

April 19, 2023 at 10:30 a.m.
Via Videoconference and PBS North Carolina Livestream
The University of North Carolina at Pembroke
James A. Thomas Building, Room 256
Pembroke, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Open and Closed Minutes of February 22, 2023 Kirk Bradley
- A-2. Academic Affairs Update David English
- A-3. UNC System Comprehensive Faculty Policy Initiatives David English and Wade Maki
 - a. General Updates
 - b. Faculty Retirement Incentive Program
 - c. Faculty Workload
- A-4. North Carolina Area Health Care Centers (NC AHEC) Presentation Hugh Tilson
 - a. NC AHEC Annual Report: Outcomes of North Carolina Medical School Graduates (Primary Care and High Needs)
 - b. Health Care Workforce Initiatives
- A-5. Systemwide Behavioral Health Initiatives Bethany Meighen
- A-6. UNC System Academic Degree Program Actions Daniel Harrison
- A-7. Adjourn Kirk Bradley

Additional Information Available:

North Carolina Area Health Care Centers (NC AHEC) Annual Report: Outcomes of North Carolina Medical School Graduates

Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care

DRAFT MINUTES OPEN SESSION

February 22, 2023 at 12:30 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Room 1809 (18th Floor)
Raleigh, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members joined, constituting a quorum: Kirk Bradley, Wendy Murphy, Anna Nelson, Raymond Palma, and Art Pope.

Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Wade Maki, chair of the UNC Faculty Assembly, also participated.

Staff members participating included David English and others from the University of North Carolina System Office.

OPEN SESSION

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

Chair Sloan called the meeting to order at 12:32 p.m. on February 22, 2023.

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. There were none.

Chair Sloan called for a motion to approve the minutes of January 18, 2023.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the minutes of January 18, 2023, as distributed.

Motion: Kirk Bradley

2. Academic Affairs Update (Item A-2)

Dr. David English gave a report about activity across the 17 University of North Carolina System institutions.

3. Proposed revision to Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission to the University of North Carolina System* (Item A-3)

Minimum Course Requirements (MCR) include 15 courses first year applicants must complete to meet eligibility requirements in the UNC System. The UNC System MCR working group proposed replacing the second language requirement with two additional academic courses from English, mathematics, science, world languages, social studies, or computer sciences.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed revision to Section 700.1.1 of the UNC Policy Manual for submission to the full University of North Carolina Board of Governors through the consent agenda at the next meeting.

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

Motion: Wendy Murphy

Motion carried

4. North Carolina Teaching Fellows Program (Item A-4)

The North Carolina Teaching Fellows Annual Report was presented to the committee in January. Questions arose, so senior vice president Kelly and Executive Director Bennett Jones will revisit the program and results in depth.

The NC Teaching Fellows Program was reimplemented in 2017 (NCGS § 116-209.62) and is an application-based, loan-forgiveness program for students seeking admission into selected educator preparation programs.

5. Comprehensive Faculty Policy Initiative Overview (Item A-5)

Dr. David English, joined by Faculty Assembly Chair Wade Maki, provided an overview of the Faculty Policy Initiative which President Hans announced at the January meeting. The comprehensive study includes UNC System policies that support faculty employment, evaluation, and career progression.

6. Discussion of Faculty Workload Policy (Item A-6)

The discussion included an overview of the current faculty workload policy; outline approaches taken in other states, systems, and universities; and identify challenges and opportunities that the workgroup will consider in the coming months.

7. UNC System Academic Degree Program Actions (Item A-7)

The following request for Academic Degree Program establishments were requested:

- The University of North Carolina at Greensboro, Master of Science in Instructional Technology and Design
- The University of North Carolina at Pembroke, Doctor of Nursing Practice with a Population Health Focus.

Chair Sloan called for a motion to approve the establishments.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the request for the academic degree program establishments discussed and submission to the full Board through the consent agenda.

Motion: Kirk Bradley

Motion carried

The following requests for Academic Degree Program discontinuations and consolidations were requested:

- East Carolina University, Master of Science in Athletic Training
- The University of North Carolina at Greensboro, Master of Political Science
- Western Carolina University, Master of Science in Science and Entrepreneurship.

Chair Sloan called for a motion to approve the discontinuations and consolidations.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the request for academic degree program discontinuations and consolidations discussed and submission to the full board through the consent agenda.

Motion: Art Pope

Motion carried

Anna Nelson, Secretary

AGENDA ITEM

A-2. Academic Affairs Update..... David English

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

AGENDA ITEM

A-3. Comprehensive Faculty Policy Initiative..... David English

Situation: President Hans announced a comprehensive study of University of North Carolina System policies that support faculty employment, evaluation, and career progression during the January 2023 University of North Carolina Board of Governors meeting.

Background: Faculty are at the core of the mission of the UNC System, which is to “...discover, create, transmit, and apply knowledge to address the needs of individuals and society.” Within that mission, teaching is identified as the primary responsibility of each of the constituent institutions. When the UNC System was consolidated in 1972, one of the first activities the Board and constituent institutions undertook was the development of a framework for faculty employment. This framework helped the UNC System achieve excellence and national recognition over its first 50 years.

However, the UNC System has not engaged in a holistic and meaningful look at faculty employment and evaluation structures in decades. The landscape for faculty work has changed dramatically in recent years, and we need robust and nimble employment structures that are designed for the next 20 years, not the past 20 years. It is critical that our faculty policies contain incentives and reward structures that provide faculty and institutions the opportunity to be as successful as possible.

To accomplish this, workgroups have been established to conduct a comprehensive examination of the policies and regulations that guide the campus approach to faculty employment, including faculty workload, post-tenure review, professional/teaching faculty tracks, evaluation of teaching, faculty recognition programs, and the development of a faculty retirement incentive program.

Assessment: David English, senior vice president for academic affairs and chief academic officer at the UNC System Office and Wade Maki, UNC System faculty chair, are serving as co-chairs of the initiative and will provide an update of the committees’ work.

Action: This item is for information only.



UNC Faculty Policies Review and Initiatives

April 19, 2023

Committee on Educational Planning,
Policies, and Programs

Faculty Policies Review and Initiatives

- Examine all faculty policies for relevance and applicability to UNC System in the modern era
- Engage campus stakeholders to be a part of the process
 - All 17 institutions represented
 - Each committee has a provost representative
 - Balance of faculty representatives, campus administrators, and System Office staff
 - Faculty Assembly Chair tries to attend every committee meeting
- Six committees working on:
 - Faculty Retirement Incentive Program (FRIP) *Toby King, UNC Asheville*
 - Faculty Workload: *Diane Marian, UNC System Office*
 - Awards and Recognition: *Billy Ogletree, Western Carolina University*
 - Evaluation of Teaching: *Bethany Meighen, UNC System Office*
 - Post-Tenure Review: *Carol McNulty, UNC Wilmington*
 - Teaching/Professional Track Faculty: *Norma Houston, UNC System Office*

Steering Committee

- Coordinates between topical committees and integrates committee inputs where policies intersect
- Committee members:
 - David English, UNC System (*co-chair*)
 - Wade Maki, UNC Faculty Assembly Chair and UNC Greensboro Faculty (*co-chair*)
 - Michael Delafield, UNC System Office
 - Jack Monell, Winston-Salem State University
 - Rondall Rice, UNC System Office
 - Farrah Ward, Elizabeth City State University
 - Crystal Woods, Staff Assembly Chair and NCSSM
- All committee chairs attend Steering Committee meetings

Awards and Recognition

Chair: Billy Ogletree, Western Carolina

- Guiding questions and principles
 - Are award application processes clear, streamlined, and supported in a manner that makes broad participation likely?
 - Are award criteria structured in a manner that invites submissions from a diverse group of applicants representing all UNC System universities?
 - Are awards structured in a manner that encourages applications featuring innovative strategies to address current issues and challenges facing students and other UNC system stakeholders?
 - Are faculty awards constructed in a manner that addresses UNC System strategic categories and recognizes those having significant impact on the UNC System's ability to serve the state of North Carolina?
- Raise visibility of awards and ensure broad campus participation
 - Ensuring access by different disciplines and faculty backgrounds
 - Remove artificial requirements (e.g., tenure requirements for teaching awards)
 - Provide consistent support for applications
 - Align existing awards with changes in institutional focus and strategic objectives
 - Make applications process more consistent across institutions
- Foster innovation
 - Create a new award focused on innovative and integrated work
 - Connected to strategic plan and pillars
 - Consider team-based awards where appropriate

Evaluation of Teaching

Chair: Bethany Meighen, UNC System

- Use multiple instruments to assess teaching, to include
 - Student feedback for instructors
 - Peer assessments
 - Instructor-generated teaching portfolios
 - Examining other aspects
- Policies and practices for teaching evaluations
 - Transparency on how they will be used
 - Ensure equitable and consistent data collection for evaluations
 - Timetables for consistent, periodic intervals
 - Building and communicating best practices across institutions
- Interpretation and uses of teaching evaluation instruments
 - Training administrators to appropriately interpret results
 - Focusing on using results to inform faculty development
 - **Encourage faculty to reflect on results as part of annual review processes**
 - Reward and acknowledge high-quality teaching

Post-Tenure Review

Chair: Carol McNulty, UNC Wilmington

- Ensure rigor while providing flexibility for each institution to
 - Clearly define expectations for teaching, scholarship, and service
 - Explicitly delineate the ratings of "Exceeds, Meets, and Does Not Meet Expectations"
 - Clearly outline policies and procedures for cases of "Does Not Meet Expectations"
- Better implement mechanisms to consistently evaluate performance
 - Ensure that "sticks" are used consistently across and within institutions
 - Develop and implement consistent "carrots" that recognize and reward performance
 - Increased rewards/recognition will help with retention
 - Identify individuals who could be considered for Faculty Award or Recognition
- Process
 - Five-year review cycle seems appropriate and consistent with other institutions/systems
 - **Imperative to demonstrate clear alignment between annual review process and PTR**
 - Recommend adding a self-evaluation component to the requirements
 - Recommend a short training video for evaluators
 - Change policy to reflect dept heads (not provosts) ensure evaluators receive training

Teaching/Professional Track Faculty

Chair: Norma Houston, UNC System

- Themes:
 - Recognize the valuable contribution that "professional track" faculty make to the university (43.5% of all full-time faculty are not on tenure track/tenured)
 - Clearly define "professional track" faculty
 - Update policies to create equity for these faculty in conditions of employment and work environment
- Three subcommittees:
 1. **Definition** of "professional track faculty" (focusing on full-time; not adjuncts)
 2. **Conditions of Employment:** length of appointments, notices of renewal/non-renewal, compensation, etc.
 3. **Work Environment:** evaluation and promotion criteria, workloads, awards eligibility, participation on faculty governance, academic freedom protections
- Subcommittees meeting and developing preliminary working papers for full committee discussion

Early Discussion - Definition

- Terminology should define who faculty are, not by what they are not (i.e., "non-tenure track")
- Definition should encompass the variety of roles faculty serve (teaching, research, service, clinical, administrative)

Early Discussion - Conditions of Employment

- Conditions of employment should be equitable with those of tenure track/tenured faculty, including: career progression, notice of renewal/nonrenewal, evaluations, access to grievance processes
- Balancing the need to set systemwide standards while maintaining flexibility for campus policies
- Recommendations will include suggested provisions to incorporate into *The Code* and more specific details that could be implemented through regulation

Early Discussion – Work Environment

- Faculty should enjoy same opportunities for leadership positions, awards and recognition, and academic freedom protections
- Workloads should be equitable

Teaching/Professional Track Faculty – Benefits of Policy Change

Chair: Norma Houston, UNC System

- UNC institutions seen as a more attractive employer to prospective new faculty for whom a professional track appointment is appropriate or preferred
- Increased performance, morale, and retention of professional track faculty
- Improved comprehensive long-range budget/resource planning for departments, schools, and institutions (especially when considering more multi-year contracts and accompanying career progression paths)
- Stronger academic freedom protections for professional track faculty
- Ensure alignment of job duties and contractual expectations

Faculty Retirement Incentive Program (FRIP)

Chair: Toby King, UNC Asheville

- UNC System is seeking legislative authorization to create a Faculty Retirement Incentive Program (FRIP)
- This is a tool commonly used in the private sector to manage employee headcount and expenses, and has become more common in higher education
 - The university benefits from being able to strategically reallocate resources in alignment with current priorities
 - The faculty member receives an additional retirement benefit
- Incentive Fund Request
 - UNC System is requesting \$16,800,000 in non-recurring funds from the General Assembly to help launch the program
 - These one-time funds would be used to assist the constituent institutions in identifying a sufficient pool of faculty to make a meaningful impact

Faculty Retirement Incentive Program (FRIP)

Chair: Toby King, UNC Asheville

- Motivations
 - Enrollment necessitates an assessment of efficiencies and possible reallocations
 - Interest from UNC faculty and used at other systems/institutions
- Implementation
 - Specific to each institution, but with universal availability
 - Collaborative, between the administration, dept chairs, faculty, and HR
 - Incentive funds would be prioritized at five institutions with long-term enrollment challenges
- Eligibility
 - Voluntary, application-based processes
 - Minimum 10 years of continuous service and at least 55 years of age
 - Use an institution-specific process to assess applications
- Reallocation
 - Provosts responsible for reallocations in consultation with university leadership
 - Ensures administrative flexibility

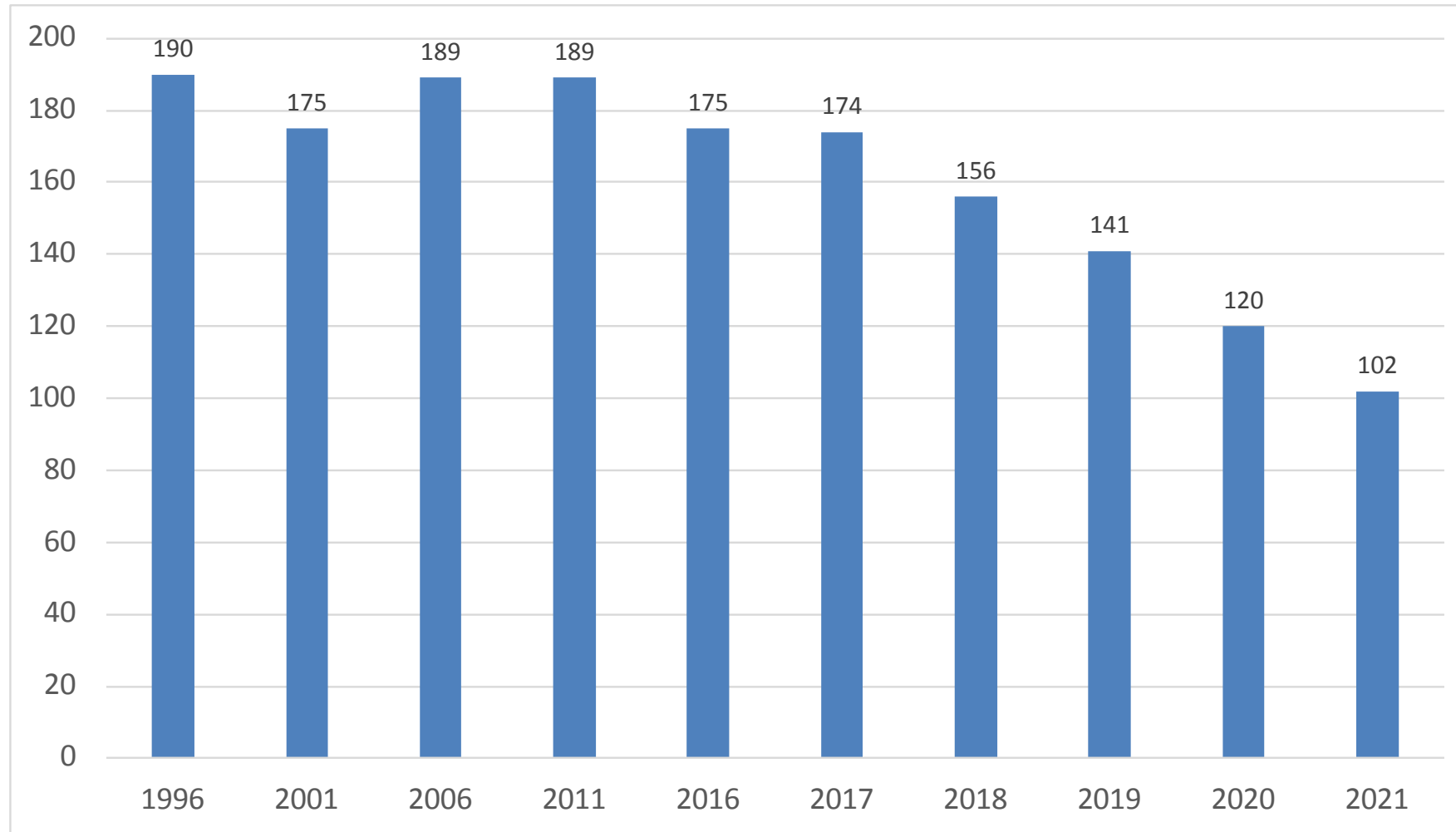
Faculty Workload

Chair: Diane Marian, UNC System

- UNC System has had a faculty workload policy since 1995 – the goal is to align the efforts of faculty with the strategic objectives of the institution by:
 - Managing resource allocation so that the **business model** has a balance of inputs (faculty salaries) and outputs (teaching, research, service)
 - Ensuring consistent and equitable **workload expectations** across individuals
- Problems with current policy approach
 - Does not address significant management responsibility for implementation
 - Delaware Study data lags significantly, only captures the fall semester, is not intended to measure workload, and represents a smaller number of institutions nationally
 - Tying individual workload expectations to institutional Carnegie Classifications creates perverse incentives
 - No consideration of class size, SCH generation, or research productivity

Faculty Workload – Delaware Study Participation

Chair: Diane Marian, UNC System



Participation in the Delaware Cost Study has declined precipitously since 2017

The reduced set has implications for data comparisons

Faculty Workload – Carnegie Classifications and Load

Chair: Diane Marian, UNC System

Campus	Research Doctoral Degrees	Professional Doctoral Degrees	Master's Degrees	Research Expenditures	Carnegie Classification	Teaching Load Standard
A	11	32	579	\$ 2,633,000		
B	13	0	704	\$ 3,268,000		
C	0	58	124	\$ 2,011,000		
D	19	0	164	\$ 4,695,000		
E	2	119	531	\$ 16,227,000		
F	24	14	883	\$ 17,515,000		
G	74	216	1,393	\$ 55,611,000		

Current policy pegs teaching loads for the entire university to Carnegie Classifications

Premise is more graduate education and research should result in a lower teaching load

Faculty Workload – Carnegie Classifications and Load

Chair: Diane Marian, UNC System

Campus	Research Doctoral Degrees	Professional Doctoral Degrees	Master's Degrees	Research Expenditures	Carnegie Classification	Teaching Load Standard
A	11	32	579	\$ 2,633,000	Doctoral/Prof	5
B	13	0	704	\$ 3,268,000	Master's	6
C	0	58	124	\$ 2,011,000	Doctoral/Prof	5
D	19	0	164	\$ 4,695,000	Master's	6
E	2	119	531	\$ 16,227,000	Master's	6
F	24	14	883	\$ 17,515,000	Research 2	5
G	74	216	1,393	\$ 55,611,000	Research 2	5

But Carnegie Classifications do not consider all aspects of institutional operations

Arbitrary cut points used by Carnegie have significant impacts on workload expectations for the entire faculty, regardless of their individual impact

Faculty Workload – Challenges with Current Approach

Chair: Diane Marian, UNC System

- Carnegie Classification Challenges:
 - **Meets standard:** A full professor at a Research I university teaches four courses per year, but is not meaningfully engaged in research or service activities
 - **Fails standard:** An assistant professor at a Baccalaureate college teaches seven courses per year, and directs a \$1 million-dollar research grant
- Organized Course Section vs. Enrollment Challenges:
 - **Meets standard:** An associate professor at a Master's university teaches six courses with a total enrollment of 42 students (126 SCH)
 - **Fails standard:** An associate professor at a Master's university teaches five courses with a total enrollment of 126 students (378 SCH)

Faculty Workload – February Discussion Points

Chair: Diane Marian, UNC System

- Policy should adhere to and implement prior action and recommendations taken by the Board and General Assembly
 - Teaching is the primary mission of the university
 - Student success is a primary strategic objective
 - Framework should address both cost management and individual workloads
- Institutions should have primary responsibility for the management and enforcement of faculty workload policies and decisions
 - Chancellors and provosts shall ensure robust campus framework for managing workload
 - Boards of Trustees should provide oversight to campus policy
- Board of Governors and UNC System Office should oversee and monitor data that connect to the overall institutional financial position
 - Board should review institutional compliance with workload policies
 - Delaware data should be reviewed to determine if it still provides robust cost comparisons

Faculty Workload – Guiding Principles

Chair: Diane Marian, UNC System

- Faculty are core to student success and the mission of our institutions
- Base work on best practices and research – goal is to maximize productive impact
- Comprehensive consideration of work as a process, not just a product
- UNC System policy should be sufficiently broad to recognize the different ways that faculty work contributes to their goals of their individual university and the UNC System
- In support of the UNC Strategic Plan, policy should recognize the diversity, complexity, and variability of faculty work in supporting the unique missions of our excellent and diverse institutions
- Understanding that UNC institutions operate in a world of challenging fiscal environments, changing enrollment patterns and institutional positions, and budgetary constraints

Faculty Workload – Possible Policy Actions

Chair: Diane Marian, UNC System

- Clarify Responsibility and Authority
 - Explicitly include Boards of Trustees in the policy as having primary responsibility for campus oversight
 - Empower chancellors and provosts to develop a robust campus framework for managing workload
 - Charge deans and department heads with the primary responsibility of working with faculty in establishing workloads that support institutional and strategic objectives
- Center student success, institutional mission, and budgetary realities
- Remove institutional Carnegie Classification as a determination of individual faculty members workload expectations
- Ensure **all faculty have a rigorous annual workplan and evaluation process** that captures all aspects of faculty work and effort via time allocations with a clear 1.0 FTE expectation
- Capture and track management of workload through a standardized report considered by the campus Board of Trustees and transmitted to the UNC System Office

QUESTIONS?

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AGENDA ITEM

A-4. North Carolina Area Health Care Centers (NC AHEC) Presentation..... Hugh Tilson

Situation: North Carolina Area Health Care Centers (NC AHEC) presentation including required annual NC AHEC report: Outcomes of North Carolina Medical School Graduates.

Background: Hugh Tilson, director of NC AHEC, will update the committee on healthcare workforce initiatives in North Carolina. (Mr. Tilson is also associate dean and an assistant professor in family medicine at the UNC School of Medicine.) The annual report responds to North Carolina General Assembly mandates, established in 1993, to expand the state's pool of generalist physicians. The mandates require that each of the state's schools of medicine develop a plan to expand the percentage of medical school graduates choosing primary care residency positions and that the data be monitored annually by the University of North Carolina Board of Governors.

Assessment: The initial discussion will cover NC AHEC's and North Carolina medical schools' efforts to improve primary care outcomes including in high needs areas at five years and ten years post-graduation for East Carolina University's Brody School of Medicine, Duke University School of Medicine, the University of North Carolina at Chapel Hill School of Medicine, and Wake Forest University School of Medicine

The discussion will also include ongoing efforts to establish the North Carolina Center on the Workforce for Health, which would engage health employers, workers, educators, government, and other partners to plan for and support the health workforce needed for a healthy North Carolina.

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

NC AHEC

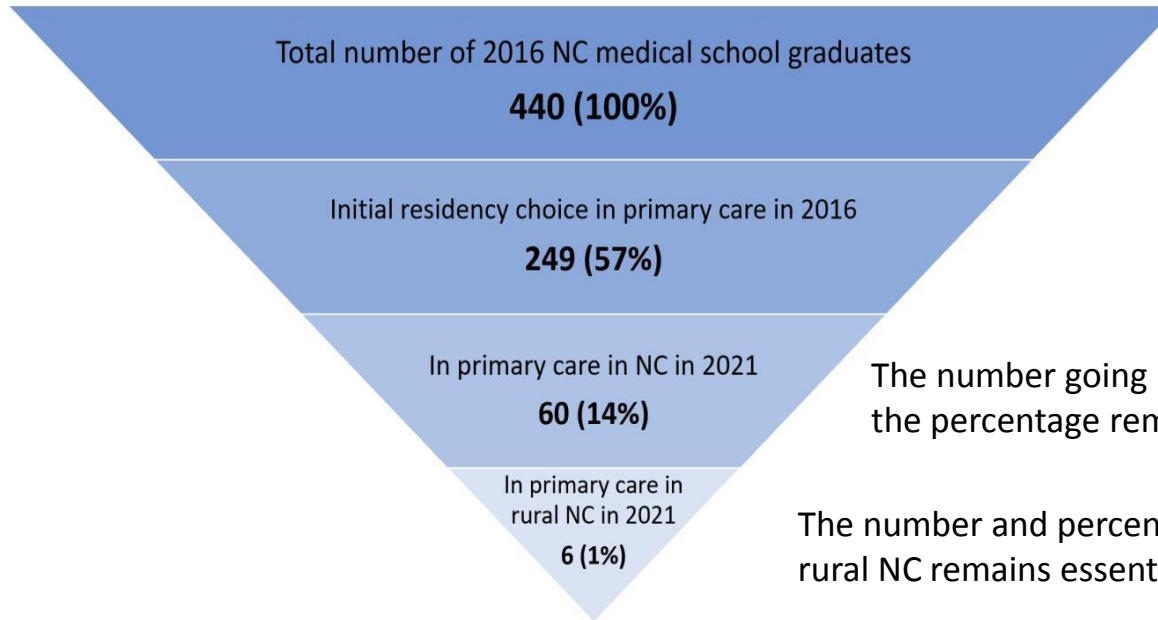
RECRUIT
TRAIN
RETAIN

Agenda

- Annual Report
- Actions to increase primary care in rural and under-served communities
- Preceptors
- Actions to plan and coordinate the systematic development of the health workforce

Annual Report

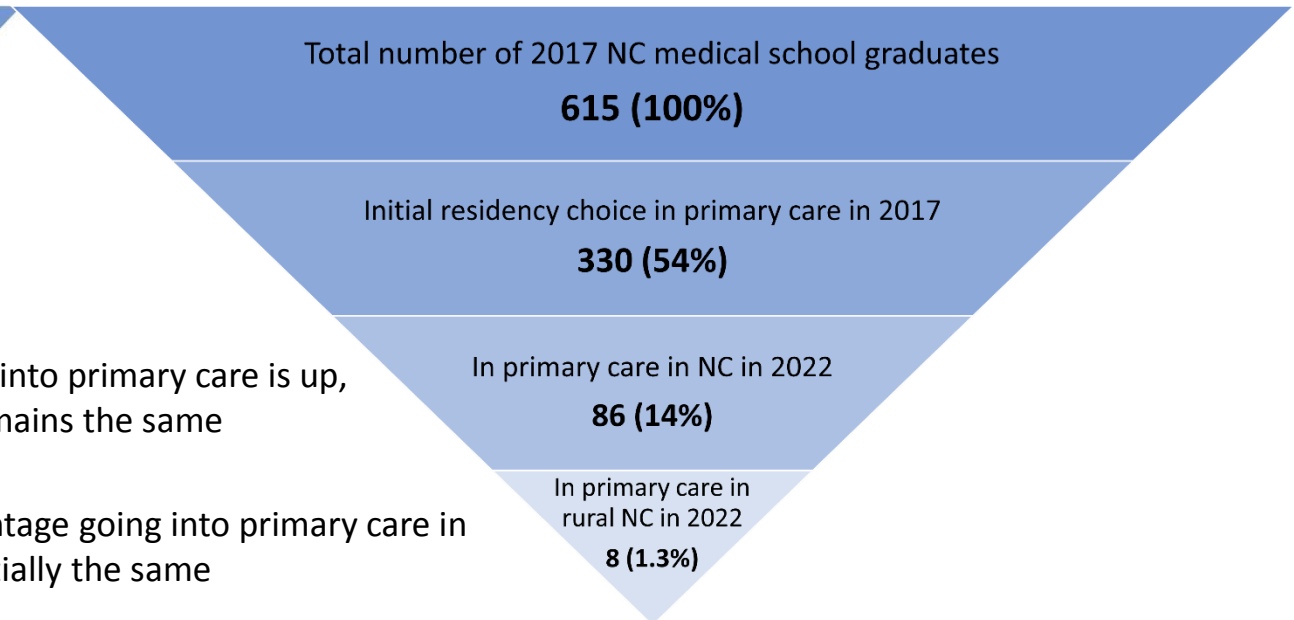
Retention of 2016 NC Medical Graduates in NC Rural Primary Care Five Years After Graduating



The number going into primary care is up,
the percentage remains the same

The number and percentage going into primary care in
rural NC remains essentially the same

Retention of 2017 NC Medical Graduates in NC Rural Primary Care Five Years After Graduating

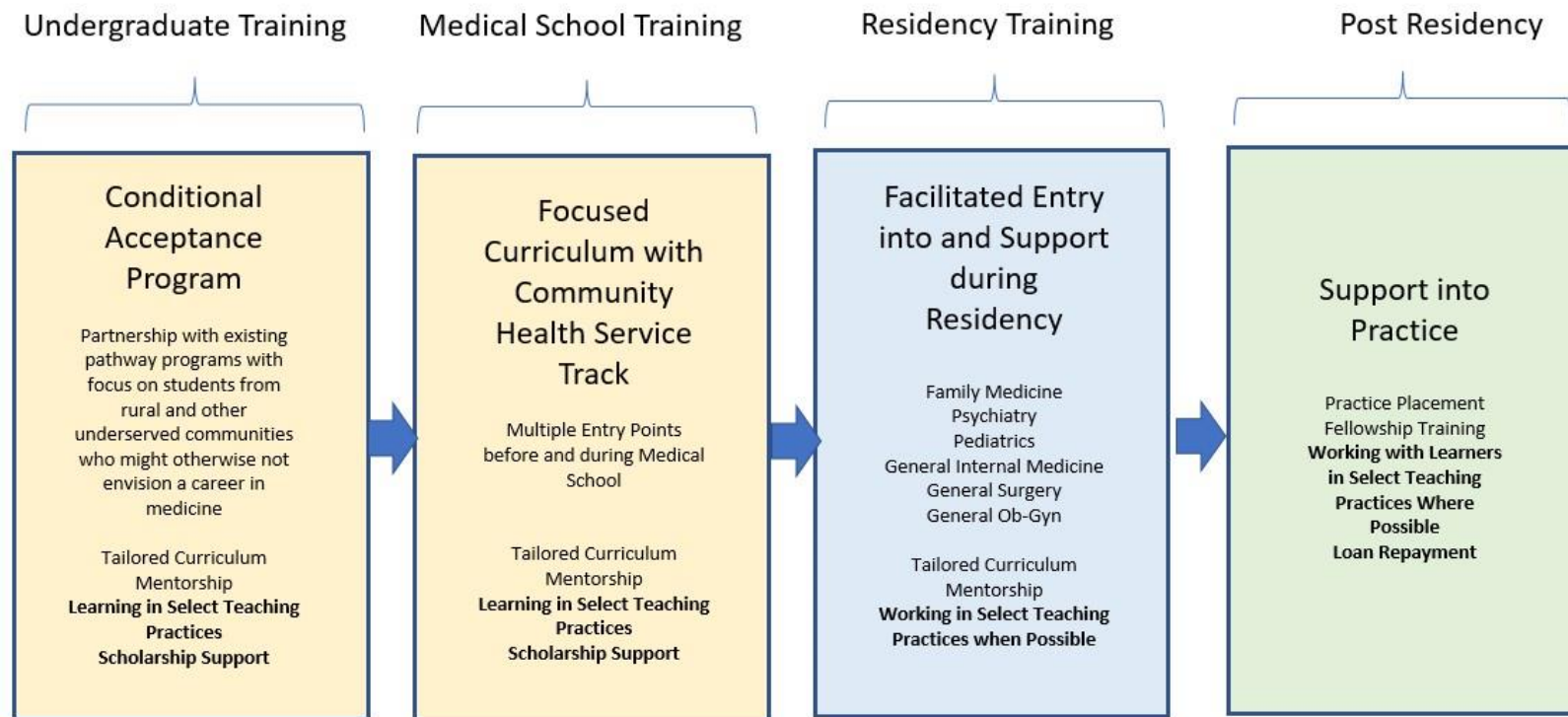


What we know

- Annual report indicates that medical students' sites of practice are largely unchanged from last year
- Primary care in rural settings is not for everyone but it is for some
- We are more likely to succeed in getting students to practice in primary care in rural settings if they are:
 - From rural settings
 - Are trained in rural settings and have a positive experience
 - Are supported when they return to a rural setting
- Some parts of this Pathway to Primary Care exist, some do not — none is coordinated yet

What we are working on

Pathway to Rural Primary Care



Elements of the Pathway

- 1) Recruit students into medical school who are more likely to pursue careers in needed specialties in rural and other underserved communities (**Conditional Acceptance Programs into Medical School**)
- 2) Train these students in high quality primary care while in medical school (**Focused Curriculum with Community Health Service Tracks**)
- 3) Create and Support high functioning primary care practices able to effectively teach (**Select Teaching Practices**)
- 4) Help students match into appropriate residencies and support them during residency training (**Facilitated Primary Care Residency Training**)
- 5) Provide further support and training after residency to optimize their successful entry into practice in rural and other underserved areas (**Fellowship Training Programs**)
- 6) Provide financial support during training to allow learners to focus on their training and not be burdened by debt load that dissuade them from pursuing careers in primary care: goal = entering practice without debt (**Scholarships and Loan Forgiveness Programs with Goal of Zero Debt**)
- 7) Continue to work at a national and state level to increase financial investments in primary care to allow for long term sustainability of primary care practices (**Increase Primary Care Reimbursement**)

Work already underway

- Scheduling meeting with UNC and ECU leaders in June to map out the Pathway and to identify and develop strategies to overcome barriers to implementation
- Build on programs like:
 - Kenan Rural Primary Care Scholars Program
 - Fully Integrated Readiness for Service Training (FIRST) Program
 - NC Rural Promise Scholarships
- Partner with other organizations to identify and on-board Select Practices
- Spread to other NC Medical Schools
- Deploy (at least parts) for AY24

Work already underway

The House Medicaid expansion proposal included language to establish the Doctors and Nurses in Rural Areas Forgivable Loan Pilot Program

SECTION 2.5.(b) Program; Purpose. – There is established the Doctors and Nurses in Rural Areas Forgivable Loan Pilot Program to be administered by the Authority. The purpose of the Pilot Program is, to the extent funds are provided pursuant to this section, to provide forgivable loans to eligible students who agree to practice medicine or nursing on a full-time basis in a rural area.

SECTION 2.5.(c) Eligibility. – The Authority shall establish the criteria for initial and continuing eligibility to participate in the Pilot Program, including at least the following:

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House Bill 76-Second Edition

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- (1) All loan recipients shall be residents of North Carolina and shall attend an eligible postsecondary institution.
- (2) Standards necessary to ensure only qualified persons receive a loan under the Pilot Program, including priority for applicants from rural areas. These standards may also include minimum grade point average and satisfactory academic progress.
- (3) To the extent funds provided pursuant to this section are insufficient to award forgivable loans to all interested, eligible students, the Authority may establish a lottery process for selection of loan recipients from among qualified applicants within criteria established by this section.

SECTION 2.5.(d) Loan Terms and Conditions. – To the extent funds are made available to provide loans pursuant to the Pilot Program, the following terms and conditions shall apply to each loan made pursuant to this section:

- (1) Promissory note. – All loans shall be evidenced by promissory notes made payable to the Authority.
- (2) Interest. – All promissory notes shall bear an interest rate established by the Authority that does not exceed ten percent (10%) and is in relation to the current interest rate for non-need-based federal loans made pursuant to Title IV of the Higher Education Act of 1965, as amended. Interest shall accrue from the date of disbursement of the loan funds.
- (3) Loan amount. – Loans shall be awarded to eligible students each academic year, per eligible student, for up to four academic years, based on the degree the student is pursuing in the amounts provided in the below table.

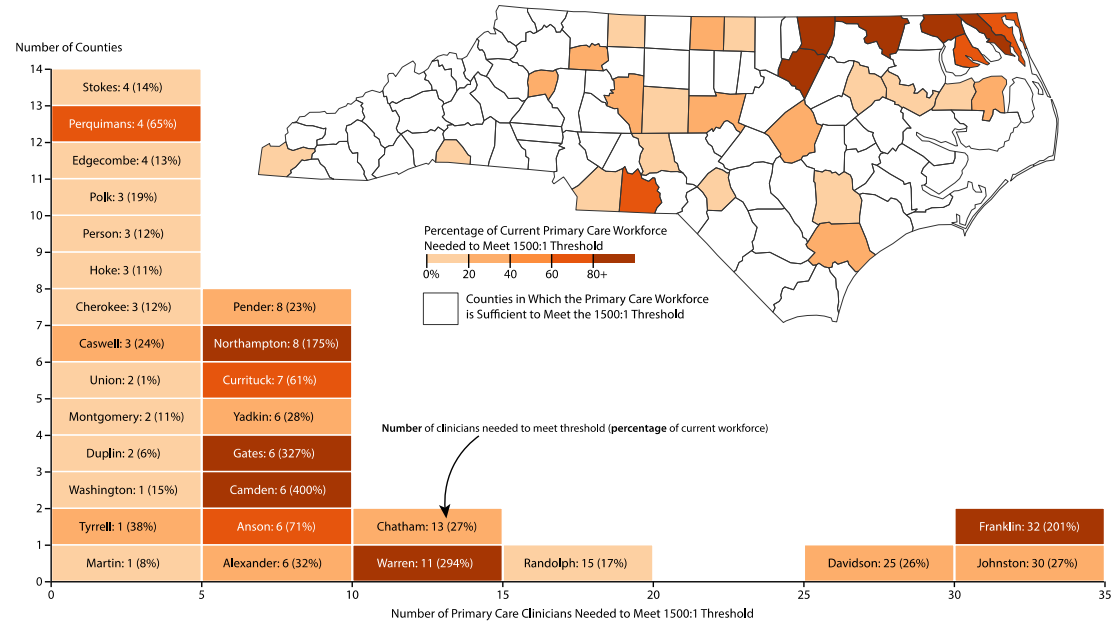
Degree	Award Amount Per Year
Doctor of Medicine	\$28,000
Doctor in Nursing	\$28,000
Masters in Nursing	\$20,000
Bachelor in Nursing	\$14,000
Associate in Nursing	\$6,000

Work already underway

Leverage data to identify highest need/highest impact communities - align efforts

NOTE: This chart is for example purposes only – it might not be the best approach for this goal

Percentage of Current Primary Care Workforce Needed to Meet 1500:1 Population to Clinician Threshold, 2017 - 2021 Average, North Carolina



Notes: Primary care physicians, physician assistants, and nurse practitioners are defined as in Spero, J. C., & Galloway, E. M. (2019). Running the Numbers. North Carolina Medical Journal, 80(3), 186-190. Physicians with a primary area of practice of obstetrics/gynecology were weighted as 0.25 of a full-time equivalent (FTE) primary care practitioner. All other primary care physicians were weighted as 1 FTE. Primary care physician assistants, nurse practitioners, and certified nurse midwives were weighted as 0.75 FTE. Physician and physician assistant data are derived from licensure data provided by the North Carolina Medical Board. This analysis only includes physicians who are not residents-in-training and are not employed by the Federal government. Nurse practitioner and certified nurse midwife data is derived from licensure data provided by the North Carolina Board of Nursing. Data include active, licensed practitioners in practice in North Carolina as of October 31 of each year. Practitioners are assigned to counties based on primary practice location. County populations were adjusted for age and gender according to primary care use rates described in data from the Medical Expenditure Panel Survey. The raw (unadjusted) population data was from the NC Office of State Budget and Management (<https://www.osbm.nc.gov/demog/county-projections>).

Work already underway

Choosing a primary care residency in North Carolina increases the likelihood of practicing in North Carolina

NCAHEC provides support for NC Academy of Family Physicians Family Medicine Day – students attend free sessions to learn more about NC Family Medicine Residencies

NCAHEC provides support for students and residents to attend NCAFP, NC Pediatric Society and NC Psychiatric Association Annual Meetings to build community

JOIN THE NCAFP FOR

FAMILY MEDICINE DAY 2023

February 18th • 10:00am-8:30pm
Sheraton Imperial Hotel • Durham, NC



Join the NCAFP and NC AHEC for an action-packed, fun filled day of hands on, clinical skills workshops taught by NC Family Medicine Residency Programs, followed by a Residency Recruitment Fair!

10:00 am – 11:00 am	FMIG Meeting
11:00 am – 11:30 am	Arrivals & Check-In
11:30 am – 12:15 pm	Keynote Presentation • Rhett Brown, MD
12:30 pm – 1:45 pm	Track One Workshops
2:00 pm – 3:15 pm	Track Two Workshops
3:30 pm – 4:45 pm	Track Three Workshops
5:00 pm – 6:15 pm	Track Four Workshops
6:30 pm – 8:30 pm	Family Medicine Recruitment Fair

PARTICIPATING RESIDENCY PROGRAMS
Cone Health, East Carolina University/Vidant Medical Center, MAHEC Boone, UNC Chapel Hill, Wake Forest University, MAHEC Asheville, Atrium Health Cabarrus, Novant Health Huntersville, Harnett Health, Atrium Health Charlotte, MAHEC Hendersonville, Novant Health Wilmington, Duke University Hospital, Sampson Regional Medical Center

WORKSHOPS
Mock Residency Interviews
Osteopathic Approach to Headaches
POCUS
Suboxone Secrets
Suturing
Wound Care
Wilderness Medicine
Backboards and Braces
Skin Procedures
SPG Blocks
Endometrial Biopsy
LARC
Emotional Resilience
Amniotomies and Internal Fetal Monitoring



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THE REGISTRATION FEE IS \$20.00, BUT STAY THE DAY, COMPLETE THE ONLINE EVALUATION AND CHECK IN WITH STAFF PRIOR TO LEAVING THE MEETING SITE AND IF YOU'RE AN AAFP MEMBER YOU WILL RECEIVE YOUR REGISTRATION FEE RETURNED ONSITE!

NORTH CAROLINA AHEC



NORTH CAROLINA ACADEMY OF FAMILY PHYSICIANS FOUNDATION

Preceptors

- A Senate bill includes a comprehensive study of the issues related to the preceptor crisis
- The House budget includes this study language and funding for a pilot to develop team-based care clinical teaching hubs

GENERAL ASSEMBLY OF NORTH CAROLINA	
SESSION 2023	
S	1
SENATE BILL 310	
Short Title: Solving the Preceptor Crisis. (Public)	
Sponsors: Senators Adcock, Woodard, and Lee (Primary Sponsors).	
Referred to: Rules and Operations of the Senate	
March 15, 2023	
A BILL TO BE ENTITLED	
AN ACT TO DIRECT THE NORTH CAROLINA AREA HEALTH EDUCATION CENTERS PROGRAM TO STUDY IMPEDIMENTS TO THE AVAILABILITY OF COMMUNITY-BASED PRECEPTORS.	
Whereas, North Carolina must devise solutions to the healthcare preceptor crisis by first assessing the causes and related environmental factors; Now, therefore,	
The General Assembly of North Carolina enacts:	
SECTION 1. The North Carolina Area Health Education Centers Program (NC AHEC) shall study (i) the availability of community preceptors in North Carolina and nearby states and (ii) the demand for those preceptors, including factors that influence the supply and barriers that community-based outpatient clinicians face in teaching healthcare professional students. NC AHEC shall provide an interim report with its findings to the Joint Legislative Education Oversight Committee and the Joint Legislative Oversight Committee on Health and Human Services no later than April 1, 2024, and a final report no later than September 1, 2024. NC AHEC shall consult with other healthcare professional organizations and boards, including, but not limited to, the North Carolina Nurses Association, the North Carolina Academy of Family Physicians, the North Carolina Academy of Physician Assistants, the North Carolina Healthcare Association, the North Carolina Independent Colleges and Universities, the North Carolina Medical Society, the North Carolina Pediatric Society, The University of North Carolina, the North Carolina Board of Nursing, and the North Carolina Medical Board. As part of its study, NC AHEC shall do at least the following:	
(1) Survey other states to identify the best innovative and effective approaches to address preceptor shortages for medical students, nurse practitioner students, physician assistant students, and prelicensure nursing students.	
(2) Research and report on the current approaches to identifying, engaging, financing, and evaluating clinical training sites and how schools use tuition funding to cover their students' costs related to clinical placements and training. As part of this component of the study, NC AHEC shall consult with the Board of Governors of The University of North Carolina, the State Board of Community Colleges, and the North Carolina Independent Colleges and Universities.	
(3) Assess the capacity of North Carolina and nearby states for clinical training sites, in consultation with the North Carolina Healthcare Association (NCHA), the North Carolina Community Health Center Association, and clinically integrated networks, including the following information for North Carolina:	



NC AHEC TO ESTABLISH TEAM-BASED CARE CLINICAL TEACHING HUBS AND STUDY IMPEDIMENTS TO THE AVAILABILITY OF COMMUNITY-BASED PRECEPTORS

SECTION 8.4.(a) Of the recurring funds appropriated in this act to the Board of Governors of The University of North Carolina to be allocated to the University of North Carolina at Chapel Hill for the North Carolina Area Health Education Centers Program (NC AHEC) to create team-based teaching sites, NC AHEC shall contract with up to five rural community-based medical teaching practices for at least one hundred fifty thousand dollars (\$150,000) per teaching practice per year to establish and maintain up to five outpatient, clinical, team-based healthcare teaching sites across the rural areas of the State. At least one site shall be located in each of the three regions of the State. For purposes of this subsection, the regions of the State are the Western region, the Piedmont region, and the Eastern region. The teaching sites shall serve as team-based locations for medical students to learn alongside nurse practitioners or physician assistants in rural clinical primary care rotations. Community-based medical teaching practices receiving funds pursuant to this subsection shall contract with clinical preceptors to provide instruction, including significant time devoted to clinical instruction, to medical students and student nurse practitioners or student physician assistants. In establishing and maintaining these teaching sites, NC AHEC shall provide technical assistance to the teaching sites and consult, as appropriate, with schools within institutions of higher education that provide instruction for medical students, nurse practitioner students, and physician assistant students. No later than March 15 of each year funds are provided under this subsection, NC AHEC shall study the impact of the teaching sites and report at least the following information to the Joint Legislative Education Oversight Committee and the Joint Legislative Oversight Committee on Health and Human Services:

- (1) The identity of the community-based medical teaching practices receiving funds.
- (2) An analysis of the financial impact of providing these services on a community-based medical teaching practice.
- (3) The impact of the teaching sites on (i) the learning and success of students and (ii) the health and well-being of the respective service areas for each site.

SECTION 8.4.(b) Of the funds appropriated in this act to the Board of Governors of The University of North Carolina to be allocated to the University of North Carolina at Chapel Hill for the North Carolina Area Health Education Centers Program (NC AHEC), NC AHEC may use up to two hundred fifty thousand dollars (\$250,000) in each year of the 2023-2025 fiscal biennium to study (i) the availability of community preceptors in North Carolina and nearby states and (ii) the demand for those preceptors, including factors that influence the supply and barriers that community-based outpatient clinicians face in teaching healthcare professional students. NC AHEC shall provide an interim report with its findings to the Joint Legislative

NC Center on the Workforce for Health

- Partnership with NC AHEC, Sheps Center, NCIOM, NCDHHS, NC Commerce, NC Chamber Foundation
- Goal: Persistent, data-driven, transparent, accountable forum for stakeholders to plan for and develop the health workforce North Carolina needs
 - Short-term: share best practices and lessons learned; provide support where possible
 - Long-term: data-driven coordination of efforts at state and local levels; provide support for implementation
- Funding:
 - Anticipate start-up support for state-level work from BCBSNC Foundation and The Duke Endowment
 - General Assembly is aware of the Center and has a proposal
 - Working with NC Chamber Foundation to fund local implementation

FOR MORE INFORMATION

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AGENDA ITEM

A-5. UNC Systemwide Behavioral Health Initiatives..... Bethany Meighen

Situation: The committee will hear a presentation about the implementation of recommendations from the University of North Carolina System Office report “Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care”. Discussion will include updates on future student mental health initiatives throughout the UNC System.

Background: In September 2020, the University of North Carolina Board of Governors passed a resolution tasking the president with convening a group of experts across the UNC System to assess the status quo in student mental health provision and to develop a set of recommendations for the Board of Governors to consider. In response, the UNC System Office convened three workgroups made up of experts: Measurements and Outcomes, Promising Practices, and Innovation, and Finance. Over three months, these working groups met weekly, collected and analyzed data, and consulted with stakeholders across the UNC System. In May 2021, the groups published their findings and recommendations in the “Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care” report.

In May 2021, the UNC System received a \$5 million grant from the Governor’s Emergency Education Relief Fund to implement many of these recommendations. The UNC System Office in collaboration with campus partners has spent the past 22 months implementing a variety of student mental health initiatives with this grant funding. Recently, the UNC System received an additional \$7.7 million from the Governor’s Emergency Education Relief Fund to support additional mental health work.

Assessment: In this session, the committee will hear updates about the student mental health work that has been occurring across the UNC System and future student mental health initiatives.

Action: This item is for information only.



UNC Systemwide Behavioral Health Initiatives

April 19, 2023

Committee on Educational Planning, Policies, and Programs

Overview

- Review implementation of recommendations from Healthy Minds, Strong Universities Report
- Review 2023-2024 behavioral health initiatives

Healthy Minds, Strong Universities Report

- In September 2020, the Board of Governors passed a resolution tasking the president with convening a group of experts across the System to assess the status quo in student mental health provision and to develop a set of recommendations for the Board of Governors to consider.
- The resolution identified the following questions:
 - What is the appropriate level of mental health service that UNC System institutions should strive to provide, and how should the System measure whether that level of service delivery has been achieved?
 - Are existing funding sources sufficient to meet that standard across the System? What alternative revenue models should the UNC System consider?
 - What best practices and innovations should the UNC System and its constituent institutions consider to improve the delivery of student mental health services?

Healthy Minds, Strong Universities Report

- Strategic Initiatives Committee
- Report published in May 2021
- Series of recommendations from three working groups: Measurements and Outcomes, Promising Practices and Innovations, and Finance
- Recommendations for institutions and systemwide
- In May 2021, President Hans secured \$5 million from the Governor's Emergency Education Relief (GEER) Fund, a part of the federal government's Coronavirus relief efforts, to immediately begin implementing the recommendations outlined in this report related to acute student mental health needs.

Recommendations

- Create a System-wide network of referral resources for students seeking off-campus care (e.g. Shrink Space or Thriving Campus), such that centers can refer students out to appropriate providers across the State, regardless of where the institution is located.
- Create a System-wide pool of psychiatric providers and other specialized staff that operate as a shared service and can be deployed to institutions in need of assistance, either via regional hubs or from a centralized home.
- Explore System-wide solutions to providing or continuing after-hours care (in-person and/or virtual) to students to accommodate student needs (e.g. through ProtoCall Services).
- Implement “gatekeeper” training (such as Question, Persuade, and Refer (QPR) or Mental Health First Aid and offer tools for faculty and staff to help identify students who are showing warning signs of mental health distress and help students get the services they need.

Recommendations

- Create a System-wide network of certified trainers to work across universities to provide training to staff, faculty, and students, allowing campuses without such trainers to host programs such as Mental Health First Aid; Question, Persuade, and Refer (QPR) training; and Trauma Informed Care and Inclusion Training.
- UNC System institutions should actively increase awareness among students to utilize the student aid portion of HEERF to seek off-campus mental health support (especially for those students that remain in a distance learning environment or student subpopulations that may be better served by specialized clinicians in the surrounding community.)
- The System Office should identify and prioritize those specialized mental health services that need to be scaled up across the UNC System. Additionally, the System Office should work to secure one-time federal funds provided to the state for Coronavirus relief to identify the most appropriate service delivery model (in conjunction with UNC System institutions) for each specialized mental health service and develop a pilot model in key service areas.

Mental Health First Aid

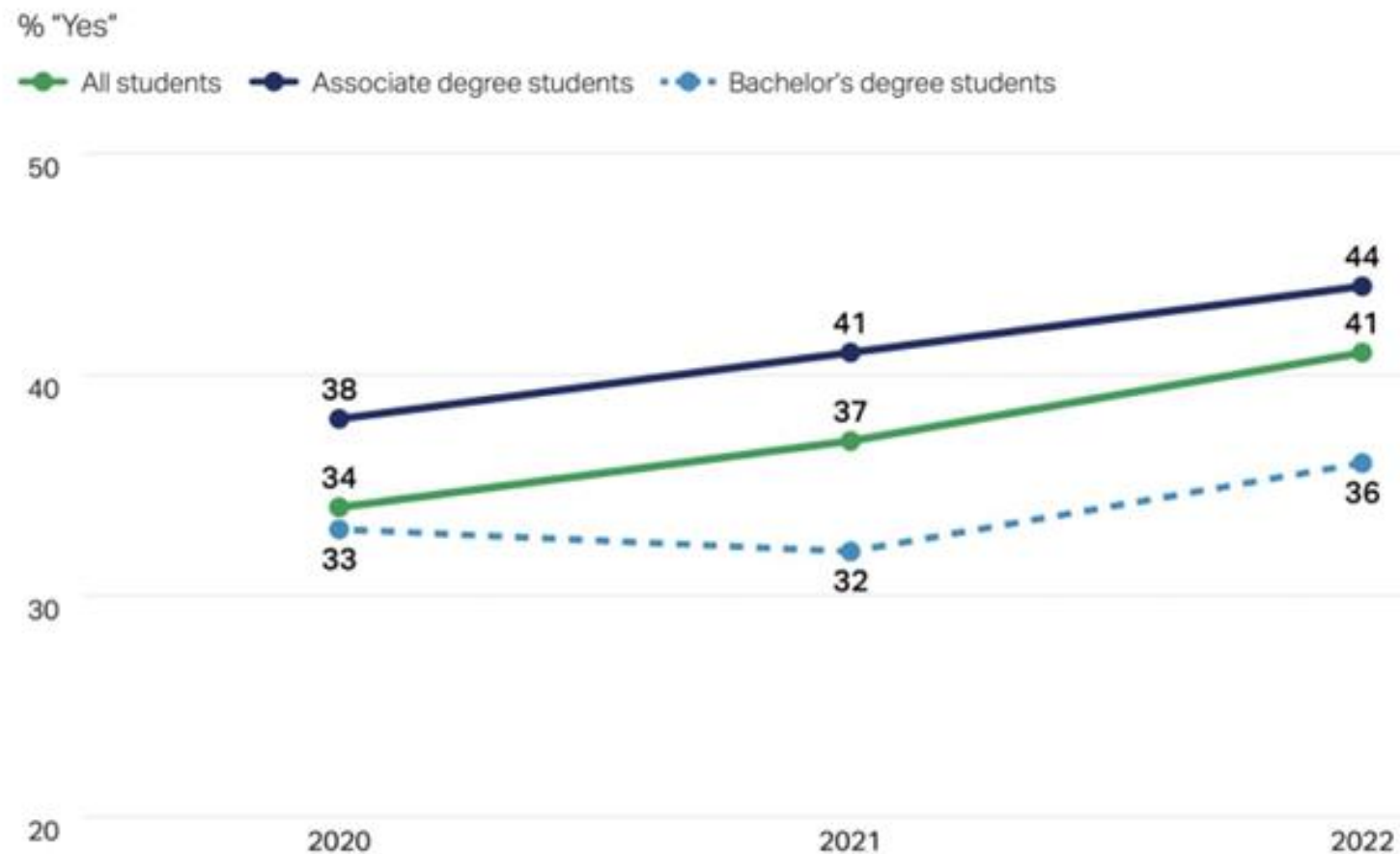
Breakdown of Certified MHFA Instructors Through the NC Higher Education MHFA Initiative

TYPE OF INSTITUTION	TOTAL MHFA INSTRUCTORS
UNC SYSTEM	169
NCCCS	94
NCICU	54
Not Affiliated	5
TOTAL	322 Instructors Certified

Stressed Out and Stopping Out: The Mental Health Crisis in Higher Education

- Lumina Foundation-Gallup State of Higher Education 2022 study
- Sample Size: 12,015 undergraduate students
- 41% of students enrolled in a postsecondary education program have considered “stopping out” in the past six months.
- 55% of students who have considered stopping out cite emotional stress as a reason why.

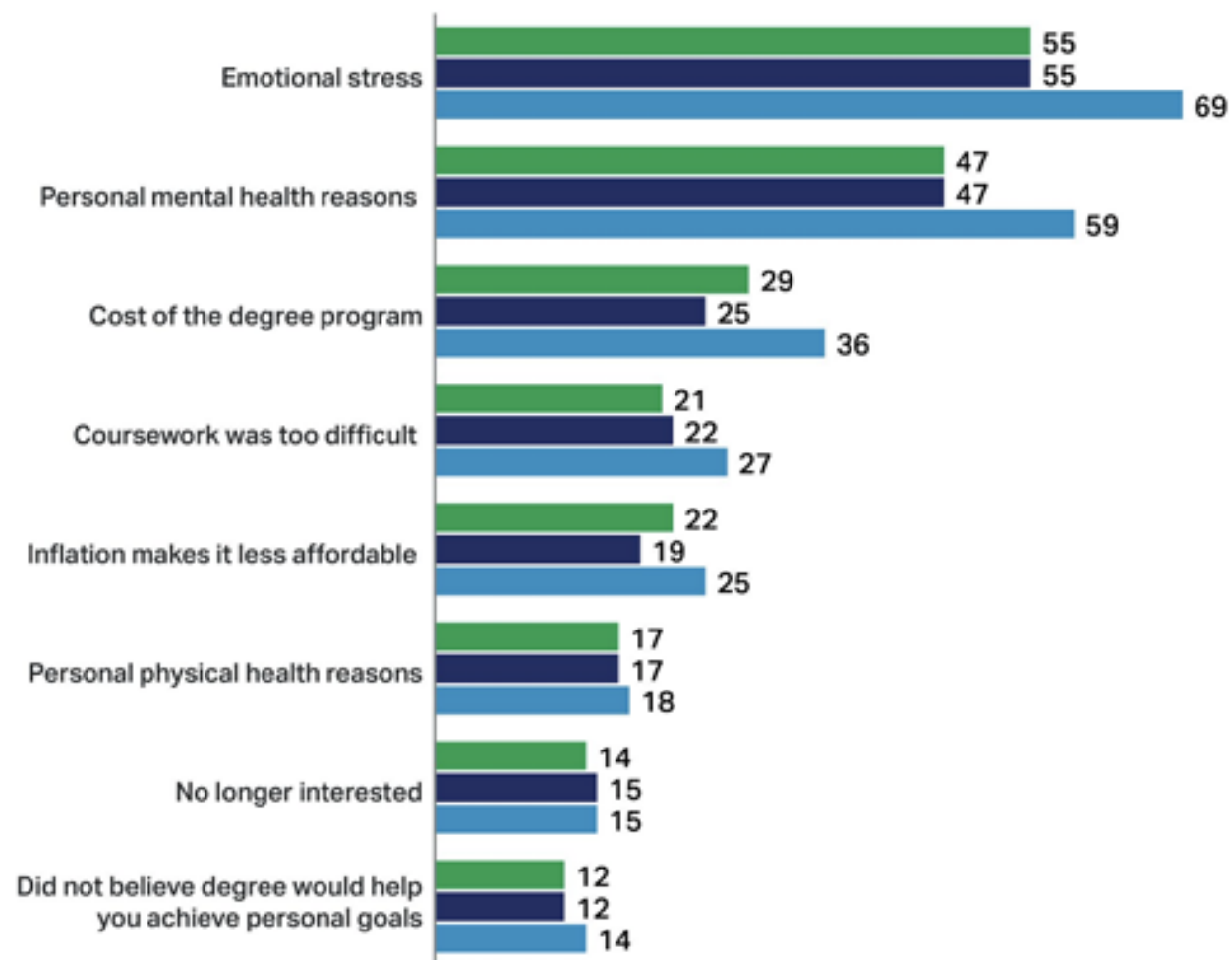
In the past six months, have you considered stopping your coursework (that is, withdrawing from the program for at least one term)?



Which of the following describes why you considered stopping your coursework?

% Most commonly cited reasons among students who say they have considered stopping out in the past six months

■ All students ■ Associate degree students ■ Bachelor's degree students



Continuance of Systemwide Behavioral Health Initiatives

- **After Hours Telephonic Behavioral Health Service:** Continue to provide 24/7 telemental health for students through extending the Protocall contract through June 2024.
- **Micro grants for off-campus referrals:** Some students require mental health services that can only be accessed off-campus. Each campus will receive funding for off-campus referrals, with an allocation formula that weighed campus need, capacity, and size. This new funding will continue the pilot program through June of 2024.
- **Shared Telepsychiatry Pilot Program:** Launched in September 2022 to address gaps in psychiatric care at some of our institutions and their surrounding communities. The pilot includes six of our schools (WCU, WSSU, UNCG, UNCP, FSU, and NC A&T). The program provides psychiatric services including neuropsychological testing and medication evaluation and management, to students who otherwise would have no access to the help they need. Since launching in September 2022, more than 150 students have been served. To coordinate implementation across our pilot campuses (WSSU, WCU, UNCG, UNCP, and FSU), the UNC System Office formed the Shared Psychiatry Advisory Resource Committee comprised of the POCs at our pilot schools and then a participant member from UNC Chapel Hill (an institution that has a well-established psychiatry practice on-campus). This new funding will continue and expand the pilot program to two additional schools through June of 2024.

New Systemwide Behavioral Health Initiatives

- **Systemwide Resilience Training for Incoming Students:** In collaboration with the Positive Psychology Center at the University of Pennsylvania the UNC System would offer a Train-the-Trainer program, in which participants will learn how to use resilience skills as well as how to teach resilience skills to students.
- **Case Management Support:** 12 Case Managers will be hired and provide support during the 2023-2024 academic year at selected institutions across the UNC System.
- **Systemwide Suicide Prevention Training:** 200 UNC System faculty, staff, and students will complete the QPR Gatekeeper Instructor Training Program and 3,500 UNC System, NCICU, and NCCCS faculty, staff and students will complete the QPR Gatekeeper Training Program
- **Competitive Resilience Grants to Universities**

New Systemwide Behavioral Health Initiatives

- **itMatters Pilot Program:** itMatters is an online behavioral intervention designed to specifically promote student well-being. Topics to be covered include Alcohol, Mental Health, Sleep Wellness and Stress Management.
- **Empathic Communications Training:** Drawing from the fields of health promotion, prevention science and motivational interviewing, it demonstrates the basic skills and strategies for effective conversations and to recognize and more effectively address mental health and substance use concerns of college students
- **Hilinski's Hope Supporting Athlete Well-Being:** A series of six on-line modules designed to help reduce the stigma of seeking help for mental health concerns and developed in partnership with Hilinski's Hope.
- **Hilinski's Hope Game Plan Training:** Provides practical tools for athletic programs to implement the change necessary to bring parity to mental health in line with all other illnesses and injuries these student-athletes face. This comprehensive training includes an on-line Train-the-Trainer Program for athletic staff, a Tyler Talk from the Hilinski's, a Team Training materials, Facilitator's Handbook, and the Hilinski's Hope Scorecard.

QUESTIONS?

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AGENDA ITEM

A-6. UNC System Academic Degree Program ActionsDaniel Harrison

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 approval from the University of North Carolina Board of Governors and those actions that are delegated to staff at the University of North Carolina System Office. This report presents those program actions that require Board approval.

Program Establishments (Vote Required)

Appalachian State University requests establishment of the Bachelor of Science (BS) in Professional Studies (CIP 24.0101)

Fayetteville State University requests establishment of the Bachelor of Science (BS) in Materials Science and Manufacturing (CIP 40.1001)

University of North Carolina at Charlotte requests establishment of the Bachelor of Science (BS) in Environmental Engineering (CIP 14.1401)

Background: 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 specialty codes are delegated to UNC System Office staff.

Assessment: Approval of the requested program actions is recommended.

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

**Request for Authorization to Establish
Bachelor of Science (BS) in Professional Studies
CIP 24.0101
Appalachian State University**

I. Program Highlights

- Appalachian State University proposes the establishment of a Bachelor of Science in Professional Studies. The major is designed to provide degree-seeking students, especially post-traditional and part-way home students with the knowledge, critical thinking, and leadership skills needed to take on complex responsibilities in a wide range of professional fields. The program will be available on the Boone campus, online, and at the App State Hickory site.
- The proposed program aligns with App State University's mission and vision to support educational access and empower learners through innovative academic programs accompanied by experiences taking place beyond the classroom, cultivating scholarship, engagement and creativity. The knowledge and experience gained will shape students into globally minded, responsible members of society who engage with and actively contribute to their communities.
- This program is well designed for part-way home students, military students, and high credit hour transfer students. App State has more than 7,200 part-way home students. As employers seek a workforce of individuals who have a bachelor's degree, this program will provide a flexible pathway for individuals to obtain a that degree in the most convenient way possible for learners. We have identified 4,357 students who withdrew in the last five years after having earned at least 60 credit hours. If this program is approved, we would immediately engage with this group of partway home students.
- Graduates, whether looking to enter the workforce, to make a career change, or to continue advancing within current employment, will be able to meet their goals with the completion of this rigorous academic yet flexible program. Students will work with advisors to design pathways that are individualized and applicable. There is a required course early in the program which introduces students to course choices to allow them the opportunity to develop skills and competencies to meet their future and career goals. The required capstone course will provide students a chance to exhibit these skills and competencies through an internship or other significant project.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** While the Professional Studies program will provide a clear path to graduation for traditional student populations, part-way home and those who have withdrawn from the institution, Appalachian will also look to expand the pipelines to post-traditional and adult learners in surrounding rural counties. Since this program builds upon courses already offered at Appalachian, this degree program will help former students with prior academic credit to reduce their cumulative student debt by maximizing the applicability of previously earned credits to a high-quality, post-secondary bachelor's degree.
2. **Student Demand.** The UNC System strategic plan includes a goal to increase access and grow student enrollment in Tier 1 and Tier 2 counties. Per *My FUTURENC*, there are over 7,000 adult students enrolled in North Carolina Community College curriculum programming in eight Tier 1 and Tier 2 counties surrounding Watauga in fall 2021. This flexible, online degree program will provide greater access to a degree completion program for students in Western North Carolina,

who currently have limited access to this type of degree program, given there are no public baccalaureate degree completion programs in the western region of the state. Giving students the viable option of an accessible, attainable degree will assist the UNC System in meeting the rural enrollments goal, as well as supporting the goal of learner persistence to help meet the State's economic needs of educating 2 million North Carolinians not yet holding a postsecondary degree.

Additionally, of the 791 students over the age of 25 who completed a degree at Appalachian State within the past 6 years after transferring in 60 plus hours (a target group for this degree program), the average number of credit hours earned by graduation is 140; 25% of this group earned over 152 credit hours by the time they graduated. This is significantly over the 120 credit hours required for a degree at Appalachian. It is our goal that the increased flexibility of this degree program will allow a significant number of these students to complete their degrees more efficiently.

- 3. Employment Opportunities for Graduates.** Given the flexibility of the program, there is an array of opportunities that awaits students once they successfully complete their individualized program. In January and February of this year, there were a total of 237,461 unique job postings in North Carolina of which at least 26% noted a bachelor's degree requirement for the position. (LightCast). While graduates of this program would not be eligible for all of these positions, perhaps graduates can use the flexibility of this program to be eligible for many more career paths than they would be without the bachelor of science degree. Additionally, within a two-year timeframe (2020-2022) there were more than 151,000 individuals within North Carolina who reported attaining an associate's degree as their highest level of education, (Lightcast). Over the last two years there were almost 250,000 job postings in North Carolina, which required a bachelor's degree, (Lightcast).
- 4. Impact on Access and Affordability.** The multiple modalities through which this program is offered provides students the opportunity to finish their degree in such a way that is convenient for them. Recognizing that this population is unique in terms of college credit completed, work experience, age, etc. Appalachian will provide ample support to these students starting at the prospect stage, and continuing as students move toward fulfilling their ultimate goal of attaining an undergraduate degree. Examining the costs associated with the Professional Studies degree programs and student debt is complicated as the comparisons are reflective of a traditional four-year program—many students will be able to complete this degree program in two years or less. Complexities aside, Appalachian can deliver an affordable Professional Studies bachelor's degree to students without students accruing a massive amount of debt. In 2023, Lightcast projected median earnings of a bachelor's degree within this field to be \$49,000 within North Carolina and \$52,000 nationally. After four years, the average debt of graduates earning a degree from North Carolina public/private institutions is between \$29,750 and \$21,720 with a median monthly loan payment of \$268 (U.S. Department of Education Scorecard); the average national debt of graduates is \$27,870 (Texas Public Policy Foundation, College Earnings and Debt by Major).

App State is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2023-2024 full-time (12+ credit hour) rates are as follows:

Full-Time 2023-2024 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	4,242.00	21,238.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,839.00 Online - 1,156.96	3,839.00 Online - 1,156.96
Special Fees	--	--

5. **Expected Quality.** A total of 120 hours is required for this program. This includes completion of 44 semester credit hours of general education, free elective hours, and degree-major hours—including 9 hours of required courses and the two areas of focus (each is a minor or certificate). Students will also meet all university residency requirements which means having at least 24 semester credit hours at the 3000 level or higher. Part of the purpose of the introductory course in this major is to help students think about the desired outcomes of their college experience, career-focused or other. Students will then discuss with an advisor how to choose degree focus areas to achieve these outcomes. The capstone course of the program is designed to give students hands-on experience in their area either through an internship or other significant project.
6. **Faculty Quality and Number.** If the program is approved, a program director will be hired whose duties will include teaching the introductory and senior capstone course for 2 sections, as well as working with advisors for oversight of students enrolled in this program. Initially, there will not be new faculty hired for this program, as the teaching responsibilities will be absorbed by current faculty members. This program will use existing course content provided by our faculty who teach general education and other relevant degree areas.
7. **Relevant Lower-level and Cognate Programs.** The flexibility and student choice present in the Professional Studies program allows students to build upon any expertise or specializations offered at Appalachian in any combination they desired outcomes.
8. **Availability of Campus Resources (library, space, etc.)** Whether students are taking online or in-person courses, Appalachian is equipped with sufficient infrastructures related to library resources, physical space, instructional technology, student support resources, etc. No new space will be needed at this time.
9. **Existing Programs (Number, Location, Mode of Delivery).** There are similar degrees at: East Carolina, University Studies - 24.0101, On-campus and Online; Fayetteville State University, Interdisciplinary Studies - 24.0101, On-campus and Online; UNC Charlotte, Professional Studies, online; UNC Greensboro, Liberal and Interdisciplinary Studies - 24.0101, On-campus and Online
10. **Potential for Unnecessary Duplication.** The proposed Professional Studies program differs from the above mentioned UNC System programs in the required number of general education credit requirements, and significant degree-major requirements which includes the completion of two focus areas, (a minor or certification with at least 12 hours each). The program will serve former App State students who left the university in good standing as well as military students because

both populations have significant prior learning credits which will be readily applied to the degree requirements. Additionally, non-traditional and stop-out students often want to return to college at an institution close to where they live. The other UNC System institutions with similar degree programs are in the piedmont and eastern part of the state. The program gives students in the western part of the state an option nearby through which to complete their degrees.

- 11. Feasibility of Collaborative Program.** While collaborating with other UNC System institutions isn't explicitly laid out in this proposal, the opportunity does exist. App State currently serves almost 5,000 transfer students, many of whom bring credit into Appalachian from other UNC System institutions. This program will ensure that students transferring in will maximize applicability of transfer credits towards a degree at Appalachian, while obtaining their degree in a minimal number of hours (120 SCH). Additionally, students will be permitted to take visiting coursework at other UNC System or North Carolina Community College institutions to supplement Appalachian's offerings, provided they have sufficient credits in-residence per institutional and System policies.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The academic proposal was reviewed and approved by The Academic Policy and Procedure Committee; Dr. Ted Zerucha - Assistant Vice Provost, General and Experiential Education; Dr. Mike McKenzie - Vice Provost of Academic Program Development and Strategic Initiatives; Dr. Dan Layzell - Vice Chancellor of Finance and Operations; Dr. Heather Hulburt Norris - Provost and Executive Vice Chancellor; and Dr. Sheri Everts – Chancellor.

UNC System Office Review Process and Feedback. Throughout the review process, Appalachian State University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that the Board of Governors approve Appalachian State University's request to establish the Bachelor of Science in Professional Studies (CIP 24.0101), effective fall 2023.

**Request for Authorization to Establish
Bachelor of Science (BS) in Materials Science and Manufacturing
CIP 40.1001
Fayetteville State University**

I. Program Highlights

- Fayetteville State University proposes the establishment of a Bachelor of Science (BS) in Materials Science and Manufacturing.
- The purpose of the proposed degree program is to strengthen FSU's portfolio of innovative STEM degree programs consistent with the institution's mission statement. The program would support North Carolina's manufacturing industry, which produces 20 percent of the state's GDP and provides employment in rural counties at rates beyond the state and national average (according to the North Carolina Rural Economic Development Center). The proposed degree program would attract more students, including military-affiliated students, to the area and develop a STEM workforce for the state, nation, and U.S. Army.
- The proposed degree program would support the FSU Mission Statement by offering a "robust and innovative degree" program. The program would promote the goals of the FSU Vision Statement to become "the regional university of choice for students from rural, military, and other diverse backgrounds who are poised to become visionary leaders who transform communities, states, and nations."
- The proposed degree program in materials science and manufacturing would support the state economy by producing a skilled workforce in a STEM field. North Carolina is among the top 10 manufacturing states in the United States. Production industries are among the pillars of North Carolina's economy. Companies purchase significant inputs from many other sectors, including research and development, professional services, agriculture, travel, construction, and trucking. In North Carolina's 85 rural counties, employment in manufacturing is higher than the state or national average. In 18 rural counties, manufacturing accounts for more than 20 percent of local employment. However, there are no BS degrees in manufacturing offered in the state. The proposed degree program will directly support the manufacturing industry in the state.
- Fort Bragg, located near Fayetteville, NC, is the largest military installation in the U.S. by population. Approximately 30 percent of FSU students are military affiliated, including active-duty personnel and veterans. According to the Department of Defense (DoD), additive manufacturing is a powerful tool to enable innovation and modernization of defense systems, support readiness, and enhance innovation and capability. As DoD's demands in this field increase, the proposed degree program would attract more military affiliated students.
- Students who graduate from this program would be proficient in computational materials science and manufacturing methods in preparation for careers as science and technology professionals in production industry, government, military, and academia. They would apply their hands-on training to identify and solve real-world problems in materials and manufacturing systems, present solutions in oral, written, and graphic modes, conduct work or testing in materials science and manufacturing fields.

II. Academic Program Planning Criteria (UNC Policy 400.1)

- 1. Relation to Campus Distinctiveness and Mission.** The proposed degree program would provide a career option uniquely suited for the population served by FSU. Around 30 percent of FSU students are military affiliated and most of the students are from rural counties. In North Carolina, additive manufacturing provides 20 percent of the employment in 18 rural counties, a higher rate than the state average. The DoD published a strategy noting that additive manufacturing can enable innovation and support warfighter readiness. Given few other related bachelor's programs in the University of North Carolina System or at Historically Black Colleges and Universities nationwide, the proposed degree program may appeal to FSU's unique student population.

The proposed BS in Materials Science and Manufacturing degree program would be consistent with the FSU Mission Statement's position of offering a "robust and innovative degree" program. The proposed degree program's suitability for rural and military-affiliated students would support the FSU Vision Statement goal of becoming "the regional university of choice for students from rural, military, and other diverse backgrounds who are poised to become visionary leaders who transform communities, states, and nations."

- 2. Student Demand.** North Carolina is one of the top 10 manufacturing states in the United States. According to the North Carolina Rural Economic Development Center, manufacturing represents 20 percent of the state's GDP. In 18 rural counties, the employment in manufacturing exceeds the state average, accounting for more than 20 percent of local employment. Most students at FSU are from rural NC counties. However, the only bachelor's degree in Materials Science or Engineering is offered at NC State University. North Carolina students could benefit from an expansion of this career option.

The FSU Department of Chemistry, Physics, and Materials Science recognized a trend in student interest in materials science in recent years. Since December 2020, there have been seven graduates from the BS in Chemistry with a Concentration in Materials Science degree program. Since 2017, 10 students completed the Materials Science minor.

Nationally, the HBCUs that offer a bachelor's degree in manufacturing or materials science are Florida A&M University, Howard University, and Jackson State University. FSU may be able to attract prospective out-of-state materials science students considering attending an HBCU.

Fort Bragg, located near Fayetteville, is the largest military installation in the U.S. by population. Around 30 percent of FSU students are military affiliated, including active service persons and veterans. According to the "Department of Defense Additive Manufacturing Strategy" published in 2021 (<https://www.cto.mil/dod-additive-manufacturing-strategy/>), the value of additive manufacturing for innovation and modernization of defense systems has been recognized by DoD. The proposed degree program may attract military affiliated students.

- 3. Employment Opportunities for Graduates.** According to Burning Glass, a labor market analysis company, from 2016 to 2021, 391,058 jobs related to manufacturing were offered in North Carolina, mostly in Charlotte, the Research Triangle, and the Triad. More than 10,000 jobs related to manufacturing were offered in Fayetteville. Average salaries ranged from \$55,058 for managers, to \$79,551 for engineers and computer Occupations, and \$96,306 for sales managers. Burning Glass reported that employers were seeking skills in production, repair, project management, software

and information technology, etc. Most of the jobs were considered as low risk for replacement by automation. By far, the bachelor's degree was the credential most requested by employers.

FSU consulted with Dr. Yaroslava G. Yingling, NC State's Director of Undergraduate Programs, regarding their BS in Materials Science and Engineering degree program. Among their graduates from the BS degree program prior to the pandemic, 82 percent obtained jobs or were admitted to graduate schools at the time of graduation.

4. **Impact on Access and Affordability.** In fall 2021, Fayetteville State University became an NC Promise institution. NC Promise helps support FSU's enrollment and retention rate, while making the cost of tuition more affordable for in-state students. Fall 2023 tuition rates for student and commuter students are listed below. FSU is committed to its mission to meet the educational, career, and personal aspirations of its students from rural, military, and other diverse backgrounds. Providing a high-quality academic degree program that fulfills labor market needs at an affordable price can expand access for FSU students. Furthermore, the proposed program aligns with the UNC System-level goals of expanding access to affordable high-quality degrees by providing students from diverse background access to higher education and ensuring the UNC System education remains among the most affordable in the nation. FSU is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the ACADEMIC YEAR full-time (12+/9+ credit hour) rates are as follows:

Full-Time 2023-24 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	(NC Promise Tuition) 1,000.00	(NC Promise Tuition) 5,000.00
Tuition Differential	N/A	N/A
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	2,525	2,525
Special Fees	N/A	N/A

5. **Expected Quality.** The proposed degree program would consist of 120 credit hours: 39 credit hours of university core curriculum; 24 credit hours of correlative requirement courses (CSC 105: Introduction to Computer Science for Technical Majors, MATH 142: Calculus with Analytic Geometry I, MATH 241: Calculus with Analytic Geometry II, PHYS 125: College Physics I, etc.); 33 credit hours of materials science and manufacturing core requirements; 18 credit hours of general concentration courses; six credit hours of general concentration electives.

The proposed curriculum would offer a concentration in computation, including MATS 303: Data Visualization and Graphics, MATS 331: Numerical Methods in Material Processing, and MNFG 461: Machine Learning and Artificial Intelligence for Materials Science and Manufacturing. The proposed degree program would seek programmatic accreditation from the Accreditation Board for Engineering and Technology (ABET), a non-governmental organization that accredits post-secondary education programs in applied and natural science, computing, engineering, and engineering technology. The application for accreditation is allowed when at least one program graduate is

produced. Therefore, the Department of Chemistry, Physics, and Materials Science anticipates submission of the ABET accreditation application in the fifth year of the program.

6. **Faculty Quality and Number.** Faculty members in the chemistry program are qualified to teach courses in the proposed degree program, holding terminal degrees in relevant subject areas. Two additional tenure-track positions would be sought to meet the needs of program majors. The first faculty member would be requested for the beginning of the proposed degree program. The second faculty member would be hired in the third year to support student needs.
7. **Relevant Lower-level and Cognate Programs.** FSU has lower-level programs that can support the proposed degree program, including a minor in materials science and a minor in chemistry. This would be bolstered by MATS courses in the existing BS in Chemistry with a Concentration in Materials Science degree program. Other subject-matter fields at FSU would provide valuable support of the proposed degree program, including chemistry, mathematics, and statistics.
8. **Availability of Campus Resources (library, space, etc.)** FSU has sufficient existing infrastructure, including research laboratories and equipment, to support the proposed degree program. The proposed degree program will not create an immediate need to modify or upgrade existing technology, information technology, or services. If additional resources are needed due to increased enrollment, updates will be conducted using funds from university enrollment-driven resources and faculty research grant awards. The Charles Chesnutt Library has sufficient resources to support the proposed degree program. The library maintains over 365,000 book titles, 170,000 e-book titles, 1,080 current periodical titles, and 410 electronic journal titles. Students, faculty, and staff have access to over 11,600 full-text electronic journal titles through NC Live. In addition, the library provides over 400 full-text article and information databases and websites (including scholarly journals, magazines, newspapers, statistics, biographies, reference works, e-books, maps, and streaming audio and video). The Chesnutt Library is a depository for federal publications through the U.S. Government Printing Office and State of North Carolina Publication Office, providing access to 43,156 item holdings in government documents.
9. **Existing Programs (Number, Location, Mode of Delivery).** NC State University offers the BS in Materials Science and Engineering, entirely on campus. The enrollment for this program fell by ten students during covid to 115; the total enrollments in the two preceding years was 125 and 124 with 36 and 41 graduates respectively.

10. Potential for Unnecessary Duplication.

In the discipline of materials science, only NC State offers major and minor degree programs in Materials Science and Engineering. The programs are in the category of engineering and do not involve manufacturing. The University of North Carolina at Greensboro offers a Post-Baccalaureate Certificate in Advanced Materials. There are no other programs involving materials science for undergraduates in the UNC System. In the discipline of manufacturing, NC State offers the Master of Integrated Manufacturing Systems Engineering and Master of Biomanufacturing. North Carolina Agricultural and Technical State University offers the Master of Science in Technology Management with an Advanced Manufacturing concentration. There are no other universities offering manufacturing-related degree programs for undergraduates in the UNC System. Within the UNC System, no university offers an undergraduate degree program combining both materials science and

manufacturing. The proposed degree program would be unique and avoid duplication of curricular options at other universities.

- 11. Feasibility of Collaborative Program.** The proposed degree program would create collaboration opportunities with NC State, the University of North Carolina at Chapel Hill, and The University of North Carolina at Greensboro, which offer the BS, post-bacc certificate, or PhD in Materials Science or Manufacturing degree programs. In addition, collaborations may occur with North Carolina A&T, which houses a center for advanced manufacturing, and the University of North Carolina at Charlotte, which established a Center for Additive Manufacturing of Advanced Ceramics (CAMAC). Nationwide, there is a possibility for collaboration with Northwestern University, which offers Materials Science or Manufacturing degree programs.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The academic proposal was reviewed and approved by the following: The Department of Chemistry, Physics, and Materials Science Curriculum Committee, Dr. Daniel Autrey, Department Chair, the Lloyd College of Health, Science, and Technology (CHST) Academic Affairs Committee, Dr. Afua Arhin, Dean of the Lloyd College of Health, Science, and Technology, the Faculty Senate Academic Affairs Committee (Chair, Dr. Kimberly Hardy), the Faculty Senate (Chair, Dr. Zahra Shekarkhar), Dr. Nicole Lucas, SACSCOC Liaison, and Dr. Monica Leach, Provost and Vice Chancellor for Academic Affairs.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, FSU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that Board of Governors approve Fayetteville State University's request to establish the Bachelor of Science (BS) in Materials Science and Manufacturing (CIP 40.1001) effective fall 2023.

**Request for Authorization to Establish
Bachelor of Science (BS) in Environmental Engineering
CIP 14.1401
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte proposes the establishment of a Bachelor of Science (BS) in Environmental Engineering.
- The proposed program seeks to help satisfy the growing demand for licensed environmental engineers in North Carolina's largest metropolitan region, which is a hub in the Southeast for manufacturing and industrial activity.
- Through coursework that combines training in the core subject matter of environmental engineering with design experience that runs throughout the curriculum, students will have opportunities to assess, analyze, and solve real-world and locally relevant problems related to pollution of soils, water, and the atmosphere. These pollution prevention and engineering issues are particularly important in North Carolina's largest metropolitan area, as well as throughout the region with large sources of drinking water. Students will also learn and apply engineering approaches to providing adequate supplies of safe drinking water, protecting citizens from stormwater flooding, and preventing human impacts from hazardous waste pollution.
- The curriculum will provide students opportunities to engage with the community and work together to solve the unique problems present in a diverse urban environment as well as the areas within the region that are transitioning from farmland to residential and industrial. The proposed curriculum will provide students instruction and design experiences in the core subject matter areas within environmental engineering (water treatment, wastewater treatment, hazardous and solid waste, air quality engineering) and water resources engineering (fluid mechanics/hydraulics, groundwater and surface water hydrology, stormwater control).
- A market survey performed by EAB found that demand for environmental engineers within the state is growing at approximately 2.3 percent per month and currently exceeds that supplied by existing programs.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** UNC Charlotte is committed to addressing cultural, educational, environmental, health, and social needs of the greater Charlotte region. The proposed program draws from the strength of our existing coursework, allowing students to pursue opportunities not offered elsewhere in the region.
2. **Student Demand.** The proposed program responds to student interest and employment market demand, as validated by a EAB report. The EAB market survey found that demand for environmental engineers within the state is growing at approximately 2.3 percent per month and currently exceeds that supplied by existing programs.
3. **Employment Opportunities for Graduates.** Environmental engineers work in regulatory, compliance, and design functions related to environmental protection of air, water, and soil resources. The drinking water treatment and wastewater treatment sectors are major employers of environmental engineers. Environmental engineers also work to prevent and mitigate flooding,

human health, and infrastructure impacts from stormwater. Because their job functions relate to development and maintenance of essential human infrastructure such as drinking water supply and treatment; stormwater collection; and wastewater collection, treatment, and housing, societal demand for environmental engineers is robust.

Labor market research by EAB concluded that environmental engineering positions are expected to increase 18 percent statewide and 12 percent regionally between 2018 and 2028, which compares favorably to the nine percent statewide and 10 percent regional expected increases in employment over the same period for all occupations.

4. **Impact on Access and Affordability.** The median indebtedness for UNC Charlotte Civil and Environmental Engineering undergraduates is \$26,000. From the U.S. Bureau of Labor Statistics (May 2020), the median annual wage for environmental engineers was \$92,120, with the lowest 10 percent earning less than \$55,450, and the highest 10 percent earning more than \$144,670. A payment of \$288.65 per month is needed to satisfy a \$26,000 student loan at a 6 percent APR. Repayment of this loan for someone earning a starting salary of \$50,600 is about 6.8 percent of their annual salary and 3.8 percent for someone earning the median salary of \$92,120, making this proposed program an affordable option for students. The proposed BS in Environmental Engineering degree will increase both access and affordability in the state's most populous metropolitan region.

Tuition and fees for the 2022-23 full-time (12+ credit hour) rates are as follows:

Full-Time 2023-2024 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	\$3812.00	\$18,474.00
Tuition Differential	\$-0	\$0
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$3212.00	\$3212.00
Special Fees (Major Fee)	\$300.00	\$300.00

5. **Expected Quality.** Through coursework that combines training in the core subject matter of environmental engineering with design experience that runs throughout the curriculum, students in the proposed program will have opportunities to assess, analyze, and solve real-world and locally relevant problems related to contamination of soils, water, and the atmosphere. These pollution prevention and engineering issues are particularly important in North Carolina's largest metropolitan areas. Students will also learn and apply engineering approaches to providing adequate supplies of safe drinking water and protecting citizens from stormwater flooding and hazardous waste contamination.

This program is an important addition for UNC Charlotte because it will provide opportunities to engage with the community and work together to solve the unique problems present in a diverse urban environment. Graduates from the environmental engineering program will be critical,

creative, and independent thinkers who will support the interdisciplinary efforts required for the changing environmental needs of society.

6. **Faculty Quality and Number.** The faculty engaged in the proposed program are currently serving students in the Department of Civil and Environmental Engineering (CEE) within the William States Lee College of Engineering. Stability in the department and similarity between the existing BS in Civil Engineering and proposed BS in Environmental Engineering enables the program to be offered with nominal increases in faculty. One vacant faculty position will be reallocated to the proposed program. As the program grows, receipts generated will be used to hire additional faculty to support that growth.
7. **Relevant Lower-level and Cognate Programs.** The proposed program will be supported in coursework by chemistry, mathematics and statistics, biological sciences, geology and earth sciences, and physical and optical sciences among others. Expansion of these fields will be commensurate with their desired growth and not contingent on the demand of the proposed program.
8. **Availability of Campus Resources (library, space, etc.)** There are two labs that are proposed for the environmental engineering degree that are already part of the existing Civil and Environmental program. Therefore, existing campus physical spaces and infrastructure are sufficient to support the program. The library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the library can be obtained at other libraries in the state and region through Interlibrary Loan.
9. **Existing Programs (Number, Location, Mode of Delivery).** There is currently one existing undergraduate BS in Environmental Engineering in the University of North Carolina System: NC State University, which operates an on-campus program.
10. **Potential for Unnecessary Duplication.** A market survey performed by EAB found that demand for environmental engineers within the state exceeds that supplied by existing programs and the BS degree in Environmental Engineering will be distinct from those already offered within the UNC System in its locale and its focus on the specific educational and environmental needs of the Charlotte region.

The BS in Environmental Engineering will complement the existing BS in Civil Engineering degree by offering an option that provides the applied, hands-on teaching and learning approach for which the department is known. For 50 years the CEE department at UNC Charlotte has nurtured close, working relationships with the local engineering and water resources professional communities. There is an active, vibrant civil engineering alumni community in the Charlotte metropolitan area. Alumni and other local professionals are guest speakers, mentors, and project reviewers in many of the courses in the civil engineering curriculum.

11. **Feasibility of Collaborative Program.** The proposed program builds on an existing collaborative relationship between the related departments at UNC Charlotte and NC State. Close collaborations through research and career fairs will continue.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposed program was reviewed and approved by the Dean of the William States Lee College of Engineering, the Undergraduate College and Curriculum Committee, Faculty Council, provost and chief academic officer, chief financial officer, and chancellor.
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

Staff recommends that the Board of Governors approve the University of North Carolina at Charlotte's request to establish the Bachelor of Science (BS) in Environmental Engineering (CIP 14.1401) effective fall 2023.