

May 24, 2023 at 11:00 a.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

AGENDA

OPEN SESSION

- A-1. Approval of the Open Minutes of April 19, 2023.....Temple Sloan
- A-2. Academic Affairs UpdateDavid English
 - a. UNC System Intercollegiate Athletic and Financial Transparency Report AY 2021-2022
 - b. Update on the UNC System Educational Career Alignment (ROI)
 - c. Science of Reading
- A-3. UNC Systemwide Behavioral Health InitiativesBethany Meighen
- A-4. UNC System Comprehensive Faculty Policy Initiatives.....David English and Wade Maki
- A-5. Proposed Supersede to Section 400.3.4 of the UNC Policy Manual,
Policy on Monitoring Faculty WorkloadsDavid English
- A-6. UNC System Academic Degree Program Actions..... Daniel Harrison
- A-7. Licensure Program Approvals Daniel Harrison
- A-8. AdjournTemple Sloan

Additional Information Available:

Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care
UNC System Intercollegiate Athletics and Financial Transparency Report AY 2021-2022

DRAFT MINUTES OPEN SESSION

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

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

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 Open and Closed Minutes (Item A-1)

Vice Chair Bradley called the meeting to order at 10:34 a.m. on April 22, 2023.

Vice Chair Bradley 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.

Vice Chair Bradley called for a motion to approve the Open and Closed minutes of February 22, 2023.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open and closed minutes of February 22, 2023, as distributed.

Motion: Art Pope

Motion carried

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. UNC System Comprehensive Faculty Policy Initiatives (Item A-3)

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

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

Hugh Tilson, director of the North Carolina Area Health Care Centers, presented the legislature-required annual report on recently certified primary care physicians in North Carolina titled “North Carolina Area Health Care Centers (NC AHEC) Annual Report: Outcomes of North Carolina Medical School Graduates.”

Vice Chair Bradley called for a motion to approve the report.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the report and submission to the full Board through the consent agenda.

Motion: Anna Nelson

Motion carried

5. Systemwide Behavioral Health Initiatives (Item A-5)

Dr. Bethany Meighen gave an overview of student mental health work that has been occurring across the UNC System and future student mental health initiatives. Due to time constraints Dr. Meighen will continue the discussion at the May Board meeting.

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

The following requests for Academic Degree Program establishments were requested:

- Appalachian State University, Bachelor of Science in Professional Studies
- Fayetteville State University, Bachelor of Science in Materials Science and Manufacturing
- University of North Carolina at Charlotte, Bachelor of Science in Environmental Engineering.

Vice Chair Bradley 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: 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. UNC Systemwide Behavioral Health Initiatives..... Bethany Meighen

Situation: The abbreviated presentation from the April committee meeting about UNC System behavioral health initiatives will resume. The presentation includes the continuing 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” and updates on future student mental health initiatives.

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 a report titled “Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care.”

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 current and future student mental health initiatives.

Action: This item is for information only.



Systemwide Behavioral Health Initiatives

May 24, 2023

Committee on Educational Planning, Policies, and Programs



Focus on Student Mental Health



- Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care (May 2021)
- Eight overarching recommendations, identified highest priorities to address most immediately.
- Grant funding from Governor's Emergency Education Relief Fund supporting expansion of student mental health services.

“Many of our campuses have seen their counseling and outreach services strained to the breaking point, and I think it’s clear to all of us that we need a better approach to both helping students in need and creating a more supportive environment that addresses student mental health before it becomes a crisis,” said UNC System President Peter Hans.

Behavioral Health Initiatives

Current Behavioral Health Initiatives

- Online off-campus referral network*
- Shared telepsychiatry pilot*
- After-hours mental health care*
- Off-campus micro-grants*
- Clinically-moderated peer-support platform*
- Healthy Minds Study*
- Mental Health First Aid
- Behavioral health capacity building grants

Behavioral Health Initiatives

Upcoming Behavioral Health Initiatives

- JED Foundation
- Case Management Support
- QPR Training
- Resilience, Mental Health, and Wellbeing Grants
- Resiliency Training Program
- ItMatters Pilot Program
- Empathic Communications Training
- Hilinksi's Hope Student Athlete Mental Health Modules
- Transfer Student Resiliency

JED Campus



JED Campus and JED Campus
Fundamentals programs

New Initiatives

- **Case Management Support Expansion**
 - Case managers assess initial student needs, help create connections and coordinate services, generate and monitor action-plans, and educate and empower students to become strong self-advocates to initiate change and solve problems (Adams et al., 2014).
 - 16 Institutions Awarded
 - \$1.8M

New Initiatives

- **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
- **59 grants were awarded totaling \$404,550.93**
 - The total number of anticipated Gatekeepers trained is 20,490 and the total number of anticipated Gatekeeper Instructors trained is 612 before June 30, 2024
- **QPR Training Symposium Summer 2023**



New Initiatives



- **Resilience, Mental Health, and Wellbeing Grants**
 - 32 proposals submitted
 - Institutions funded: NC A&T, NCSSM, NCSU, UNCC, UNC-CH, UNCW, ULAC, WSSU
 - \$1.69M awarded

New Initiatives Launching Fall 2023

- ItMatters Pilot Program
- Empathic Communications
- Hilinski's Hope Student Athlete Mental Health Modules



Building Student Resilience

Question: How can we train students to be **resilient** in the face of challenges *before* they need assistance?

- The **Penn Positive Psychology Center's** Resilience Program trains students in proven Cognitive Behavioral strategies designed to replace inaccurate, self-defeating beliefs with more constructive thoughts.
- Rigorous evidence of effectiveness with college students
- **“Train the trainer”**: Penn instructors will train 72 university staff across the System who will then deliver resilience courses to groups of 10-15 students.



Self-Awareness

The ability to pay attention to your thoughts, emotions, behaviors, and physiological reactions.



Self-Regulation

The ability to change one's thoughts, emotions, behaviors, and physiology in the service of a desired outcome.



Mental Agility

The ability to look at situations from multiple perspectives and to think creatively and flexibly.



Strengths of Character

The ability to use one's top strengths to engage authentically, overcome challenges, and create a life aligned with one's values.



Connection

The ability to build and maintain strong, trusting relationships.



Optimism

The ability to notice and expect the positive, to focus on what you can control, and to take purposeful action.

Questions



THANK YOU

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AGENDA ITEM

A-4. UNC System Comprehensive Faculty Policy Initiatives David English & Wade Maki

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

May 24, 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 (Included in Senate Budget)
 - 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

Next Steps

- Currently receiving final reports from each of the working groups
- Will work to determine the areas of overlap and intersection over the summer, beginning to draft integrated policy revision
- Will bring consolidated proposed feedback to Ed Planning in September
- Next, revisions to *The Code* and Policy Manual will be adopted by the Board, regulations adopted by the president
- Campuses implement conforming changes to their institutional policies and procedures

QUESTIONS?

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AGENDA ITEM

- A-5. Proposed Supersede to Section 400.3.4 of the UNC Policy Manual,
Policy on Monitoring Faculty Teaching Workloads David English

Situation: A working group charged by President Hans has been actively working since January to review the existing faculty teaching workload policy and make recommendations for modifications. Faculty apply advanced training and education towards teaching, research/creative activity, and service in support of the mission of their individual constituent institution and the broader UNC System mission. In order to ensure that constituent institutions are deploying and monitoring faculty workloads in a consistent, efficient, and effective manner across the University of North Carolina System, a supersede of the existing Section 400.3.4 of the UNC Policy manual is proposed.

Background: The General Assembly first charged the Board of Governors with developing a faculty workload policy in the 1995 session. The Board adopted and developed the UNC Teaching Workload Reporting System, which was used until 2001. The Policy was revised by the Board at that time to adopt the National Study of Instructional Costs & Productivity, commonly known as the Delaware Study, to track faculty teaching load averages.

A workgroup composed of faculty, staff, and leadership from multiple constituent institutions and the UNC System Office have worked since January to determine recommended changes to the faculty workload policy. Updates were provided to the Committee on Educational Planning, Policies, and Programs in February and April, and the proposed policy supersede is consistent with those discussions. The proposed policy would support and advance the role of teaching as the primary mission of the university, identify student success considerations as a key pillar of workload, center institutional mission and budgetary realities in the conversation, remove Carnegie Classifications as a determinant of individual faculty members workload expectations, and ensure that all faculty have a rigorous annual work plan and evaluation that captures all aspects of faculty work and effort via time allocations with a clear 1.0 FTE expectation. It would charge institutions with the primary responsibility for the management and enforcement of faculty workload policies and decisions and enhance the quality of data analyzed at the campus, board of trustees, system office, and Board level.

Assessment: Staff recommends adoption of the proposed supersede to the policy.

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

Policy on Faculty Workload

I. Purpose. Faculty are the core means by which the University of North Carolina (UNC) System fulfills its statutory mission to "...discover, create, transmit, and apply knowledge."ⁱ Faculty apply advanced training and education towards teaching, research/creative activity, and service in support of the mission of their individual constituent institution and the broader UNC System mission. The Board of Governors has an obligation to ensure that the constituent institutions are deploying and monitoring faculty workloads in a consistent, efficient, and effective manner across the UNC System.

A. Faculty are critical for advancing the quality and impact of the UNC System and its constituent institutions. Faculty hold primary responsibility for designing and implementing curricula and academic programs; facilitating student success; engaging in research/creative activity; providing service to their disciplines and their communities; and enhancing the quality of life for North Carolinians. Faculty workload policies should acknowledge each of these areas and recognize faculty members' contributions to each.

B. North Carolina G.S. 116-1(b) specifies that the mission of the UNC System "...is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the educational process; and through public service, which contributes to the solution of societal problems and enriches the quality of life in the State." Faculty workload policies should take into account faculty members' contributions towards the University's mission.

Additionally, the Board has previously established the expectation that teaching "...should be the first consideration of all UNC institutions" in evaluating faculty.ⁱⁱ As such, teaching responsibilities shall serve as the core requirement and foundation of each constituent institution's faculty workload policy.

C. The Board of Governors has delegated to the boards of trustees of the constituent institutions the authority to adopt personnel policies for personnel in all categories of university employment, including policies governing academic tenure and promotion.ⁱⁱⁱ

II. Required Institutional Faculty Workload Policies.

A. Each UNC System institution shall develop policies and procedures implementing the provisions of this policy. Institutional policies shall be developed by the chancellor and provost, approved by the institutional board of trustees, and then approved by the president. Each constituent institution shall establish, publish, and monitor specific academic unit workload requirements that are consistent within the institution and across system institutions. All

workload decisions should be made with educational mission, student success, and financial implications in mind.

B. Responsibility for the successful implementation of the institutional faculty workload policies shall be shared among the following stakeholders:

1. Boards of Trustees shall be responsible for ensuring the constituent institution is implementing a faculty workload policy that advances the institution's mission, fosters student success, and ensures financial sustainability.

2. Chancellors and Provosts shall be responsible for developing institutional policies and ensuring that all colleges, schools, departments, and other units develop and implement faculty workload and evaluation procedures that comply with the institutional policy in a fair and consistent manner, with consideration of the institution's mission and the prudent stewardship of fiscal resources.

3. Deans and Department Chairs^{iv} shall be responsible for working directly with faculty to establish individual workloads that support institutional and strategic objectives in alignment with institutional policies, procedures, resources, and mission.

4. Faculty share in the responsibility of ensuring their workloads are consistent with the 1.0 FTE requirement.

C. Institutions are responsible for ensuring that individuals serving in a supervisory capacity effectively carry out the duties identified in this policy. Individuals serving in a supervisory capacity should have the training and skills necessary to fulfill this responsibility. Institutions are responsible for having a process for reviewing and assessing workload assignments.

II. Required Components of Faculty Workload Policies.

Each constituent institution shall ensure that their faculty workload policies and procedures address the following:

A. **Workload Expectations.** Each full-time faculty member shall engage in approved work that totals to 1.0 Full-Time Equivalency (FTE). Institutional policies shall identify the process for establishing individual faculty workload expectations in accordance with the respective missions of each institution and the university. Faculty members have responsibility for teaching, research/creative activity, and service.

1. **Teaching.** Consistent with G.S. 116-1(b), teaching and instruction are the central responsibilities of the UNC System and form a critical base of workload expectations for faculty. In addition to organized courses, the faculty member's instructional workload also includes other instructional efforts such as developing materials for a new course, updating materials for an existing course, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters' theses and doctoral dissertations, directing students in co-curricular activities such as plays, preparing and equipping new laboratories, supervision of teaching assistants, supervision

of internships, academic advising, mentoring, and other activities that support student success.

2. **Research/Creative Activity.** Faculty members, particularly at constituent institutions whose overall missions include research, engage in the work of discovering, disseminating, and applying knowledge and professional expertise. These activities may include (but are not limited to) working in laboratories and studios, conducting empirical and/or theoretical research, engaging in development or translational work, and/or producing creative works. Toward that end, faculty write articles, monographs, and grant proposals, edit scholarly journals, prepare juried art exhibits, direct centers and institutions, or perform in plays, concerts, or musical recitals. Institutional policies shall specify the means and extent by which research/creative activity responsibility counts towards a faculty member's total workload. These research/creative activities have significant implications for teaching. They enable faculty members to design course materials that reflect the state-of-the-art and cutting-edge knowledge in their respective fields.

3. **Service.** As a public university, the UNC System provides substantial benefits to the people and State of North Carolina. Faculty members engage in service that advances the work of the institution and the institution's role in supporting North Carolina. Service work of faculty may include activities which enhance the scholarly life of the university or the discipline, improve the quality of life or society, or promote the general welfare of the institution, professional and academic societies, the community, the state, the nation, or international community. Faculty members may also be assigned administrative responsibilities, including but not limited to, department chair/head, program director, and center director. Institutional policies shall specify the means and extent by which administrative responsibilities count towards a faculty member's total workload.

As teaching and instruction are the primary mission of the constituent institutions, teaching shall serve as the first component of determining faculty workload expectations. In general, a teaching load of 24 credit hours (or equivalent contact hours) per academic year, along with routinely expected faculty duties such as advising, committee work, and professional development together constitute a full workload and a 1.0 FTE appointment. Faculty members holding additional responsibilities for research/creative activities and service as identified in their annual work plan can have their teaching workload adjusted on a commensurate basis.

Differential teaching loads may be authorized in recognition of differing individual circumstances including student success considerations, course level (bachelors, master's, doctoral), course pedagogies, programmatic accreditation requirements, team-taught courses, research productivity, time bought out by external grants, significant administrative or service assignments, significant advising responsibilities, or other activities aligned with the institution's mission and/or critical to student success as provided for in this policy and identified in the faculty member's annual work plan.

B. **Annual Work Plan.** Each faculty member shall work with their dean or department chair to develop a work plan for the upcoming academic year, in alignment with the institution's workload expectations and the needs of the academic department, college/school, or institution.

Institutional policies shall provide for the definition of the academic year, with both 9- and 12-month options available. The work plan shall identify the specific outputs and efforts a faculty member is expected to complete in the next academic year, recognizing that those items may be part of long-term or multi-year initiatives. The specific goals of the work plan should build towards and align with the expectations of the next summative/comprehensive review that a faculty member undergoes (e.g., reappointment, promotion, tenure, post-tenure review). The work plan shall include expectations for teaching, research/creative activity, and service via percentage time allocations that equal the faculty member's FTE status.

C. Annual Evaluation. Each faculty member shall engage in an annual review with their department chair/head. As part of that annual review, the department chair/head shall review the work of the faculty member relative to their approved work plan. A faculty member who does not adequately satisfy their workload expectations for the review period shall be subject to a faculty success plan. The plan must include specific steps designed to lead to improvement, a specified timeline in which improvement is expected to occur, and a clear statement of consequences should improvement not occur within the designated timeline. These plans must be approved by the second-level supervisor.

IV. Annual Reporting Requirements

A. Overview and Timing. Each constituent institution shall compile an annual report of the previous year's faculty activity to be presented to and approved by the board of trustees each year. The report shall cover an academic/fiscal year basis (July 1 – June 30) and must be approved by the board of trustees no later than September 30 each year, with a copy submitted to the president by October 15.

B. Requirements. The annual report shall include quantitative information on faculty workload such as organized course sections taught, student credit hours produced, faculty contact hours, measures of research/creative activity, and service rendered in the previous academic year. The annual report shall include an analysis of faculty FTE allocations by teaching, research/creative activity, and service at the department, school/college, and institutional level. The annual report shall also include information regarding the process by which the institution implemented the provisions of their policy and evaluated individual faculty workloads relative to the standards therein.

V. Other Matters

A. Effective Date. The requirements of this policy shall be effective with the 2024-2025 academic year. Institutions shall have internal policies in place at the beginning of that academic year.

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

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

D. Periodic Review. Each institution shall review their institutional policy at least every five years and submit a copy of that review and any changes made to the president.

E. Approvals. All policies and procedures required under this policy must be submitted by the constituent institutions to the UNC System Office and approved by the president.

*Supersedes and replaces the prior UNC Policy 400.3.4, “Monitoring Faculty Teaching Workloads” as this version was approved by the Board of Governors on July 20, 2023.

ⁱ University of North Carolina Mission Statement. <https://www.northcarolina.edu/our-mission/>

ⁱⁱ UNC Policy 400.3.1 <https://www.northcarolina.edu/apps/policy/doc.php?type=pdf&id=181>

ⁱⁱⁱ The Code, Appendix 1, Section I.

^{iv} For the purposes of this policy, department chair shall refer to the individual with supervisory responsibility for an individual faculty member.



UNC Faculty Workload Policy

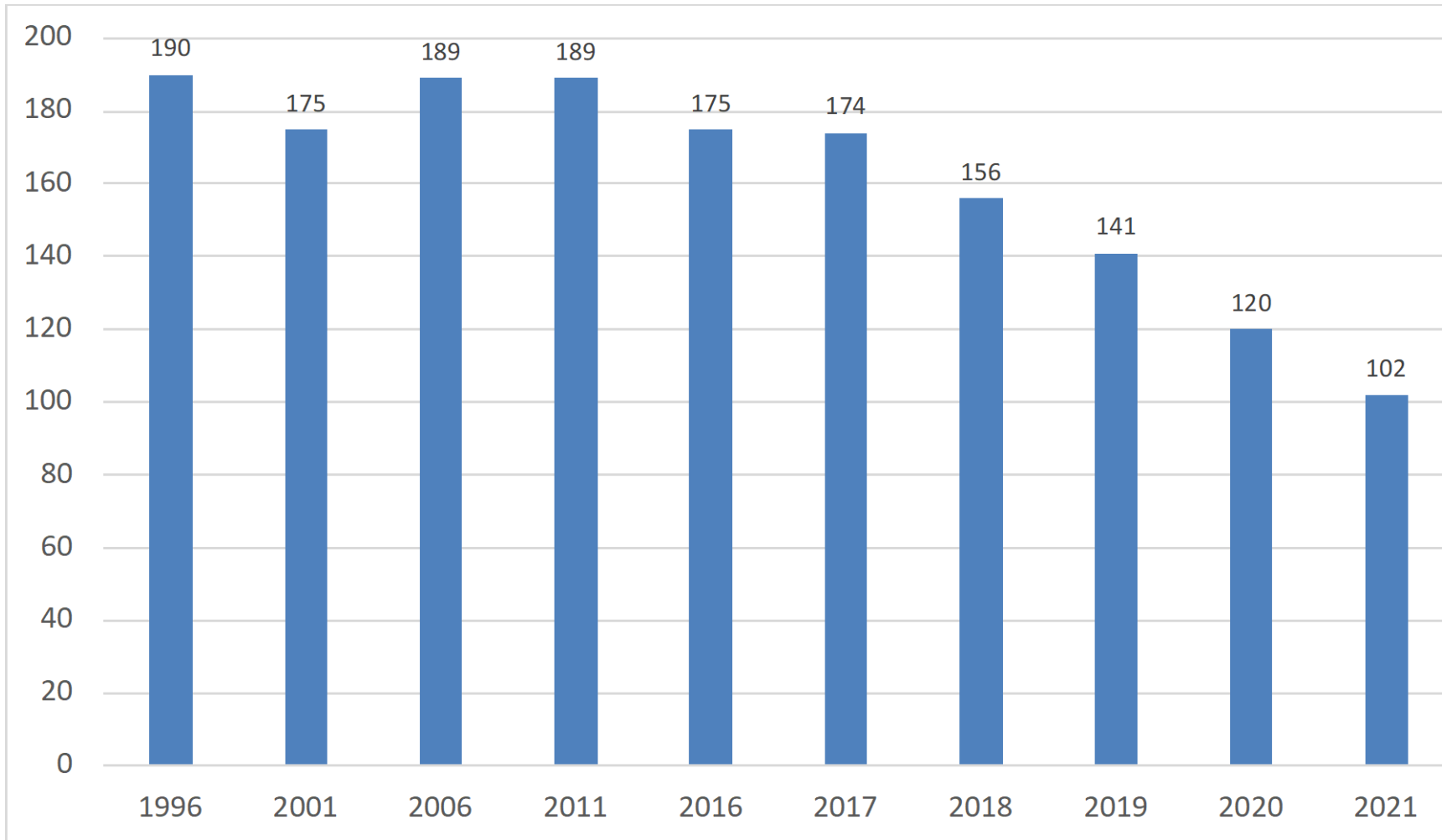
May 24, 2023

Committee on Educational Planning,
Policies, and Programs

Faculty Workload - Overview

- 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
 - Only considers institutional averages – not individual contributions
 - 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 decreasing number of institutions
 - 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



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

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 all faculty at the university to Carnegie Classifications

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

Faculty Workload – Carnegie Classifications and Load

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

- Carnegie Classification Challenges:
 - **Meets current 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 current 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 current standard:** An associate professor at a Master's university teaches six courses with a total enrollment of 42 students (126 SCH)
 - **Fails current standard:** An associate professor at a Master's university teaches five courses with a total enrollment of 126 students (378 SCH)

Faculty Workload – Policy Actions Discussed in April

- 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

Faculty Workload – Responsibility and Authority

- Requires that each institution develop a campus faculty workload policy
- Explicitly include Boards of Trustees in the policy as having primary responsibility for campus oversight that advances the institution's mission, fosters student success, and ensures financial sustainability
- Empowers chancellors and provosts to develop a robust campus framework for managing workload, ensuring that all colleges, schools, departments, and other units implement workload and evaluation procedures that are fair, consistent, and consider the institution's mission and prudent stewardship of fiscal resources
- Charges deans and department heads with the primary responsibility of working with faculty in establishing workloads that support institutional and strategic objectives
- Makes clear that faculty share in the responsibility for ensuring their workloads are consistent with the 1.0 FTE requirement

Faculty Workload – Workload Expectations

- Each full-time faculty member shall engage in approved work that totals to 1.0 FTE
- Teaching and instruction are the primary mission of the constituent institutions, and teaching shall serve as the first component of faculty workload expectations
- Removes Carnegie Classification as a determinant of teaching loads – in general, a teaching load of 24 credit hours (or equivalent contact hours) per academic year, along with routinely expected faculty duties such as advising, committee work, and professional development together constitute a full workload
- Faculty members holding additional responsibilities for research/creative activities and service as identified in their annual work plan can have their teaching workload adjusted on a commensurate basis

Faculty Workload – Annual Work Plan

- Each faculty member works with their dean or department chair to develop a work plan for the upcoming academic year, in alignment with the institution's workload expectations and the needs of the academic department, college/school, and institution
- Work plan can span the traditional 9-month academic year or explicitly include summer in alignment with the previous changes to the funding formula
- Work plan includes the specific outputs and efforts a faculty member is expected to complete in the next academic year, with a clear linkage towards long-term evaluation (e.g., reappointment, promotion, tenure, post-tenure review)
- The work plan includes clear expectations for teaching, research/creative activity, and service via percentage time allocations

Faculty Workload – Evaluation and Reporting

- Each faculty member shall engage in an annual review, where the department chair/head reviews their annual work relative to the work plan
- A faculty member who does not adequately satisfy their workload expectations for the review period shall be subject to a faculty success plan, that includes specific steps designed to lead to improvement, a specified timeline in which the improvement should occur, and a clear statement of consequences should improvement not occur within the designated timeline
- Each institution shall compile an annual report of the previous year's faculty activity to be presented and approved by the campus board of trustees
- The report shall also be submitted to the president on an annual basis

Faculty Workload – Timeline and Next Steps

- If approved today, would be voted on by the Board of Governors in July
- Would then develop an accompanying regulation under the authority of the president with additional specificity on implementing the provisions of the policy
- Institutions would then develop their own campus-specific policies that comport with the policy and regulation
- Reporting platform development and implemented
- Implemented across the UNC System beginning in fall 2024

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)

University of North Carolina at Chapel Hill requests establishment of the Master of Applied Data Science (30.7001).

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 action is recommended.

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

**Request for Authorization to Establish
Master of Applied Data Science
CIP 30.7001
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of an online Master of Applied Data Science.
- The institution proposes an innovative, broadly applicable, team-based, 30-credit Master of Applied Data Science online program providing advanced training in data science that enables success in today's data-driven world.
- The proposed degree aligns with the mission of UNC-Chapel Hill to serve as a hub for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders.
- The program addresses the critical need for advanced training in data science. The program speaks directly to a growing and higher-than-average demand for data science roles in public, private, and non-profit organizations in the state and the nation. Beyond employer demand, data literacy is essential for competitiveness and competency in both the workplace and to develop an informed citizenry amid an explosion in data sources and data-driven technologies.
- Graduates from this program will gain general programming, statistical and mathematical thinking, data management, and data governance and ethics skills, as well as specialized skills in machine learning, deep learning, and visualization/communication. Graduates coming from data-related backgrounds can advance their data science careers and progress into specialist roles or leadership roles in those sectors. Graduates coming from non-data-related backgrounds will gain new data skills and a new degree that will allow them to switch to a high-demand data science career in industry, government, or non-profits.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. Relation to Campus Distinctiveness and Mission.

Two main elements from this program can be highlighted: alignment with the University of North Carolina System and UNC-Chapel Hill strategic plans and collaborative design and delivery. First, the proposed degree aligns with the UNC System 2017-2022 Strategic Plan: Higher Expectations vision to help all North Carolinians reach their full potential. Specifically, the program will support two of five core goals of the UNC System strategic plan - access and economic impact. By delivering online, the proposed program will be accessible in all 100 counties of North Carolina. Moreover, the proposed degree aligns with the mission of UNC-Chapel Hill to serve as a hub for research, scholarship, and creativity. Particularly, it aligns with UNC-Chapel Hill strategic plan, Carolina Next - Innovations for the Public Good, by advancing key strategic initiatives and objectives. The program supports Strategic Initiative Two by facilitating experiential and collaborative learning that encourages the ethical use of data; Strategic Initiative Four by fostering creative collaboration in research and scholarship; and Strategic Initiative Six by developing partnerships with businesses, non-profits, and government to translate research-based ideas into practical applications for the public good.

Second, this program will be the first educational offering of the new UNC-Chapel Hill School of Data Science and Society (SDSS) and will express its collaborative spirit. The curriculum was co-designed with key academic units at UNC-Chapel Hill, including the School of Information and Library Science, the Department of Biostatistics at the Gillings School of Global Public Health, and the Departments of

Computer Science, Mathematics, and Statistics and Operations Research in the College of Arts and Sciences.

2. Student Demand.

Rising prospective student interest in Data Science programs is mirrored by employer demand. According to Burning Glass Technologies (2017), the demand for Data Science jobs was forecasted to grow by 15 percent by 2020. A search of online job postings for Data Science jobs found an average of 35,175 postings a month for the 12 months ending March 2021. The median annual salary for Data Scientists is \$114,368. These robust demands remain to date and are only increasing with time as more and more industries recognize the need to use data and data science tools to compete in the marketplace. In line with strong employer demand, student demand and interest in data science degrees is expected to grow, given the rise in bachelor's level graduates from related fields (computer science, mathematics, statistics, economics, etc.) who want to further their data science training or graduates from non-data-related backgrounds looking to complement their education with data science skills, given the prospect of high-paying and highly relevant jobs in this field (Malas, Fortune Higher Education, 2022).

Finally, it is worth noting that the world is witnessing an undeniable explosion in data and data-driven technologies, such as social media and Artificial Intelligence (AI), influencing every field of science and every aspect of people's lives. Data literacy is essential for competitiveness and competency in both the workplace and to develop an informed citizenry, which will only further student demand for data science degrees.

3. Employment Opportunities for Graduates.

The careers available for Data Science graduates have job outcomes and projected growth well above the national average, suggesting a strong return on investment. These jobs also require a combination of skills distinct from those achieved in shorter boot camp programs. Top career outcomes include the following positions, listed with current median salaries and expected growth over the next ten years (Source – Lightcast): Data Scientist - \$114,368, 19 percent growth; Database Administrator - \$88,484, 11.5 percent growth; Data Analyst - \$74,744, 9.3 percent growth.

4. Impact on Access and Affordability.

The proposed program is expected to result in lower levels of student debt than other master's degrees, as per data from the National Postsecondary Student Aid Survey (NPSAS) and the National Center for Education Statistics (NCES) analysis on comparable Master of Science programs. The proposed online program is expected to have no additional housing or travel expenses and a lower in-state tuition cost (\$1,141.78 per credit) than comparable programs at peer programs (e.g., Duke (\$3,478 per credit – on-campus), Johns Hopkins (\$1,696 per credit - online), George Washington (\$2,075 per credit – on-campus), and University of California Berkeley (\$2,780 per credit – online). Additionally, program graduates are expected to benefit from higher employment rates and strong job growth in data science-related fields. Graduates from the proposed degree are projected to incur a \$34,253 (in-state) to \$64,740 (out-of-state) maximum debt principal amount for completing the degree program. Conservative earnings estimates provided above could realistically see graduates pay off this debt within their first decade post-graduation.

For year one, UNC-Chapel Hill plans to use the 2023-2024 University of North Carolina Board of Governors approved UNC-Chapel Hill MS in Statistics, Analytics, and Data Science tuition rates. SDSS will submit a proposal to request a program-specific tuition rate during the next tuition and fees request cycle. The requested tuition and fees for the 2023-2024 academic year full-time (9+ credit hour) rates are as follows:

Full-Time Estimated 2023-2024 Master's Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	10,552.00	28,844.00
Tuition Differential	10,000.00	10,000.00
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	516.00	516.00
Special Fees	--	--

5. Expected Quality.

The proposed program will combine advanced data science methods with real-world applications to build bridges across academic and professional spaces. Drawing on decades of cross-campus faculty expertise and industry connections, the program will empower students to leverage each stage of the data life cycle, not only to apply meaningful insights at work but also to help solve today's grand challenges in North Carolina and around the world. The course design and delivery will be a collaboration with faculty members from key academic units at UNC-Chapel Hill, such as the School of Information and Library Science, the Department of Biostatistics at the Gillings School of Global Public Health, and the Departments of Computer Science, Mathematics, and Statistics and Operations Research in the College of Arts and Sciences. The program will be distinguished by its focus not only on data science methods but also training students on data science applications and data ethics. The program will equip students with practical tools to solve real-world problems with ethical principles in mind. Importantly, the program will conclude with a team-based capstone in which students will work on real-world data challenges with two mentors – one academic and one from industry/non-profit/government sectors.

6. Faculty Quality and Number.

Current faculty members at UNC-Chapel Hill (lead faculty) from academic units such as Information and Library Sciences, Biostatistics, Computer Science, Statistics and Operations Research, and Mathematics will design courses, create asynchronous material, and develop lesson plans for the synchronous portion of the courses. The program plans to appoint the first group of ten lead faculty during the first year of the program to develop a baseline curriculum. These faculty members will join as secondary appointments from partnering academic units on campus.

The program leverages a co-teaching model where lead faculty develop all presentations, course materials, readings, assignments, and rubrics, and experienced professionals (section instructors) teach weekly online synchronous sessions in small groups. The program expects to hire a section instructor for every 20 students enrolled in a course. Instruction will be augmented from SDSS tenure-track faculty hires in the coming years.

7. Relevant Lower-level and Cognate Programs.

All courses will be developed by current faculty from the academic units on campus, building on current educational offerings where possible, adapting them to relevant, highly demanded, applied data science skills and tools, and adjusting them to state-of-the-art online education delivery methods.

8. Availability of Campus Resources (library, space, etc.)

Since this is a fully online, remote program, renovation of existing square footage will not be needed. All students will be remote. The professors who develop the courses will be able to use their existing office space, as will existing staff.

9. Existing Programs (Number, Location, Mode of Delivery).

Other degree programs in the UNC System offer training in data analytics or data science. Three have an online component or offering. As described above and in the proposal, the prevalence of data analytics training and workforce development needs continues to grow. Discussions with other programs clarified that the market analysis for high student demand is consistent with their experiences with student demand and job placement.

10. Potential for Unnecessary Duplication.

This proposed program does not involve unnecessary duplication and will complement, give visibility, and catalyze current data science efforts in the state and on UNC-Chapel Hill's campus. Many of the programs in other UNC System universities are analytics programs, whereas the proposed program is a broader data science program. The analytics program at NC State University and the business analytics program at University of North Carolina at Charlotte are both PSM (Professional Science Masters) programs that have specific requirements or courses. While the proposed program targets working professionals, it is not a PSM program. Additionally, the proposed program is 100 percent online and aimed at working professionals. Online synchronous meetings of the courses will occur in the evenings or on weekends in some cases. The program will be offered with 50 percent of student time spent in asynchronous learning and 50 percent contact time synchronously for each course. Specifically, the program is distinguished by its additional focus not only on data science methods but also training students on data science applications and ethics.

11. Feasibility of Collaborative Program.

UNC-Chapel Hill continues to look at the proposed program as being complimentary to other programs rather than competitive. SDSS leadership currently has regular interactions with other data science faculty and leadership in other UNC System institutions. Once the program is up and running, program leadership will continue to seek specific collaborative opportunities with other programs. Opportunities include sharing best practices and trends, shared in-person experiences, and being ambassadors of the data science academic ecosystem to state and local governments and industry.

III. Summary of Review Processes

1. Campus Review Process and Feedback.

The proposal was reviewed by SDSS leadership; Chairs of the Computer Science, Biostatistics, Mathematics, and Statistics and Operations Research; Administrative Board of the College of Arts and Sciences; Administrative Board of The Graduate School; Chief Financial Officer; Provost; and Chancellor. Approval and support were provided at all levels.

- 2. UNC System Office Review Process and Feedback.** Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that the Board of Governors approve the University of North Carolina at Chapel Hill's request to establish the Master of Applied Data Science, effective spring 2024.

AGENDA ITEM

A-7. Licensure Program Approvals..... Daniel Harrison

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

Background: SKEMA, a licensed institution in good standing, seeks to offer a Master of Science in Digital Business and Artificial Intelligence

Miller Motte College – Fayetteville, a licensed institution in good standing, seeks to offer an Associate of Applied Science in Construction and Trades Management

The Chicago School of Professional Psychology seeks to offer a PsyD in Clinical Psychology.

Fielding Graduate University, a new applicant for licensure, seeks to offer Master of Arts (MA) in Organization Development and Leadership, a graduate Certificate in Evidence Based Coaching, a graduate Certificate in Media Psychology, a Doctor of Philosophy (PhD) in Psychology with two areas of specialization, a Doctor of Education (PhD), a Doctor of Philosophy in Infant & Early Childhood Development (PhD), a graduate Certificate of Respecialization in Clinical Psychology, a Master of Arts (MA) in Media Psychology, a graduate Certificate in Neuropsychology Specialization, a Doctor of Philosophy (PhD) in Human Development, a Master of Arts (MA) in Infant, Child, and Family Mental Health and Development, a Doctor of Philosophy (PhD) in Organizational Development and Change, and a graduate Certificate in Clinical Psychology.

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

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

Staff Report and Recommendation for SKEMA Business School

Background

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

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

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes	SKEMA does not participate in FSA funding and does not report 8-year rates. Its most recent self-reported retention rates for its currently-licensed programs is 78 percent.		
Employment Placement Rate	93-100% (self-reported in 2022 annual report)		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	Does not participate in FSA funding and does not report.		
Three-year cohort default rate	Class of 2017	Class of 2016	Class of 2015
	No FSA funding/does not report		

State authorization staff did not receive any complaints regarding SKEMA in the preceding academic year.

Recommendation

Issue SKEMA a license to offer a Master of Science in Digital Business and Artificial Intelligence.

**Staff Report and Recommendation for
Miller-Motte College – Fayetteville**

Background

Miller-Motte College – Fayetteville (OPEID 02306820) (“MMC”), a licensed institution in good standing, is a nationally accredited proprietary institution. It seeks to offer an Associate of Applied Science in Construction and Trades Management. This proposed program is similar to programs successfully offered at other MMC campuses. The curriculum and instructors will meet standards set by the National Center for Construction Education and Research (NCCER) and students will have the opportunity to earn NCCER credentials. Staff performed an on-site review of this program and made findings to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes	Graduated		60%
	Transferred out		21%
	Withdrew		19%
Employment Placement Rate	Does not report on a campus-wide basis.		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2021	2020	2019
	1.5	1.2	1.7
Three-year cohort default rate	Class of 2019	Class of 2018	Class of 2017
	3.5	18.9	26.2

State authorization staff did not receive any complaints regarding MMC in the preceding academic year.

Recommendation

Issue MMC a license to offer an Associate of Applied Science in Construction and Trades Management.

**Staff Report and Recommendation for
The Chicago School of Professional Psychology**

Background

The Chicago School of Professional Psychology (OPEID 02155307) (“Chicago School”), a licensed institution in good standing, is a regionally accredited non-profit institution. It seeks to offer a Doctor of Psychology. This proposed program is successfully offered on the Chicago School’s campus. In North Carolina, the institution seeks only to offer clinical placements and anticipates a student enrollment of five. The program is approved by the American Psychological Association. The reviewer issued a report noting compliance with the University of North Carolina Board of Governors’ faculty and curricular standards and the institution’s application demonstrated compliance with the Board’s standards regarding clinical placements.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes	The institution does not offer undergraduate programs, so it does not report 8-year outcomes to the Department of Education. Reported a 70% institution-wide graduation rate in its most recent annual report to the Board.		
Employment Placement Rate	Does not report on a campus-wide basis.		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2021	2020	2019
	3.0	3.0	3.0
Three-year cohort default rate	Class of 2019	Class of 2018	Class of 2017
	0.6	3.4	4.2

State authorization staff did not receive any complaints regarding the Chicago School in the preceding academic year.

Recommendation

Issue the Chicago School a license to offer a Doctor of Psychology.

Staff Report and Recommendation for Fielding Graduate University

Background

Fielding Graduate University, (OPEID 02096100) (“Fielding”) a new applicant for licensure, seeks to offer a Master of Arts (MA) in Organization Development and Leadership, a graduate Certificate in Evidence Based Coaching, a graduate Certificate in Media Psychology, a Doctor of Philosophy (PhD) in Psychology with two areas of specialization, a Doctor of Education (PhD), a Doctor of Philosophy in Infant & Early Childhood Development (PhD), a graduate Certificate of Respecialization in Clinical Psychology, a Master of Arts (MA) in Media Psychology, a graduate Certificate in Neuropsychology Specialization, a Doctor of Philosophy (PhD) in Human Development, a Master of Arts (MA) in Infant, Child, and Family Mental Health and Development, a Doctor of Philosophy (PhD) in Organizational Development and Change, and a graduate Certificate in Clinical Psychology.

Fielding seeks only to offer clinical rotations in the state and would be eligible to do so through NC-SARA but for its location in California, a state that is not a party to the agreement. The institution anticipates an enrollment of five or fewer students per program. Staff and a review team performed an on-site review and made findings regarding clinical rotations, ownership structure, faculty, curriculum, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes	The institution does not offer undergraduate programs and does not report these metrics.		
Employment Placement Rate	Does not report on a campus-wide basis.		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2021	2020	2019
	3.0	2.6	2.4
Three-year cohort default rate	Class of 2019	Class of 2018	Class of 2017
	0	2.8	3.3

Recommendation

Issue Fielding a license to offer a Master of Arts (MA) in Organization Development and Leadership, a graduate Certificate in Evidence Based Coaching, a graduate Certificate in Media Psychology, a Doctor of Philosophy (PhD) in Psychology with two areas of specialization, a Doctor of Education (PhD), a Doctor of Philosophy in Infant & Early Childhood Development (PhD), a graduate Certificate of Respecialization in Clinical Psychology, a Master of Arts (MA) in Media Psychology, a graduate Certificate in Neuropsychology Specialization, a Doctor of Philosophy (PhD) in Human Development, a Master of Arts (MA) in Infant, Child, and Family Mental Health and Development, a Doctor of Philosophy (PhD) in Organizational Development and Change, and a graduate Certificate in Clinical Psychology.