall be for a time-limited, renewable term during a faculty member's full-time service at the respective rank of associate or assistant professor. —The Board of Governors delegates the authority to designate a Distinguished Professorship, including Distinguished Scholar, and Distinguished Fellow, as time-limited to the boards of trustees of those constituent institutions designated as Special Responsibility Constituent Institutionsspecial responsibility constituent institutions with Management Flexibilitymanagement flexibility to Appointappoint and Fix Compensation.fix compensation.<sup>6</sup>

4. —The selection of each distinguished professor to hold an endowed chair shall be made in the following way:

a. —The selection and appointment procedures followed shall be fully consistent with the institution's tenure policies and regulations and other applicable personnel policies;

b. —The Distinguished Professor shall be appointed at the rank of full professor\*, the Distinguished Scholar at the rank of associate professor, and the Distinguished Fellow at the rank of assistant professor, and the appointment shall be subject to approval by the Board of Governors at those institutions not designated as Special Responsibility Constituent Institutions with Management Flexibility to Appoint and Fix Compensation.

c. —The academic discipline to which the person is appointed shall be one of major importance to the educational program of the institution; and

d. —The person appointed shall have a record of outstanding accomplishment in that discipline or field as a teacher and scholar or practitioner.

5. —When a vacancy occurs in an endowed chair established with the Endowment Fund, the chancellor shall consult with the institutional board of trustees. The chancellor shall thereafter recommend to the President any amendments to the approved plan or shall recommend continuation of the plan without amendment. Upon approval of the plan by the President, selection and appointment of the new distinguished professor, including distinguished scholar and distinguished fellow, shall then proceed in accordance with these regulations.

\*At the University of North Carolina School of the Arts other appropriate rank shall be conferred.

E. Visiting Professors. Except for visiting artists at the University of North Carolina School of the Arts, the endowment may not be used for visiting professors.

VI. Other Matters

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

B. Relation to Federal and State Laws. The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, those statutory enactments which may govern or relate to the subject matter of this policy.

C. Regulations and Guidelines. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

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<sup>1</sup>S.L. 1985-757, Sec. 202; G.S. 116-41.13-41.19.

<sup>2</sup>S.L. 1995-507, Sec. 15.12; G.S. 116-41.18.

<sup>3</sup>S.L. 2003-293; G.S. 116-41.13.1, et. seq.

<sup>4</sup>~~Name changed from North Carolina School of the Arts to University of North Carolina School of the Arts effective August 1, 2008.~~

<sup>5</sup>S.L. 2005-276, Sec. 9.21(a-c); G.S. 116-41.15; 116-41.16; and G.S. 116-41.17.

<sup>6</sup>See Sections 600.3.2 and 600.3.4 of the UNC Policy Manual.

**AGENDA ITEM**

A-7. Charlotte Teacher Early College Renewal ..... David English

**Situation:** The University of North Carolina at Charlotte operates the Charlotte Teacher Early College in accordance with G.S. 115C-238.50. The agreement between the local board of education, local board of trustees, the State Board of Education, and the UNC Board of Governors is due for renewal for the school.

**Background:** G.S. 115C-238.53.(b) Operation of cooperative innovative high schools reads as follows:

*A cooperative innovative high school approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees, State Board of Education, and applicable governing Board. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the school by the State Board of Education and the applicable governing Board. The agreement may be for a term of no longer than five school years.*

UNC Charlotte partners with Charlotte-Mecklenburg Schools (CMS) in the operation of Charlotte Teacher Early College, and the two entities have jointly requested renewal with operations continuing as specified in the original agreement. Approval of the renewal has been provided by the Chair of the CMS Board of Education, the CMS Superintendent, the Chair of the UNC Charlotte Board of Trustees, and Chancellor Gaber. Approval by the UNC Board of Governors is the final step of the process. If approved, the renewal would extend through 2026.

**Assessment:** Approval of the renewal by the Board of Governors is recommended.

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

## COOPERATIVE INNOVATIVE HIGH SCHOOL RENEWAL FORM

Cooperative Innovative High School (CIHS) Name: Charlotte Teacher Early College CIHS School Number: 569

Local Education Agency (LEA) Name: Charlotte-Mecklenburg Schools

LEA Number: 600

Institution of Higher Education (IHE) Partner Name: The University of North Carolina at Charlotte

Name of Person Submitting Form: Will Leach

Submission Date: 03/01/2021

- ☒ The school district and partner institution(s) named above request renewal of the Cooperative Innovative High School agreement originally submitted.
- ☐ The school district and partner institution(s) named above do not request renewal of the Cooperative Innovative High School agreement originally submitted.

If requesting renewal, the intention is to:

- ☒ Continue operations as specified in the original agreement.
- ☐ Continue operations as specified in the original agreement, with the following modifications:  
Explain:

**THIS RENEWAL FORM IS VALID FOR FIVE ACADEMIC YEARS.**

Mail to: NCDPI, Division of Advanced Learning, Sneha Shah Coltrane,  
Director, 6307 Mail Service Center, Raleigh, NC 27699-6307

Email to: [CIHS@dpi.nc.gov](mailto:CIHS@dpi.nc.gov)

### CIHS PARTNER SIGNATURES:

  
Chairperson, Local Board of Education

Date

3.23.21

  
Superintendent, Local Education Agency

3-23-2021

Date

  
Chairperson, Governing Board of IHE Partner

4.6.21

Date

  
President, IHE Partner

3/30/21

Date

### NCDPI, NCCCS, UNCGA, NCICU USE ONLY SIGNATURES:

  
Chairperson, State Board of Education

Date

Chairperson, Governing Board of IHE Partner

Date

For questions, please contact NCDPI at [CIHS@dpi.nc.gov](mailto:CIHS@dpi.nc.gov).