

Establishment of North Carolina School of Science and Mathematics

This is a portion of a report on the North Carolina School of Science and Mathematics submitted to the General Assembly. In response to the report, the General Assembly amended the enabling legislation establishing the school.

I. BACKGROUND

Section 49, Chapter 1034 of the 1984 Session Laws assigned to the Board of Governors of the University of North Carolina responsibility for the direction and operation of the North Carolina School of Science and Mathematics, effective July 1, 1984.

Section 49 states that:

The Board [of Governors] shall, after consultation with the Board of Trustees of the school, present specific recommendations, including proposed statutory amendments, to the 1985 Session of the General Assembly, with respect to placement of the school within the organizational structure of the University and any other considerations as may be required.

This legislation thus placed three major immediate tasks before the Board of Governors: (1) providing for the immediate governance of the school and for oversight of its day-to-day operations; (2) establishing procedures to develop recommendations for the 1985 General Assembly, in consultation with the Board of Trustees of the North Carolina School of Science and Mathematics; and (3) addressing certain admissions policy matters, beginning with the 1985-86 year.

By resolution, adopted July 27, 1984, the Board of Governors called upon President Friday to make whatever administrative arrangements were necessary for the continued effective operation of the school. Members of the President's staff met with the director of the school and members of his staff in August to consider what special actions, if any, were needed until the report could be made to the 1985 Session of the General Assembly.

As to the long-term issue of governance and placement of the school within the organizational structure of the University, the resolution of July 27 authorized the chairman of the board to designate a committee to develop recommendations. The chairman assigned this task to the board's Committee on Educational Planning, Policies, and Programs.

Shortly thereafter, the chairman of the planning committee appointed a special subcommittee to explore the issues and to draft recommendations concerning the governance and placement of the school. Concurrently, the chairman of the school's Board of Trustees appointed a Committee in Support of University Affiliation to consult with the Board of Governors committee (or subcommittee).

II. OBJECTIVE

In all of these discussions, it was clear that the North Carolina School of Science and Mathematics (NCSSM) is a unique institution. NCSSM was created as a special kind of school, working with exceptional students, and having as a major part of its mission contributing to improvements in science and mathematics curricula and teaching in all of the high schools in the State.

University oversight of such a school provides an opportunity to participate directly in improving science and mathematics instruction in the public schools and thus enhances the teacher education activity of the University. Responsibility for the governance and administration of NCSSM also parallels the increasing involvement of the University of North Carolina in efforts to strengthen the public schools, e.g., the University's operation of a statewide network of mathematics and science education centers, the summer residential institutes in mathematics and science, and a special institute for school principals to improve their management skills.

These activities have already led to new working relationships between the University and NCSSM. The school is an affiliate of the UNC Network of Centers for Mathematics and Science Education, and it has assumed, at the request of the President, a major role in the program of summer residential institutes to be offered for high school juniors and seniors across the State, beginning in 1985.

Nevertheless, it is still a difficult challenge to devise a plan of governance and administration that fits a purely secondary school into the organizational structure of the University. It is important that any such plan: (1) maintains the special identity and nature of the School of Science and Mathematics; (2) promotes the school's special statewide mission, as defined by the General Assembly; and (3) be consistent with, and appropriate to, the basic governance structure of The University of North Carolina.

To make the NCSSM a constituent institution of the University does not conform to the latter requirement. The basic problem is that, within the historical meaning of the basic legislation governing the University, NCSSM is not a "constituent institution." Practice and policies controlling and guiding the relationships of "constituent institution" to the President's office and to the Board of Governors are all predicted on the institution being a "public senior institution" of higher education, not a high school. The North Carolina School of the Arts does have a high school department, but that activity arises from the nature of the course of study in some of the performing arts.

III. RECOMMENDATIONS

It is necessary, therefore, to devise a different kind of relationship. The uniqueness of the situation, and the difficulty of the challenge, became apparent early on when efforts were made to identify models suitable for adoption or adaptation.

Externally, i.e., beyond the University and beyond the State, there are no useful models for the long-term placement and governance of the school within the University. There are, nationwide, some 90 or so elementary/secondary schools attached to universities, and all to them fit the traditional model of a "laboratory school" operated by schools of education in conjunction with the teacher training function. None is residential, and each draws its students from a local, rather than a statewide area. The "lab school" is thus not apposite here, for the NCSSM is a special purpose school with a statewide mission.

Nor could any instance be found where a high school is attached directly to a statewide administrative or governing board of higher education. Only one state, Louisiana, has established a residential, statewide high school for gifted and talented students. Although it is modeled after, and combines features of, both the North Carolina School of the Arts and the North Carolina School of Science and Mathematics, the Louisiana School of Mathematics, Science, and Arts is located physically on one of the state university campuses, but it is not governed by the university and receives its funds directly from the state legislature. The circumstances and governance arrangements do not fit the NCSSM situation.

There are, however, some useful models within the University of North Carolina itself. There are a number of agencies and units of the University that are not constituent institutions, that have significant statewide educational and service responsibilities, and that have effective administrative and governance arrangements. These include: the North Carolina Memorial Hospital, the UNC Center for Public Television, and various inter-institutional programs - notably the Area Health Education Centers (AHECs). After reviewing these governance arrangements, and having carefully considered the particular needs of NCSSM, it is recommended that the governance system described below be established for NCSSM within the organizational structure of the University, and that the accompanying draft legislation effecting these actions be proposed by the Board of Governors to the 1985 Session of the General Assembly [The draft legislation was, for the most part, adopted by the General Assembly and is not included here.]:

That the North Carolina School of Science and Mathematics be designated as an affiliated school of the University of North Carolina. The governance and administrative arrangements would be as follows:

1. Board of Trustees

The Board of Trustees of NCSSM shall be re-constituted, effective July 1, 1985.

a. Membership: Twelve members who shall be elected by the Board of Governors; and three *ex officio* members, who shall be chief academic officers, respectively, of North Carolina Central University, North Carolina State University at Raleigh, and the University of North Carolina at Chapel Hill.

b. Elected board members shall be selected for their interest in and commitment to public education and to the purposes of the NCSSM, and they shall be charged with the responsibility of serving the interests of the whole State. In electing members, the objective shall be to obtain the services of the best qualified persons, taking into consideration the need for representation by the different races, by men and women, and by political parties.

c. Terms: Six of the elected members shall initially be chosen for a term of two years and six for a term of four years. Thereafter, all shall be elected to four-year terms. No person shall be eligible to serve more than two successive four-year terms. In the event of a vacancy, the Board of Governors shall appoint a replacement to serve for the remainder of the unexpired term.

d. No person shall be elected to the Board of Trustees who is a member of the Board of Governors or of the Board of Trustees of a constituent institution, or the spouse of such member; and no member of the General Assembly or employee of the State or of any constituent institution or the spouse of such member or employee shall be elected to the Board of Trustees.

e. The Board of Trustees shall meet at least four times a year and may hold special meetings at any time at the call of the chairman, or upon petition of four of the members of the board. The board shall elect a chairman and vice chairman, except that no *ex officio* member shall be eligible to serve as chairman or vice chairman. The board shall determine its own rules of procedures and create such committees as it deems appropriate. board members, other than *ex officio* members, shall each receive such per diem and necessary travel and subsistence expenses while engaged in the discharge of their official duties as is provided by law for members of State boards and commissions.

f. Powers and Duties

The Board of Trustees shall make all rules, regulations, and policies necessary for the governance and operation of the school. The board shall have access to the professional staff of the University of North Carolina General Administration to assist and advise it in the formulation and application of its policies. In establishing policies for student admissions, the Board of Trustees shall see that equal opportunity is afforded eligible applicants in each of the State's congressional districts. Decisions of the board with regard to individual admissions shall be final. The Board of Trustees shall adopt personnel policies governing instructional staff of the school, and academic administrative personnel, who shall be exempt from the State Personnel Act. Any employee or student of the school who is aggrieved by a decision of the Board of Trustees may request review by the Board of Governors.

2. Director of the school

The chief administrative officer of the school shall be the director, who shall be appointed by the Board of Trustees to serve at its pleasure. The director shall administer all affairs of the school subject to the rules, regulations, and policies of the board. The

director shall serve as secretary of the Board of Trustees and shall report at least four times a year to the board. Subject to the direction and approval of the Board of Trustees, the director of the school shall be responsible for all aspects of budget preparation, budget execution, and expenditure reporting. The budget request of the school, after adoption of the Board of Trustees, shall be transmitted by the director to the Board of Governors for submission to the Governor, the Advisory Budget Commission, and the General Assembly.

3. Educational Advisory Council

The Board of Governors shall establish an Advisory Council consisting of 12 members, consisting of (1) *ex officio*, the State Superintendent of the Department of Public Instruction and the chairman of the State Board of Education, and (2) ten scientists, mathematicians, public school representatives, and other persons having an interest in the school and desiring to contribute to its work. The members of the Advisory Council shall be appointed by the Board of Governors, upon nomination by the Trustees of the school, for four-year terms. No person shall be eligible to serve more than two successive four-year terms. The members of the Advisory Council shall give advice and counsel to the director and the Board of Trustees.

IV. CONCLUSION

Draft legislation that would make the recommendations effective is attached to this report, and its enactment by the General Assembly is recommended by the board. [Draft legislation was adopted in 1985 and is not included.] The board believes this would serve the interests of assuring the identity and autonomy of the school, and it will support the continuation of its innovative efforts to provide instruction to students with outstanding academic qualifications and to contribute to improved instruction in science and mathematics in all of the public schools of the State.

THIS POLICY IS REPEALED EFFECTIVE JULY 1, 2007