The University of North Carolina at Pembroke
Faculty Senate Agenda (Revision B)
Wednesday, September 7, 2022, at 3:30 PM
https://uncp.webex.com/meet/holden.hansen

Members of the Senate:

To 2023	To 2024	To 2025
ART Vacant *Academic Affairs*	**ART** Holden Hansen *Faculty Senate Chair*	**Art** Beata Niedzialkowska *Academic Information and Technology*
CHS Cindy Locklear *Academic Affairs*	**CHS** Jennifer Wells *Committee on Committee and Elections Chair*	**CHS** Jennifer Jones-Locklear *Academic Affairs*
EDUC Camille Goins *Student Affairs and Campus Life*	**EDUC** Gerald Neal *Faculty and Institutional Affairs*	**EDUC** Jennifer Whittington *Faculty and Institutional Affairs*
LETT Richard Vela *Academic Affairs*	**LETT** Peter Grimes *Student Affairs and Campus Life Chair*	**LETT** James Hudson *Faculty and Institutional Affairs*
NSM Maria Pereira *Faculty Senate Secretary*	**NSM** Roland Stout *Academic Affairs*	**NSM** Timothy Anderson *Faculty and Institutional Affairs*
SBS Joe West *Academic Information and Technology Chair*	**SBS** Porter Lillis *Faculty and Institutional Affairs*	**SBS** Matt Schneider *Student Affairs and Campus Life*
At-Large Renee Lamphere *Academic Affairs Chair*	**At-Large** Kelly Charlton *Faculty and Institutional Affairs Chair*	**At-Large** Carla Rokes *Committee on Committees and Elections*
At-Large Melissa Schaub *Committee on Committees and Elections*	**At-Large** Vacant *Faculty and Institutional Affairs*	**At-Large** Rachel Morrison *Academic Affairs*
Chancellor Robin G. Cummings **Provost and Vice Chancellor for Academic Affairs** Marsha Pollard		

Order of Business

    I.   **Roll Call**
   II. **Approval of Minutes** (Appendix A)
 III. **Adoption of Agenda**
 IV. **Reports from Administration**
        a. **Chancellor** – Dr. Robin Cummings
            i. Comments from the Chancellor
        b. **Provost and Vice Chancellor for Academic Affairs** – Dr. Marsha Pollard
            i. Comments from the Provost
  V. **Reports of Committees**
        a. **Operations Committees**
            i. Executive Committee – Holden Hansen, Chair
                a) Comments from the Chair
                b) Discussion: Survey Results Update and Format and Location of Senate and Committee Meetings Moving Forward (Appendix AA)
           ii. Committee on Committees & Elections – Dr. Jennifer Wells, Chair
                a) (Vote Required) New Committee and Subcommittee Memberships:
                    1) **Academic Information Technology Committee**
                        a. Adam Walls (ARTS)
                        b. Melinda Rosenberg (LETT)
                    2) **Curriculum Committee**
                        a. Eric Voecks (ARTS)
                    3) **Enrollment Management Committee**
                        a. Emilia Bak (ARTS)
                    4) **Faculty Development and Welfare Committee**
                        a. Keara Ndhlovu (CHS)
                    5) **Health Safety and Environment Committee**
                        a. Natalie Love (LETT)
                b) (For Information Only) Elections Needed
                    1) Faculty Awards (LETT)
                    2) Faculty Senate (ARTS to 2023)
                    3) Faculty Senate (at large to 2024)
                    4) Oversight of the Faculty Handbook (CHS to 2025)
                    5) Oversight of the Faculty Handbook (ARTS to 2024)
                    6) Promotion and Tenure (NSM to 2024)
                    7) UNC Faculty Assembly (alternate to 2024)
          iii. Faculty Governance Committee – Dr. Mohammad Ashraf, Chair
                a) No Report
          iv. Oversight of the Faculty Handbook Committee– Dr. Rachel Smith, Chair
                a) No Report
        b. **Standing Committees**
            i. Academic Affairs Committee – Dr. Renee Lamphere, Chair
                 a) No Report
           ii. Faculty & Institutional Affairs Committee – Dr. Kelly Charlton, Chair
                a) No Report
          iii. Student Affairs & Campus Life Committee –Dr. Peter Grimes, Chair
                a) No Report
          iv. Academic Information Technology Committee – Dr. Joe West, Chair
                a) No Report

The University of North Carolina at Pembroke
Faculty Senate Unapproved Minutes (As Revised Under Revision C)
Wednesday, May 04, 2022, at 3:30 PM
https://uncp.webex.com/meet/joe.west

Order of Business

XIII. **Roll Call**
Members Present: Altman, Anderson, Bahhouth, Charlton, Goins, Grimes, Hansen, Hummer, Lamphere, Jones-Locklear, C. Locklear, Lillis, Neal, Pereira, Robinson, Schaub, Snead, Stout, Thomas, Vela, Voecks, Wells, West, Chancellor Cummings, Interim Provost Locklear
Members Absent: Tara Busch
Guests: Gaye Acikdilli, Irene Aiken, Courtney Alexander, Robert Arndt, Cherry Beasley, Katina Blue, Juan Bobadilla, Dena Breece, Ray Buehne, Joshua Busman, Tabitha Cain, Nicolette Campos, Danielle Chilcote, Scott Cohen, Jessica Collogan, Liz Cummings, Thomas Dooling, Dennis Edgell, Susan Edkins, Kelly Ficklin, Mark Gogal, Jocelyn Graham, Karen Granger, Joanna Hersey, Mary Jacobs, Elizabeth Jones, Joshua K., Benjamin Killian, Ana Lara, Namyeon Lee, Jamie Litty, Cindy Locklear, Cynthia Miecznikowski, Wendy Miller, Ottis Murray, David Nikkel, Elizabeth Normandy, Kara Oxendine, Derek Oxendine, David Oxendine, Daniel Parisian, Sandra Plata-Potter, June Power, Angela Revels, Jonathan Ricks, Jose' Rivera, Carla Rokes, Marilu Santos, Matthew Schneider, Heather Sellers, Laura Staal, Cornelia Tirla, Aaron Vandermeer, Richard Vela, April Whittemore_Locklear, Jennifer Whittington, Bryan Winters, Summer Woodside, Chunmei Yao, David Young, Christopher Ziemnowicz

XIV. **Approval of Minutes** (Appendix A) - Motion by Stout to approve the Minutes from the 2022.04.06 meeting as presented - **Approved by acclamation**

XV. **Adoption of Agenda (As Revised Under Revision C)** - Motion by Stout to approve the Agenda Revision C - **Approved by acclamation**

XVI. **Reports from Administration**
    a. **Chancellor** – Dr. Robin Cummings
        i. Comments from the Chancellor
            1. Semester is ending; back in January, because of covid, we delayed our opening one week – thank you all for the cooperation over the past two years
                1) About the new covid variant we will adjust during the summer or for the fall as we need
            b) James A. Thomas Hall's opening and ribbon cutting was a high watermark for our university. Present were the Governor, speaker Pro Temp as well as the speaker of the house, reflecting the interest of Raleigh in UNC Pembroke, Robeson Co., and Southeast NC
                1) We received many very positive comments
                2) Philanthropists stepped forwarded and made six-figure gift donations
                3) The building is beautiful, functional and students enjoy the study rooms
            c) The new Provost Marsha Pollard (from Berkeley College in N.Y.) will be here on May 16th as well as Gabe Eszterhas (from Florida Atlantic and Florida International) the new vice chancellor for Finance and Administration
            d) We had a gathering in Lumbee Hall to say farewell to Charlie Leffler and Dr. Zoe Locklear
                i. Charlie, a fine professional and incredible leader, positioned UNCP to meet the financial demands that are ahead of us

      ii.   Dr. Locklear will stay until May 31st to have a warm handoff between her and Dr. Pollard

    e) Kelvin Jacobs, General Counsel is the Interim Chief Communications & Marketing Officer while we continue with the search for a permanent Chief Communication & Marketing Officer

    f) We will commence over 1100 graduates between the two services. Hilda Pinnix-Ragland, a senior-level Fortune 500 business executive and philanthropist will be the commencement speaker. She has an incredible list of accomplishments

    g) Dr. Pollard and I have had conversations regarding possible programs for the future and how those might unfold as we position UNCP for the needs and demands of our students in terms of their degrees

    h) Tonight, is the veterans' ceremony, participate if you can

    i) A big change for this summer school – we were able to negotiate the lowest price per hour, $41 per credit hour for our students. Due to the new funding model, we must give our students every opportunity to move along at their pace (some are 12 h semester students, others are 15 h+ semester students)

    j) Pinehurst lecturer Vivian Jacobson donated the rare Marc Chagall collection to the UNCP library. This contribution is critical to promoting research at our university and brings a new perspective to our Special Collections unit

    k) No questions to the Chancellor

b. **Interim Provost and Vice Chancellor for Academic Affairs** – Dr. Zoe Locklear

    i. Comments from the Provost

        a) Marsha and I have been meeting a couple of hours a week for the past 4-5 weeks so I could acclimate her and give her some context to the University and this office functions

        b) We have completed the Deans' searches for both the Schools of Business and the College of Health Sciences. We are contacting references and will start the negotiation process shortly

        c) Recognition of faculty for:

           1) Tenure - Dr. Julie Harrison-Swartz and Dr. Benjamin Killian

           2) Tenure and Promotion to Associate Professor - Dr. Emilia Bak, Dr. Kaitlin Campbell, Dr. Deborah Hummer, Dr. Joong-Lyul Lee, Dr. Naomi Lipschitz-Grant, Dr. SiAhn Mehng, Dr. Lauren Norman, Dr. Brian Smith, Dr. Crystal Walline, Dr. Christopher Woolley

           3) Promotion to Professor - Dr. Kelly Charlton, Dr. Dennis Edgell, Dr. Mary Ann Jacobs, Dr. Cecilia Lara, Dr. Alice Kay Locklear, Dr. Jose Rivera, Dr. William Stewart Thomas

           4) Outstanding Teaching Awards - Dr. Whitney Akers, Dr. Autumn Lauzon, Dr. Naomi Lipschitz-Grant, Dr. Meredith Storms, Dr. Christopher Woolley

           5) Outstanding Part-Time Teaching Award - Dr. Maxwell Dosser

           6) Board of Governors Award for Excellence in Teaching - Dr. William Stewart Thomas

           7) Dial Award for Scholarship/Creative Work - Dr. Larry Arnold

           8) Dial Award for Community Service: Dr. Cindy Locklear

           9) Summer Research Awards - Dr. Ben Bahr, Dr. Lisa Kelly & Dr. Kaitlin Campbell, Dr. Mordechai Inbari, Dr. Namyeon Lee, Dr. Nicolas Pereira, Dr. Silvia Smith

d) As the chancellor mentioned, Summer school has an incredible tuition offer for students. The Office of Academic Affairs was able to adjust the faculty pay scale depending on the number of students enrolled in the courses. So far, 2650 students have enrolled in the summer I session which will run from May 24 through June 29, while summer II will run from June 30 through August 4. Fall 3 is tentatively scheduled for December 10th through the 31st. Both online summer credit hours and fall 3 counts towards enrollment growth

e) Graduate commencement (300+ students) is Friday, May 13th, and the undergraduate commencement (800+ students) is on May 14th. Faculty are expected to attend at least one of the ceremonies

f) Faculty dinner (celebrating 2020, 2021, and 2022) is tomorrow night at 5:30 PM; we have received close to 200 RSVPs for this event

g) Braves Kickoff is a required in-person event scheduled for August 10th and 11th

h) Questions for the Provost:
   1) Update on the searches for the dept of Social Work and Kinesiology – for Social Work it is an internal appointment and for Kinesiology, it was an external search, but the individual turned us down due to salary. We have moved on to candidate number two who will revisit campus the week after commencement
   2) No other questions were posed

XVII. **Reports of Committees**
   a. **Operations Committees**
      i. Executive Committee – Dr. Joe West, Chair – Comments from Dr. West: this far we have currently 76 people in this meeting, which is unheard of in a face-to-face meeting. Thanks to everybody for taking the time to attend this meeting
         a) (Vote Required) Scale Reversal for SEI, starting in summer I 2022 – Dr. West explained that in the current SEI as the number on the scale gets higher, the performance decreases. That is reverse coding where the best possible performance is 1 and the worst is 5. After a Senator asked if the students do see the numbers on their SEIs, Dr. Mei Yao (Director of Institutional Research) replied that the students will see the numbers, but the sequence from 'strongly agree' to 'strongly disagree' will not change although the rating [*strongly agree (5) to strongly disagree (1)*] scores will. Another Senator suggested that clear communication would come out to Faculty and PEC members, with screenshots, informing them that what would be seen in reports is now reversed – with no more questions or concerns the proposal was **Approved by acclamation**
         b) (Vote Required) Senior Lecturer Promotion (Appendix B) – this was an Agenda item on the Senate Agenda two or two and a half years ago in a slightly different form. It was approved by the Senate, but it was not approved at the Chancellor level at the time. Dr. West informed the Senate that he opened this issue back up and worked with the Provost and the Chancellor to make sure that the language was correct. Dr. West shared the screen as he read out loud Appendix B in its entirety. Dr. West proceeded by opening the floor to Senators to have some feedback on this policy change:

1) One Senator wanted to know which committee had sent the item. Dr. West replied that originally the item came from FIAC to the Senate where it passed but did not pass the Chancellor's desk. This time, the item is coming back through the Executive Committee.

2) Another Senator requested that Dr. West would elaborate more on the role of the dept chairs which changed from the original proposal. Dr. West explained that dept chairs issue the rating for the faculty member and then that goes up to the Dean for approval, therefore, triggering the promotion to senior lecturer. If the chair indicates less than average performance the lecturer will not be automatically promoted to senior lecturer. Interim Provost Locklear added to the discussion that although Dr. West had provided this item to her, she had not had the time to discuss it with Dr. West himself, legal, or the Chancellor and therefore the item had not been vetted thoroughly. Dr. Locklear suggested that this item be discussed with Deans and Chairs during the summer. Dr. Locklear stood firm that she was not going to obligate the incoming Provost to anything that was going to impact contracts, salaries, or the budget. Interim Provost Locklear concluded by stating that if the will of the Senate would be to pass this proposal when it would come to her desk, she would revise it and recommend to the chancellor not to support it again. Dr. Locklear added that the proposal has merit but needs proper vetting and discussion. Dr. West apologized if he let his words imply that Dr. Locklear had previously agreed with this item although they both had had at least 4 meetings to talk about this item. Dr. Locklear insisted that the item needs more attention and needs to be vetted thoroughly. Dr. West asked for other comments - one Senator brought up an inconsistency about using the 'performance language' where "satisfactory" should be changed to "adequate," everywhere in the document. A motion was made to make the change as a friendly amendment; the friendly amendment was seconded by Stout, and it was **Approved by acclamation**

The Senate had several options on how to proceed with the current proposal. One Senator asked the Interim Provost if she could elaborate a little more on what she said was the problem with the current language in the proposal. Dr. Locklear explained that she had made Dr. Pollard aware of the proposal and encouraged her and incoming Faculty Chair Holden Hansen to look at it during the summer along with the Deans and Chairs. Dr. Locklear explained that changes in an individual's evaluation and ultimately in contractual agreements have big implications. A motion was made by Holden Hansen to table this proposal until September and the motion was seconded by Stout. **Yes-votes:** Altman, Bahhouth, Charlton, Goins, Grimes, Hansen, Hummer, Lamphere, Jones-Locklear, C. Locklear, Lillis, Neal, Pereira, Robinson, Schaub, Stout, Thomas, Vela, Voecks, Wells, Interim Provost Locklear; **No-votes:** Anderson; **Abstain-votes:** Snead, Chancellor Cummings. **The motion carried (21-1-2) and was tabled until September 2022**

c) Faculty Evaluation of Administrators Update

ii. Committee on Committees & Elections – Dr. Melissa Schaub for Dr. Tara Busch, Chair – Dr. Schaub volunteered to take any questions and highlighted that the Senate Agenda Revision C had the most current list of members and that the plan is on voting on all committees at once

a) (Vote Required) New Committee and Subcommittee Memberships:

1) **Academic Information Technology Committee**
   1) Beata Niedzialkowska
   2) Karen Granger
   3) Michael Workman

2) **Academic Support Services Subcommittee**
   1) Robert Arndt
   2) Abby Nance
   3) Silvia Smith
   4) Melissa Buice

3) **Budget Committee**
   1) Misti Harper
   2) Astrid Oviedo
   3) Melissa Schaub

4) **Curriculum Subcommittee**
   1) Nathan Thomas
   2) Jonathan Ricks
   3) Kelly Ficklin
   4) James Hudson
   5) William Brandon
   6) Ashley Parsons

5) **Enrollment Management Subcommittee**
   1. Corey Brittain
   2. Laura Staal
   3. Shilpa Regan

6) **Faculty Conciliator Nominees**
   i. Abigail Reiter
   ii. Astrid Ovedo
   iii. Shannon Cousineau
   iv. Silvia Smith

7) **Faculty Development and Welfare Subcommittee**
   i. Namyeon Lee
   ii. Sandra Plata-Potter
   iii. Chris Wooley
   iv. Dennis Edgell
   v. Bishwa Koirala

8) **Faculty Evaluation Review Subcommittee**
   i. Jennifer Wells
   ii. Mary Ann Jacobs
   iii. Scott Cohen

9) **Faculty Governance Committee**
   i. Mabel Rivera
   ii. Aaron Vandermeer
   iii. Robin Snead

10) **Faculty Research Advisory Board**
   i. Gary Mauk

    ii.   Paul Flowers
    iii.   Chris Ziemnowicz
11) **General Education Subcommittee**
    i.   Si Ahn Mehng
    ii.   Tracy Vargas
12) **Health Safety and Environment Subcommittee**
    i.   Amy Purser
    ii.   Andrew Latham
    iii.   Gaye Acikdilli
13) **Student Affairs and Campus Life Committee**
    i.   ~~Abigail Reiter~~
    ii.   ~~Brian Smith~~
    iii.   ~~June Power~~

Nathan Thomas made a motion to vote on all the committees and subcommittees at once; the motion was seconded by Stout. All the names contained in Agenda Revision C were **Approved by acclamation**

    b) Positions needing to be filled:
        1) CHS Position on Oversight of the Faculty Handbook Committee – Dr. Schaub asked Senators to volunteer and serve on this committee if they have tenure and are in the rank of associate or full professor
  iii. Committee on Faculty Governance – Dr. Carla Rokes, Chair
    1. (Vote Required) SACL Committee bylaw changes (Appendix C Rev B) – Dr. Rokes spoke up about modifying SACL membership as described in Appendix C Rev B. The proposal was **Approved by Acclamation**
    2. ~~(Vote Required to Refer to FIAC) FMLA and Paid Parental Leave Clarification (Appendix D)~~
    3. (Vote Required) Chair Pro Tempore Bylaw Change (Appendix E) – Dr. Rokes summarized Appendix E as adding language to the bylaws of the Faculty Handbook about the Faculty Senate Chair Pro Tem eligibility as appointed by the Executive Committee on its first meeting. Dr. West added that this item is for information only because the Constitution requires a 30-day notice before a constitutional change comes to the Senate for a vote and then will go to the General Faculty meeting (December 2022, the soonest). Dr. West asked for comments or concerns to which Nathan Thomas expressed that this proposal was offensive to those non-tenure-track faculty that have fulfilled these roles in the past. He added that non-tenured faculty is already being treated badly on our campus, they are underrepresented on the Senate, there is not a single lecturer or senior lecturer on faculty governance and this and the following accompanying proposal are disturbing.
A motion was made by Stout to extend the meeting 30 minutes and it was **Approved by Acclamation**

Motion from the floor (Nathan Thomas and second by Stout) to table the discussion of the item in Appendix E until the vote on the item in Appendix G. The motion was **Approved by Acclamation**

4. ~~(Vote Required to Refer to FIAC) Clarification of Senate Vacancy related to Leaves of absence (Appendix F)~~

5. (Notification of Proposed Constitutional Amendments) Constitution change requiring Faculty Senate Chair to hold tenure. This change requires ratification by the General Faculty (Appendix G revised to include faculty handbook language regarding Constitutional Amendments) – Dr. Rokes summarized that Appendix G is very similar to Appendix E but dealing with the Faculty Senate Chair eligibility. Dr. Rokes offered to take Nathan Thomas' concerns described above to the FGC. A Senator asked for clarification as to why FGC feels that either the Chair or Chair Pro Tem needs to be filled by tenured faculty. Dr. Rokes replied that one of the recurring points during the many discussions the committee had was safeguarding the security of non-tenured faculty as an advocate to protect academic freedom and to serve as an advocate for faculty members on all issues. A non-tenured faculty member could possibly suffer retribution. Nathan Thomas added to the discussion by providing the following information: "(1) Close to 25% of the teaching faculty is non-tenured, (2) As a non-tenured faculty member I cannot be a program coordinator because I am a lecturer, (3) I cannot serve as a department chair for the same reason even though there is no language in the Faculty Handbook that prevents me from fulfilling that role." Mr. Thomas added his thoughts and stated: "(1) I do not care to be protected. I can protect myself by not sending my name for nomination, (2) Until now, I was under the impression that these restrictions were coming from the administration but, it is really sickening to me that it is coming from the faculty." Dr. West reminded everyone that this is only a notification of a proposed constitutional amendment and discussion. Dr. West included the item on the Agenda so the faculty could see it, and think about it, and the proposal would be dealt with in the next Senate meeting in fall 2022. Mr. Thomas added that Dr. Robin Snead has served as Chair Pro Tem for two years and is now listening to a discussion where she is no longer qualified to do that job. Dr. Rokes offered to take the item back to the committee, especially to the most senior and vocal members of the committee, even though the item had been thoroughly researched across the university system. Dr. West added that FGC must get Senate approval and later General Faculty approval during its meeting. A Senator wanted to show appreciation to Nathan Thomas for speaking up his mind and added that: "(1) Lecturers are marginalized across the system, not only UNCP, (2) Looking at other universities in the system to help us make decisions only perpetuates the systemic problem, (3) I propose that we start being different and not marginalize our lecturers." Nathan Thomas issued one more comment and said that using "familiarity with the campus and with the Faculty Handbook are much better tests to determine eligibility to fulfill the Chair and Chair Pro Tem of the Faculty Senate roles than tenure."

iv. Committee on the Oversight of the Faculty Handbook – Mr. Holden Hansen, Chair

1. Faculty Handbook Update – Mr. Hansen informed the Senate that the committee worked particularly hard on the Faculty Handbook Section II

b. Standing Committees

    i. Academic Affairs Committee – Dr. Robin Snead, Chair

        a) Updates to the AB/IB/CLEP list completed by the Enrollment Management Subcommittee

            1) AP Analysis, UNCP and sister schools (Appendix H)

            2) AP information spreadsheet (Appendix I)

            3) UNCP IB credits spreadsheet (Appendix J)

            4) CLEP equivalencies at UNCP spreadsheet (Appendix K)

        Dr. Snead explained that the plan is to share the information on Appendix K with departments' Chairs and other interested parties and to continue the discussion in the fall.

        b) Curriculum proposals not requiring Senate action (Appendix L)

        c) Curriculum proposals requiring Senate action View (Link in Appendix M) at: https://uncp.curriculog.com/agenda:179/form

        Pereira made a motion to vote on all the curriculum items from Academic Affairs committee [item 3. a) to k)] at once and the motion was seconded by Bahhouth. The motion was **Approved by acclamation**

            1) (Vote Required) Department of Accounting and Finance, Program Revision: Accounting B.S.

            2) (Vote Required) Department of Biology, Course Revision: BIO 2120 Anatomy and Physiology II

            3) (Vote Required) Department of Educational Leadership and Specialties

                i. Course Revision: RDG 5300 Reading and Writing in the Content Areas I

                ii. Course Revision: RDG 5301 Reading and Writing in the Content Areas II

                iii. Course Revision: RDG 5320 Diversity and Multicultural Education

                iv. Course Revision: RDG 5350 Reading Instructional Strategies

                v. Course Revision: RDG 5450 Reading Development and Assessment

            4) (Vote Required) Department of English, Theatre, and World Languages

                i. Program Revision: English, Middle Grades Language Arts (6-9) Emphasis, B.A.

                ii. Program Revision: English, Secondary Education (9-12) Emphasis, B.A.

                iii. New Program Proposal: M.A.T. with Spanish Education Specialization

            5) (Vote Required) Department of Inclusive Education

                i. Program Revision Proposal: Elementary Education (K-6), B.S.

                ii. Program Revision Proposal: Teaching with Elementary Education Specialization, M.A.T.

                iii. New Program Proposal: Teaching with Birth to Kindergarten Specialization, M.A.T.

            6) (Vote Required) Interdisciplinary Studies Program

    i.   Program Deletion: Applied Professional Studies, Advertising, B.I.S.
    ii.   Program Deletion: Applied Professional Studies, Allied Health Leadership, B.I.S.
   iii.   Program Deletion: Applied Professional Studies: Economic Development, B.I.S.
   iv.   Program Deletion: Criminal Justice Studies, Applied Organization Management, B.I.S.
    v.   Program Deletion: Criminal Justice Studies, Forensics, B.I.S.
   vi.   Program Deletion: Criminal Justice Studies, Substance Abuse, B.I.S.
  vii.   Program Deletion: Public and Non-Profit Administration, Financial Administration, B.I.S.

7) (Vote Required) Department of Kinesiology
    i.   Course Revision: EXER 5980 Research Methodology II
    ii.   Course Revision: HLTH 2100 Applied Nutrition
   iii.   Program Revision: Exercise and Sport Science, Health Promotion Track, B.S.
   iv.   Program Revision: Exercise and Sport Science, Recreation and Sport Administration Track, B.S.
    v.   Program Revision: Health Promotion Minor
   vi.   Program Revision: Sport Leadership Minor
  vii.   Program Deletion: Water Survival Test
 viii. Program Deletion: Exercise and Sport Science, Exercise Physiology Track, B.S.
   ix.   New Program: B.S. in Exercise and Sport Science, Fitness Specialist Track
    x.   New Program: Kinesiology Core

8) (Vote Required) Department of Mass Communication
    i.   New Program: Communication Studies Track, B.S.

9) (Vote Required) Department of Music
    i.   Course Revision: Change repeatable hours for private lesson classes (43 different class numbers) as follows: Major MUSP at 1000-level to repeatable four times, Major MUSP at 3000-level no limit to repeats

10) (Vote Required) Department of Philosophy and Religion
    i.   Program Revision: Jewish and Middle Eastern Studies Minor

11) (Vote Required) School of Education
    i.   Program Revision: Teaching with Art Specialization, M.A.T.
    ii.   Program Revision: Teaching with English Education (9-12) Specialization, M.A.T.
   iii.   Program Revision: Teaching with Middle Grades Language Arts Specialization, M.A.T.
   iv.   Program Revision: Teaching with Middle Grades Science Education Specialization, M.A.T.
    v.   Program Revision: Teaching with Science Education (9-12) Specialization, M.A.T.
   vi.   Program Revision: Teaching with Social Studies Education (9-12) Specialization, M.A.T.

All curriculum changes of items contained in the Agenda Revision C in section 3. a) through k) were **Approved by acclamation**

At 5:27 PM Pereira made a motion to extend the meeting for another 30 minutes and the motion was second by Anderson. The motion was **Approved by acclamation**

    ii.   Faculty & Institutional Affairs Committee – Dr. Kelly Charlton, Chair

        a) (Vote Required) Create a stand-alone PEC eligibility statement, with focus on striking or combining languages from other sections (Appendix N) **FIAC Passed by Acclamation 4/19/22** – Dr. Charlton informed the senate that Appendix N added a consolidation paragraph making it very easy for any chair to consult. The changes in Appendix N were **Approved by acclamation**

        b) (Vote Required) Specify that Initial Contract Renewal candidates get a guaranteed member on the PEC as they would in Tenure and/or Promotion evaluations. Suggested language (p.87 of *Faculty Handbook,* PDF version): "The Department Chair is obligated to appoint the candidate's assured nominee so long as the nominee is qualified, but the Department Chair is free to substitute other qualified faculty members for the two remaining positions. This is also true for Contract Renewal evaluations" (Appendix N, Cont'd) **FIAC Passed by Acclamation 4/19/22** – Dr. Charlton referred to some ambiguity about whether there was an assured nominee for contract renewal evaluations and that Appendix N, Cont'd helped clear up the ambiguity. The second part of Appendix N was **Approved by acclamation**

        c) (Vote Required) Specify the authority of the Provost (in consultation with the chairs of FERS, FIAC, and Faculty Senate) to make non-substantial changes in the execution of the Faculty Evaluation Model as related to evolving technologies and features in our digital portfolio workflow (Appendix O) **FIAC Passed by Acclamation 4/19/22** – Dr. Charlton along with the help of Dr. Vandermeer defined a "non-substantial" change as one where a form that used to be handled in a paper format and now goes through the Interfolio system, constitutes a non-substantial change. **Yes votes:** Anderson, Bahhouth, Charlton, Grimes, Hansen, Hummer, Lamphere, Jones-Locklear, C. Locklear, Lillis, Pereira, Robinson, Schaub, Snead, Stout, Thomas, Voecks, Interim Provost Locklear; **No votes:** Goins, Neal, Vela; **Abstain votes:** None. The changes contained in Appendix O have been **Approved 19-3-0**

   iii.   Student Affairs & Campus Life Committee –Dr. Renee Lamphere, Chair

        a) Faculty Governance (FGC) discussed Graduate School representation on SACL. FGC voted to recommend adding a seat for Graduate School Staff/Administration and changing the structure of the two general seats to "one from undergraduate and one from graduate" (currently both are from undergraduate).

        b) Dr. Lamphere updated the Senate on gender neutral bathrooms. The request to change a few bathrooms on campus to gender neutral been approved at all levels. Changes in signage will occur over the summer.

<ol type="a" start="3">
Dr. Lamphere mentioned that another big change accomplished by SACL was the change in registration time from Monday at midnight to 9 PM. She requested that we update our websites and spread that information for the foreseeable future until it becomes more of a habit.

<ol type="i" start="4">
Academic Information Technology Committee – Dr. Roland Stout, Chair
<ol type="a">
No Agenda Items

Budget Advisory Committee - Dr. Sherry Edwards, Chair
<ol type="a">
No Agenda Items

XVIII. **Faculty Assembly Updates:** Agenda (Appendix P), Minutes (Appendix Q)

XIX. **Graduate Council** (Appendix R) – No questions

XX. **Other Committees**

    a. **CEPP March approved Minutes** (Appendix S) – No questions

XXI. **Unfinished Business** - None

XXII. **New Business** - None

XXIII. **For the Good of the Order** - None

XXIV. **Announcements** – The General Faculty meeting is on the 13th at 1:30 PM and it is virtual. Dr. West announced that this was his last Faculty Senate meeting as a Faculty Senate Chair.

XXV. **Adjournment** – A motion to adjourn the meeting was made by Pereira. The meeting was adjourned at 5:54 PM.

Faculty Senate and Constituent Committees Meeting Format and Location

Q1

GA regulations require that when Committee meetings are conducted online that full roll call be taken if there are any abstention or nay votes. Given this requirement, I have concerns about the public roll call of votes at the Senate and in Committee meetings conducted on WebEx.
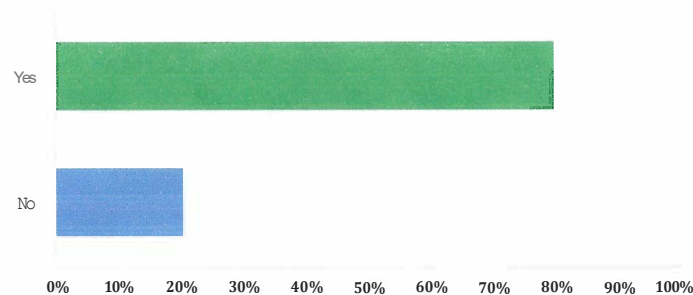
Answered: 154   Skipped: 0
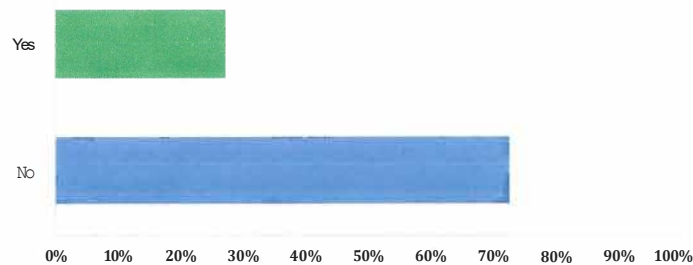
ANSWER CHOICES	RESPONSES	
Yes	27.27%	42
No	72.73%	112
TOTAL		154

Q2

I believe that in general, the Senate and its Standing Committees, Sub-Committees and other Committees should have a WebEx component for all meetings.
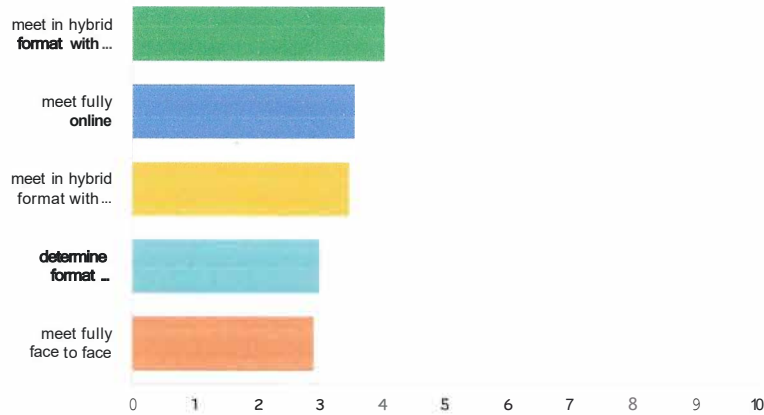
Answered: 152   Skipped: 2

Q3

Using the slider bars, please rank in order the following preferences from 1 to 4 with "1" being the most favored p,·eference and "4" being the your least favored preference. The Faculty Senate should:

Answered: 153   Skipped: 1

	1	2	3	4	5	TOTAL	SCORE
meet in hybrid format with senators and guests choosing their own format	31.97% 47	44.22% 65	18.37% 27	4.76% 7	0.68% I	147	4.02
meet fully online	37.33% 56	14.00% 21	17.33% 26	31.33% 47	0.00% 0	150	3.57
meet in hybrid format with senators face to face and guests online	11.72% 17	33.10% 48	46.21% 67	8.97% 13	0.00% 0	145	3.48
determine format independently according to a vote on at the Senate Meeting on September 7, 2022	0.00% 0	33.33% 1	33.33% I	33.33% 1	0.00% 0	3	3.00
meet fully face to face	21.48% 32	6.71% 10	16.78% 25	53.69% 80	1.34% 2	149	2.93

Q4

Using the slider bars, please rank in order the following preferences from 1 to 5 with "1" being the most favored preference and "5" being the your least favored preference. The Senate's Standing Committees, Sub-

EJ

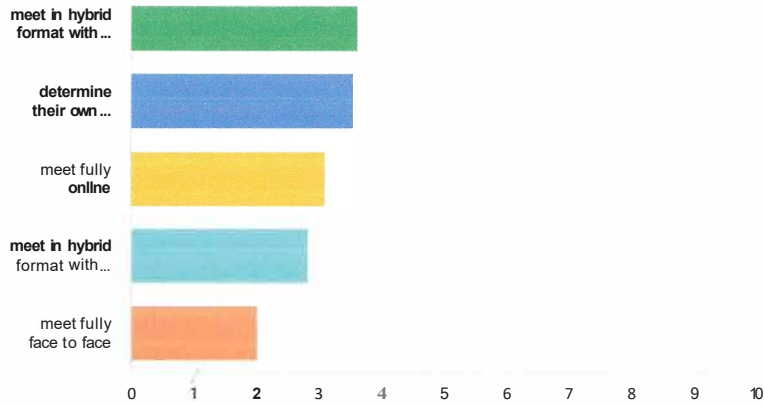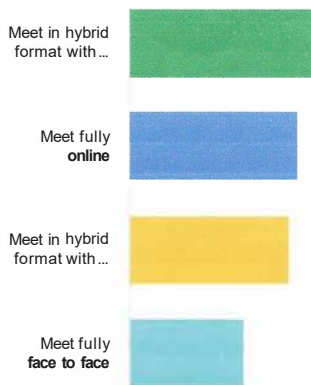|	1	2	3	4	5	TOTAL	SCORE
meet in hybrid format with **senators and** guests choosing their own format	25.87% 37	29.37% 42	27.97% 40	12.59% 18	4.20% 6	143	3.60
determine their own format independently	34.25% 50	20.55% 30	19.18% 28	15.75% 23	10.27% 15	146	3.53
meet fully **online**	25.85% 38	17.69% 26	17.69% 26	17.01% 25	21.77% 32	117	3.09
meet in hybrid format with **committee** members face to face and guests online	4.73% 7	23.65% 35	29.05% 43	35.81% 53	6.76% 10	148	2.84
meet fully face to face	13.01% 19	8.22% 12	4.79% 7	17.12% 25	56.85% 83	146	2.03

Q5

Using the slider bars, please rank in order the following preferences from 1 to 4 with "1" being the most favored preference and "4" being the your least favored preference. The General Faculty Meeting should:

Answered: 142   Skipped: 12

154 responses

Share Link   https://www.surveymonkey.com/re

|	1	2	3	4	TOTAL	SCORE
Meet in hybrid format with presenters and guests choosing their own format	28.78% 40	42.45% 59	23.02% 32	5.76% 8	139	2.94
Meet fully online	41.91% 57	13.24% 18	16.91% 23	27.94% 38	136	2.69
Meet in hybrid format with presenters meeting face to face and guests online	14.39% 20	34.53% 48	43.88% 61	7.19% 10	139	2.56
Meet fully face to face	17.52% 24	8.76% 12	13.87% 19	59.85% 82	137	1.84

Q6

Iam:

Answered: 153   Skipped: 1
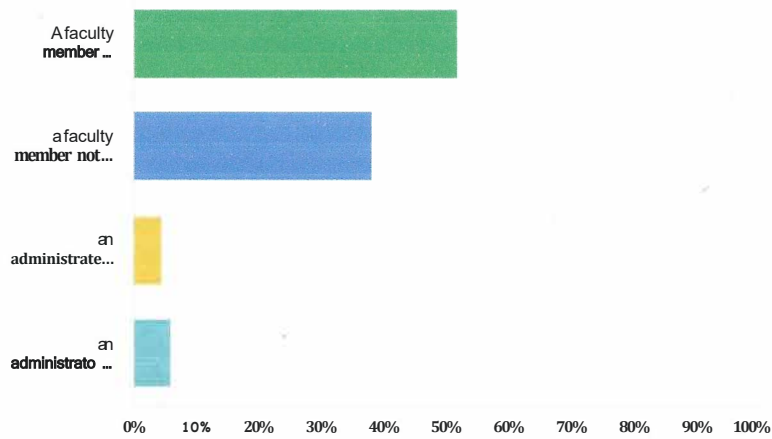
ANSWER CHOICES	RESPONSES	
A faculty member presently serving on the Senate and/or other Committee	51.63%	79
a faculty member not presently serving on the Senate and/or other Committee	37.91%	58
an administrator or staff member presently serving on the Senate and/or other Committee	4.58%	7
an administrator or staff member not presently serving on the Senate and/or other Committee	5.88%	9
TOTAL		153

Q7

Is there anything else you would like us to know?

Answered: 56   Skipped: 98

Share Link   https://www.surveymonkey.com/re:

Share   Tweet   Sfiar

154 responses

Q7 Is there anything else you would like us to know?

Answered: 56   Skipped: 98

#	RESPONSES	DATE
1	I believe that independent decisions on committee meetings would lead to confusion when guests need to visit.	9/6/2022 7:54 PM
2	I resisted filling this out because I don't attend Faculty Senate meetings usually. Concerning abstentions and no opinions, shouldn't that be a recurring option on this survey?	9/6/2022 5:49 PM
3	I have a disability that makes online meetings more accessible to me.	9/6/2022 1:02 PM
4	I do not think the roll call requirement was applied consistently last year. I also have a concern about how people voting being part of the public record for an online meeting when it wouldn't be for a face to face meeting.	9/6/2022 12:24 PM
5	As the secretary of a committee, WebEx was extremely helpful in ensuring that minutes were accurate in a way they can't always be when fully face-to-face	9/6/2022 10:25 AM
6	We have been striving so hard to create a campus community, but it is very difficult to create such a community when we are not present. While some might disagree suggesting that online communities can be just as vibrant, unfortunately this is a campus. We have in-person athletics, students, community (this university was created around its community), and others. I find it difficult to suggest we can meet online and fulfill our mission. However, I am okay with online meetings to the extent that they are needed as accommodation.	9/6/2022 8:37 AM
7	N/A	9/5/2022 11:12 PM
8	No	9/5/2022 9:24 PM
9	Can't the roll call of votes be taken both in public and online, with a final votes announced via email after the meeting?	9/5/2022 9:12 PM
10	No	9/5/2022 7:32 PM
11	WebEx meetings are just as productive as in person. Futhermore, we have increased attendance with a WebEx component especially in General Faculty meetings.	9/5/2022 2:23 PM
12	I would like an option for the meetings to be recorded to allow viewing when time allows.	9/4/2022 9:14 AM
13	i believe face to face is preferable in that it permits more effective and meaningful interaction.	9/3/2022 12:53 PM
14	COVID, fluctuating gas prices, and higher cost of living prices overall at this point have changed things for us permanently. I think it is very reasonable and realistic to continue offering hybrid formats for meetings, or fully online meetings, which certainly allow for more flexibility in attendance, especially as many faculty live at a distance from campus and will not drive in just for a meeting if they're not already on campus that day. The General Faculty meetings I have attended virtually in the past two years have had MUCH higher attendance than any in-person Gen Fac meeting I've attended in person during the previous decade. Why not make things easier for faculty/staff participation in governance, not more difficult? Thank you for this survey!	9/3/2022 11:59 AM
15	none	9/3/2022 10:27 AM
16	Attendance and participation seem to increase when meetings are fully online or have a hybrid option for all attendees. This also makes meeting and being a part of faculty senate more accessible to all.	9/3/2022 10:18 AM
17	The pandemic seems to be continuing. For public safety and to provide more flexibility meetings should be online. That way there will be more participants.	9/2/2022 11:05 PM
18	Not at this time.	9/2/2022 7:58 PM
19	No	9/2/2022 4:48 PM

20	No	9/2/2022 3:38 PM
21	Na	9/2/2022 3:27 PM
22	You are all doing a great job.	9/2/2022 3:20 PM
23	No	9/2/2022 3:15 PM
24	The new class scheduling decision lacked transparency and smacks of "... it worked well an XXX school!" thinking. Our historical context, challenges, and needs are our own.	9/2/2022 9:26 AM
25	I like the ability to have transcripts and a video copy of the meeting. That's not possible with face-to-face meetings.	9/2/2022 8:22 AM
26	Nicely done Holden.	9/2/2022 8:10 AM
27	I would like to suggest that the provost votes last. In the past, I felt that her vote influenced or intimidated others. We even had discussions about non-tenured faculty being targeted last year, so if the perception is real, the threat is real.	9/2/2022 8:03 AM
28	No	9/2/2022 6:46 AM
29	Thanks!	9/2/2022 5:02 AM
30	For some committees online works better to share documents being edited.	9/2/2022 1:12 AM
31	I find that WebEx meetings are more focused and efficient than face-to-face meetings, in part bcause we are each drawn to the screen and docs shared there. Unlike stuents in classes, faculty in meetings know what we are there for and what we want to take away and extract from thosemeetings. As secretary of a committee, I have found that f2f meetings keep me focused on individual speakers/presenters wo distraction and on shared info in meetings.	9/1/2022 11:25 PM
32	I served on the Senate and a variety of Senate Committees and subcommittees for many years. As someone with a hearing disability, the Senate meetings in the UC were essentially inaccessible and the university's efforts to make them accessible were laughable. If a microphone can be placed in close proximity to each speakers, Webex is the way to go. This will go a long way to help faculty/staff with disabilities and full-time online faculty.	9/1/2022 10:21 PM
33	There are immunocompromised faculty that remain in danger when large meetings occur among unmasked and unvaccinated colleagues. There should be accommodations made for these people (as long as they provide documentation) if meetings resume fully face to face. Thank you.	9/1/2022 10:18 PM
34	No.	9/1/2022 9:58 PM
35	Maintaining an online option increases access to the meetings	9/1/2022 9:50 PM
36	Remembering that wearing a mask works better to protect others than yourself (https://www.bryanhealth.com/coronavirus-clp/wearing-a-mask-is-not-only-important-its-life-saving/), and acknowledging that very few people are currently masking at UNCP, one must recognize that the onus for safety falls EVEN MORE on the individual. Therefore, immunocompromised or immunosuppressed individuals who feel that personal masking is not sufficient to protect them should have the option to participate in shared governance virtually. This matter is handled feasibly with WebEx or Zoom and ACCESSIBILITY and ACCOMMODATIONS are not just for students.	9/1/2022 9:38 PM
37	Recordings could be made available if conducted via WebEx/zoom in some form	9/1/2022 9:26 PM
38	General Faculty meetings and Braves kickoff are colossal wastes of time and should be eliminated	9/1/2022 8:43 PM
39	While I have significant concerns about the requirement of role call voting (and questions about whether this really is a requirement or is the interpretation of our legal counsel), the flexibility to attend meetings virtually has increased participation. It's 2022; many workplaces are much more flexible than even a decade ago. To deny this bit of flexibility to faculty would only highlight how "behind" academia can sometimes be. While I feel this way about Senate and committee meetings, I absolutely feel this way about the general faculty meetings, in which we are mostly "talked at" by administrators.	9/1/2022 8:27 PM
40	No	9/1/2022 8:05 PM

41	Does the full roll call vote necessarily mean announcing yea or nay? Or can it mean just present? If someone wanted to challenge a vote, just abstaining would force everyone to take a public stance. No more anonymous vote. Seems like an easy ploy to manipulate events.	9/1/2022 7:47 PM
42	Meeting online has allowed more faculty members to attend various committee meetings and the meetings of the faculty senate. We will never see the same attendance at meetings if we move back to face-to-face meetings.	9/1/2022 7:44 PM
43	No	9/1/2022 7:39 PM
44	Nothing else.	9/1/2022 7:39 PM
45	No	9/1/2022 7:36 PM
46	Senate should meet face to face because of its size. Other committees can work fully on line easily.	9/1/2022 7:35 PM
47	N/A	9/1/2022 7:33 PM
48	Thank you for considering the option. Maybe it will enhance participation from more faculty.	9/1/2022 7:33 PM
49	No	9/1/2022 7:32 PM
50	N/A	9/1/2022 7:27 PM
51	no	9/1/2022 4:54 PM
52	Nope.	9/1/2022 4:30 PM
53	Survey looks great!	9/1/2022 3:59 PM
54	no	9/1/2022 3:53 PM
55	No	8/31/2022 7:29 PM
56	No.	8/31/2022 7:26 PM

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

July 20, 2022 at 11:00 a.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
140 Friday Center Drive, Room 128
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

A-1. Approval of the Minutes of May 25, 2022 ....Temple Sloan

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

A-3. Faculty Teaching Workload Report ....Kimberly van Noort

A-4. UNC System Institutional Mission Statement Review ....David English

A-5. Update on the UNC System Educational Career Alignment (ROI) ....Kimberly van Noort

A-6. UNC System Academic Degree Program Actions ....David English

A-7. Adjourn

THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

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

DRAFT MINUTES OPEN SESSION

May 25, 2022 at 11:30 a.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
140 Friday Center Drive, Room 128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members were present, constituting a quorum: Kirk Bradley, Joel D. Ford, Thomas C. Goolsby, and Sonja Nichols. Raymond Palma joined by video.

Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Chair of the UNC Faculty Assembly Timothy Ives joined.

Staff members participating included Kimberly van Noort and David English from the UNC System Office.

OPEN SESSION

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

Chair Sloan called the meeting to order at 11:33 a.m. on May 25, 2022.

Chair Sloan reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. He asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time.

Chair Sloan called for a motion to approve the open minutes of April 6, 2022.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the minutes of April 6, 2022, as distributed.

Motion: Kirk Bradley
Motion carried

2. Academic Affairs Update (Item A-2)

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

3. UNC System Academic Degree Program Actions (Item A-3)

The following requests for academic degree program actions were put forth:

- The University of North Carolina at Pembroke requested the establishment of a Bachelor of Science in Cybersecurity and Master of Science in Occupational Therapy
- University of North Carolina at Charlotte requested the discontinuation of the Bachelor of Science in Neurodiagnostics and Sleep Science.

Chair Sloan called for a motion to approve the three academic degree program actions.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the request for the three academic degree program actions as discussed and submit to the full Board of Governors through the consent agenda.

Motion: Sonja Nichols
Motion carried

4. UNC System Common Numbering System (UNC CNS) (Item A-4)

The committee heard an update on the UNC Common Numbering System (UNC CNS). UNC CNS is a cooperative effort among all UNC System institutions to facilitate transfer of lower-division undergraduate courses. Once implemented, the UNC CNS will provide a shared, uniform set of course designations for students, faculty, and advisors to use in determining course equivalency of transfer credit on a UNC System-wide basis. The Board stipulated that the UNC CNS would be established and operational by the 2022-23 academic year.

5. Licensure Program Approvals (Item A-5)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approvals for the following:
- Galen College of Nursing, Bachelor of Science in Nursing, Prelicensure Option (BSN), Associate Degree in Nursing LPN/LVN to RN Bridge Option, Associate Degree in Nursing, Two-Year Option
- Southeastern College – Charlotte, Associate Degree in Nursing, Associate of Applied Science in Radiologic Technology, Associate of Applied Science in Medical Assisting, Associate of Applied Science in Diagnostic Medical Sonography, Associate of Applied Science in Surgical Technology
- Alliant International University and San Diego and National University, limited licenses for a single student per institution.

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

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

Motion: Kirk Bradley
Motion carried

There being no further business and without objection, the meeting adjourned 12:41 p.m.

_____

Kirk Bradley, Secretary

THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
July 20, 2022

AGENDA ITEM

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

Situation: The committee will hear an update on recent activities involving Academic Affairs.

Background: The University of North Carolina System's Division of Academic Affairs complements the University's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also provides assistance for student affairs and other access and outreach activities.

Assessment: Information will be provided to the committee on recent updates in academic affairs at the UNC System Office and across the 17 institutions.

Action: This item is for information only.

AGENDA ITEM

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

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

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

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

Included in the appendices are 10 years of historical data for each individual UNC System institution, broken out for tenured/tenure-track faculty and then for all faculty. For 2019, the most recent year for which data is available, not all UNC System institutions met their teaching load minimums.

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

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Faculty Teaching Workload Report

July 20, 2022

University of North Carolina System
Chapel Hill, North Carolina

Introduction

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

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

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

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

Per BOG policy, standard annual teaching loads will be differentiated to accommodate the diverse missions of the individual campuses as articulated by Carnegie Classification. The following represent the standard faculty teaching load measured by the average number of organized courses taught per semester:

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

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

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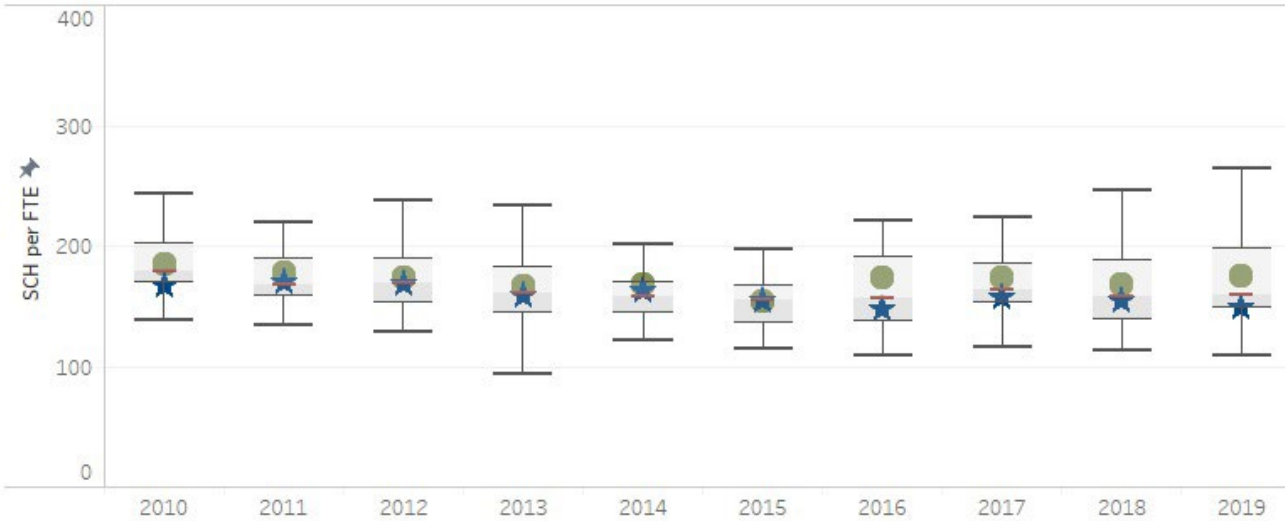
---

[1] In order to process all institutional data fully, the most recent data provided by the Delaware Study for UNC institutions and their peers are from Fall 2019.
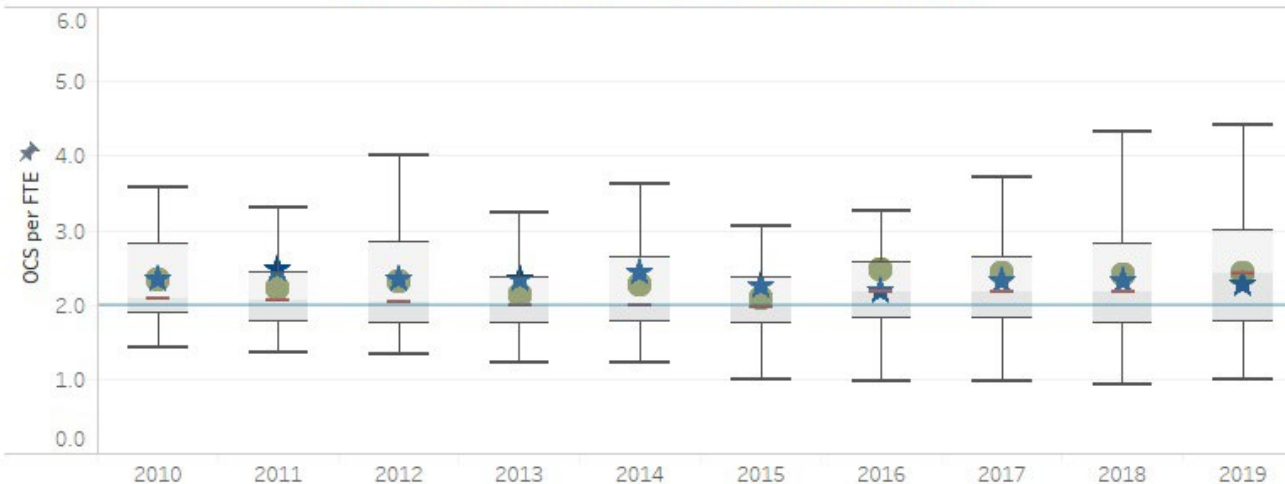[2] All Faculty includes: Tenured/Tenure-Track Faculty, Other Regular Faculty, Supplemental Faculty, and Teaching Assistants.

UNC System Instructional Teaching Load: Research Universities Very High

Student Credit Hours per FTE Faculty *(Tenure/Tenure Eligible)*

Organized Class Sections per FTE Faculty *(Tenure/Tenure Eligible)*

★ UNC System Average

● Boxplot Average
 (for UNC Class Group)

— Boxplot Median
 (for UNC Class Group)

— NC BOG Standard

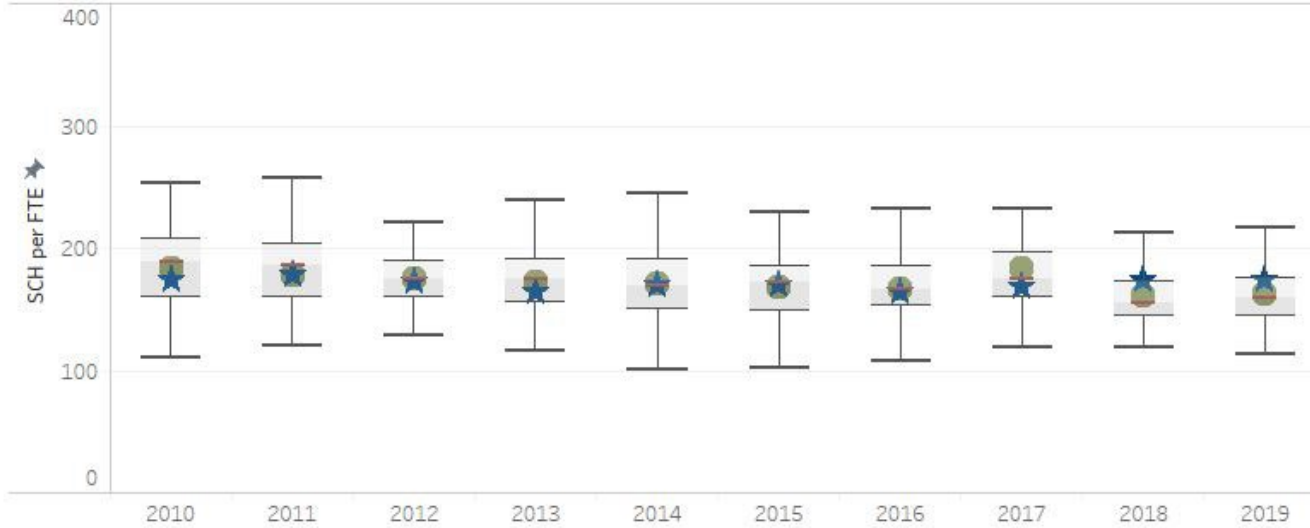□ Interquartile Range (IQR)
 (for UNC Class Group)

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

This group exceeds the BOG standard for sections taught per semester in all years.

UNC System Instructional Teaching Load: Research Universities High and Doctoral

Student Credit Hours per FTE Faculty (Tenure/Tenure Eligible)

Legend:
- ★ UNC System Average
- ● Boxplot Average (for UNC Class Group)
- — Boxplot Median (for UNC Class Group)
- — NC BOG Standard
- ☐ Interquartile Range (IQR) (for UNC Class Group)

Organized Class Sections per FTE Faculty (Tenure/Tenure Eligible)

UNC institutions in the Research Universities – High category: East Carolina University, North Carolina A&T State University, UNC Charlotte, and UNC Greensboro: All Years. UNC Wilmington is included for 2018 and 2019.

This group meets or exceeds the BOG standard for sections taught per semester in 2010-2012, 2014-2015, and 2017-2019.
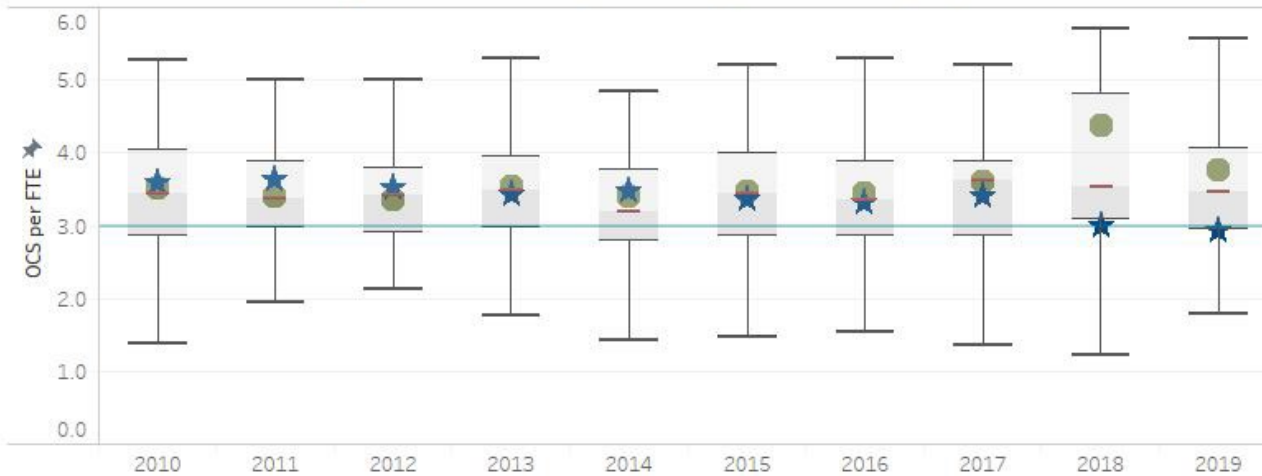
UNC System Instructional Teaching Load: Master's – All Levels

Student Credit Hours per FTE Faculty (Tenure/Tenure Eligible)

Organized Class Sections per FTE Faculty (Tenure/Tenure Eligible)

Legend:
- ★ UNC System Average
- ● Boxplot Average (for UNC Class Group)
- — Boxplot Median (for UNC Class Group)
- — NC BOG Standard
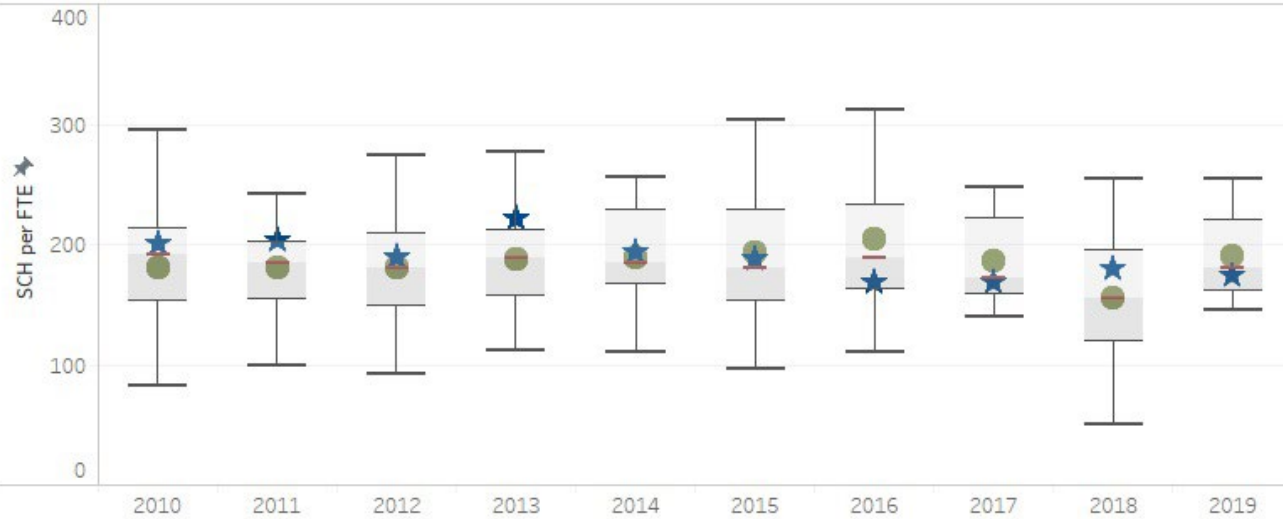- ☐ Interquartile Range (IQR) (for UNC Class Group)

UNC institutions in the Master's categories: Appalachian State University, Fayetteville State University, North Carolina Central University, UNC Pembroke, Western Carolina University, and Winston-Salem State University: All Years. Elizabeth City State University was included 2014-2017. UNC Wilmington was included from 2010-2017.
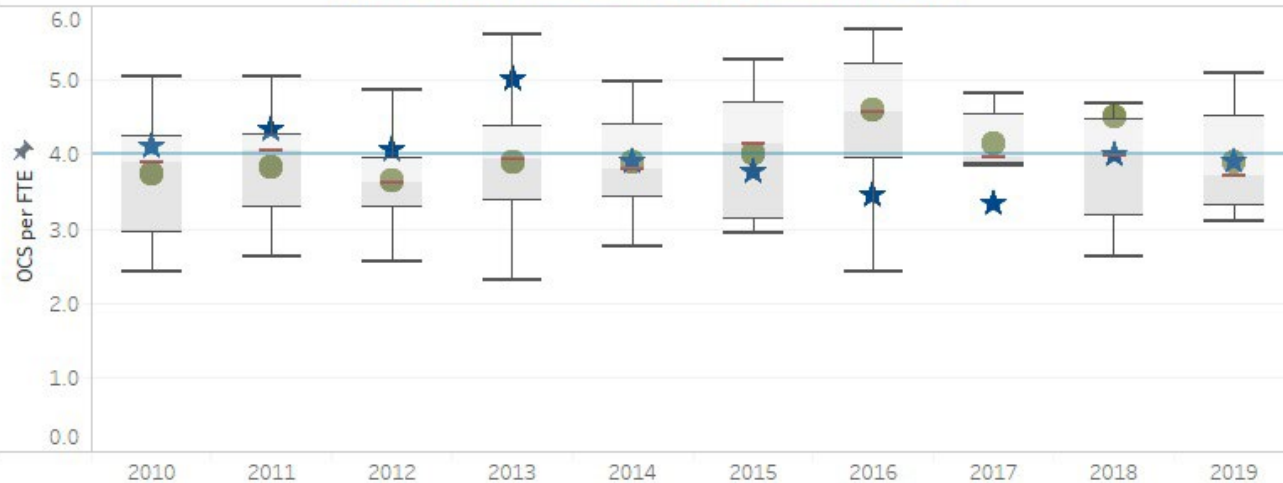
This group meets or exceeds the BOG standard for sections taught per semester in 2010-2018.

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

Student Credit Hours per FTE Faculty (Tenure/Tenure Eligible)

Organized Class Sections per FTE Faculty (Tenure/Tenure Eligible)

Legend:
- ★ UNC System Average
- ● Boxplot Average (for UNC Class Group)
- — Boxplot Median (for UNC Class Group)
- — NC BOG Standard
- ☐ Interquartile Range (IQR) (for UNC Class Group)

UNC System institutions in the Baccalaureate Colleges category: UNC Asheville: All years. Elizabeth City State University was included for 2010-2013 and 2018-2019.

This group meets or exceeds the BOG standard for sections taught per semester in 2010-2013, and again in 2018.

Appendix A

Monitoring Faculty Teaching Workloads
The UNC Policy Manual
400.3.4*
Adopted 04/12/96
Amended 03/07/01
Amended 01/11/13

Monitoring Faculty Teaching Workloads

Introduction:

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

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

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

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

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

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

System to Monitor Faculty Teaching Loads:

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

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

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

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

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

Distinction between Teaching, Instructional, and Total Faculty Workload:

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

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

Faculty also engage in service activities that inform classroom teaching and student learning. These activities may include responses to requests for information, advice, and technical assistance as well as instruction offered directly through continuing education. Service includes training and technology transfer for business and industry, assistance to public schools and unit of government, and

---

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

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

commentary and information for the press and other media. Service also includes time spent internal to the university which may include participation in faculty governance, serving on search committees for new faculty, and preparing for discipline accreditation visits.

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

Rewarding Teaching:

The Board's intent is that measures described in the previous section will lead to personnel policies and decisions that take due account of each faculty member's contribution to the undergraduate teaching mission of the institution. The President of the University of the North Carolina System and the Board expect that faculty be rewarded for the quantity and more so, the quality of teaching. The Board underlines their enthusiastic support of faculty distinction through its teaching awards and takes pride in the standard for teaching excellence set by award recipients.

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

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

Carnegie Group	Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	UNC-Chapel Hill	2.6	2.7	2.5	2.6	2.6	2.6	2.5	2.7	2.7	2.7
Research - Very High	*BOG Standard*	*2*	*2*	*2*	*2*	*2*	*2*	*2*	*2*	*2*	*2*
	North Carolina State University	2.1	2.3	2.2	2.1	2.3	1.9	1.9	1.9	1.9	1.9
	UNC Wilmington	3.7	3.4	3.5	3.4	3.5	2.8	3.4	3.3	3.5	3.4
	North Carolina A&T State University	3.1	2.8	3.1	2.9	2.8	2.7	2.6	2.8	2.6	2.7
	East Carolina University	3.5	3.1	3.1	2.8	2.9	2.7	2.6	2.7	2.5	2.6
Research - High	*BOG Standard*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*
	UNC Greensboro	3.7	4.1	4	2	2.3	2.6	2.7	2.7	2.4	2.4
	UNC Charlotte	2.5	2.1	2.1	2	2.1	2	1.9	1.9	1.9	2
	UNC Pembroke	3.8	3.8	3.8	3.7	3.6	3.8	3.5	3.6	3.6	3.9
	Winston-Salem State University	3.8	3.8	3.8	3.3	3.2	3	2.8	3.3	3.1	3.1
	Fayetteville State University	3.8	3.9	3.9	4.1	4	3.9	2.6	3.1	2.9	3
Master's - All Levels	*BOG Standard*	*3*	*3*	*3*	*3*	*3*	*3*	*3*	*3*	*3*	*3*
	Western Carolina University	2.8	2.9	2.8	2.7	2.8	2.8	2.8	2.9	2.8	2.8
	Appalachian State University	3.2	3.2	3.3	3.2	2.9	2.9	2.9	2.7	2.6	2.5
	North Carolina Central University	4.3	4.5	3.8	3.7	2.9	2.9	3.1	3	3	2.4
	Elizabeth City State University	4	4.3	4.1	6.1	5	4.9	5.5	5.5	4.5	4.4
Baccalaureate	*BOG Standard*	*4*	*4*	*4*	*4*	*4*	*4*	*4*	*4*	*4*	*4*
	UNC Asheville	4.2	4.4	4	3.9	3.9	3.8	3.5	3.4	3.5	3.4

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

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

Carnegie Group	Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Research - Very High	UNC-Chapel Hill	148.8	149.7	154.3	155.5	152.9	156.2	146.2	154.8	153.5	153.1
	North Carolina State University	188	191.8	183.8	162.1	173.8	155.3	150.6	159.9	157	145
Research - High	UNC Wilmington	237	212.6	214.7	209.7	215.8	173.6	214.6	209.7	204.3	204.4
	East Carolina University	170.5	183.6	178	174.8	187.5	194.7	196.8	199.5	182.5	181.4
	North Carolina A&T State University	177.6	175.7	176	166	163.3	164.2	158.4	174	169.6	170.8
	UNC Greensboro	178.3	185.3	177.5	157.5	165.8	161.5	158.6	150.4	163.8	165.4
	UNC Charlotte	170.8	171.7	162.3	161.1	164.6	160.1	147.7	154.6	152.4	149.9
Master's - All Levels	Fayetteville State University	219.7	228.9	233.1	239.3	234.7	214.4	136.1	185.4	193.8	201.3
	UNC Pembroke	197.4	189.5	190.4	176.8	189.1	193.2	173.8	175.7	185.9	199.4
	Western Carolina University	173.8	204.1	186.6	180.1	181.9	192.1	190.4	194.8	191.3	194.3
	Winston-Salem State University	168.1	196.4	178.6	166.4	163.7	154.5	170.5	169.2	178.5	183.7
	Appalachian State University	194.4	207.9	193.9	193.9	184.6	190.5	186.9	177.1	176.2	170.1
	North Carolina Central University	202.6	210	185.5	179.8	174.6	177.2	191.4	181.5	176.5	140.1
Baccalaureate	Elizabeth City State University	211.9	198.5	191.1	253.7	202.9	201.2	184.3	180.1	188.5	180.8
	UNC Asheville	192	211.1	188.4	190.7	193.8	188.3	168.8	169.6	172.1	168.1

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

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

Carnegie Group	Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Research - Very High	UNC-Chapel Hill	3.1	3.1	3	3	3	3.1	3	3	3	3
	North Carolina State University	2.8	3.2	3.2	3	3.3	3.1	3.1	3.2	3.2	2.9
	BOG Standard	*2*	*2*	*2*	*2*	*2*	*2*	*2*	*2*	*2*	*2*
Research - High	UNC Wilmington	3.8	3.7	3.7	3.7	3.8	3.3	3.7	3.7	3.8	3.9
	UNC Greensboro	4	4	4.2	2.7	2.8	3	3.4	3.3	3.7	3.5
	East Carolina University	3.9	3.6	3.6	3.4	3.3	3.3	3.2	3.3	3.2	3.2
	North Carolina A&T State University	3.7	3.3	3.4	3.7	3.6	3.6	3.5	3.3	3.1	3.1
	UNC Charlotte	3	2.8	2.9	2.8	2.8	2.8	2.7	2.8	2.9	2.9
	BOG Standard	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*	*2.5*
Master's - All Levels	UNC Pembroke	3.9	3.9	3.9	4	3.9	4.3	3.7	3.8	4.1	4
	Winston-Salem State University	3.4	3.5	3.4	3.8	3.1	3	2.8	3.3	3.4	3.4
	Western Carolina University	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.2	3.3
	Fayetteville State University	3.8	4	4	4.1	4.1	3.4	2.8	3.3	3.2	3.2
	Appalachian State University	3.5	3.6	3.7	3.5	3.4	3.4	3.4	3.3	3.1	3.1
	BOG Standard	*3*	*3*	*3*	*3*	*3*	*3*	*3*	*3*	*3*	*3*
	North Carolina Central University	4.2	4.6	4.2	3.9	3.2	3.1	2.9	2.8	3.3	2.8
Baccalaureate	Elizabeth City State University	4	4.6	4.4	6.1	5.1	4.9	5.5	5.5	4.5	4.4
	BOG Standard	*4*	*4*	*4*	*4*	*4*	*4*	*4*	*4*	*4*	*4*
	UNC Asheville	4.4	4.5	4.3	4.2	4.3	4.2	3.7	3.6	3.7	3.6

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

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

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

Carnegie Group	Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Research - Very High	North Carolina State University	220.7	236.8	245.6	229.5	242.5	220.5	224.8	232.5	240.5	233
	UNC-Chapel Hill	189.1	188.8	190.2	187.1	187.9	197.7	185.5	187.2	186	190.3
Research - High	UNC Charlotte	237.3	248.7	236.1	252.9	259.7	264.9	252.6	260.9	264.2	255.5
	East Carolina University	224	232.9	231.5	228.5	236.3	249	256.1	258.2	251.4	244.7
	UNC Greensboro	230.9	229.8	234	204.1	212.4	217	222.3	215.3	253.3	238.8
	UNC Wilmington	246.9	230.8	228.4	227.9	238.7	206.2	236.8	231.9	226	233.8
	North Carolina A&T State University	233.9	226.5	211.7	229.8	236.2	242.4	241.2	232.1	220.4	224.1
Master's - All Levels	Western Carolina University	189.2	218.3	202.4	209	210.2	213.4	215.7	217.8	221.6	226.9
	Fayetteville State University	226.2	233.5	238.7	244.8	240.8	198.2	151.3	201.3	207.4	210.1
	UNC Pembroke	208.8	198.7	194.6	196	197.4	217.5	183.5	183	202.2	207.6
	Appalachian State University	213.2	229.5	226.4	227.9	216.6	216.3	221.1	216.9	212	207.4
	Winston-Salem State University	167.4	182.3	166.5	196.6	166.5	162.2	172.1	171.8	191.4	196.5
	North Carolina Central University	229.5	229.3	220.9	202	201.6	193.1	182.1	175.9	198.2	172.5
Baccalaureate	Elizabeth City State University	206.1	208.8	201.1	253.7	205.3	208.3	184.3	180.1	188.5	180.8
	UNC Asheville	198.8	212.7	197.4	198.2	195.9	196.7	172.9	175.5	183.6	174.9

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

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

AGENDA ITEM

A-4.   UNC System Institutional Mission Statement Review... David English

Situation: The Board of Governors of the University of North Carolina is responsible for making final determinations of mission and associated mission statements for each of the 17 UNC constituent institutions. The mission statement is the official document that broadly captures the core focus of the constituent institution and the distinctiveness of its approach to teaching, research, scholarship and creative activity, and public service.

Background: A primary objective of periodic mission reviews is to foster and ensure coordination of purpose and efforts of UNC System institutions. The reviews also allow constituent institutions the opportunity to request mission statement changes in response to campus changes or anticipated programmatic development. Jurisdiction for the review of institutional mission is assigned to the Committee on Educational Planning, Policies, and Programs by *The Code of the University of North Carolina (The Code)*. Specifically, the Committee:

> **…**shall receive the advice and recommendations of the president and make recommendations to the Board in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including: (a) the definition of mission and assignment of functions of each constituent institution.

Consistent with the provisions of *The Code* and Section 400.2.3[R] of the UNC Policy Manual, *Regulation on Mission Statements*, UNC System constituent institutions were instructed to review their established mission statements and notify the president of any recommended revisions. Ten of the 17 constituent institutions submitted requested revisions in accordance with the instructions provided by the president.

Assessment: Approval of the revised mission statements is recommended.

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

UNC System Institutional Mission Statement Review

July 20, 2022

University of North Carolina System
Chapel Hill, North Carolina

REPORT: Institutional Mission Statement Review

Introduction

When the University of North Carolina (UNC System) was re-designated in 1972 to include all 16 public four-year institutions of higher education, one of the primary responsibilities given to the University of North Carolina Board of Governors was to "…foster the development of a well-planned and coordinated system of higher education." One of the key activities the BOG oversees in the execution of this responsibility is periodically reviewing and updating institutional mission statements. The mission statement is the official document that broadly captures the core focus of the constituent institution and the distinctiveness of its approach to teaching, research, scholarship and creative activity, and public service.

The American higher education system is the largest and broadest in the world, with roughly 5,000 colleges and universities varying in size (from institutions with fewer than 100 students to those with nearly 70,000), mission (e.g. liberal arts, religious, special focus, comprehensive, research), control (public, private non-profit, private for-profit), and degree-granting authority (associate, baccalaureate, master's, doctorate). Institutional missions vary by the student population served, and institutions differ in the amount of resources they have available to them. The University of North Carolina System mirrors this, with significant breadth and diversity of institutional type and mission found at the 17 constituent institutions.

Background

The Board of Governors is responsible for making final determinations of mission and associated mission statements for each of the 17 UNC System constituent institutions, with the two most recent comprehensive reviews of mission statements conducted in 2009 and 2013. Section 400.2.3[R], *Regulation on Mission Statements,* provided guidance on the development and review of institutional mission statements. Each constituent institution draws from and supports the larger mission of the UNC System, which is identified in General Statute §116-1.

> Each [institution] shares in the overall mission of the [UNC System]. That mission 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. In the fulfillment of this mission, the [UNC System] seeks an efficient use of available resources to ensure the highest quality in its service to the citizens of the State.

> Teaching and learning constitute the primary service that the UNC System renders to society. Teaching, or instruction, is the primary responsibility of each of the constituent institutions. The relative importance of research and public service, which enhance teaching and learning, varies among the constituent institutions, depending on their overall missions.

A primary objective of periodic mission reviews is to foster and ensure coordination of purpose and efforts of UNC System institutions. The reviews also allow constituent institutions the opportunity to request

mission statement changes in response to campus changes or anticipated programmatic development. Furthermore, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) outlines accreditation requirements for institutional mission statements and approval in a variety of sections in the *2018 Principles of Accreditation: Foundations for Quality Enhancement*. Section 2.1 identifies the expectations of review and approval of institutional mission statements:

> The institution's governing board formally approves and periodically reviews the institution's mission statement. The board, in its review, reaffirms the mission statement and whether changes are made, thereby maintaining a cognizance of the previously agreed-upon scope of institutional activities, and ensuring that institutional policies, procedures, and activities remain compatible with and included in the mission statement.

Review Process

Chancellors were notified by the UNC System Office on February 8, 2022 that mission statements would be reviewed by the Board during their July 20-21, 2022 meeting. Institutions were provided with Section 400.2.3[R] of the UNC Policy Manual, *Regulation on Mission Statements*, and instructions on facilitating the campus review process. Institutions were allowed to submit requests through June 1, 2022; 10 of the 17 constituent institutions elected to do so. The proposed revisions were reviewed by staff at the UNC System Office, who then worked with the constituent institutions on any needed modifications.

The following pages contain the current mission statements for each of the UNC System constituent institutions and the proposed revisions for those that have requested a modification.

REPORT: Institutional Mission Statement Review

Appalachian State University

Current Mission Statement:

Appalachian State University prepares students to lead purposeful lives as engaged global citizens who understand their responsibilities in creating a sustainable future for all. Our location in the distinctive Appalachian mountain town of Boone, North Carolina, profoundly shapes who we are. As a constituent institution of the University of North Carolina, we fulfill our core academic missions of teaching, scholarship, and service in ways that honor our geography and heritage.

We bring people together in inspiring ways. The transformational Appalachian experience develops individuals who are eager to acquire and create knowledge, to grow holistically, to act with passion and determination, to embrace diversity and difference, and to become contributing members of society.

We create rich environments where students can thrive. Our students are educated broadly and are simultaneously equipped with strong disciplinary knowledge. Academic learning occurs in a wide range of undergraduate, selected masters and intermediate programs, and the doctorate in education offered on campus, at off-campus sites, and online.

Faculty and students engage in research and scholarship that advance knowledge and address the problems of our region, state, and world through creativity and innovation. Learning takes place within formal and informal instructional settings with dedicated faculty members, in co-curricular programs that enrich classroom experience, in interdisciplinary educational formats, and through outreach to the local community and beyond. Appalachian cultivates diverse and vibrant arts that enrich the cultural and intellectual climate of the campus and region.

We promote a spirit of inclusion that inspires students, faculty, and staff to form relationships extending well beyond graduation. Our students think critically, communicate effectively, make local to global connections, and understand the responsibilities of community engagement. We embrace our obligation to help create healthy, just, and sustainable societies by equipping our students to live with knowledge, compassion, dedication, humility, and dignity.

Proposed Mission Statement:

Appalachian State University, a constituent member of the University of North Carolina System sustained by the generous support of North Carolinians, is a long-established public institution that honors our founding commitment to educational access and excellence and our rural mountain heritage through teaching, research, and service. The university's vibrant culture shapes students into globally minded, responsible members of society who engage with and actively contribute to their communities. Our exemplary faculty and staff prepare students in bachelor's, master's, and professional doctoral programs to be the leaders of the future.

East Carolina University

Current Mission Statement:

To be a national model for student success, public service, and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.
- We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

Proposed Mission Statement:

No revisions requested.

REPORT: Institutional Mission Statement Review

Elizabeth City State University

Current Mission Statement:

As a constituent institution of The University of North Carolina System, Elizabeth City State University offers baccalaureate, professional, and master's degrees for a diverse student body. Our mission is to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation.

We achieve our commitment to the highest quality education by maintaining a rigorous focus on academic excellence through liberal arts programs and using innovative and flexible technology-based instruction models to enhance our signature areas: integrating technology with education, improving human health and wellness, and advancing the natural and aviation sciences.

Through teaching, research, and community engagement, the institution's rich heritage and its current multicultural student-centered focus provide a firm foundation for its endeavors. It serves the needs and aspirations of individuals and society; producing graduates for leadership roles and life-long learning.

Proposed Mission Statement:

Elizabeth City State University ensures access to excellent, student-centered, experiential learning. ECSU offers bachelor's, professional, and master's degrees. Through practical education, applied research, and public and private partnerships, we prepare a diverse student body for personal and professional success to positively impact the region, state, nation, and beyond.

Fayetteville State University

Current Mission Statement:

Fayetteville State University (FSU) is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the State. Awarding degrees at the baccalaureate and master's levels, and the doctorate in educational leadership, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.

Proposed Mission Statement:

Fayetteville State University (FSU), a Historically Black College and University (HBCU) and the second oldest public university in North Carolina, offers robust and innovative bachelor's and master's degree programs rooted in the liberal arts tradition, as well as the doctor of education. The university advances knowledge through the integration of teaching, learning, research, and public service. FSU strives to meet the educational, career, and personal aspirations of its traditional and non-traditional students from rural, military, and other diverse backgrounds so that they are equipped with academic and practical knowledge to serve local, state, national, and global communities as enlightened citizens, globally astute leaders, and engaged solution creators.

REPORT: Institutional Mission Statement Review

North Carolina A&T State University

Current Mission Statement:

North Carolina Agricultural and Technical State University advances knowledge through scholarly exchange and transforms society with exceptional teaching, learning, discovery and community engagement. An 1890 land-grant doctoral research institution with a distinction in STEM and commitment to excellence in all disciplines, North Carolina A&T creates innovative solutions that address the challenges and economic needs of North Carolina, the nation and the world.

Proposed Mission Statement:

An 1890 land-grant doctoral high research activity university, North Carolina Agricultural and Technical State University prepares students to advance the human condition and facilitate economic growth in North Carolina and beyond by providing a preeminent and diverse educational experience through teaching, research, and scholarly application of knowledge.

REPORT: Institutional Mission Statement Review

North Carolina Central University

Current Mission Statement:

North Carolina Central University, with a strong tradition of teaching, research, and service, prepares students to become global leaders and practitioners who transform communities. Through a nationally recognized law school, highly acclaimed and innovative programs in visual and performing arts, sciences, business, humanities, and education programs, NCCU students are engaged problem solvers. Located in the Research Triangle, the University advances research in the biotechnological, biomedical, informational, computational, behavioral, social, and health sciences. Our students enhance the quality of life of citizens and the economic development of North Carolina, the nation, and the world.

Proposed Mission Statement:

North Carolina Central University, with a strong tradition of teaching, research, and service, prepares students to become global leaders and practitioners who transform communities. Through a nationally recognized law school, highly acclaimed and innovative bachelor's and master's programs in visual and performing arts, sciences, business, humanities, and education, and select doctoral degrees, NCCU students are engaged problem solvers. Located in the Research Triangle, NCCU is a public research university that advances scholarship in the biotechnological, biomedical, informational, computational, behavioral, social, and health sciences. Our students enhance the quality of life of citizens and the economic development of North Carolina, the nation, and the world.

REPORT: Institutional Mission Statement Review

North Carolina School of Science and Mathematics

Current Mission Statement:

The mission of the North Carolina School of Science and Mathematics, an intellectually stimulating, diverse, inclusive, and collaborative community, is to:

- educate and nurture academically talented students to become state, national, and global leaders,
- increase access to high quality public education in North Carolina, and
- cultivate engaged citizens who will work for the betterment of the world,

through challenging programs, with an emphasis on STEM, driven by the pursuit of excellence and innovation.

Proposed Mission Statement:

No revisions requested.

REPORT: Institutional Mission Statement Review

North Carolina State University

Current Mission Statement:

As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.

Proposed Mission Statement:

No revisions requested.

REPORT: Institutional Mission Statement Review

University of North Carolina at Asheville

Current Mission Statement:

The University of North Carolina Asheville is the state of North Carolina's designated public liberal arts university and one of the 17 excellent, diverse, and accessible institutions of the UNC System. UNC Asheville's liberal arts curriculum and approach to teaching and learning emphasize critical thinking, clear and thoughtful expression, undergraduate research, community engagement, and free and open inquiry. Through small class sizes, close collaboration, and high-impact experiences, we are preparing the next generation of leaders and productive citizens to serve North Carolina and the nation.

Proposed Mission Statement:

The University of North Carolina Asheville is North Carolina's designated public liberal arts and sciences university and one of the 17 excellent, diverse, and accessible institutions of the UNC System. UNC Asheville's relationship-driven education prepares students for lives of leadership and service with an emphasis on critical thinking, clear and thoughtful expression, applied research, community engagement, free and open inquiry, and undergraduate and graduate programs that address the most pressing issues of our time. Through small class sizes, close collaboration, and high-impact experiences, we are preparing the next generation of leaders and productive citizens to serve North Carolina and the nation.

REPORT: Institutional Mission Statement Review

University of North Carolina at Chapel Hill

Current Mission Statement:

The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States, and the world through teaching, research, and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.

Our mission is to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.

With lux, libertas — light and liberty — as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems.

Proposed Mission Statement:

No revisions requested.

REPORT: Institutional Mission Statement Review

University of North Carolina at Charlotte

Current Mission Statement:

UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

Proposed Mission Statement:

As North Carolina's urban research university, UNC Charlotte is a diverse and inclusive institution with local-to-global impact that transforms lives, communities, and industries through access and affordability, exemplary bachelor's, master's, doctoral, and professional programs, scholarship, creative work, innovation, and service.

REPORT: Institutional Mission Statement Review

The University of North Carolina at Greensboro

Current Mission Statement:

The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.

UNCG is ...
- A learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
- An institution offering classes on campus, off campus, and online for degree-seeking students and life-long learners;
- A research university where collaborative scholarship and creative activity enhance quality of life across the life-span;
- A source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond; and
- A global university integrating intercultural and international experiences and perspectives into learning, discovery, and service.

Proposed Mission Statement:

No revisions requested.

REPORT: Institutional Mission Statement Review

The University of North Carolina at Pembroke

Current Mission Statement:

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the master's and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

Proposed Mission Statement:

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, in bachelor's, master's, and professional doctoral degrees, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

REPORT: Institutional Mission Statement Review

University of North Carolina Wilmington

Current Mission Statement:

The University of North Carolina Wilmington, the state's coastal university, is dedicated to the integration of teaching and mentoring with research and service. Our commitment to student engagement, creative inquiry, critical thinking, thoughtful expression, and responsible citizenship is expressed in our baccalaureate and masters' programs, as well as doctoral programs in areas of expertise that serve state needs. Our culture reflects our values of diversity and globalization, ethics and integrity, and excellence and innovation.

Proposed Mission Statement:

No revisions requested.

REPORT: Institutional Mission Statement Review

University of North Carolina School of the Arts

Current Mission Statement:

The University of North Carolina School of the Arts provides gifted emerging artists with the experience, knowledge, and skills needed to excel in their disciplines and in their lives, and it serves and enriches the cultural and economic prosperity of the people of North Carolina and the nation. UNCSA is the state's unique professional school for the performing, visual, and moving image arts, training students at the high school, undergraduate, and master's levels for professional careers in the arts.

Proposed Mission Statement:

No revisions requested.

REPORT: Institutional Mission Statement Review

Western Carolina University

Current Mission Statement:

Western Carolina University creates learning opportunities that incorporate teaching, research, service, and engagement through on campus, off campus, on-line and international experiences. The university focuses its undergraduate, master's and professional doctoral programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western Carolina and beyond.

Proposed Mission Statement:

As western North Carolina's regional comprehensive university, Western Carolina University is dedicated to academic excellence, affordability, and access. WCU inspires student learning through innovative teaching, nationally recognized programs, exceptional support, and a robust connectedness with surrounding communities in Southern Appalachia, including the Eastern Band of Cherokee Indians. Through a broad range of scholarly activities, our faculty and students seek to better understand our region, state, nation, and world. With an emphasis on engaging students both inside and outside the classroom, WCU's bachelor's, master's, and professional doctoral programs in Cullowhee, Asheville, and online aim to improve lives and promote economic prosperity throughout Western North Carolina and beyond.

REPORT: Institutional Mission Statement Review

Winston-Salem State University

Current Mission Statement:

Winston-Salem State University is a comprehensive, historically Black university offering innovative undergraduate programs and exceptional graduate programs grounded in the tradition of liberal education. Students engage in active and experiential learning offered through flexible delivery modes. The university is dedicated to the holistic development of students by faculty dedicated to excellence in teaching, research, and service. As a constituent institution of the University of North Carolina, Winston-Salem State University contributes to the social, cultural, intellectual, and economic growth of North Carolina, the region, and beyond.

Proposed Mission Statement:

As a Historically Black College and University guided by the motto "Enter to Learn, Depart to Serve," Winston-Salem State University cultivates the genius of interconnected learners in bachelor's, master's, and professional doctoral programs through academic excellence, transformative scholarship, and impactful engagement to produce equity-minded, highly competent, and productive citizens. Winston-Salem State University aims to enhance the lives and livelihoods of its students, the people of North Carolina, and persons around the world.

Report Author:

Dr. David English, Vice President for Academic Affairs

AGENDA ITEM

A-5.   Update on the UNC System Educational Career Alignment
Return on Investment (ROI) Study .... Kimberly van Noort

Situation: A progress account on the "Return on Investment (ROI) Study" conducted by the University of North Carolina System Office and Deloitte Consulting, LLP will be presented.

Background: S.L. 2021-180, Appropriations Act 2021 (S.B 105) directs the University of North Carolina Board of Governors to "contract with an independent research organization to conduct an evaluation of its current programs at each constituent institution of the University of North Carolina System related to its operational costs, student outcomes, and return on investment (ROI) of each program" (p. 138, section 8.17.(a)). The legislation asks a series of specific questions:

(1) The number of students in each program
(2) The number of faculty and other staff employed for each program
(3) The related costs to operate each program, inclusive of total staff compensation and benefits, facility costs, and any other related expenses, including overhead
(4) A detailed correlation between degree of study and related career roles and associated expected starting compensation, as well as expected career earnings for students upon completion of those programs.
(5) A detailed ROI for each program
(6) ROI for the state of North Carolina funding expenditures
(7) ROI for student funding expenditures.

A final report is due to the General Assembly by September 1, 2023.

Assessment: The UNC System Office, representatives from UNC constituent institutions, and Deloitte have completed Phase 0 (project launch, governance, and work structure) and Phase 1 (ROI alignment, analysis framework). The Steering Committee (UNC System Office and Deloitte personnel) and Advisory Committee (faculty representatives from each institution) have met, and the committees are finalizing the ROI definitions, approach, and output. Data collection and coordination is ongoing, and three institutions were selected for a pilot analysis study to test the data analysis and methodology, which will occur in July and August.

Action: This item is for information only.

EDUCATIONAL CAREER ALIGNMENT STUDY (AKA "ROI STUDY")

Kimberly van Noort, Ph.D.

Senior Vice President for Academic Affairs and

Chief Academic Officer

Why and What, Exactly?

Senate Bill 105, Session Law 2021-180

UNC SYSTEM EDUCATIONAL CAREER ALIGNMENT

SECTION 8.17.(a) The Board of Governors of The University of North Carolina shall **contract with an independent research organization to conduct an evaluation of its current programs at each constituent institution of The University of North Carolina related to its operational costs, student outcomes, and return on investment (ROI) of each program**. The evaluation conducted by the independent research organization shall include an **analysis of at least the following information by constituent institution and undergraduate and graduate degree programs:**

(1) The number of students in each program.

(2) The number of faculty and other staff employed for each program.

(3) The related costs to operate each program, inclusive of total staff compensation and benefits, facility costs, and any other related expenses, including overhead.

(4) A detailed correlation between degree of study and directly related career roles and associated expected starting compensation, as well as expected career earnings for students upon completion of those programs.

(5) A detailed ROI for each program.

(6) ROI for State funding expenditures.

(7) ROI for student funding expenditures.

SECTION 8.17.(b) **Two years from the date this act becomes law, the Board of Governors shall report** to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division of the General Assembly on the results of the evaluation conducted by the independent research organization pursuant to subsection (a) of this section.

THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM

ROI Study

- Will not include a study of professional programs:

  - Dentistry

  - Medical

  - Veterinary

  - Pharmacy

  - Law

- Will not include certificate programs

- Selected Contractor: **Deloitte.**

  rpk GROUP

  burningglass INSTITUTE

Project Governance

1 STEERING COMMITTEE	**2** ADVISORY COUNCIL	**3** DATA OWNERS GROUP
Composition System-level leadership	Campus-level academic leaders	Campus-level data owners
Purpose • Champions the project across System • Supports the Deloitte team in communicating the project to relevant stakeholders • Provides periodic guidance on project approach, scope, timeline, and Charter • Support refinement of the ROI framework • Signs off on deliverables/project milestones	• Serve as institution's main point of contact for project-related inquiries • Review and provide feedback on work products at key points of analysis • Provide input about institutional characteristics or nuances to account for in analysis • Clarify questions or direct team to appropriate campus team member	• Help explain and/or clarify questions about each campuses' data • Provide supplemental data or documentation if requested
Convenings Monthly	Monthly	As needed

Defining "ROI"

Multidimensional analysis explores ROI and its effects on different stakeholders

ROI TO STUDENTS

Analysis of the value returned to students will seek to understand the costs to students of completing an academic program in relation to the value obtained from that program:

- Rates of program completion and attainment of advanced degrees
- Initial and lifetime earnings
- Observed career outcomes
- Tuition, financial aid, cost burden
- Debt-to-earnings ratios

ROI TO INSTITUTIONS

Analysis of the value returned to institutions will seek to understand the costs associated with delivering academic programs in relation to the value created by those programs:

- Total staff compensation and benefits
- Other related expenses, including overhead
- State appropriations, tuition, and research funding
- Number of degrees awarded and students impacted

Composite ROI

ROI FOR THE STATE

Analysis of the value returned to the State of North Carolina will focus on a statewide and regional analysis, centered on colleges and college catchment areas to answer:

- Is the supply of talent delivered by the System meeting State labor demand?
- What are the costs of the System vs. aggregated earnings and impact on State tax revenues?
- Is UNC offering the right mix of programs to prepare the workforce the State will need?
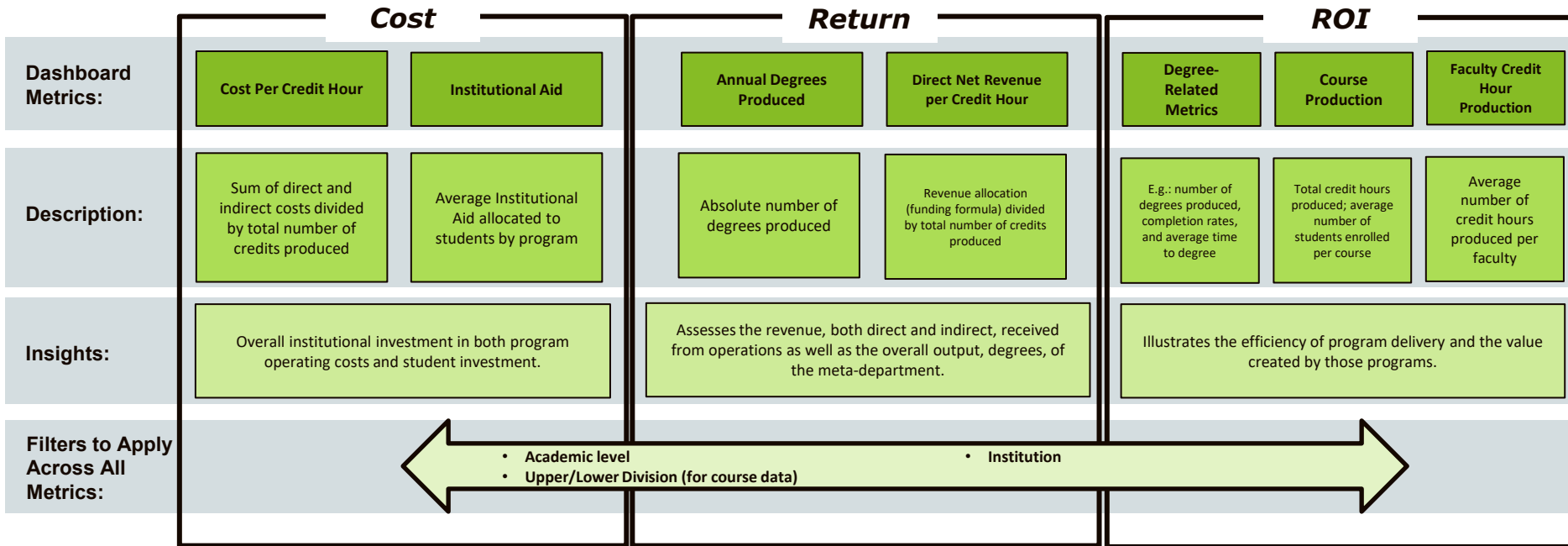
DRAFT

THE **UNIVERSITY** OF **NORTH CAROLINA SYSTEM**

5

Defining ROI to Students

Analysis of long-term earnings for graduates and average student educational investments

	Cost		Return		ROI			
Dashboard Metrics:	**Student Debt**: *Total* & as a *ratio* of earnings and	**Actual Cost of Degree to Students/Family**	**Post-Graduation Earnings**	**Program of Study to Employment Alignment**	**Time to Degree**	**% Students Not Completing**	**Lifetime ROI**	**Break-even Analysis**
Description:	Debt as a ratio of earnings in Years 1, 5, and 10 and total debt at graduation	Student and Family investment as measured by EFC and remaining need unmet by grant	Earnings at the end of Year 1, 5, 10, and projected lifetime	% of students with occupations aligned to their major 1 and 3 years post-graduation	Average time to degree	% students with some college, but no degree	Expected lifetime earnings – Total Investment (including opportunity cost)	Average number of years for earnings to exceed investment
Insights:	Total out-of-pocket dollars invested in completion of course of study. Debt ratios measure the reduced ability to accumulate wealth and consume good and services.		Measures a student's cumulative earnings at designated points in time. The alignment of the students' program of study to employment provides context around students' post-grad earnings.		Combines investment and return to understand the long-term impact of a degree and the amount of time it takes for a student to recoup costs.			
Filters to Apply Across All Metrics:	• **Institution** • **Program** • **Graduation Year**		• **Gender** • **Race/Ethnicity** • **Geographic Area**		• **HS GPA** • **Income Bracket** • **Non-Completers***			

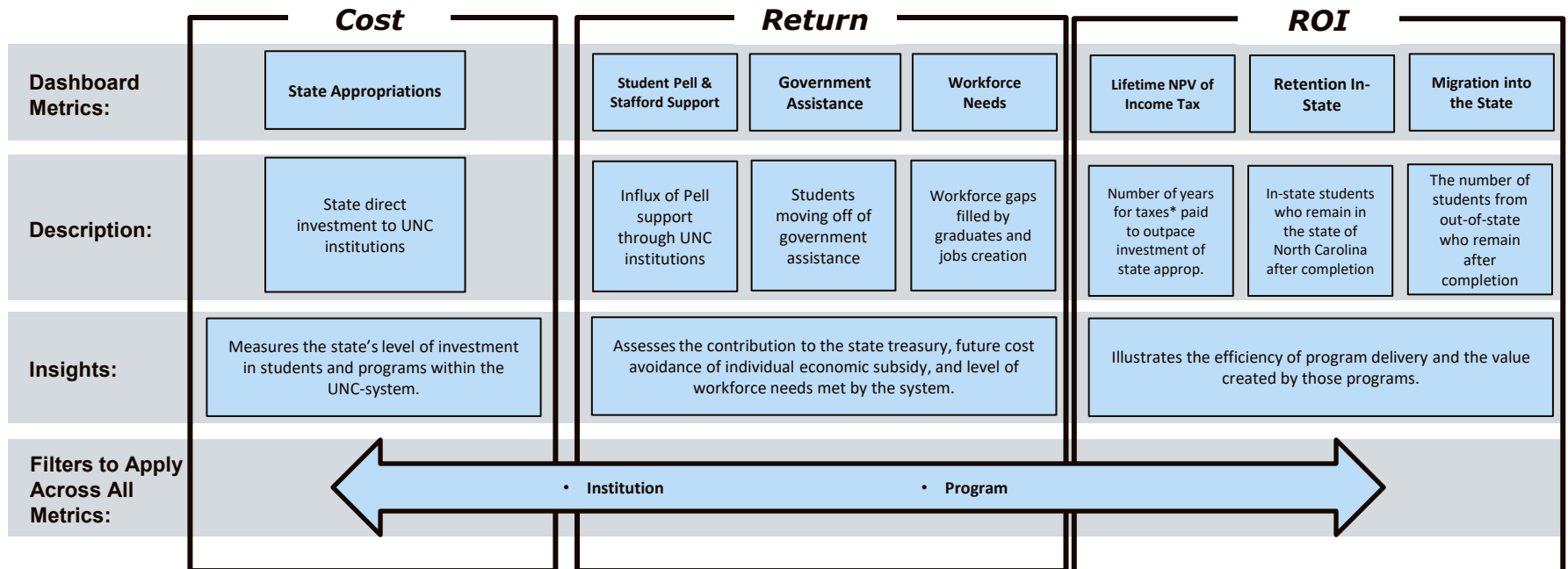***Applies to: Student Debt, Post-Grad Earnings, Lifetime ROI**

Defining ROI to UNC Institutions

Academic costing analysis will be combined with additional metrics to understand the impact of each department and institution as a whole, including the number of degrees produced and students served

	Cost		**Return**		**ROI**		
Dashboard Metrics:	Cost Per Credit Hour	Institutional Aid	Annual Degrees Produced	Direct Net Revenue per Credit Hour	Degree-Related Metrics	Course Production	Faculty Credit Hour Production
Description:	Sum of direct and indirect costs divided by total number of credits produced	Average Institutional Aid allocated to students by program	Absolute number of degrees produced	Revenue allocation (funding formula) divided by total number of credits produced	E.g.: number of degrees produced, completion rates, and average time to degree	Total credit hours produced; average number of students enrolled per course	Average number of credit hours produced per faculty
Insights:	Overall institutional investment in both program operating costs and student investment.		Assesses the revenue, both direct and indirect, received from operations as well as the overall output, degrees, of the meta-department.		Illustrates the efficiency of program delivery and the value created by those programs.		
Filters to Apply Across All Metrics:	• Academic level • Upper/Lower Division (for course data)			• Institution			

ROI to the State of North Carolina

Analysis of the level of appropriations sent to the System versus the increase in State income and corporate taxes collected by the state

	Cost	*Return*			*ROI*		
Dashboard Metrics:	State Appropriations	Student Pell & Stafford Support	Government Assistance	Workforce Needs	Lifetime NPV of Income Tax	Retention In-State	Migration into the State
Description:	State direct investment to UNC institutions	Influx of Pell support through UNC institutions	Students moving off of government assistance	Workforce gaps filled by graduates and jobs creation	Number of years for taxes* paid to outpace investment of state approp.	In-state students who remain in the state of North Carolina after completion	The number of students from out-of-state who remain after completion
Insights:	Measures the state's level of investment in students and programs within the UNC-system.	Assesses the contribution to the state treasury, future cost avoidance of individual economic subsidy, and level of workforce needs met by the system.			Illustrates the efficiency of program delivery and the value created by those programs.		
Filters to Apply Across All Metrics:	◄─────── • Institution		• Program ───────►				

THE **UNIVERSITY** OF **NORTH CAROLINA SYSTEM**

Data Gathered

STUDENT ENROLLMENT

Source: UNC System

Datasets span AY 2018 – AY 2022 YTD:

- **Student data** by institution and term including academic level, credits completed, demographic information, major(s)
- **Completers** data for undergraduate and graduate levels, including total credits earned, debt
- **Section Enrollment** data with headcount audits by department
- **Program data** with home department

FINANCE

Source: UNC System

Datasets span FY 2019 – 2021:

- **General Ledger Financials** from the Finance Data Mart
- **Chart of Accounts** mapping across institutions
- **Audited Financial Statements** to conduct data validations
- **Tuition and Fee Rates** and annual increases
- **Financial Aid** data with cost of attendance, financial aid granted, and family income
- **Funding Formula** documentation and state allocations
- **All Funds Budget** documentation

HUMAN RESOURCES

Source: UNC System

Datasets span FY 2018 – 2022 YTD):

- **HR / Personnel** point in time data from the Human Resources Data Mart including home department and role, salary, and funding sources
- **Instructor** data including appointment period and type, salary

Source: Deloitte PeoplePrism

Datasets use open-source marketing data to aggregate 1500+ variables including:

- **Residency data** of UNC system graduates to determine retention of in-state and out-of state students

CAREER OUTCOMES

Source: Department of Commerce / NC Tower

Datasets from earliest (1995) to most recent year available:

- **Individual Employment** data for UNC graduates including academic pogrom, degree level, annual earnings, and industry and location of employment
- **State Employment Projections** data by industry and occupation, including supply/demand calculations

Source: BurningGlass Institute

Datasets include:

- **Real-time job posting data**
- **Social Profile data** on UNC alumni occupational outcomes

THE **UNIVERSITY** OF **NORTH CAROLINA SYSTEM**

9

Project Timeline

Phase 0 Project Launch	Phase 1 Initial Discovery	Phase 2 Pilot University Analysis	Phase 3 Constituent University Analysis	Phase 4 Tool / Report Finalization
Objectives *Build a team and governance structure to drive the work*	*Align on ROI analysis framework, approach, and outputs*	*Deliver pilot ROI findings & refine approach for System-wide rollout*	*Conduct ROI analysis across UNC system and structure technical solution visualizations*	*Share cross-System findings and finalize reports*
Outputs *Project Charter* / *Data Request*	*Analysis Parameter Outline* / *Visualization & Reporting Requirements Framework*	*Capstone Report & ROI Analysis*	*ROI Analyses across all UNC Universities*	*UNC-System Final Report* / *ROI Analysis Technical Solution*

Desired Outcomes

- A meaningful report for both the legislature and the institutions
- New insights about the cost structure of the university
- Developing a tool to enable students to make informed choices
- Enable the program approval process to anticipate the future via understanding labor market demand
- Enable institutions see and understand their programs from another perspective and with actionable data

System

Individual Universities

Legislature

Distinct Needs of....
Presidents
Provosts
CFOs
Enrollment Managers

THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM

AGENDA ITEM

A-6.   UNC System Academic Degree Program Actions .... David English

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

Program Establishments (Vote Required)

Fayetteville State University requests establishment of the Bachelor of Science in Cybersecurity (BS, CIP 11.1003)

Fayetteville State University requests establishment of the Bachelor of Science in Sports and Fitness Management (BS, CIP 31.0504)

University of North Carolina at Chapel Hill requests establishment of the Bachelor of Science in Neurodiagnostics and Sleep Science (BS, CIP 51.099)

North Carolina A&T State University requests establishment of the Master of Science in Cybersecurity (MS, CIP 11.1003)

North Carolina A&T State University requests establishment of the Master of Science in Data Analytics (MS, CIP 30.7101)

University of North Carolina at Chapel Hill requests establishment of the Master of Professional Science in Regulatory Science (MPS, CIP 51.0720)

Program Discontinuations and Consolidations (Vote Required)

North Carolina State University requests discontinuation and consolidation of the Master's in Youth, Family, and Community Sciences (M, CIP 19.0701)

North Carolina State University requests discontinuation and consolidation of the Master of Science in Youth, Family, and Community Sciences (MS, CIP 19.0701)

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 speciality 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 <u>Establish</u>
Bachelor of Science (B.S.) in Cybersecurity
CIP 11.1003
Fayetteville State University

I.   Program Highlights

- Fayetteville State University proposes the establishment of a Bachelor of Science in Cybersecurity.
- The proposed degree program would prepare students with the advanced knowledge and skills for a career in the cybersecurity field.
- The proposed degree program aligns with the FSU mission to offer robust and innovative degree programs that meet the educational, career, and personal aspirations of its students and equip them with academic and practical knowledge to serve local, state, national, and global communities as engaged solution creators.
- The proposed degree program would provide graduates with critical workforce credentials in a STEM field — consistent with the goals of the UNC System Strategic Plan — and address a large workforce gap in cybersecurity professionals.
- Graduates of the proposed degree program would work as cybersecurity professionals in industry or military services as information security analysts, business operations specialists, computer systems analysts, or other jobs related to secure computer and network operations.

II.   Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** FSU established the Center for Defense and Homeland Security on campus, which has served students and the military community since 2010. The institution offers a Certificate in Cybersecurity, preparing Computer Science majors with professional skills. FSU also offers a Cybersecurity Minor program for students in other majors. The proposed degree program would allow FSU to expand the capacity of the center to address cybersecurity issues, an important area for defense and homeland security. It would serve the needs of military services, businesses, and organizations seeking to improve defenses against cybersecurity threats.

2. **Student Demand.** FSU plans to create an educational pipeline with Fayetteville Technical Community College (FTCC), which has between 150-175 students in Systems Security and Analysis, a concentration of a larger Information Technology program. FTCC also offers an Intelligence Studies program. FSU surveys of its ROTC students indicate that 18.9 percent show an interest in a cybersecurity degree program.

3. **Employment Opportunities for Graduates.** A recent regional analysis from Burning Glass Technologies (a labor market analysis firm) indicated 2,642 job postings in North Carolina within the past 12 months in the cybersecurity industry. At least 2,281 jobs were available for information security analysts at an average salary of $93,350. Since 2020, there has been a 13 percent increase in job availability, with a projected national increase of 35.8 percent between 2018 and 2028. According to Cyber Seek, a tech job-tracking database supported by the National Institute of Standards and Technology in the U.S. Department of Commerce, there were over 597,000 positions available in cybersecurity nationwide in 2021.

4. **Impact on Access and Affordability.** FSU is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2022-23 full-time (12 credit hour) rates are as follows:

Full-Time 2022-23 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	$1,000	$5,000
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$2,463	$2,463
Special Fees	--	--

According to the College Scorecard, graduates of FSU's B.S. in Computer Science program had a median salary of $39,369, which translates into a monthly salary of $3,281. The median monthly repayment of their debt is $239, or 7.3 percent of their monthly earnings. According to salary.com, the entry level cybersecurity job in Raleigh, North Carolina has a median salary of $68,906, which translates into a monthly salary of $5,742. Therefore, graduates of the proposed degree program could expect to spend about 4.2 percent of their monthly earnings for debt repayment.

Furthermore, FSU will join the NC Promise Tuition Plan in Fall 2022. This will decrease tuition to $500 per semester for in-state students and $2,500 per semester for out-of-state students. FSU will also offer military-affiliated scholarships each academic year beginning in Fall 2022. The purpose of the military scholarship is to provide free tuition to active-duty service members who have no access to Department of Defense Tuition Assistance; members of the National Guard or Reserves; veterans with an honorable discharge, military spouses, children or other legal dependents of service members or veterans. FSU will offer the Larry Keen Scholarship for qualified students at FTCC who graduate with an associate's degree and a 3.0 grade point average. The scholarship will provide two years of free tuition at FSU.

5. **Expected Quality.** The proposed degree program would require 120 credit hours, available through online and on-campus delivery. Students would be required to complete 39 credit hours of general education courses, 43 credit hours of major cybersecurity courses, six credit hours of mathematics and statistics courses, 20 credit hours of major electives courses, and 12 credit hours of free electives courses.

The National Security Agency (NSA) reviews cybersecurity programs. The Designation Requirements and Application Process of the Center of Academic Excellence in Cyber Defense (CAE-CD) were reviewed during program planning. The curriculum of the proposed degree program is designed to satisfy the designation requirements. FSU plans to apply for the CAE-CD designation if the proposed degree program is approved

6. **Faculty Quality and Number.** The faculty members in the Computer Science program at FSU are qualified to teach the proposed degree program in cybersecurity, holding terminal degrees in relevant subject areas.

7. **Relevant Lower-level and Cognate Programs.** FSU has lower-level programs that can support the proposed degree program, including Minors in Computer Science, Geospatial Data Analytics, Disruptive Technologies, Information Systems and Business Analytics for Non-Business Majors. Further support can be provided by a series of networking courses (Networking Basics, Routing Protocols, and LAN Switching and Wireless), which prepare students for Cisco Certified Network Associate (CCNA) certification. Other subject-matter fields at FSU would be valuable in support of the proposed degree program, including Computer Science, Mathematics, and Statistics.

8. **Availability of Campus Resources (library, space, etc.)** Existing physical spaces and infrastructure at FSU would need renovation to support the proposed degree program. The Charles Chesnutt Library is working to transform its physical space, concentrating its efforts on expansion of digital collections (electronic books, journals, and databases).

   FSU plans to relocate its Networking Lab from the Lloyd College of Business and Economics Building to the Science and Technology Building, room 231, and convert it to a Networking and Internet-of-Things Lab. The Science and Technology lab, room 231, is a classroom that would need to be renovated for its new purpose. The cost of renovation ($100,000) is included in the requested start-up funds outlined in the budget. The proposed degree program is expected to generate new enrollment growth for FSU.

9. **Existing Programs (Number, Location, Mode of Delivery).** Two UNC System institutions offer the B.S. in Cybersecurity program, the University of North Carolina at Pembroke and the University of North Carolina Wilmington (on-campus). Additionally, several UNC System institutions have degree programs with cybersecurity concentrations/tracks. They include: App State, ECU, N.C. A&T, NCCU, UNCC, UNCW. Three private universities offer similar programs: Campbell University, Guilford College, and Montreat College.

10. **Potential for Unnecessary Duplication.** The proposed degree program differs from others in the following manner. FSU is located near Fort Bragg Army Base and serves military-affiliated students, who comprise 30 percent of undergraduates at the institution. The combination of proximity to the base, online asynchronous delivery options, and a significant military student population, means that FSU is uniquely positioned to serve the military community. FSU also has a Center for Defense and Homeland Security on campus, which has served students and the military community since 2010.

11. **Feasibility of Collaborative Program**. FSU has identified collaboration opportunities with postsecondary institutions and industry. FSU and North Carolina A&T State University have agreed on future collaborations on curriculum development and delivery. Graduates from the proposed degree program may continue their graduate study in the same field at North Carolina A&T State University. The Reserve Officer Training Corps (ROTC) program at FSU expressed interest in allowing their military students to develop expertise in cybersecurity. The curriculum of the proposed degree program contains 12 credit hours for free elective courses, which can be fulfilled by the military courses required of ROTC students. This curricular feature will help ROTC students graduate in four years.

   Booz Allen Hamilton, an information technology consulting firm, expressed interest in recruiting students from the proposed degree program. The company submitted a letter of support which was included as an attachment for the proposed degree program.

III.   **Summary of Review Processes**

1. **Campus Review Process and Feedback.** The academic proposal was reviewed and approved by FSU departmental and college curriculum committees and administrators, including: Program Coordinator for FSU Computer Science Program; Department of Mathematics and Computer Science Curriculum Committee and Department Chair; Dean, College of Health, Science, and Technology; Faculty Senate; SACSCOC Liaison; Provost and Senior Vice Chancellor for Academic Affairs; Interim Vice Chancellor for Business and Finance; and the Chancellor.

2. **UNC System Office Review Process and Feedback.** Throughout the review process, Fayetteville 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**

It is recommended that the Board of Governors approve Fayetteville State University's request to establish the Bachelor of Science (BS) in Cybersecurity, CIP 11.1003, effective fall 2022.

Request for Authorization to <u>Establish</u>
Bachelor of Science (B.S.) in Sport and Fitness Management
CIP 31.0504
Fayetteville State University

I.   Program Highlights

- Fayetteville State University proposes the establishment of a Bachelor of Science in Sport and Fitness Management.
- The proposed degree program would prepare graduates for careers in the sport and fitness management field (managing sport/fitness facilities, athletic directors, operations, marketing, event planning, and related management activities).
- The proposed degree program would support FSU's mission to offer degree programs that meet the educational, career, and personal aspirations of its students and equip them with academic and practical knowledge to serve local, state, national, and global communities as engaged solution creators.
- The proposed degree program would prepare graduates for careers in professional sports, serving domestic and international, intercollegiate, interscholastic, and recreational sports organizations. The major would incorporate 21st century skills to address the needs of the business of sport and fitness management. The proposed curriculum would provide graduates additional opportunities to receive certifications (ACE personal trainer, aquatic facility operator, first aid and CPR, lifeguard and water safety instructor) that would further their knowledge and marketability.
- Graduates of the proposed degree program would enter careers in the business of managing professional sports, including administration of sport/fitness facilities, serving as athletic directors, athletic trainers, gaming supervisors, operations managers, and event planners.

II.   Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The proposed degree program originated with a concentration in an education program, a critical workforce area. Student enrollment in the concentration rose so quickly, from two to 25, then 35, that the Department of Health, Physical, and Secondary Education considered the need to expand the degree offerings.

2. **Student Demand.** FSU's Department of Health, Physical, and Secondary Education currently offers a B.S. degree in Health and Physical Education with a Concentration in Sport Management. Since 2016, enrollment in the concentration increased from two students to 25, then 35, with continuing growth. FSU receives most of its transfer students from Fayetteville Technical Community College (FTCC). Between 2015 and 2019, enrollment in FTCC's Health and Fitness associate and certificate programs rose from 93 to 115 (23.6 percent). These students are among the population FSU hopes to attract with the new Larry Keen Scholarship in Fall 2022. The Scholarship would offer two years of free tuition at FSU for FTCC graduates with associate degree and 3.0 GPA. The proposed degree program and scholarship would be marketed to students in FTCC's growing Health and Fitness Program.

   According to the North Carolina Community Colleges' dashboard of curriculum enrollments, regional community colleges that send transfer students to FSU are experiencing a rise or stability in enrollment in health and fitness programs. Between 2017 and 2021, the program enrollment

at Central Carolina Community College (CCCC) grew 390 percent from 10 to 49. During the same period, enrollment in the program at Wake Technical Community College fluctuated from 135 during the pandemic to return to a level of 139. Along with FTCC, these institutions represent the top five counties sending students to FSU. Students from these programs are a target audience for the proposed degree program.

This was consistent with enrollment growth at other UNC System institutions. Between 2016 and 2020, enrollment in sport management programs increased from 91 to 132 at Elizabeth City State University. Enrollment increased from 1,002 to 1,115 at North Carolina State University. Enrollment increased from 334 to 399 at Western Carolina University. Enrollment increased from 130 to 138 at Winston-Salem State University. During the same period, the number of graduates in kinesiology, a related field, increased 39 percent, from 102 to 142, at North Carolina Agricultural and Technical State University.

3. **Employment Opportunities for Graduates.** Regional analysis from Burning Glass, a labor market analysis firm, indicated growth in fields related to sport and fitness management. The Bureau of Labors Statistics' projected change in employment from 2018 to 2028 ranged from 9 percent for general and operations managers, to 11.5 percent for coaches, to 20 percent for athletic trainers.

   Burning Glass identified 8,431 job postings in North Carolina for sport and fitness management positions in the past 12 months. The average salary reported for general and operations managers was $73,541 during this period. The average salary for coaches was $52,341, and the average salary for athletic trainers was $41,049.

4. **Impact on Access and Affordability.** FSU is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2022-23 full-time (12 credit hour) rates are as follows:

Full-Time 2022-23 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	$1,000	$5,000
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$2,463	$2,463
Special Fees	--	--

According to the College Scorecard, graduates of FSU's Education Program (which includes the degree in health and physical science) had a median salary of $36,501, which translates into a monthly salary of $3,042. The median monthly repayment of their debt is $273, or 8.3 percent of their monthly earnings. According to Burning Glass, the median salary for an athletic trainer in North Carolina is $41,049, which translates into a monthly salary of $3,785. Therefore, graduates of the proposed degree program could expect to spend about 7.2 percent of their monthly earnings for debt repayment.

Furthermore, FSU will join the NC Promise Tuition Plan in Fall 2022. This will decrease the tuition to $500 per semester for in-state students and $2,500 per semester for out-of-state students. FSU will offer military-affiliated scholarships each academic year beginning in Fall 2022. The purpose of the military scholarship is to provide free tuition to active-duty service members with no access to Department of Defense Tuition Assistance; members of the National Guard or Reserves; veterans with an honorable discharge, military spouses, children or other legal dependents of service members or veterans. FSU will offer the Larry Keen Scholarship for qualified students at FTCC who graduate with an associate degree and a 3.0 grade point average. The scholarship will provide two years of free tuition at FSU.

5. **Expected Quality.** Graduates of the proposed degree program would be required to complete 120 credit hours of coursework and field experience. This would include 39 semester hours of general education courses, 36 semester hours of sport management core courses, 39 semester hours of fitness and health core courses, and six semester hours of business-related courses. The courses used to meet the sport management core requirement would include 12 semester hours of internship, providing field experience.

    The FSU Department of Health, Physical, and Secondary Education would seek accreditation for the proposed degree program from the Commission on Sport Management Accreditation (COSMA). Core courses in the proposed curriculum would be aligned with the sport management competencies and standards of COSMA. The purpose of this specialized accreditation body is to promote and recognize excellence in sport management education worldwide in colleges and universities at the baccalaureate, master's, and doctoral levels. The COSMA model is outcome-based and mission-driven. FSU's proposed degree program outcomes would be vetted through its designated COSMA commissioner. The department would apply for candidacy status, including up to five years to complete the self-study and site visit. The self-study would begin in year two and accreditation would be sought in year four.

6. **Faculty Quality and Number.** The faculty members have appropriate qualifications and experience to teach the course content for the proposed degree program. All current faculty hold a master's degree in sport management or a related field.

7. **Relevant Lower-level and Cognate Programs.** The proposed degree program would use existing courses within the Health and Physical Education, Sport Management Concentration, and Business Programs. The proposed curriculum would use an interdisciplinary approach, offering classes through the Department of Health, Physical, and Secondary Education, as well as the College of Business.

8. **Availability of Campus Resources (library, space, etc.)** The existing campus physical space and infrastructure would be sufficient to support the proposed degree program. The Charles Chesnutt Library's collection, including electronic resources, along with campus information technology and services, are adequate to meet the needs of the proposed curriculum. However, there may be a need for more resources if increases in enrollment require additional faculty. Funding for any new equipment and facilities would be generated from university enrollment-driven sources as well as faculty grant proposals.

9. **Existing Programs (Number, Location, Mode of Delivery).** Four institutions in the UNC System offer the B.S. in Sport Management degree program, including Elizabeth City State University, North Carolina State University, Western Carolina University, and Winston-Salem State University. North Carolina Agricultural and Technical State University offers the B.S. in Kinesiology, a related field sharing the same Classification of Instructional Programs (CIP) code.

10. **Potential for Unnecessary Duplication.** To prevent unnecessary duplication of similar programs in the UNC System, the proposed degree program would focus on serving the local and military friendly community. Given the University's unique position in Fayetteville, the department is poised to support Cumberland County and Lower Eastern North Carolina residents as well as military students at Fort Bragg Army Base. FSU's proposed curriculum will consist of several business and financial classes, but it will focus on hands-on field experiences within sports and fitness professions. The emphasis on skill-based learning and niche development, in addition to the focus on serving students within the local region, avoids unnecessary duplication.

11. **Feasibility of Collaborative Program**. FSU signed an Early Assurance Program (EAP) to establish the Graduate Pathways Early Assurance Program with East Carolina University. The proposed degree program in sport and fitness management was selected to provide students with guidance and mentorship into graduate level programs. The FSU Department of Health, Physical, and Secondary Education would work with ECU to select top quality candidates to apply and enter their Sport Management Master's Program. ECU provided a letter of support for the proposed degree program.

III.   Summary of Review Processes

1. **Campus Review Process and Feedback.** The academic proposal was reviewed and approved by FSU departmental and college curriculum committees and administrators, including: Department of Health, Physical, and Secondary Education Curriculum Committee and Interim Department Chair; College of Education Academic Affairs Committee and Dean; Faculty Senate; SACSCOC Liaison; Provost and Senior Vice Chancellor for Academic Affairs; Interim Vice Chancellor for Business and Finance; and Chancellor.

2. **UNC System Office Review Process and Feedback.** Throughout the review process, Fayetteville 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

It is recommended that the Board of Governors approve Fayetteville State University's request to establish the Bachelor of Science (BS) in Sport and Fitness Management, CIP 31.0504 in fall 2022.

<div align="center">

Request for Authorization to <u>Establish</u>
Bachelor of Science (BS) in Neurodiagnostics and Sleep Science
CIP 51.0999
University of North Carolina at Chapel Hill

</div>

I.   Program Highlights

- The University of North Carolina at Chapel Hill proposes the establishment of a BS Degree in Neurodiagnostics and Sleep Science (NDSS) in its Department of Health Sciences in the School of Medicine. This proposal comprises not the development of a new program per se; but, rather, a transfer of this degree program from UNC Charlotte to the UNC-Chapel Hillcampus's Department of Health Sciences in the School of Medicine. If approved, this program will operate under all of the rules and procedures necessary for any degree-granting program at UNC-Chapel Hill.
- Neurodiagnostics and Sleep Science (NDSS) BS degree was established as a field that involves studying the electrical activity of the brain, spinal cord, peripheral nerves, and cardiovascular and respiratory systems. The NDSS program (NDSS) BS degree at UNC Charlotte is a two-year hybrid program covering the major areas above and prepares graduates competent in diagnostic and therapeutic interventions in these areas. This NDSS program degree also prepares students to branch into careers of education, business, and other types of ventures (e.g., graduate degrees).
- The NDSS program directly aligns with the UNC School of Medicine's mission to "improve the health and wellbeing of North Carolinians and others whom we serve." Excellence in education, patient care, and research will be achieved through the leadership of nationally recognized sleep medicine and clinical neurophysiology faculty within the Departments of Health Sciences and Neurology, and through UNC Health Care's Nationally Accredited Sleep Disorders Center and Clinical Neurophysiology Laboratory.

II.   Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** UNC-Chapel Hill is a global educational leader in the field of sleep science through UNC Health Care's nationally accredited sleep laboratory and internationally recognized sleep medicine faculty; providing the ideal academic home for NDSS. UNC-Chapel Hill's Department of Health Sciences developed, and thus owns the NDSS curriculum content, and provides the program's faculty and academic support. North Carolina ranks #1 in the nation for the number of CAAHEP accredited sleep technology associate level programs, and UNC-Chapel Hill is again taking the lead in creating an advanced curriculum in neurodiagnostics and sleep science to help fill the need for leaders, managers, and educators. NDSS aligns with the UNC System Strategic Plan, Carolina Next, and the North Carolina Community College System Comprehensive Articulation Agreement. Peer institutions, such as the University of Michigan, have started similar programs

2. **Student Demand.** The Bureau of Labor Statistics estimates the "Employment Projected Growth" for neurodiagnostic technology, including polysomnography (sleep studies), to be "much faster than average (11 percent or higher)" (bls.gov). A 2021 market analysis performed by EMSI demonstrates that 21 percent of nationwide jobs require a bachelor's degree, and 19 percent require a graduate degree. In NC, 17 percent of jobs require a bachelor's degree, and 18 percent require a graduate degree

    The 2021 Sleep Technology Workforce Study, administered by SmithBucklin Association Management Company, demonstrated strong student demand for a BS degree through these key findings:
    a. Stakeholder support is strong for advanced level sleep technology practitioners
    b. Bachelor's degrees are the educational level in-demand

<div align="right">1</div>

<ol type="a" start="3">
54 percent of clinical coordinators hold at least a bachelor's degree
~40 percent of respiratory therapists, sleep health educators, technologists and technicians hold at least a bachelor's degree

3. **Employment Opportunities for Graduates.** Annual job postings: ~43,000 positions nationwide and ~1,400 positions in the state, many in rural regions. NDSS's 100+ graduates are 100 percent employed and/or enrolled in graduate school, and report careers in the medical device industry, becoming leaders and entrepreneurs in business, higher education, managers in medical settings, federal government policy, etc. The average salary upon graduation is above the average salary for those graduating in engineering.

4. **Impact on Access and Affordability.** Graduates will have a comfortable 10-year student loan repayment plan at five-seven percent of gross salary, based on an average yearly salary of $80,000-$90,000, based on the US Department of Education's income driven repayment plan 10 percent AGI standard. The NDSS Program expands student access by offering a marketable degree with median salaries of graduates exceeding the median of engineering students nationally.

   Undergraduate degree program costs will be BOG Approved AY2022-23 Rates for UNC-Chapel Hill. The NC resident rate is $292.46/per credit hour; the non-resident rate is $1482.50/per credit hour. Historically, NDSS enrollment at UNC Charlotte was ~50 percent Resident/50 percent Non-Resident. In that 50 percent at UNC Charlotte, students came from Community Colleges and were not UNC-Charlotte students. At UNC-Chapel Hill we will advertise to UNC-Chapel Hill Students and anticipate building to a higher percentage of residents beginning Fall 2023.

   UNC-Chapel Hill is not requesting any program-specific fees or tuition differentials for this program. Tuition and fees for the 2022-23 academic year full-time (12+ credit hour) rates are as follows:

   2022-23 Full-Time Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	$7,019.00	$35,580.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$1,732.46	$1,732.46
Special Fees	--	--

5. **Expected Quality.** NDSS's dynamic curriculum reflects the ever-changing nature of clinical practice and patient care and attracts students from diverse backgrounds and educational experiences. Graduates earn a marketable degree and lay the foundation for a multitude of new opportunities. Coursework includes a combination of didactic, laboratory, clinical, and research experiences. In the first year of the program, students take lecture and laboratory courses emphasizing the principles and procedures involved in NDSS. The second year involves advanced coursework, various clinical rotations, a formal internship, and a capstone research project.

   UNC-Chapel Hill undergraduate students are required to complete a minimum of 60 credit hours to meet general education and prerequisite requirements, and a minimum of 60 credit hours in the major (15 credit hours entry-level and 45 credit hours advanced-level NDSS courses). Transfer students are required to complete a minimum of 45 credit hours in the major at UNC-Chapel Hill and may be

awarded up to 75 credit hours as transfer and placement credits. The Neurodiagnostics and Sleep Science Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org).

6. **Faculty Quality and Number.** The program has two highly qualified full-time faculty members with doctoral degrees and credentials in the Department of Health Sciences, a highly qualified and nationally recognized medical director, and adjunct faculty within UNC-Chapel Hill's Department of Neurology.

7. **Relevant Lower-level and Cognate Programs.** Our current pipeline includes NC Community College Polysomnography and Electroneurodiagnostic Technology programs at Catawba Valley, Lenoir, Pitt, Central Piedmont, and Wake Technical Community College, as well as practicing technologists with an earned AS or AA degree, or respiratory therapy degree. We also anticipate a new pipeline from residential UNC-CH undergraduates. Once established, we are excited to develop collaborations with other UNC-CH undergraduate programs (e.g., Department of Psychology and Neuroscience).

8. **Availability of Campus Resources (library, space, etc.)** Existing campus physical spaces and infrastructure and digital resources are already utilized by NDSS students and faculty, and are sufficient to support the program as they have for the past 10 years or so. Additionally, once approved, the Department of Health Sciences plans to make this program its 8th Division which, in turn, will then have access to our student services, Office of Research, and related administrative units in the department. Students also will have access to all interprofessional education engagements and related student activities.

9. **Existing Programs (Number, Location, Mode of Delivery).** No other NDSS programs exist in the UNC System.

10. **Potential for Unnecessary Duplication.** No other NDSS programs exist in the UNC System.

11. **Feasibility of Collaborative Program**. The NDSS Program plans to continue collaborating with other UNC Institutions and UNC-Chapel Hill units to provide our students with a broader array of clinical/research experiences to provide students in other UNC Institutions with new opportunities in the sleep medicine and neurodiagnostics fields. For example, the Department of Psychology and Neuroscience is supportive of collaborative efforts to become an entrance pathway to this degree program. The University of Bern, Switzerland, has proposed a collaboration between its Master of Advanced Studies in Sleep, Consciousness, and Related Disorders Degree and the UNC-Chapel Hill NDSS program. We also plan to expand the internship experiences of our students beyond UNC-Chapel Hill and into the broader UNC System and related communities.

III.   Summary of Review Processes

1. **Campus Review Process and Feedback.** The curriculum was vetted and approved by the Health Sciences Academic Affairs Committee prior to this proposal since the major courses were taught through UNC-Chapel Hill. This proposal to relocate the program's degree-granting institution was reviewed by the Program Director, Medical Director, Health Sciences Department Chair, Dean of the School of Medicine, Vice Deans for Academic Affairs and Strategic Initiatives of the School of Medicine, Provost, Chancellor, and Board of Trustees. 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

It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill's request to establish the Bachelor of Science (BS) in Neurodiagnostics and Sleep Science (CIP 51.0999) effective fall 2022.

Request for Authorization to <u>Establish</u>
Master of Science (MS) in Cybersecurity
CIP 11.1003
North Carolina Agricultural and Technical State University

I.   Program Highlights

- North Carolina Agricultural and Technical State University proposes the establishment of an online Master of Science (MSCYBR) in Cybersecurity.
- The MSCYBR degree program at North Carolina A&T is designed to provide professionals from multiple disciplines and industries with an understanding of the core principles of cybersecurity, and expertise in core aspects of cybersecurity.
- The proposed program requires successful completion of at least 30 credit hours of course work. The MSCYBR program will offer students the flexibility to customize their cybersecurity expertise for the evolving and high demand field by leveraging knowledge from required core courses in a rich set of technical electives.
- The MSCYBR program is a collaboration between the College of Engineering (COE) and the College of Science and Technology (CoST) leveraging the COE's Department of Computer Science and the CoST's Department of Computer Systems Technology.
- The MSCYBR program is designed for working professionals, as these students can complete all courses online. While classes are primarily available as asynchronous distance education courses, students can choose to take them on campus in the day or evening. Full-time students can complete the program within two years.

II.   Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** This program directly supports North Carolina A&T's mission. The institution is an 1890 land-grant doctoral research institution with a distinction in STEM and commitment to excellence in all disciplines. The MS in Cybersecurity degree program is a STEM program filling the country's significant need for professionals trained in this area. This program will attract a diverse population of students who include students from underserved populations, allowing them to pursue a career in a discipline with high growth potential at a reasonable cost.

   The proposed program in Cybersecurity is a graduate-level degree that will allow students to make discoveries through research that can be applied to real-world problems and address the needs of the citizens of North Carolina and the United States. It will also position the university to become the number one producer of African American graduates in this field.

2. **Student Demand.** Based on evidence of student demand from Hanover Research and EMSI data, significant student demand exists at state, regional, and national levels. The proposed program will educate students and prepare them for careers in this area of national need and create a pipeline of students with advanced skills in critical areas, including computer security, information security, network security, secure software engineering, database management, and data analytics. Students graduating from this program will develop innovative solutions and defenses to the nation's increasing number of cyber threats and attacks. The expected public benefits for

1

this program include helping to fill the significant workforce gap in cybersecurity both locally, in the region, state, and nation.

3. **Employment Opportunities for Graduates.** Cybersecurity job opportunities exist in a wide range of settings from private businesses to government agencies. According to the U.S. Bureau of Labor Statistics, employment of information security analysts is projected to grow 33 percent from 2020 to 2030, much faster than the average for all occupations. About 16,300 openings for information security analysts are projected each year, on average, over the decade. There are about 597,767 open positions in cybersecurity nationwide and 21,010 job openings in North Carolina as of January 2022, according to Cyber Seek. Similarly, EMSI data on employment opportunities reports 9,536 unique job postings (January 2021-December 2021) for the cybersecurity graduates.

4. **Impact on Access and Affordability.** The proposed MSCYBR degree program aligns with the goals of the UNC System Strategic plan by increasing access. Students who do not meet the proposed degree program's admission requirements may meet the graduate certificate program's admission requirements. All courses completed as a part of the graduate certificate program count towards the MS degree in cybersecurity. A larger pool of students, including non-traditional students working full time, can complete the degree requirements entirely online. Students from underrepresented minority groups also have access to the proposed degree program, as North Carolina A&T was recognized as the largest public HBCU in the country for the ninth consecutive year.

Students in the proposed MSCYBR will pay tuition in the amount prescribed by the North Carolina A&T State's Graduate College. Based on the table below, total tuition for in-state students would average $21,000 for the program. The provision of assistantships and scholarships would contribute to reducing student debt. Tuition and fees for the 2022-2023 full-time (9+ credit hour) rates are as follows:

Full-Time 2022-2023 Master's Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	$4,745.00	$17,545.00
Tuition Differential	$2,000.00	$2,000.00
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$3,072.32	$3,072.32
Special Fees	--	--

5. **Expected Quality.** This program offers a course-based MS in cybersecurity, eliminating requitements to complete a major project, thesis, or comprehensive exam. Graduates will gain critical thinking and communication skills, and hands-on experiences in the 30-credit hour program. The reference structure used for the development of the curriculum was the National Initiative for Cybersecurity Education (NICE) cybersecurity workforce framework from the National Institute of Standards and Technology (NIST). The proposed curriculum was also constructed on guidance from the National Centers of Academic Excellence in Cyber Defense

(CAE-CD) Designation Program, jointly sponsored by the National Security Agency and Department of Homeland Security (NSA/DHS). North Carolina A&T is designated as a CAE-CD site.

6. **Faculty Quality and Number.** The proposed program will deliver a combination of new and existing courses. The program will have two new courses. One additional faculty will be needed to develop and cover new courses, advise new students, and develop relationships with employers. The budget reflects the hiring of a new faculty member in the first year.

   Existing courses are shared with the Computer Science Department, the Computer Systems Technology Department, and the Business Information Systems and Analytics Department. New and existing faculty who will support in this program will teach a slate of courses commensurate with workload expectations for their college and the university. Regarding service, faculty will be expected to maintain their service to their profession, the university, and the local region as befitting the expectations at North Carolina A&T. Similarly, with research, the faculty will be expected to produce publications, write research grants, and speak at professional conferences. This program will attract new students to North Carolina A&T. An additional market for this program may be international students.

7. **Relevant Lower-level and Cognate Programs. Business Information Technology.** The Department of Computer Science, Computer Systems Technology, and the Business Information Systems and Analytics have three undergraduate feeder programs that will support the proposed M.S. in Cybersecurity: (1) BS in Computer Science, 2) BS in Information Technology and (3) BS in Business Information Technology.

8. **Availability of Campus Resources (library, space, etc.)** The North Carolina A&T Division of Information Technology Services is well equipped to support educational, research, academic, and administrative needs of the institution, with the ability to grow to meet future capacity needs. Students and faculty receive help through a comprehensive incident management system. F.D. Bluford Library at North Carolina A&T provides both the College of Engineering and the College of Science and Technology with appropriate library and learning/information resources for computer science, information technology, and business information systems and analytics.

   Specialized equipment needed includes four dedicated servers for students in the program to remote access and conduct hands-on labs for the cybersecurity courses. Two servers will be housed in the new Engineering Research Innovation Complex (ERIC) for use by computer science courses, and two servers will be housed in the Smith Hall for use by computer systems technology courses.

9. **Existing Programs (Number, Location, Mode of Delivery).** University of North Carolina at Charlotte is the only UNC System institution offering a master's degree in this same CIP, which is delivered on campus.

10. **Potential for Unnecessary Duplication.** The proposed program does not risk unnecessary duplication within the UNC System. The MS degree in Cybersecurity at UNC Charlotte is distinct from the MSCYBER due to its concentrations in network security, secure software development, and emerging technologies.

11. **Feasibility of Collaborative Program**. The MSCYBR program has an interdisciplinary focus creating opportunities for collaboration while providing professionals from multiple disciplines and industries with an understanding of the core principles of cybersecurity. It also provides them with expertise in core aspects of cybersecurity and flexibility to customize their cybersecurity expertise with a rich set of technical electives.

12. **Other Considerations.** The proposed program will be integral to the success of ongoing activities within North Carolina A&T's Center for Cyber Defense (CCD) and Center of Excellence in Cybersecurity Research, Education and Outreach (CREO). The proposed program will be housed in the Department of Computer Science. The proposed program will have a program coordinator, who will be an affiliated faculty of CDE and CREO. The program will also have an active external industry advisory board of working professionals to guide its formation and ongoing development.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by North Carolina A&T's faculty senate, the graduate council, the graduate school, and administrators including the Chairs of the Computer Science Department, Computer Systems Technology Department, and Business Information Systems and Analytics Department, the Dean of the College of Agriculture and Environmental Sciences, the Provost and Chancellor.

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

IV. Recommendation

It is recommended that the Board of Governors approve North Carolina A&T's request to establish the Master of Science (MS) in Cybersecurity (CIP 11.1003) effective fall 2022.

Request for Authorization to Establish
Master of Science (MS) in Data Analytics
CIP 30.7101
North Carolina Agricultural and Technical State University

I.   Program Highlights

- North Carolina Agricultural and Technical State University proposes the establishment of a Master of Science in Data Analytics (MSDAAAN) to meet the rapidly growing demand for data analysts in North Carolina and the United States.
- The MSDAAN will impart advanced knowledge on current and future applications of tools and technologies that examine datasets, conduct data analyses, and draw conclusions about the information they contain.
- The MSDAAN is offered in both online and campus modalities. The online mode is designed for working professionals and students who cannot meet in-person while the campus mode provides an option for traditional students and who prefer face-to-face course delivery.
- Undergraduates enrolled at the five North Carolina A&T colleges would serve as feeder programs to the proposed master's degree program because of its multidisciplinary focuses on advanced analytics, health analytics, business analytics, education analytics, and social and humanities analytics. Currently, 20 percent of the total number of applications submitted to N.C. A&T graduate programs come from North Carolina A&T students.
- Students graduating from the MSDAAN program will acquire a set of essential data analytics skills to make them effective predictive modelers, engaging team players, and persuasive communicators. The program will help students advance their professional goals and improve and enhance their marketability.
- Graduates of the MSDAAN program will improve and enhance their employers' business operations by providing insights to senior management and business leaders in supporting data-driven decision-making.

II.   Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** North Carolina A&T advances knowledge through scholarly exchange and transforms society with exceptional teaching, learning, discovery, and community engagement. Based on the course structure and market analysis, the MSDAAN program has clear potential to support North Carolina A&T's mission to advance knowledge and transform society with exceptional teaching in an area of high need. The proposed is a STEAM (Science, Technology, Engineering, Arts and Mathematics) program that addresses the country's significant need for professionals trained in this field. The program will attract a diverse population of students, including students from underserved populations, to pursue a career in a discipline with high growth potential at a reasonable cost. The program will contribute to enhancing diversity in the field of data analytics.

2. **Student Demand.** The proposed MSDAAN program, to be offered in both online and campus formats, will draw recent college graduates, students enrolled in the Data Analytics Certificate Program, and working professionals employed by companies with tuition reimbursement programs. These and other non-traditional students will be able to complete the program entirely online. Online classes will be delivered in an asynchronous format. This modality offers working

professionals across the United States the flexibility to enroll and complete their assignments after hours and on weekends. Students will also be drawn from the cohort currently enrolled in the North Carolina A&T's Data Analytics Certificate Program. The certificate program will serve as a direct pipeline, as students only need to complete 18 additional credit hours to meet the MS degree requirements.

3. **Employment Opportunities for Graduates.** The information revolution has generated strong market demand for professionals trained in data analytics. In its most recent report on jobs in the field, the Bureau of Labor Statistics reported that the number of data scientists and mathematical science positions would grow by 33 percent from 2020 to 2030, much faster than the average for all other occupations. Additionally, the world is projected to generate 175 zettabytes of data by 2025, demonstrating the tremendous societal and labor demands for the data analytics profession.

   A 2020 report by EMSI also projected 6,418 annual openings nationally for data analytics positions with an annual average salary of approximately $79,900. The combination of available positions, the above average starting salaries, and the low cost of the proposed MSDAAN degree program make this an attractive new degree program for North Carolina A&T.

4. **Impact on Access and Affordability.** The proposed MSDAAN degree program is well aligned with the UNC System Strategic Plan, increasing access. Students who do not meet the proposed degree program's admission requirements may meet the graduate certificate program's admission requirements. Students can enter the program after completing the graduate certificate program in data analytics at North Carolina A&T. All courses completed as part of the graduate certificate program count towards the proposed MS degree in data analytics. A larger pool of students, including non-traditional students who work full time, will have access because they can complete the degree requirements entirely online. These working professionals can take one course per semester, including two summer sessions, and complete 12 credit hours per year, completing the program in a maximum of 2.5 years. Students from underrepresented minority groups have access to the proposed degree program as North Carolina A&T is recognized as the largest public HBCU in the country for the eighth consecutive year.

   For the target student population of non-traditional working professionals enrolled in online courses, the MSDAAN program is very affordable. In-person courses will also be available for students who wish to take them on campus. It is also very affordable for on-campus and out-of-state students. Tuition and fees for the 2022-2023 full-time (9+ credit hour) rates are as follows:

Full-Time 2022-2023 Master's Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	$4,745.00	$17,545.00
Tuition Differential	$2,000.00	$2,000.00
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$3,072.32	$3,072.32
Special Fees	--	--

5. **Expected Quality.** In the 30-credit hour program, graduates will gain critical thinking and communication skills, advanced data analytics and visualization skills, and project-oriented problem-solving skills in advanced big data analytics and data mining, business analytics, health analytics, education analytics, and social and humanities analytics. Students will complete 15-credit hour core coursework in introductory data analytics, big data analytics and visualization, statistical foundations of machine learning, predictive analytics and machine learning, data privacy, ethics, and security in DAAN. They will subsequentially take 12-credit hours of focus area electives in one of five specializations: advanced analytics, health analytics, business analytics, education analytics, and social and humanities analytics. The focus areas on education analytics as well as social and humanities analytics are unique features of the program. All students are required to take a three-credit hour master's practicum as the program capstone course.

6. **Faculty Quality and Number.** Ten faculty members, each with terminal degrees in their field, would support the proposed program each year. To support the delivery of coursework, marketing campaigns and student recruitment, and supervision and advisement of students, the program will request one additional faculty position in years one to five at an annual salary and fringe benefits of $129,190.

7. **Relevant Lower-level and Cognate Programs. Business Information Technology.** North Carolina A&T offers baccalaureate degree programs in mathematics, computer science, computer systems technology, computer graphics technology, physics, biology, chemistry, environmental health and safety, health services management, kinesiology, psychology, social work and sociology, educator preparation, journalism and mass communication, political science, criminal justice, accounting, finance, business information technology, economics, management, marketing, and supply chain management with an enrollment of approximately 6,000 students in fall 2021. These programs would serve as feeder programs to the proposed master's degree program in data analytics, with focuses on advanced analytics, health analytics, business analytics, education analytics, and social and humanities analytics, since 20 percent of the total number of applications submitted to graduate programs come from North Carolina A&T.

8. **Availability of Campus Resources (library, space, etc.)** The F.D. Bluford Library supports institutional scholarship at the Library of Congress-defined "Instructional Support Level." Library staff oversees a total collection of 617,309 volumes of print, 396 current print serial subscriptions (468 including government documents), 152,130 electronic serial subscriptions, and 1,102,463 units of microforms and government documents. Most resources can be accessed through the library's website 24 hours per day, seven days per week. Library resource increases are requested at a rate of $989 per projected student.

9. **Existing Programs (Number, Location, Mode of Delivery).** There are currently six data analytics-related master's degree programs on five UNC System campuses: Applied Data Analytics at Appalachian State University (on-campus, CIP code: 11.0802); Analytics at North Carolina State University (on-campus, CIP code: 11.0802); Data Science and Business Analytics (on-campus, CIP code: 52.1399) and Health Informatics and Analytics (on-campus, CIP code: 51.2706) at University of North Carolina at Charlotte; Informatics and Analytics at The University of North Carolina at Greensboro (on-campus, CIP code: 11.0104); and Business Analytics at University of North Carolina Wilmington (online, CIP code: 52.1399).

10. **Potential for Unnecessary Duplication.** The proposed MSDAAN program does not involve unnecessary duplication due to the distinct emphasis, degree type, market location, and delivery methods of the six similar programs at five UNC System institutions listed above. Other UNC System programs are focused on specific disciplines. The Applied Data Analytics program at Appalachian State serves a distinct student market outside of Greensboro.

11. **Feasibility of Collaborative Program**. The proposed MSDAAN is designed as a standalone program in the Department of Mathematics and Statistics. Significant collaboration in teaching, research training and student engagement is expected through partnerships with other departments on campus and business partners. Faculty researchers will also be able to pursue collaborations with other North Carolina institutions offering programs in data analytics.

12. **Other Considerations.** None.

III.   Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by the North Carolina A&T faculty senate, the graduate council, the graduate college, and administrators including the chairs of the departments of Mathematics & Statistics, and Computer Systems Technology, the deans of the colleges of Science and Technology; Arts, Humanities and Social Sciences; Business and Economics; Education; Health and Human Sciences; the vice provost for OSPIE and SACSOC liaison, the Provost and Chancellor.

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

IV.   Recommendation

It is recommended that the Board of Governors approve North Carolina A&T's request to establish the Master of Science (MS) in Data Analytics (CIP 30.7101) effective fall 2022.

Request for Authorization to <u>Establish</u>
Master of Professional Science (MPS) in Regulatory Science
CIP 51.0720
University of North Carolina at Chapel Hill

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Professional Science (MPS) in Regulatory Science.
- The MPS in Regulatory Science will provide students with advanced training in modern pharmaceutical product development, global regulatory affairs, and cutting-edge regulatory science as well as business fundamentals.
- The UNC-Chapel Hill Eshelman School of Pharmacy's MPS in Regulatory Science will graduate leaders who can apply regulatory principals and improve regulatory processes to advance products to patients, thereby meeting the missions of the University and the UNC System.
- Market analysis conducted by Hanover Research shows that the 10-year projected growth rate for regulatory-related occupations, between 2016 and 2026, in North Carolina (14.1 precent) exceeded the projected statewide growth rate for all occupations (10.1 percent) and a similar trend was observed nationally. Despite the demand for regulatory-trained professionals, there are currently no regulatory-focused master's degree programs offered in the state. This program will fill an unmet need for the residents of North Carolina that will also help to meet the growing workforce demand for regulatory professionals within the state and elsewhere.
- The training offered through the MPS in Regulatory Science will prepare graduates for regulatory roles in pharmaceutical product development. Graduates will be prepared for positions in pharmaceutical companies, contract research organizations, government agencies, and academic institutions. Additionally, the business skills taught as a part of the curriculum will position students for strong upward mobility with management trajectory.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The knowledge and skills gained in the MPS program will allow graduates to become leaders and innovators in pharmaceutical science, thereby supporting the mission of the Eshelman School of Pharmacy. Additionally, the MPS program's commitment to a 100 percent online curriculum aligns with the School and University's strategic plans to facilitate life-long and distance learning with digital education opportunities.

2. **Student Demand.** Pre-pandemic market research suggested strong student demand for regulatory science master's degrees at all geographic levels. The growth rate in North Carolina was not growing as fast as regional and national rates but this could be due, in part, to the fact that North Carolina does not currently have a regulatory-focused master's program. Where programs exist, the number of degree conferrals from regulatory-focused master's programs grew in eight out of 10 benchmarked institutions. Additionally, the demand for advanced training relating to pharmaceutical product development and approval and the science that drives these processes is likely to be heightened due to the coronavirus disease 2019 (COVID-19) global pandemic.

3. **Employment Opportunities for Graduates.** According to a Hanover Research market analysis, the top employers for regulatory professionals in the state of North Carolina include contract research organizations and healthcare systems. Most postings identified for these individuals were at the manager level. Research by Hanover reported the top employers for regulatory professionals nationally include pharmaceutical companies and biotech companies.

4. **Impact on Access and Affordability.** UNC-Chapel Hill is requesting a program-specific tuition differential for the MPS in Regulatory Science. This tuition differential follows the model of existing professional science master's programs at UNC-Chapel Hill. Tuition and fees for the 2022-23 full-time (9+ credit hour) rates are as follows:

Full-Time 2022-23 Master's Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	10,552.00	28,844.00
Tuition Differential	6,246.00	6,246.00
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	2,384.26	2,384.26
Special Fees	--	--

The MPS program is being designed with maximum flexibility to accommodate working professionals; therefore, students should not have to sacrifice their livelihood while enrolled. While graduates will accumulate debt, a full-time student can complete the MPS program in three semesters and a quick return on investment is anticipated.

The median annual wages for relevant master's-level regulatory science professionals such as "regulatory affairs manager" are over $100,000. Furthermore, the MPS program will prepare students to attain the Regulatory Affairs Certification (RAC) credential from the Regulatory Affairs Professional Society (RAPS). RAPS reports that RAC-holders in North America earn on average 18% more than non-RAC colleagues.

5. **Expected Quality.** As the number one ranked school of pharmacy in the nation, the UNC-Chapel Hill Eshelman School of Pharmacy is well positioned to offer the first regulatory-focused master's program in the state and the only professional regulatory-focused master's degree in the nation. The MPS in Regulatory Science will seek affiliation with the National Professional Science Master's Association (NPSMA).

The proposed program will consist of a 32-credit hour curriculum offered 100 percent online with a mix of asynchronous and synchronous learning to accommodate working professionals. Completion of the MPS program will provide students an advanced understanding of the cutting-edge science and regulatory activities utilized to successfully deliver safe, efficacious, and high-quality therapeutics to patients (~75 percent of courses), as well as highly valued business skills that will prepare students to be regulatory innovators and leaders (~25 percent of courses). The curriculum will culminate in an experiential learning internship allowing students to apply the knowledge and skills gained through coursework in a professional setting.

6. **Faculty Quality and Number**. The UNC-Chapel Hill Eshelman School of Pharmacy is the home unit for most faculty members involved in the development and/or instruction of regulatory-focused coursework within the proposed program. At least five full-time Eshelman faculty members will support development and/or instruction of entire courses. Several program courses will also be developed in collaboration with adjunct faculty members (at least three) who are currently employed in pharmaceutical product development, guaranteeing that MPS students are gaining highly relevant knowledge for regulatory professionals in that industry. Many additional full-time and adjunct faculty members, primarily from the School of Pharmacy, will contribute content to the proposed "Emerging Topics in Regulatory Science" course, ensuring that all the groundbreaking regulatory science research topics being discussed in that class will be taught by experts in the field. Professional skills courses are developed and led by graduate school instructors.

7. **Relevant Lower-level and Cognate Programs.** While working professionals will be the target market for the MPS program, pharmaceutical sciences undergraduate programs will also provide the appropriate training to prepare students for the program. Regionally, nine institutions (excluding UNC-Chapel Hill) reported bachelor's degrees in pharmacy-related fields. Growth in pharmacy-related bachelor's degree conferrals at the state, regional, and national levels support the potential for these graduates to increase the prospective pool of students served by the MPS program.

8. **Availability of Campus Resources (library, space, etc.)** New online courses are under development for the MPS program. These courses will be offered 100 percent online and are being developed with the support of the UNC Office of Digital and Lifelong Learning.

    Because MPS courses will be offered exclusively online, no space will be required for this program. However, the program will impact UNC-Chapel Hill services involved in marketing and communications, admissions, registration, degree conferrals, and educational technology. The MPS program budget includes funds to ensure support for these services.

    The libraries at UNC-Chapel Hill maintain excellent holdings of books and other reference materials as well as online access to scientific journals and electronic sources of primary publications that will be sufficient to support the needs of the MPS program. Development of the MPS will not require any expansion of library holdings or additional support beyond the existing support available to all UNC-Chapel Hill graduate students.

9. **Existing Programs (Number, Location, Mode of Delivery).** In depth review has led to the conclusion that only one existing UNC System program has any significant similarity to the proposed MPS in Regulatory Science. The University of North Carolina Wilmington (UNCW) offers an online Master of Science in Clinical Research and Product Development degree program.

10. **Potential for Unnecessary Duplication.** Compared to the UNCW MS program, the proposed MPS in Regulatory Science has a stronger focus on regulatory affairs and regulatory science. In addition, approximately 25 percent of the MPS curriculum will be training on professional skills. Further, the UNCW program typically enrolls experienced professionals working in clinical research to prepare them for mid- to upper- level roles in the field. While the MPS program will enroll working professionals, many will not have any prior regulatory experience and will benefit

from hands-on training during an internship experience. The MPS program will also target recent graduates with pharmacy-related undergraduate degrees.

11. **Feasibility of Collaborative Program**. The MPS in Regulatory Science is exploring multiple opportunities to collaborate with other academic institutions within North Carolina. For instance, opportunities being discussed for collaboration with the described MS program at UNCW include joint professional forums and/or career fairs, sharing research opportunities, and sharing coursework. The MPS program is also exploring the possibility to share coursework with Duke University, North Carolina Central University (NCCU), and North Carolina State University (NCSU). Finally, the MPS program is exploring ways to allow students from certain undergraduate degree programs offered through NCCU to obtain an MPS in Regulatory Science in a shorter timeframe through possible dual degree arrangements.

The Program will also forge external collaborations with Research Triangle Institute and the North Carolina Regulatory Affairs Forum to leverage a vast network of experienced regulatory professionals to develop cutting-edge, highly relevant coursework. Importantly, the MPS program will partner with the North Carolina Biotechnology Center to ensure the curriculum is designed to meet the needs of the business community. The MPS program will leverage the longstanding relationship Eshelman has with the FDA to ensure the MPS degree is well aligned with current regulatory policies and new regulatory science initiatives.

III.   Summary of Review Processes

1. **Campus Review Process and Feedback.** This Request to Establish has been reviewed by the Program Director, the Department Chair, the Dean of the Eshelman School of Pharmacy, the Graduate School Dean, the Graduate Council, the Provost, the CFO, and the 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

It is recommended that the Board of Governors approve UNC-Chapel Hill's request to establish the Master of Professional Science (MPS) in Regulatory Science (CIP 51.0720) effective fall 2022.

Request for Authorization to <u>Discontinue and/or Consolidate</u>
Academic Degree Programs

North Carolina State University – Master of Science and Master in Youth Family and Community Sciences (MS and M)
(CIP 19.0701)

Overview: The Master of Science (MS) and Master (M) in Youth, Family, and Community Sciences (19.0701) at North Carolina State University will be <u>discontinued</u> and <u>consolidated</u> into the Master of Science (MS) and Master (M) in Agriculture and Extension Education (01.0801) effective fall 2022. The request to permanently discontinue the degree program was approved by the head of the department, appropriate institutional committees, deans, and provost.

The programs are being discontinued to combine the curriculum pathways of the MS in Youth, Family, and Community Sciences and the MS in Agriculture and Extension Education into a single degree program, the MS in Agricultural Education and Human Sciences. To do so, the MS in Youth, Family, and Community Sciences will be discontinued, and its curriculum content will be consolidated into the remaining MS in Agriculture and Extension Education (which will have its title changed to reflect the new combined degree). The same would be done for the M degrees.

The rationale for this change is to streamline faculty teaching loads by sharing responsibilities for overlapping courses, to encourage faculty collaboration on new courses, and to better market the programs and department to students who are interested in exploring careers and knowledge across agricultural education, leadership, and human sciences. Additionally, this request to consolidate degree programs mirrors the recent consolidation of two academic departments into a single Department of Agricultural and Human Sciences.

Current students in each program will be able to finish the degree into which they were matriculated. Because this is largely an administrative change with few course/curriculum changes, students will likely see no differences to their degree programs as current students finish and new students matriculate. There are no additional charges for students. The proposed changes will go into effect fall 2022.

Recommendation: It is recommended that the University of North Carolina Board of Governors approve North Carolina State University's request to discontinue the Master of Science and Master in Youth, Family, and Community Sciences (19.0701) and consolidate the program into the Master of Science and Master in Agriculture and Extension Education (01.0801) effective summer 2022.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

UNC SYSTEM RACIAL EQUITY TASK FORCE FINAL REPORT

December 16, 2020

University of North Carolina System
Chapel Hill, North Carolina

OVERVIEW

In June of 2020, the chair of the Board of Governors and the president of the University of North Carolina System (UNC System) established the UNC System Racial Equity Task Force to examine racial inequities in North Carolina's public higher education system, explore how those disparities impact the experiences of students, faculty, staff, and communities, and arrive at an actionable path forward to build a culture of equity and inclusion across the System.

The UNC System Racial Equity Task Force, whose members include representation from the Board of Governors, students, faculty, and staff throughout the System, began its work by identifying three focus areas that are critical to establishing equitable and inclusive working and learning environments across the UNC System: student recruitment, enrollment, and outcomes; employee recruitment, retention, and promotion; and safe, diverse, and inclusive campuses. As part of their discovery process and to inform their recommendations, task force members met regularly to examine data and consult with diversity and inclusion professionals, students, faculty, and staff from the 17 institutions. The task force also conducted a System-wide survey and hosted a series of virtual town hall sessions. Together, these engagement activities garnered participation from more than 20,000 students, faculty, and staff members from across the System.

In November 2020, task force members discussed draft recommendations and survey findings and were asked to prioritize the recommendations and identify action steps for implementation. Based on this feedback, the task force moved to adopt six recommendations and 28 action steps. The recommendations are listed in this report in priority order. While all action steps are important, the task force identified 15 of the steps that are considered critical to the success of the recommendations and the System's pursuit for racial equity. Those action steps are listed first under each recommendation and identified using boldface.

Recommendations and action steps are intended for implementation by the institutions with the support of the UNC System Office and Board of Governors. To account for the existing institutional policies and practices already in place, which vary based on institution size and other factors, strategies should be applied equitably rather than uniformly (i.e., one size or recommendation fits all) to ensure that institutions with a greater need and fewer resources receive priority assistance. All institution-based recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.

JULY-SEPTEMBER	SEPTEMBER 15-30	OCTOBER 19-29
Host Weekly Focus Area Meetings	Conduct System-wide Survey	Host Virtual Town Halls Sessions

NOVEMBER 10	DECEMBER 4	DECEMBER 16
Review Findings and Recommendations	Formal Adoption of Recommendations	Submit Final Report to UNC BOG Chair & UNC System President

Dear Chair Ramsey and President Hans,

I remember where I stood when I witnessed the video of the tragic death of George Floyd, the Black man born in North Carolina who was unjustly killed by a white police officer in Minneapolis, Minnesota. Like so many Americans, I was shocked and disheartened. I shared in the pain felt across our nation, and I knew that there was more that we could do – more that we *must* do – to address cultural and systemic issues within our community that lead to such tragedies.

I was so thankful when we received the letter in June 2020 from UNC System Faculty Assembly Chair David Green, UNC System Staff Assembly Chair Garrett Killian, and UNC Association of Student Governments President Isaiah Green. It urged the leaders of one of the greatest public higher education systems in the country to "be active agents of change" against all forms of racism. I was equally grateful when UNC Board of Governors Chair Randy Ramsey and then-Interim President Bill Roper acted swiftly, responding within 24 hours to form the UNC System Racial Equity Task Force. I was proud to be a part of something I knew could transform lives.

From that moment on, the UNC System Racial Equity Task Force set out on a course of discovery to examine race and racial disparities at each of our 17 institutions and within the UNC System Office.

Over the next six months, task force members met regularly, combing through data, examining policies, and deliberating over procedures and processes that disenfranchised many of our stakeholders. We listened intently during those meetings, taking notes, and learning as much as we could from members of the institutions. We heard thousands of stories from students, faculty, and staff, and gathered information from all who were willing to share.

This process we embarked upon was not easy. We were met with criticism and skepticism. We heard about the mounting trauma that students and employees faced daily due to instances of discrimination. We heard about the need for safe, diverse spaces, equal opportunity, and the desire to be surrounded by more equity-minded individuals, even at the highest levels of leadership. We also heard that there was hope and a sincere belief that we could build a better, more equitable tomorrow.

This, as well as other findings, helped to inform these recommendations. Our report supports the voices of the constituents. It represents the academy and reflects the System's commitment to fulfill its mission: a promise to deliver instruction, advance innovation, and engage in public service to build a brighter future for all North Carolinians.

These six recommendations are a first and necessary step towards racial equity, but they cannot be the last. There is much more to accomplish as this transformation continues.

We submit our findings today and humbly request your support.

Thank you for the opportunity to make a difference.

Sincerely,

Reginald Ronald Holley, Chair
UNC System Racial Equity Task Force

RACIAL EQUITY TASK FORCE RECOMMENDATIONS

As part of the discovery process and to inform their recommendations, task force members examined data and consulted with diversity and inclusion professionals, students, faculty, and staff from the 17 institutions. The task force also conducted a System-wide survey and hosted a series of virtual town hall sessions. Together, these engagement activities garnered participation from more than 20,000 students, faculty, and staff members from across the System.

While recommendations are listed in priority order, the task force considers all recommendations essential to advancing the goal of achieving racial equity for the UNC System. Recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.

1. **Diversity and Equity Staffing to Support Inclusion and Belonging.** The System Office should establish an executive position that reports directly to the president to implement the recommendations of the UNC System Racial Equity Task Force and oversee future equity and inclusion initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about inequities.
2. **Representation and Retention at All Levels of the University.** Examine and improve recruitment, hiring, promotion, and retention policies and practices to build a racially diverse and equitable University of students, faculty, staff, and top leadership.
3. **Data and Accountability.** Establish reporting requirements, accountability mechanisms, and processes that support a sustainable procedure for collecting race and equity data and the implementation of strategies that will help build support of a more equitable UNC System.
4. **Diversity, Equity, and Inclusion Education.** Establish comprehensive programming for all students, faculty, and staff of the UNC System, and provide mandatory training for those individuals charged with ensuring compliance with diversity and inclusion standards, including institutional leadership, department chairs, division leaders, and others who serve in a supervisory role.
5. **Programs and Activities in Support of Racial Equity and Inclusion.** Develop and support programs that improve equitable outcomes.
6. **Campus Policing.** Build upon and make consistent across institutions training, procedures, and data collection practices that effectively support and promote racial equity in campus policing. Strengthen partnerships with other campus departments to facilitate alternative and/or shared responses to certain crises.

INTRODUCTION

On June 9, 2020, the UNC Board of Governors Chair Randall C. Ramsey and Interim President William L. Roper announced the development of the UNC System Racial Equity Task Force (Appendix A). Charged with leveraging the talent and resources of our universities, the task force served as a platform for a System-wide examination of the legacy of race and racism in the state's public four-year higher education system, and how that history shapes and impacts the lived experiences of our students, faculty, and staff.

Chair Ramsey and Interim President Roper asked the task force to do the following:
1. Meet with student, faculty, and staff groups to discuss issues of race and equity in the UNC System and all tangible steps that can be taken across the UNC System in pursuit of equity and understanding.
2. Gather, explore, and develop recommendations, suggestions, and feedback.
3. Prepare a report to the Board of Governors, to include a list of recommendations and action steps in priority order.
4. Present the report to the chair of the Board of Governors and the president.

To accomplish its charge efficiently and effectively, the task force identified three focus areas that are critical for achieving equitable and inclusive working and learning environments within the UNC System:
- **Student Recruitment, Enrollment, and Outcomes**: examine how to close equity gaps at every stage of the student experience, from recruitment through graduation
- **Employee Recruitment, Retention, and Promotion:** study human resources practices in the recruitment, hiring, and retention of employees
- **Safe, Diverse, and Inclusive Campuses**: understand how to foster and maintain safe and supportive campuses that promote equity, diversity, inclusion, and a sense of belonging

Task force members were asked to delve into a particular focus area, and members consulted with faculty, staff, and students across the UNC System in the form of discussions in August and September to develop and inform a set of draft recommendations. In addition, the full task force held meetings of the full task force in July, November, and December 2020. Meeting materials can be found on the UNC System Racial Equity Task Force website.

Campus Engagement
In partnership with APCO Worldwide, an advisory and advocacy communications consultant firm, the task force conducted a System-wide online survey to understand the perspectives of students and employees. Using initial results from the survey to guide the conversations, the task force hosted a series of virtual town halls for faculty, staff, and students to provide additional feedback on the three focus areas. Representing all 17 institutions and the UNC System Office, more than 16,000 faculty, staff, and students participated in the survey and 3,500 attended the virtual town halls.

During the November 2020 task force meeting, APCO presented a summary analysis of the results from the campus engagement process. Student, faculty, and staff identified seven areas as top priorities regarding race and equity: formalize a path to more diverse, inclusive leadership; ensure equity in hiring, promotions, tenure, and compensation; establish a diversity education model; invest in equitable mental health; evaluate campus policies and alternative practices; enhance inclusion through representative spaces; and close any funding and access gaps between Historically Minority Serving Institutions and other UNC institutions. APCO's full presentation is provided in Appendix B. The

task force also received more than 1,100 responses via a form for anonymous feedback on the UNC System website.

Task Force Members
The Racial Equity Task Force, whose members include representation from the Board of Governors, students, faculty, and staff throughout the System, attended task force meetings, gathered feedback from System and external stakeholders, participated in conversations with constituent institutions, and approved and prioritized the recommendations.

- Reginald Ronald Holley, UNC Board Governors, Task Force Chair[1]
- Kellie Blue, UNC Board of Governors, Task Force Vice-Chair
- Pearl Burris-Floyd, UNC Board of Governors
- Isaiah Green, UNC Board of Governors and President of the Association of Student Governments
- Anna Nelson, UNC Board of Governors, Task Force Vice-Chair
- Dawn Brown, Access Coordinator at UNC Wilmington and Former Chair of Staff Assembly
- Dr. Garikai (Kai) Campbell, Provost at UNC Asheville
- David Green, Professor of Law at North Carolina Central University and Former Chair of Faculty Assembly
- Dr. Timothy Ives, Professor of Pharmacy at UNC-Chapel Hill and Chair of Faculty Assembly
- Garrett Killian, Business and Technology Applications Specialist at East Carolina University and Chair of Staff Assembly
- Dr. Ricardo Nazario-Colon, Chief Diversity Officer at Western Carolina University
- David Perry, Police Chief at UNC-Chapel Hill

Task Force Support Staff
UNC System Office staff supported the task force, providing data analysis and communication support, coordination of campus conversations and the System-wide survey, and overall project management support for the effort.

- Lindsay McCollum Farling, Vice President for Financial Planning & Analysis, Finance and Administration
- Samantha Hargrove, Director of Marketing Communications, Communications
- Carrie O. Johnston, Assistant General Counsel, Governance, Legal, and Risk
- Haley Lohr, Higher Education Law Fellow, Governance, Legal, and Risk
- Kaity McNeil, Director of Licensure, Academic Affairs
- Dr. Shun Robertson, Senior Associate Vice President P20 Policy & Programs, Strategy and Policy
- Katharine Shriver, Graduate Assistant, Strategy and Policy
- Brian M. Usischon, Senior Associate Vice President for Human Resource Services and Deputy Chief Human Resources Officer, Human Resources

---

[1] Former UNC Board of Governors member Darrell Allison served as chair of the task force until September 2020.

FULL RECOMMENDATIONS AND ACTION STEPS

The Racial Equity Task Force adopted six recommendations and 28 action steps that are considered essential to advancing the goal of achieving racial equity within the UNC System. While all of the action steps are important, the task force identified 15 steps that are considered critical to the success of the recommendations. Those action steps are listed first under each recommendation and identified using boldface.

Action steps are intended for implementation by the institutions with the support of the UNC System Office and the Board of Governors. To account for the existing institutional policies and practices already in place, which vary based on institution size and other factors, action steps should be applied equitably rather than uniformly (i.e., one size or recommendation fits all) to ensure that institutions with a greater need and fewer resources receive priority assistance. All institution-based recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.

RECOMMENDATION 1

Diversity and Equity Staffing to Support Inclusion and Belonging

The System Office should establish an executive position that reports directly to the president to implement the recommendations of the UNC System Racial Equity Task Force and oversee future equity and inclusion initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about inequities.

Why is this Important?

Conversations with constituent institution diversity and inclusion officers revealed that supportive environments are key for students and employees of color to thrive within a university setting. Half of our survey respondents said they do not feel comfortable reporting incidents of racial discrimination and harassment. They shared the need for more resources for students, faculty, and staff to confidentially report race-related concerns.

While the System has taken steps to promote diversity and inclusion in the past, there is not a System expert fully dedicated to coordinating efforts among campuses, reporting findings to the president and Board of Governors, and providing guidance on matters related to racial equity, diversity, and inclusion.[1]

The University of North Carolina Board of Governors was directed in S.L. 2017-57, sec. 10.13(b) to submit to the Joint Legislative Education Oversight Committee a study of the University's equal opportunity and diversity and inclusion operations and policies by January 1, 2018. At the direction of the Board, the UNC System Office completed the study, with the assistance of an external consultant, and the Board approved the study for transmittal to the Joint Committee. The Board of Governors' Subcommittee on Equal Opportunity, Diversity, and Inclusion worked through the spring of 2018 on the findings of the study and proposed recommendations. While there has been some progress on these recommendations, including the creation of a Board of Governors policy and a Diversity and Inclusion Network, there are still some institutions without clear, dedicated diversity positions and no System-wide diversity and inclusion research agenda or goal with progress tracking.

Action steps to implement this recommendation may include:

1. **Appoint, elevate, and/or enhance the role of the diversity, equity, and inclusion position at each institution. The diversity, equity, and inclusion position should be empowered to help set a clear path for addressing race and equity issues and establishing processes, resources, and solution-based support/assistance.**
2. **Develop a System-wide Faculty Equity Fellows program, which brings together the expertise of faculty members and evidence-based research that advances the UNC System's policies and practices towards diversity, equity, and inclusion practices.**
3. Make available to all constituent institutions the services of an ombuds officer, who will be a confidential, impartial, informal, and independent resource for faculty, staff, and students. This officer would work in collaboration with the DEI officer to address race and equity issues.
4. The System Office should partner with the UNC System Diversity and Inclusion Council to develop a knowledge management strategy for institutions to share best practices to develop equitable working and learning environments.

---

[1] The System Office hired a Senior Associate Vice President for Equity, Engagement and Employee Relations in the System Office Division of Human Resources effective January 1, 2021, reporting to the Senior Vice President for Human Resources.

RECOMMENDATION 2

Representation and Retention at All Levels of the University

Examine and improve recruitment, hiring, promotion, and retention policies and practices to build a racially diverse and equitable University of students, faculty, staff, and top leadership.

Why is this Important?

North Carolina's rapidly changing demographics could exacerbate disparities in educational opportunity and attainment. While the System's enrollment mirrors the current North Carolina population, our demographics do not reflect the state's population growth that is occurring in our younger age groups: while 80 percent of North Carolinians over the age of 65 are white, only 62 percent of those under the age of 17 are white. The young Hispanic population is growing most rapidly.

To meet the needs of our changing student population before they arrive at our institutions, a stronger, more diverse teacher pipeline is needed to increase the number of students who regularly interact with teachers of their own race and can see mentors and leaders who look like them. Research shows that Black students who have at least one Black teacher in third, fourth, or fifth grade are forty percent less likely to drop out of high school and thirty percent more likely to consider college as an option.[2] White students benefit from having a teacher of color, too. But not everyone in North Carolina has the opportunity to have a teacher of color.

When North Carolina high school students graduate, they often want to attend one of our institutions. Of students who intend to go to college, one-third of Black and American Indian students, and 21 percent of Hispanic students intend to pursue postsecondary education at a UNC System institution.[3] However, many qualified students of color and first-generation college students never make it to our classrooms because they do not have access to the supports and information necessary to help them successfully navigate the college experience.

Task force members heard from students of color that it is vital to their success to see faculty and staff who look like them represented on campus. A study of 13,000 faculty at 134 colleges and universities found that high levels of faculty diversity are positively related to student learning.[4] Efforts to create and maintain this diversity should include fostering more underrepresented students of color in pursuing doctorate degrees and offering faculty and staff opportunities for career growth within our institutions. However, almost half of the employees surveyed by the task force believe there is not equitable access to leadership and promotion opportunities. Four in ten faculty and staff feel opportunities for leadership roles, tenure track, or promotions are, at best, "only sometimes" equitable.

Three-fourths of survey respondents believe that our System leadership (i.e., Board of Governors, boards of trustees, and System Office leadership) is not diverse. Having diverse perspectives on each institution's board of trustees is an important component of both ensuring racial equity and aiding

---

[2] Gershenson, S., Lindsay, C. A., Hart, C. M., & Papageorge, N. W. (2017). The Long-Run Impacts of Same-Race Teachers. Bonn, Germany: IZA Institute of Labor Economics.

[3] Tippett, R. & Stanford, J. (2019). North Carolina's Leaky Educational Pipeline & Pathways to 60% Postsecondary Attainment. Chapel Hill, NC: Carolina Population Center, University of North Carolina at Chapel Hill.

[4] Umbach, Paul. (2006). The Contribution of Faculty of Color to Undergraduate Education. Research in Higher Education. 47. 317-345.

institutions to perform at a high level of excellence. Under state law, the 16 UNC four-year institutions generally must have 13-member boards of trustees with eight trustees appointed by the Board of Governors, four appointed by the General Assembly, and the president of the student government serving as an ex-officio member. In addition, state law accounts for up to a 30-member board for the North Carolina School of Science and Mathematics, and 15 board members for the University of North Carolina School of the Arts.

The following table details the demographic makeup of the 2020-2021 boards of trustees, appointed by the Board of Governors. Two-thirds of trustees are white, one-quarter are African American, and only a small number are American Indian, Asian, Hispanic, or Middle Eastern American. The boards of trustees for our Historically Minority-Serving Institutions (HMSIs) are more diverse than other institutions. (Institutional-level data is provided in Appendix C.)

2020-2021 Board of Trustees (BOG Appointments) by Race, UNC System Institutions	
African American	28%
American Indian*	3%
Asian	1%
Hispanic	1%
Middle Eastern American	1%
White	66%

*American Indian includes Native Americans along with Alaska Natives, as defined by the US Census

Action steps to implement this recommendation may include:

1. **Build a high-quality, diverse teacher pipeline by recruiting, enrolling, and graduating more students of color in UNC System educator preparation programs.**
2. **Ensure that students of color are prepared to succeed by increasing financial aid counseling, improving partnerships with college access organizations, and expanding access to internships and undergraduate research.**
3. **Assess and modify hiring, salary increases, promotion and tenure, and retention processes and practices to identify strengths and growth opportunities, and develop System and institution action plans for improvement.**
4. **Seek opportunities to increase diversity in boards of trustees so that each reflects student enrollment.**
5. Continue rollout of the Executive Leadership Institute with an emphasis on representation from historically minority-serving institutions and persons of color.
6. Review the nomination and selection processes for Board of Governors awards to ensure equitable practices and processes exist (Appendix D).

RECOMMENDATION 3

Data and Accountability

Establish reporting requirements, accountability mechanisms, and processes that support a sustainable procedure for collecting race and equity data and the implementation of strategies in support of a more equitable UNC System.

Why is this Important?

Data allow institutions to assess how well they are fulfilling their missions and goals and identify areas for improvement. Our campus engagement process revealed that participants are looking for new or improved policies and processes within the UNC System that address student, staff, and faculty equity and inclusion priorities. Disaggregating data is the critical first step to address inequities in our System because it helps us see where gaps exist and take precise steps that lead to more equitable outcomes for our constituents.

Data that provide a deeper perspective on our faculty, staff, and students should be used to evaluate efforts to improve racial equity and promote accountability at both the individual campus level and across the System. Task force members heard from our constituents that regular reports to and information sharing with System leadership related to diversity, equity, and inclusion should support and inform leadership's decision-making. We also heard that data should be reported at the institution-level, because data from our HMSIs sometimes mask System- level progress and areas for growth.

While System data show that faculty, staff, and students of color are underrepresented at many of the UNC System institutions, this does not diminish their assignments on racial diversity panels, task forces, and committees or the request to have them mentor, advise or facilitate discussions that involve faculty, staff, and students of color. These additional hours of service are not accounted for nor do they equate to opportunities for raises, promotions, or recognition. Often students and employees of color welcome the invitation to assist a fellow colleague, but disproportionally lose time studying, focusing on teaching and research, or miss out on other meaningful activities. Moreover, the need to support ongoing diversity initiatives can contribute to feelings of being overtaxed and burnt out—ultimately, hindering a positive campus experience. This concern was shared by student leaders, chief diversity officers, and faculty and staff members.

Action steps to implement this recommendation may include:

1. **Require that regular presentations and reports be provided to the Board of Governors, the president, boards of trustees, and chancellors related to the University's progress and areas for improvement related to racial equity.**
2. **Increase the granularity of data that is collected, analyzed, and published on race and ethnicity for all faculty, staff, students, and leadership at all institutions and the System Office.**
3. **Require and administer campus climate surveys and exit interviews for students, faculty, and staff leaving the University.**
4. **Formalize incentives and accountability measures for students, faculty, staff, and administrators to engage in work to promote racial equity, diversity, and inclusion, and include institutional measures related to racial equity as part of performance evaluations.**

RECOMMENDATION 4

Diversity, Equity, and Inclusion Education

Establish comprehensive programming for all students, faculty, and staff of the UNC System, and provide mandatory training for those individuals charged with ensuring compliance with diversity and inclusion standards, including institutional leadership, department chairs, division leaders, and others who serve in a supervisory role.

Why is this Important?

Town hall and survey participants noted that institutions should offer diversity and equity training that covers topics such as racial bias, implicit bias, and diversity and inclusiveness for employees and students. While many of our institutions offer some form of diversity training, there is currently no uniform cultural sensitivity or diversity training available across the System.

Research on effective diversity education supports programming that includes the following design elements[5]:
- Grounded in current theory and empirical evidence;
- Use of active learning techniques so that participants engage with course content;
- Avoidance of assigning blame or responsibility to participants for current diversity issues; and
- Inclusion of a plan for ongoing rigorous evaluation of the intervention's efficacy with different groups.

The task force recognizes that diversity and inclusion cannot be learned in a day or through a single program. One participant stated, "I often think training is done for universities to check off a box so they can say they did it. It would be nice if they followed through and implemented some policy instead of forgetting the training the minute it's gone." Positive effects of diversity training are greater when complemented by other diversity initiatives, policies, and practices targeted to both awareness and skills development over a significant period.

Action steps to implement this recommendation may include:

1. **In partnership with the UNC System Diversity and Inclusion Council, the UNC System Office should identify a common core of diversity and equity training programs for employees, including such topics as racial bias, implicit bias, cultural competence, and diversity and inclusion.**
2. Analyze and align the training modules with the responses from UNC System Racial Equity Task Force town halls and survey, and the System-wide employee engagement survey.
3. Establish reporting requirements and accountability and/or incentive tools to ensure effective training.

---

[5] Moss-Racusin, C., Toorn, J., Dovidio, J., Brescoll, V., Graham, M. and Handelsman, J. (2014). Scientific Diversity Interventions. Science (New York, N.Y.). 343. 615-6.
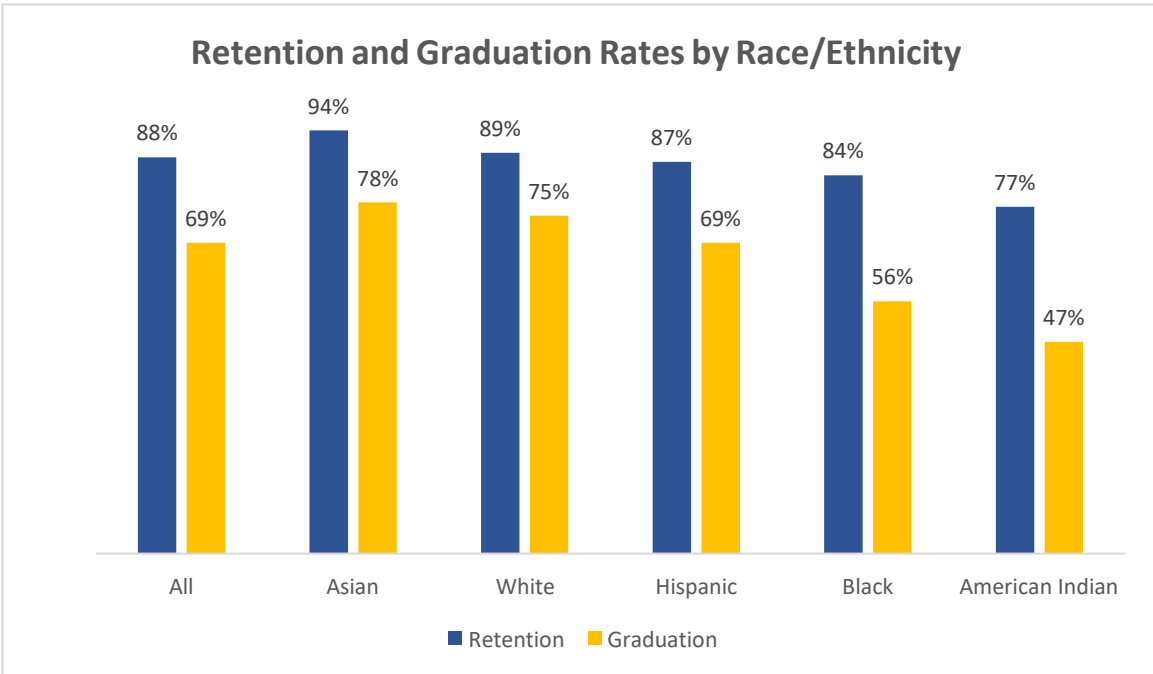
RECOMMENDATION 5

Programs and Activities in Support of Racial Equity and Inclusion

Develop and support programs that improve equitable outcomes.

Why is this Important?

Community colleges serve as the gateway to postsecondary education for many low-income, first-generation college students and students of color, who come with great talent and aspiration. Over 17,000 students transferred into the UNC System in the Fall 2019 semester—11,000 from the North Carolina Community College System. Working with our two-year college peers, we must develop strategies to help students understand the importance of finishing what they start.

Intense focus on improving postsecondary completion for students of color has produced notable effects: a growing body of evidence of what works in improving student success; an awareness of the importance of using data to assess and monitor student outcomes; and the breaking down of silos to create increasingly collaborative student success efforts. Even though we have seen progress in our institutions, we still have persistent equity gaps throughout the System.

Retention and Graduation Rates by Race/Ethnicity

	All	Asian	White	Hispanic	Black	American Indian
Retention	88%	94%	89%	87%	84%	77%
Graduation	69%	78%	75%	69%	56%	47%

To close equity gaps, it is important that we design supports to help students in and outside of the classroom. And, when developing these services, we should consider the different situations and circumstances from which our students come and how these experiences may influence their academic progress. Including diverse content in course curricula creates more opportunities for underrepresented students to participate in postsecondary education and builds the outcomes that employers need (e.g., critical thinking, understanding of diverse perspectives, and decreased prejudice). By honoring our

students' various backgrounds and investing in teaching and learning strategies known to benefit students of color, like adaptive learning, we can foster stronger learning outcomes and help students feel like they belong at our institutions.

While many college students arrive on campus feeling emotionally and academically unprepared, research shows that students of color are less likely to seek help than their white peers. In one study, one-quarter of Asian-American and Black students and one-third of Hispanic students with mental health problems sought treatment versus almost half of white students.[6]

Graduate students should not be forgotten in this conversation. A recent American Council on Education report states, "Graduate students are a relatively vulnerable population within universities, and graduate students of color experience vulnerability on multiple levels. They rarely have access to the infrastructure of support services that undergraduate students have, for example, and social dynamics within graduate learning environments that exacerbate mental health risks are felt most profoundly by minoritized students."[7]

Mental health was listed as a top 5 priority for students in our survey. One of the participants in the campus engagement process said, "Part of the deficiency in counseling services is that many counselors have no frame of reference for some of the trauma and issues that minorities faced in the past and continue to face in the present. Many minorities are left feeling undervalued and overwhelmed, and don't know what to do or how to deal with those kinds of ongoing psychological trauma."

Action steps to implement this recommendation may include:

1. **Review best practices and innovations that the UNC System and its constituent institutions should consider that can improve the delivery of mental health services for undergraduate and graduate students and employees of color.**
2. **Provide support to institutions to pilot and scale innovative programming to ensure students of color persist and graduate, including students transferring from community colleges.**
3. Increase diversity of mental health staff and expand access to counseling professionals with diverse backgrounds and/or training in trauma-informed and culturally responsive methods.
4. Integrate student support and mental health programming at critical student transition points (e.g., first-year student experience, transfer student experience, graduation) and targeted for underrepresented populations (e.g., black males).
5. Develop trainings and resources for faculty to learn best practices on how to reach underrepresented populations.

---

[6] The Steve Fund. (2020). Adapting and Innovating to Promote Mental Health and Emotional Well-Being of Young People of Color: COVID-19 and Beyond. Providence, RI.

[7] Posselt, J. (2020). "An Early Warning in the Academy: Mental Health and Racial Equity in Graduate Education" in Race and Ethnicity in Higher Education: 2020 Supplement. Washington, DC: American Council on Education.

RECOMMENDATION 6

Campus Policing

Build upon and make consistent across institutions training, procedures and data collection practices that effectively support and promote racial equity in campus policing. Strengthen partnerships with other campus departments to facilitate alternative and/or shared responses to certain crises.

Why is this Important?

The task force was established following George Floyd's death at the hands of a police officer. Sixteen of the seventeen UNC System institutions have sworn law enforcement officers who serve and interact daily with students, faculty, and staff of color. It is critical to understand the roles campus law enforcement officers serve within our institutions and how their interactions with campus community members are experienced and perceived. In our survey, students reported "alternatives to policing" and "evaluating policing practices" as top priorities. A participant stated, "I think it is important we take on a restorative justice approach in policing generally in campus police. For example—a commitment to not take legal action for all non-violent drug offenses, and instead invest in therapy and rehab services."

The task force also heard potential topics for police training that could lead to culturally responsive policing, crisis and de-escalation training, and strategies on how to respond to diverse populations.

Based on a recent third-party review of campus law enforcement operations and through Task force members' conversations with and information collected from campus police chiefs within the System, there are opportunities to further develop consistency in campus law enforcement procedures, training, and equipment across all departments within the UNC System. Accreditation of all campus police departments, which has been a recommendation of two previous task forces within the past 15 years, and more uniform processes for review of data collection and training, are strategies that could help to ensure safe and inclusive campus experiences for all students, faculty, staff, and visitors. Eight of our campus police departments are currently accredited and three are currently seeking accreditation.

Action steps to implement this recommendation may include:

1. **Centrally engage a subject-matter expert to determine what data should be collected by campus law enforcement related to race and implement regular collection and analysis of any such data that is not currently collected.**
2. **Reduce the criminalization of incidents involving students by utilizing student affairs resources, such as counseling services and the student conduct process, rather than addressing matters through criminal prosecution.**
3. Complete a review of how campus law enforcement departments develop and adopt their policies, procedures, and training content and frequency.
4. Require all campus police departments to obtain accreditation from the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) or the International Association of Campus Law Enforcement Administrators (IACLEA).
5. Equip every sworn officer in the field responding to calls for service or following up on reported crimes or incidents with a body-worn camera. All campus police departments should possess less lethal devices in addition to existing firearms.
6. Require agreements with independent contractors for security services or for mutual aid with local law enforcement agencies to be approved by the campus police chief or his or her designee.

OTHER THINGS WE HEARD

During this process, the task force heard several concerns that are not covered in the recommendations and action steps. These topics are still important and should be addressed by the UNC System.

- **The Board of Governors should be representative of the diversity of the students in the UNC System.** The members of the Board of Governors are elected by the Senate and House of Representatives of the North Carolina General Assembly. While this process is not in control of the UNC System, faculty, staff, and students repeatedly stated that the current Board of Governors does not reflect the diversity of our state, student body, and institutions.
- **Every student should have a laptop.** The COVID-19 pandemic highlights the fact that many of our students do not have access to effective technology. Students cannot be successful in their online classes without consistent internet and computer access. With more classes turning to digital learning resources, technology access has become just as essential as traditional books, even for in-person classes.
- **Other issues of equity and diversity should be addressed at the System-level.** This task force was charged with a focus on racial equity, but there are other issues of equity that should be considered for System-level study, including socioeconomic status, gender, and disability.
- **The Board of Governors should establish a staff award.** In support of the UNC System's mission, the Board of Governors honors and recognizes excellence in areas of teaching, research, and public service through the following awards: Oliver Max Gardner Award, The Governor James E. Holshouser, Jr. Award for Excellence in Public Service, Awards for Excellence in Teaching, and University Award. While the UNC System Staff Assembly presents annual awards and scholarships (The Erskine B. Bowles Services Award, The Thomas Ross Visionary Leader Award, and The Janet B. Royster Scholarship), there is no Board of Governors award for staff.

THE WORK FORWARD

The task force understands that enacting the recommendations and action steps will take time. The System Office should partner and engage in an iterative process with institutions to develop a plan for implementation that includes funding implications, needed policy changes, assessment of current status of recommendations and action steps at each institution, and metrics to measure progress.

This work must be ongoing. The UNC System must continue to examine where inequities currently exist, how those inequities negatively affect many of our students and employees, and how the System can transparently prioritize equity as an integral part of its pursuit of strategic goals. By fostering equity in our policies, programs, and practices, the UNC System can enhance economic and social mobility for all North Carolinians, particularly for those in communities that have historically been underserved and underrepresented in our classrooms and across our institutions.

A SPECIAL THANKS TO YOU

The Racial Equity Task Force was created in response to three dedicated leaders, representing the interests of students, faculty, and staff, who asked the UNC System leaders to address the growing concerns related to racial inequities and injustices affecting our institutions. The UNC Board of Governors Chair and UNC System President responded immediately to their request and on June 9, 2020, the work of the Racial Equity Task Force began.

The final recommendations and action steps grew from discussions with students, faculty, and staff through virtual town hall meetings, surveys, focus groups, and individual feedback offered over the course of several months.

We appreciate all of those who gave their time, energy, and honesty to this process. Thanks to those who shared their stories, their expertise, and their disappointments, all in a concerted effort to move us into a brighter, more equitable future. The realization of this bigger and bolder vision, where equity defines both the culture and outcomes of the UNC System, is the work we collectively aspire to support in the roadmap offered in this report.

We would like to acknowledge the following individuals and organizations, who have offered valuable contributions to this work.

DIVERSITY & INCLUSION COUNCIL

- Dr. Sherrice Allen, North Carolina A&T State University
- Dr. Sibby Anderson-Thompkins, UNC-Chapel Hill
- Tanisha Brumsey, Elizabeth City State University
- Paula Bowe, Elizabeth City State University
- Chris Chiron, UNC System Office
- Dr. Willie Fleming, Appalachian State University
- Dr. Tracey Ford, UNC School of the Arts
- Quentin Gunter, Winston-Salem State University
- Emily Guzman, North Carolina Central University
- LaKesha Alston Forbes, East Carolina University
- Shamica Long Lane, Elizabeth City State University
- Dr. Terry Lynch, North Carolina School of Science and Mathematics
- Dr. Ricardo Nazario y Colón, Western Carolina University
- Heather Parlier, UNC Asheville
- Justin Plummer, North Carolina School of Science and Mathematics
- Angela Revels, UNC Pembroke
- Dr. Donyell Roseboro, UNC Wilmington
- Sheri Schwab, North Carolina State University
- Dr. Julia Mendez Smith, UNC Greensboro
- Dr. Cheryl Waites Spellman, UNC Charlotte
- Terri Tibbs, Fayetteville State University

WORKING SESSION PRESENTERS

- Dwayne Altman-Leah, UNC Wilmington
- Jon Barnwell, East Carolina University
- James Campbell, UNC System Office
- Chris Chiron, UNC System Office
- Dr. Toya Corbett, UNC System
- Rob Davis, Hillard Heintze
- Lynn Duffy, UNC System Office
- Rajma Edmonds, Student, UNC Wilmington
- LaKesha Alston Forbes, East Carolina University
- Dr. Anthony Graham, Winston-Salem State University
- Brent Herron, UNC System Office
- Paul Lester, UNC Greensboro
- John Manley, Elizabeth City State University
- Christopher Neal, UNC Wilmington
- Dr. Kimberly van Noort, UNC System Office
- Dawn Osborne-Adams, UNC-Chapel Hill
- David Perry, UNC-Chapel Hill
- Dr. Donyell Roseboro, UNC Wilmington
- Sheri Schwab, North Carolina State University
- Dr. Julia Mendez Smith, UNC Greensboro
- Kameryn Taylor, UNC Greensboro

VIRTUAL TOWN HALL CONTRIBUTORS

- Julieanna Acosta, North Carolina Central University
- Dr. Geleana Alston, North Carolina A&T State University

FOCUS GROUP PARTICIPANTS
STUDENT BODY PRESIDENTS

- Nic Brown, UNC School of the Arts
- Brenda Caldwell, NC A&T State University

- Tynia Barnes, UNC Pembroke
- Dr. Eboni Baugh, East Carolina University
- Jeremiah Blake, UNC Asheville
- Theodore Bloodworth, UNC Wilmington
- Nic Brown, UNC School of Arts
- DaBria Bullock, Fayetteville State University
- Dr. Marietta Cameron, UNC Asheville
- Dr. Dana Cea, East Carolina University
- Dr. Crystal Chambers, East Carolina University
- Kailee Chappell, Elizabeth City State University
- Celeste Corpening, UNC Charlotte
- Korbin Cummings, Appalachian State University
- Shakisha Davis, UNC Pembroke
- Tarvars Denning, Fayetteville State University
- Gabby Dickey, Appalachian State University
- Taylor Durall, UNC Asheville
- Dr. Omari Dyson, UNC Greensboro
- Carlos Grooms, North Carolina A&T State University
- Champ Gupton, UNC-Chapel Hill
- Dr. Glen Harris, UNC Wilmington
- Alan Harris, Western Carolina University
- Jo Hatcher, UNC School of the Arts
- Cynthia R. Horne, Elizabeth City State University
- Johnny Hughes, UNC Asheville
- Jennifer Jean-Baptiste, North Carolina State University
- Brodrick Johnson, UNC Greensboro
- Kayla Jones, East Carolina University
- Dawna Jones, UNC-Chapel Hill
- Jade Jones, UNC Wilmington
- Manayal Kazmi, North Carolina State University
- Dr. Chance Lewis, UNC Charlotte
- Ashanti Marshall, Winston-Salem State University
- Dr. Yolanda Massey, Fayetteville State University
- Dr. Susan McCarter, UNC Charlotte
- Dr. Reagan Mitchell, UNC School of the Arts
- David 'AJ' Modlin, East Carolina University
- Dr. Chris Montero, UNC Wilmington
- Dr. Ariana Mrak, UNC Wilmington
- Dr. Philliph Mutisya, North Carolina Central University
- Dr. Wilson K. Okello, UNC Wilmington
- Dr. Dana Patterson, Western Carolina University
- Adam Perkins, UNC Wilmington
- Troy Pinkins, North Carolina State University
- Mariko Polk, UNC Wilmington
- Aisha Powell, East Carolina University
- Fidias Reyes, UNC Wilmington
- Dr. Russell Robinson, North Carolina Central University
- Toussaint C. Romain, Appalachian State University
- Rachel Ruff, Fayetteville State University
- Dr. Tiece Ruffin, UNC Asheville
- Gabrielle Santos, UNC Wilmington
- Dr. Paul Sebastian, Appalachian State University

- Jimmy Chambers, Elizabeth City State University
- Je'den Clark, Winston-Salem State University
- Shaun Coleman, North Carolina Central University
- Michael Davis, Appalachian State University
- Melanie Flowers, North Carolina State University
- Cotrayia Hardison, UNC Pembroke
- Sydney Harris, Fayetteville State University
- Austin Moore, UNC Greensboro
- Reeves Moseley, UNC-Chapel Hill
- Megan Mou, North Carolina School of Science and Mathematics
- London Newton, UNC Asheville
- Tucker Robbins, East Carolina University
- Tahlieah Simpson, UNC Charlotte
- Dawson Spencer, Western Carolina University
- Matthew Talone, UNC Wilmington

STUDENT ADVOCATES

- Kyndavee Bichara, Appalachian State University
- Laouratou Boiro, Appalachian State University
- Korbin Cummings, Appalachian State University
- Jay Edwards, Appalachian State University
- Bailey Gardin, Appalachian State University
- Kylah Guion, NC A&T State University
- Verdant Julius, NC A&T State University
- Christopher Neal, UNC Wilmington
- Lamar Richards, UNC-Chapel Hill
- Derrick Stanfield, North Carolina Central University
- Brittney Windham, Western Carolina University

FACULTY ASSEMBLY

- Dr. Joel Avrin, UNC Charlotte
- Ralph Barrett, North Carolina Central University
- Dr. Michael Behrent, Appalachian State University
- Dr. Scott Bradshaw, Elizabeth City State University
- Dr. Marietta Cameron, UNC Asheville
- Dr. Mimi Chapman, UNC-Chapel Hill
- Dr. Anthony Chow, UNC Greensboro
- Dr. Chet Dilday, Fayetteville State University
- David Green, North Carolina Central University
- Dr. Nathan Grove, UNC Wilmington
- Julius Harp, North Carolina A&T State University
- Dr. Barbara Howard, Appalachian State University
- Dr. Timothy Ives, UNC-Chapel Hill
- Dr. Hans Kellner, North Carolina State University
- Keethan Kleiner, North Carolina School of Science and Mathematics
- Dr. Abigail Mann, UNC Pembroke
- Dr. Purificación Martínez, East Carolina University
- Dr. Kadence Otto, Western Carolina University
- Dr. Mesia Moore Steed, Winston-Salem State University
- Dr. Mike Wakeford, UNC School of the Arts

STAFF ASSEMBLY

- Jan Albrecht, UNC Greensboro
- Emma Anderson, UNC Asheville

- Dr. Belinda Shipps, North Carolina A&T State University
- Karen Sims, North Carolina State University
- Leila Stackleather, UNC Wilmington
- Dr. Mesia Steed, Winston-Salem State University
- Dr. John Stiller, East Carolina University
- Sabra Stipe, North Carolina State University

- Anna Sutton, UNC School of the Arts
- Paige Thomas, UNC Greensboro
- Dr. Candace Thompson, UNC Wilmington
- Lathan Turner, East Carolina University
- Dr. David Walton, Western Carolina University
- Dr. Crystal Wiley Cené, UNC-Chapel Hill
- Leslie Winbush, Winston-Salem State University
- Brittney Windham, Western Carolina University
- Crystal Woods, North Carolina School of Science and Mathematics
- Edward York, North Carolina Central University

UNIVERSITY OF VIRGINIA, RACIAL EQUITY TASK FORCE
- Dr. Kevin McDonald, Vice President of Diversity, Equity, and Inclusion
- Ian Solomon, Dean of the Frank Batten School of Leadership and Public Policy
- Dr. Barbara Brown Wilson, Assistant Professor of Urban and Environmental Planning and co-founder and Faculty Director of UVA'S Equity Center

APCO WORLDWIDE
- Elle Arlook, Associate Director
- Riley Billman, Senior Consultant
- Lauren Compton, Senior Director
- Courtney Crowder, Managing Director
- Samantha Flom, Research Manager
- Brandon Neal, Senior Director

UNC SYSTEM OFFICE STAFF
- Annalee Blanks, Presidential Scholar
- Christopher Chiron, Human Resources
- Elizabeth Chung, Presidential Scholar
- Dr. Toya Corbett, Student Affairs
- Samantha Hargrove, Communications
- Najawa Huntley, Presidential Scholar
- Carrie O. Johnston, Legal Affairs
- Monique Keyes, Strategy & Policy
- Dr. Bethany D. Meighen, Student Affairs
- Kimberly Mitchell, Student Affairs
- Lindsay McCollum, Finance and Administration
- Kaity McNeil, Academic Affairs
- Haley Lohr, Legal Affairs
- Dr. Shun Robertson, Strategy & Policy
- Katharine Shriver, Strategy & Policy
- Brian M. Usischon, Human Resources

- MaRyia Bass-Maynor, UNC Pembroke
- Melanie Baker, Elizabeth City State University
- Ronnie Bell, UNC Charlotte
- Michelle Bone, East Carolina University
- Dawn Brown, UNC Wilmington
- Deanna Byrum, Elizabeth City State University
- Jordan L. Calfee, UNC Wilmington

- Kisha Carmichael-Motley, UNC Greensboro
- Adam Clark, UNC Wilmington
- Guila B. Cooper, Winston-Salem State University
- Celeste Corpening, UNC Charlotte
- Paula K. Cummings, UNC Pembroke
- Tony Delaurentis, UNC Asheville
- Helen DiPietro, North Carolina State University
- Shenetta Dudley, Fayetteville State University
- Cathi Dunnagan, North Carolina State University
- Patricia Flanigan, Fayetteville State University
- Sharon E. Fogarty, UNC School of the Arts
- Jason Foster, Western Carolina University
- Pat Gaddy, North Carolina State University
- Keisha Gaither, North Carolina School of Science and Mathematics
- James Griffin, North Carolina Central University
- Shalane W. Griffin, North Carolina A&T State University
- Quentin D. Gunter, Winston-Salem State University
- Kendall Hageman-Mays, North Carolina School of Science and Mathematics
- Sharnia Herbin, North Carolina Central University
- Kim Higdon, East Carolina University
- Shayna Hill, UNC-Chapel Hill
- Sharon D. Hill-Withers, Winston-Salem State University
- Keith Benson Hines, UNC-Chapel Hill
- Dr. James B. Holman, UNC-Chapel Hill
- Deidre Hopkins, Western Carolina University
- Cynthia Horne, Elizabeth City State University
- Matt T. Horvat, UNC School of the Arts
- Todd Inman, East Carolina University
- Latonya Johnson, UNC Charlotte
- Dr. Alison Joseph, Western Carolina University
- Jonathon Leach, North Carolina Central University
- Qi "Larry" Liu, UNC Pembroke
- Eydie Martin, North Carolina Central University
- Hector M. Molina, East Carolina University
- Mallory Sadler, Appalachian State University
- Janice Sitzes, North Carolina State University
- Susan G. Smith, UNC Wilmington
- Penelope L. Smith, North Carolina A&T State University
- Laura Pratt, UNC-Chapel Hill
- Benjamin Pendry, Western Carolina University
- Aisha Powell, East Carolina University
- Velappan Velappan, Fayetteville State University
- Elizabeth H. White, UNC School of the Arts
- Tarina A. Whitfield, Winston-Salem State University
- Kelli Wilson, Appalachian State University
- Crystal Woods, North Carolina School of Science and Mathematics

APPENDICES

APPENDIX A:

CHARGE TO THE RACIAL EQUITY TASK FORCE

THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM

Box 2688
Chapel Hill, NC 27515-2688

919-962-1000
www.northcarolina.edu

Memorandum

To: David A. Green
           Garrett Killian
           Isaiah M. Green

From: Randall C. Ramsey
           William L. Roper

Date: June 9, 2020

Subject: UNC System Equity Task Force

Thank you for your message of June 8 proposing the establishment of a task force to bring together the combined talent and resources of our universities and communities across North Carolina in the pursuit of greater racial equity and understanding.

We support the sentiments expressed in your communication. George Floyd died a horrible, violent, and unjust death at the hands of a white police officer. This immoral and indefensible act cries out for justice and compels all of us fully to recognize and grapple with our country's history of racism and oppression that has so often resulted in violence. As members of the University community, it is our obligation and responsibility to do the hard work needed to address inequities in the UNC System for the benefit of students, faculty, staff, and all North Carolinians.

We are pleased to announce that the UNC System Equity Task Force is being established as a six-member special committee of the Board of Governors, with each of you as members, joined by Board of Governors members Darrell Allison (Chair), Kellie Blue (Vice Chair), and Anna Nelson (Vice Chair). The UNC System Office will provide staff and resources needed to support the important work of this task force. We ask that the task force do the following:

- Meet with student, faculty, and staff groups to discuss issues of race and equity in the UNC System and all tangible steps that can be taken across the UNC System in pursuit of equity and understanding;
- Gather, explore, and develop recommendations, suggestions, and feedback;
- Prepare a report to the Board of Governors, to include a list of recommendations and action steps in priority order; and
- Present the report to the chair of the Board of Governors and the president by October 2.

We look forward to working with you on this important project for the future of the UNC System.

cc: Darrell Allison, UNC Board of Governors
           Kellie Blue, UNC Board of Governors
           Anna Nelson, UNC Board of Governors
           UNC System Chancellors
           UNC System Office Leadership Team

Attachment Enclosed

To: William L. Roper, Interim President, UNC System
         Randall C. Ramsey, Chair, UNC System Board of Governors

From: David A. Green, Chair, UNC System Faculty Assembly
         Garrett Killian, Chair, UNC System Staff Assembly
         Isaiah M. Green, President, UNC Association of Student Governments

Re: Message of solidarity against racism and support for healing

Date: June 8, 2020

On behalf of the three organizations that we represent, we stand in solidarity with our co-workers of color and other marginalized colleagues. Collectively we are horrified by the continuing systemic acts of racism and injustice that affects our entire community; particularly those that disproportionately impact members of our Black community. We condemn these continued acts of violence against people of color, especially those that target Black men. The most recent example which has gained global as well as national attention was the shocking death of George Floyd at the hands of law enforcement personnel. This tragedy has a direct connection to the UNC community, as Mr. Floyd's stepmother works at Fayetteville State University. As members of the academic community, with the continual reports of death and injustice, we too greatly share the emotions of grief, exhaustion, and frustration arising from the endless reports of death and injustice. We are keenly aware that some members of our academic community may know, on a visceral level the traumatizing pain of racism while others are safely insulated from these lived experiences. Collectively, we believe that silence equates to consent. United, in this historic moment, we choose not to be silent, but instead to be active agents of change in this teachable moment.

There are numerous ways which hate, racism, and injustice grossly intersect with our life choices and life chances. With the pain and fatigue that all are experiencing, in the midst of the COVID- 19 pandemic, we are also bearing witness to a harvest. The seeds of racism bear fruit in the form of long-term physical and psychological trauma, coupled with institutional obstacles that deny growth and opportunity to vulnerable learners, colleagues, friends and family. Racism negatively impacts all of us; borrowing from Fannie Lou Hamer, "people are tired of being sick and tired."

The University of North Carolina is an extension of society, and as such all of us are obligated to provide a safe, secure, and dignified environment inclusive to all members of our university community. This inclusion cannot stop at sheer optics; rather, inclusion also means engaging in uncomfortable discourses on topics ranging from student access and staff development, to decisions regarding tenure and even to budget allocations. In short, our people of color in our community, and in particular our Black stakeholders, have a right to feel safe, valued, and supported at every layer within the University of North Carolina System. It is equally important to recognize the value that the UNC System Historically Minority Serving Institutions (HMSI) provide to higher education in North Carolina. Further, the teaching about racism is an obligation, one that extends beyond the university community. It represents not only a UNC System commitment, but an investment to equality and social justice.

Dialogues about racism during this difficult time will be uncomfortable for all. However, it can serve as the first step to help process feelings of grief and associated fears. Let us also listen with both our hearts and ears, even if we do not understand all of the ramifications of the longstanding violation of human rights in our country. Toward this end, we pledge, and ask you to pledge, to move forward with positive support and strategic short- and long-term action.

As a community of higher education, we are dedicated to knowledge, inclusiveness, diversity, and truth. We ask that there are several issues that can be quickly addressed to begin the healing and attenuation of the pain:

- Convene a UNC System Task Force to develop a strategic plan to engage and leverage its tremendous intellectual and financial resources to address this issue in a comprehensive, meaningful, and impactful way for all faculty, staff, students, and the communities we serve.
- Ensure a safe working environment that is rooted in belonging and in which the personal rights, lives, and dignity of everyone is assured. The perspectives of all North Carolinians must be exemplified by those who will guide the University of North Carolina System into the future.
- Start a discussion regarding culturally relevant decisions, even while we deal with the COVID-19 pandemic. Re-dedicate ourselves to reflect on what we can do as an academic community and as individuals to confront the issues of racism in our own communities.
- Ensure that our students, staff, and faculty have access to whatever is needed to try to be in a state of wellness, both psychologically and physically, when they return to campus in the Fall Semester. Ensure that all university constituents have access to mental health resources, to health care, and to academic help that will ensure their respective success.
- Advocate to find solutions for our students who continue to experience oppression on our campuses and in their daily lives. The pain from longstanding racial oppression cannot be healed quickly, but the discussions to do just that can start today, from the UNC System Office outward.
- Acknowledge the indispensable role of the UNC System HSMI's in fostering the empowerment of marginalized communities, and especially people of color. It is imperative that these institutions receive adequate support to continue to meet their individual missions, particularly during these economically uncertain times.
- Above all, stay engaged with our students, staff, and faculty by acknowledging openly that the current situation is challenging, and that everyone is suffering, especially students, staff, or faculty of color. The COVID-19 pandemic has sensitized us to an unseen disease of viral etiology; it is beyond time to address the disease of racism that attacks our collective soul.

One of the central tenets of higher education is to prepare our learners for a world that does not yet exist. The work being done today is built on the hope for the real societal change that needs to happen. Yes, we believe that there is cause for hope. To exemplify that hope, at the 2009 spring commencement at the University of North Carolina at Chapel Hill, Archbishop Desmond Tutu offered comments that are just as poignant today:

.... God has a dream. And we say, "Hey, God, that was really Martin Luther King Jr. who said that." And God says, I know, Martin had a dream, I have a dream, too. I have a dream that my children everywhere will know that they belong in one family, a family that has no outsiders. You know, Jesus said "I, if I be lifted up, I will draw – he didn't say I will draw some – he said I will draw all, all, all! I will draw all! Rich, poor; clever, not so clever; beautiful, not so beautiful; yellow, red, black, gay, lesbian, straight."

.... God says, "Go on dreaming. Go on being the idealistic people you are. Go on being the ones who believe that poverty can indeed be made history. Go on believing that it is possible to eradicate hunger. How can we live and sleep comfortably, knowing that millions of our sisters and brothers go to bed hungry? God says "Please, please, help me; help me to make this world a little more compassionate. Help me, please, help me to make this world a little more gentle. Dream, dream, dream of a world that is going to be without terror because there will be people… nobody will have become so desperate, desperate because of poverty, of disease, of hunger."

Yes, we will, together.

APPENDIX B:

CAMPUS ENGAGEMENT FINDINGS

RACIAL EQUITY TAKS FORCE SURVEY & VIRTUAL TOWN HALL FINDINGS
APCO WORLDWIDE

Our Role in the Process
- **APCO was asked to collect insights to illuminate trends and lived experiences** from students, staff and faculty across the UNC System related to diversity, equity, and inclusion.
- **This task force is taking the first step of the UNC System's racial equity work**. We are here to help the task force create the intentional infrastructure that will support the system in continuing its steps to achieve equity.
- **We are summarizing and sharing the trends from what thousands of students, faculty and staff** shared through survey results and our virtual town halls. This summary is not exhaustive of that data and is not exhaustive of stakeholder needs.

Quantitative Survey Methodology
- The survey was intended to act as a **first step** in developing an understanding around racial and ethnic equity within the UNC System. It was used to help diagnose issues for further discussion in the town hall.
- The online survey was sent to **all members of the UNC System** and everyone was welcomed to participate.
- Below you will find a breakdown of "**completes**" by audience. For our purposes, to be considered "complete", respondents had to answer **at least one main survey question,** not just the upfront demographics questions.

	# of Respondents	% of Respondents
Students	7,153	43%
Faculty	3,298	20%
Staff	6,138	37%

- **The survey for most audiences was open from September 15, 2020 through September 30, 2020.**
  - In order to accommodate additional IRB compliance requirements, students at the North Carolina School of Science and Mathematics had a delayed fielding start time. For this group, the survey was fielded from October 13, 2020 to October 26, 2020.
- Students, staff, and faculty from **all 17 institutions and UNC System affiliated organizations** participated in the survey.
- There were **two versions**, one for students and one for employees. While they are very similar, some answer options only pertain to one audience.

Town Hall Methodology

- **The purpose of the seven virtual sessions was to have the task force actively listen to the experiences**, ideas, and/or questions of students, faculty and staff about race and equity in the UNC System. Feedback from these events was used to inform task force recommendations to the UNC Board of Governors and System Office. Our priority was to elevate as many student, staff, and faculty voices as possible.
- To build an intentional agenda, **we created a guided conversation around three main topics**, based on the priorities identified by students, faculty, and staff in their survey responses. **We partnered with three members of the task force as town hall sponsors**, who shared input on the town hall structures, questions and audience priorities, alongside Diversity and Inclusion Council members.
- **We collaborated with each institution to solicit volunteers to serve as Virtual Town Hall Contributors**. The task force staff also solicited volunteers through the registration form by asking registrants if they would be interested in becoming a contributor. The goal was to include eight to ten contributors per session from as many institutions as possible during the seven sessions.
- During each 90-minute session, the **facilitator invited pre-identified contributors to speak about their personal experiences.** The facilitator also posed questions to the audience on the same topics and invited them to answer using the Q&A Zoom function, with the option to do so anonymously. These seven sessions included two each for students, staff, and faculty, with one combined group session that included all three groups. Sessions ran from October 19-29, 2020.
- **The seven sessions included discussions on race and equity with more than 3,500 students, faculty, and staff from all 17 institutions.** Task force members actively listened during each session and used the feedback from contributors and attendees to inform its recommendations to the Board of Governors and UNC System Office.
- **We used a natural language processing program to review the comments, registration questions and live chat messages** from each of the town halls, which informed our recommendations and analysis for the task force.

The Opportunity

- There is a gap between what people believe SHOULD happen and what they think WILL happen, creating a sense of urgency to rebuild trust.
- Participants say they have seen and participated in a lot of listening efforts and have **not seen meaningful action**.
- Participants are **looking for new or improved processes and policies** within the UNC System that address student, staff, and faculty priorities**.**
- There is a perceived lack of commitment of UNC System leadership to creating a diverse, equitable, and inclusive System (% selecting not very or at all committed):

Students (n=4,048)	34%
Faculty (n=1,788)	56%
Staff (n=3,249)	41%

*"We seem to be **caught in this data-gathering phase**. There are decades of research on what it's like to be a Black faculty, staff, student. There's **retraumatizing** of them to educate the people that are traumatizing them on this trauma" – Faculty Member*

*"How do we move beyond workshops and discussions to **real systemic change**?" – Staff Member*

Seven Priority Areas for Students, Faculty, and Staff

- Formalize path to more **diverse, inclusive leadership**
- Ensure equity in **hiring**, **promotions, tenure, and compensation**
- Establish **diversity education** model, clear pathway to independent **reporting**, and **accountability** measures
- Invest in equitable **mental health**
- Evaluate **campus police policies** and **incorporate alternative** responders
- Enhance inclusion through **representative space**
- Close any funding and access gaps between HMSIs and PWIs

Formalize Path to More Diverse, Inclusive Leadership

Seen as <u>Not</u> Diverse
% Selecting "Not Very" or "Not at All Diverse"

Diversity Perceived to be Low Priority
% Selecting "Low" or "Extremely Low"

■ Students
■ Faculty
■ Staff
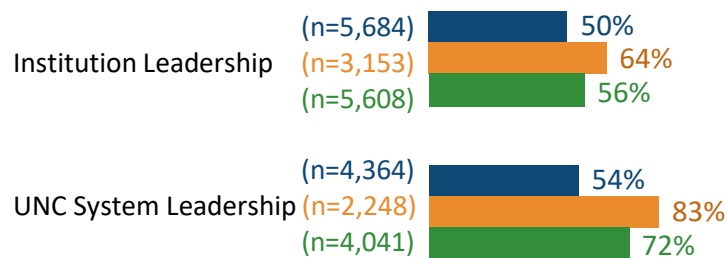
*"When I don't see my race represented in leadership in my area, I feel discouraged that I am in the 'right' field. **I question whether or not I could get to that level**, regardless of the work I put into it."*
- Student
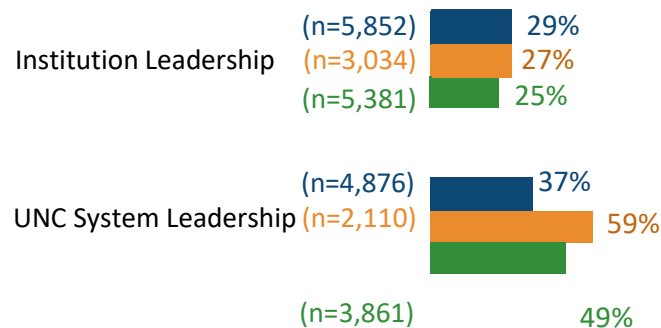
*"I really believe **it needs to start at the top.** Look at the composition of the Board of Governors and System Office executive level personnel. There needs to be genuine change."*

-Staff Member

*"I would like to see increasing the presence of **faculty of color in top leadership positions** a top priority on each campus."*

-Faculty Member

Ensure Equity in Hiring, Promotions, Tenure & Compensation

- More than four in ten faculty & staff feel opportunities for leadership roles, tenure track or promotions are, at best, "only sometimes" equitable.

Believe That Different Races, At Best, Only Sometimes Have Equitable Access To:

	Faculty		**Staff**	
Departmental Leadership Positions	(n=2,979)	42%	(n=5,544)	45%
Tenure Track Positions and Promotions	(n=2,811)	42%	(n=5,340)	49%
Mentorship Opportunities	(n=2,801)	42%	(n=4,902)	46%

- "Recruiting and retaining diverse faculty and staff" as well as "investigating and correcting inequities in tenure, promotions and compensation" are Top 3 priorities for faculty and staff.
- Ideas to resolve:
  - **Mitigate biases in** performance assessments and hiring processes
  - Create structures for **career mentorship/sponsorship**
 - **Address any disparities** in compensation between HMSIs, MSIs & PWIs

"When POC are told that diversity is welcomed, but positions are determined not by a committee but one individual, then where is the equity? I have witnessed actions of 'favorable persons' being hired over qualified persons. How do we move beyond such actions?" – Staff Member

"For faculty, leadership could more highly value service work in promotion considerations, given that people of color tend to do more service work and emotional labor (serving on diversity committees, mentoring students of color, etc.) - things that are very valuable but reduce the time they have for research." – Faculty Member

Address Training, Reporting, & Accountability

- Many Black, Indigenous, and People of Color (BIPOC) participants say they have experienced microaggressions, discrimination and/or harassment

**Personally Experienced Racial Harassment or Discrimination:**

BIPOC Students (n=2,159)	**BIPOC Faculty** (n=792)	**BIPOC Staff** (n=1,812)
30%	44%	38%
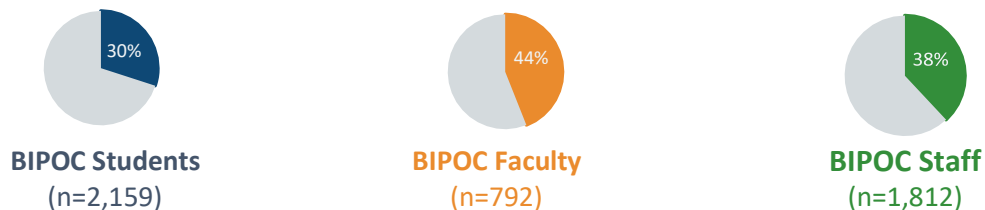
Lack of Comfort, Confidence in Current Reporting Structures

BIPOC Not Comfortable Reporting
% Selecting "Not Very" or "Not at All Diverse"

(n=2,158) 27%
(n=789) 37%
(n=1,814) 31%

"I often think training is done for universities to check off a box so they can say they did it. It would be nice if they followed through and implemented some policy instead of forgetting the training the minute it's gone." – Student

BIPOC Not Confident in
Protection from Retaliation

(n=1,945) 38%
(n=720) 52%
(n=1,682) 47%
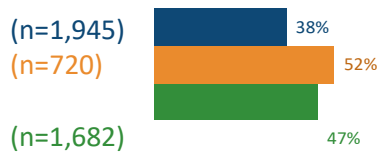
*"Our reporting processes are problematic. Our division's head of HR reports to the same person I do. When I brought a concern, **she said she had to support the decision because the person in question is her supervisor too.**" – Staff Member*

BIPOC Not Confident Offenders
Will be Held Accountable

(n=1,993) 45%
(n=734) 53%
(n=1,685) 48%

- Constituents have a desire for:
    - **Mandatory, regular** anti-discrimination **training**
    - **Independent reporting** structures
    - Improved **transparency** in process and outcomes
    - **Zero tolerance** policies and results-based accountability

Mental Health Investments
- **Equitable mental health is a #1 priority** for students
- Some are **turning to faculty and staff** which can have opportunity costs
- Increased **representation** and **culturally competent support** for BIPOC traumas is key

*"**I don't see a face** I can trust **that can actively and adequately understand** what I'm going through."*
- Student

*"Part of the deficiency in counseling services is that **many counselors have no frame of reference for some of the trauma and issues that minorities faced in the past and continue to face in the present.** Many minorities are left feeling undervalued and overwhelmed, and don't know what to do or how to deal with those kinds of ongoing psychological trauma."*
- *Anonymous*

Evaluate Campus Police Policies, Incorporate Alternatives

- Offering **alternatives** (#2) and **evaluating** campus police **practices** (#4) both **rank as Top 5** priorities for students
- All three BIPOC audiences (faculty, staff, and students) share **lack of trust** in police and want alternatives to be considered
- Students, staff, and faculty are **looking for social work and mental health support to be primary responders** for appropriate incidents

*"I want to see **campus funded alternatives to police** in community safety, in recognition of the fact that many communities can't/don't trust the police no matter what reform is done." – Anonymous*

*"Law enforcement is expected to know all of the laws, mental health, de-escalation, etc. in one year of training when lawyers take many years to learn just the laws. We need to **change the expectations of what police are responsible to do**." – Anonymous*

*"I think it's important we take on a **restorative justice approach in policing generally in campus police**. For example - a commitment to not take legal action for ALL non-violent drug offenses, and instead invest in therapy and rehab services." – Student*

Enhance Inclusion Through Representative Spaces

- 1 in 5 BIPOC say they do not feel part of a community on campus

Do Not Feel They are a Part of the Community:

23%	20%	20%
BIPOC Students (n=2,161)	**BIPOC Faculty** (n=788)	**BIPOC Staff** (n=1,810)
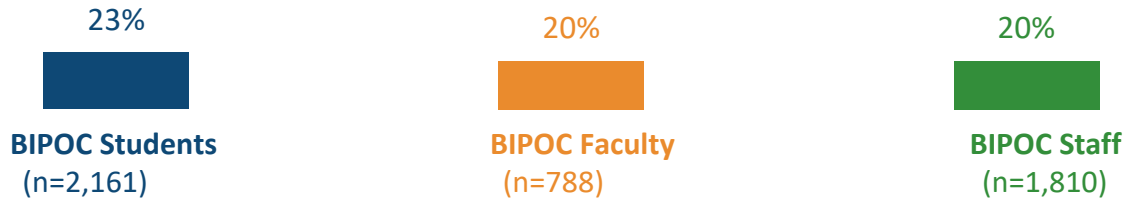
People of Different Races, At Best, Only Sometimes Have Access to Representative Spaces:

44%	59%	56%
BIPOC Students (n=2,389)	**BIPOC Faculty** (n=743)	**BIPOC Staff** (n=1,736)
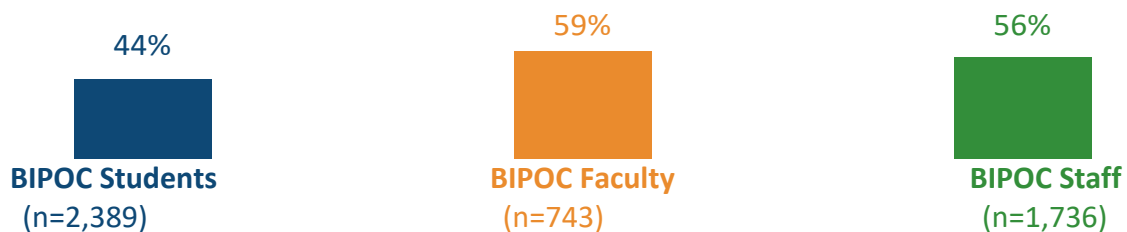
- Stakeholders, especially students, share what has worked well are **spaces dedicated to marginalized communities** such as Diversity & Inclusion or Multicultural Centers on their campuses
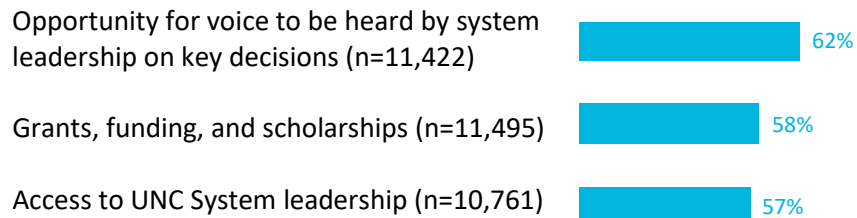- Stakeholders caution these spaces **need to be incorporated** and **cannot do it all**

*"I would like to second the importance of creating a space for POC and trusting they will come. **It is simply unethical to bring students to a university that does not have resources for them**." – Student*

*"We risk bringing minorities into spaces that are not prepared to support and accept them. **It seems to me that we need to first focus on purging our environments of discriminatory tendencies and unchecked racism.** That way, we don't usher our fellow BIPOC into spaces that are going to be harmful to them." – Student*

Close Any Funding, Access Gaps Between HMSIs & PWIs
- Majority from both HMSIs and PWIs believe institutions within the System are, at best, "only sometimes" treated equitably
- HMSIs ranked this area as **THE top priority** for the task force

Stakeholders Believe Institutions within the UNC System are, at best, <u>Only Sometimes</u> Treated Equitably When it Comes to…

Opportunity for voice to be heard by system leadership on key decisions (n=11,422)   **62%**

Grants, funding, and scholarships (n=11,495)   **58%**

Access to UNC System leadership (n=10,761)   **57%**

*"There is an old saying in football; 'If you're not in the huddle, you don't know the play.' **For decades HBCUs have not been in the huddle.** When financial decisions are being made that directly impact our institutions ability to provide the highest quality education to our constituency, we are not in the 'huddle'. This **exclusion is intentional** and done with malice and forethought." – Staff Member*

*"I hope there will be an opportunity to talk about the **inequity of funding of the HBCU's** in the UNC System historically and currently. An example is UNC System schools who receive direct funding from the system to support Graduate Assistantships yet this is not offered to all….I would like to ask for this aspect of equity across all institutions for resources to be looked into." – Faculty Member*

Move Quickly from Listening to Action
- Base expectation is **consistent communications from leadership on next steps**
- **Mobilization action needed**, not just education efforts
- The Task Force should create and share a **public action plan,** with timelines and measures
- Where possible, System/University led communications should be tied to **policy changes**

APPENDIX C:

ENROLLMENT & BOARDS OF TRUSTEES DEMOGRAPHICS

ENROLLMENT & BOARD OF TRUSTEES 2020-2021 DEMOGRAPHICS

Sections 116-31 and 116-33 of the North Carolina General Statutes detail membership, powers, and duties of most constituent institutions' boards of trustees. Section 116-33 of the North Carolina General Statutes charges boards of trustees to promote the sound development of the institution within the functions prescribed for it, helping it to serve the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor.

Boards of trustees play a critical role in shaping the policies of UNC System institutions. As detailed below, the Board of Governors plays a role in selecting many trustees. Having diverse perspectives on each institution's board of trustees is an important component of both ensuring racial equity and aiding institutions to perform at a high level of excellence.

Under state law, most of the 16 institutions of higher education have boards of trustees composed of 13 persons. Eight trustees are appointed by the Board of Governors, four are appointed by the General Assembly (two by the President Pro Tempore of the Senate and two by the Speaker of the House of Representatives), and the president of the student government serves as an ex-officio member. In addition, state law accounts for up to a 30-member board for the North Carolina School of Science and Mathematics, and 15 board members for the University of North Carolina School of the Arts.

Most trustees serve four years, commencing on July 1 of odd-numbered years. Generally, in every odd-numbered year, state law requires the Board of Governors to elect four persons to each board of trustees, and the General Assembly appoints one person upon the recommendation of the President Pro Tempore of the Senate and one person upon the recommendation of the Speaker of the House of Representatives to each board. To obtain a holistic picture of boards of trustees members, enrollment demographics from fall 2019 were pulled at each institution to determine if trustees reflected the demographic makeup of the institution's student body. The graphs and tables below detail the demographic makeup of trustees and the enrollment makeup for the UNC System as a whole. The document also shows the demographic makeup of trustees at the UNC System's historically minority-serving institutions compared to that of all other UNC System institutions. Boards of trustees' data were self-reported by each institution's secretary, and enrollment demographics were obtained from the UNC System InfoCenter.

ALL UNC SYSTEM INSTITUTIONS

2020-2021 Board of Trustee Appointees by Race	
African American	26%
American Indian	1%
Asian	1%
Hispanic	1%
Indian American	0.5%
Middle Eastern American	0.5%
Native American	2%
White	68%

2020-2021 Board of Trustee Appointees by Gender	
Male	69%
Female	31%

UNC SYSTEM INSTITUTIONS (EXCLUDING HISTORICALLY MINORITY-SERVING INSTITUTIONS)

The UNC System is made up of 17 institutions. The table and graph below shows the boards of trustees demographics for the following institutions: Appalachian State University, East Carolina University, North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of The North Carolina at Greensboro, University of North Carolina Wilmington, University of North Carolina School of the Arts, Western Carolina University, and North Carolina School of Science and Mathematics.

2020-2021 Board of Trustee Appointees by Race, UNC System Institutions (Excluding HMSI)	
African American	12%
American Indian	2%
Asian	1%
Hispanic	1%
Middle Eastern American	1%
White	84%

2020-2021 Board of Trustee Appointees by Gender, UNC System Institutions (Excluding HMSI)	
Male	69%
Female	31%

HISTORICALLY MINORITY-SERVING INSTITUTIONS

Our historically minority-serving institutions, commonly referred to as HMSI's, are made up of five historically black colleges and universities (HBCUs) — Elizabeth City State University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, and Winston-Salem State University — and includes The University of North Carolina at Pembroke, which is a state designated historically American Indian serving university.

2020-2021 Board of Trustee Appointments by Race Historically-Minority Serving Institutions	
African American	55%
American Indian*	6%
Hispanic	1%
Indian American	1%
White	37%

*American Indian includes Native Americans along with Alaska Natives, as defined by the US Census

2020-2021 Board of Trustee Appointments by Gender Historically Minority-Serving Institutions	
Male	68%
Female	32%

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 231,400	UNDERGRADUATE: 185,053	GRADUATE: 46,347

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (1,683)	1% (314)
Asian	5% (8,438)	4% (1,938)
Black or African American	22% (39,938)	15% (7,018)
Hispanic or Latino	8% (14,653)	5% (2,249)
Native Hawaiian/Other Pacific Islander	0.1% (146)	0.1% (28)
Nonresident Alien	2% (3,205)	14% (6,427)
Race/Ethnicity Unknown	2% (4,284)	3% (1,213)
Two or more race	4% (8,165)	3% (1,290)
White	56% (104,541)	56% (25,870)

GENDER	UNDERGRADUATE	GRADUATE
Male	43% (79,406)	40% (18,561)
Female	57% (105,647)	60% (27,786)

APPALACHIAN STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 19,140	UNDERGRADUATE: 17,401	GRADUATE: 1,739

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (47)	0.4% (6)
Asian	2% (281)	1% (21)
Black or African American	4% (616)	5% (87)
Hispanic or Latino	7% (1,248)	5% (79)
Native Hawaiian or Other Pacific Islander	0.04% (7)	0.1% (1)
Nonresident Alien	0.4% (72)	2% (29)
Race/Ethnicity Unknown	1% (142)	1% (21)
Two or more race	4% (718)	1% (25)
White	82% (14,270)	85% (1,470)
GENDER	**UNDERGRADUATE**	**GRADUATE**
Male	44% (7,587)	30% (521)
Female	56% (9,814)	70% (1,218)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 9	FEMALE: 3

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. James M. Barnes	SPKR	6/30/2023	White	Male
Dr. Lee Barnes	BOG	6/30/2021	White	Male
Mr. Donald C. Beaver	SPKR	6/30/2021	White	Male
Mr. John M. Blackburn	BOG	6/30/2023	White	Male
Mr. Scott Lampe	PPT	6/30/2021	White	Male
Mr. Charles V. Murray	BOG	6/30/2021	White	Male
Mr. James K. Reaves	BOG	6/30/2023	African American	Male
Mr. Mark E. Ricks	BOG	6/30/2023	White	Male
Dr. Bonnie Schaefer	BOG	6/30/2021	White	Female
Mrs. Kimberly Shepherd	PPT	6/30/2023	White	Female
Mr. Thomas Sofield	BOG	6/30/2023	White	Male
Mrs. Carole P. Wilson	BOG	6/30/2021	White	Female

EAST CAROLINA UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 27,268	UNDERGRADUATE: 21,992	GRADUATE: 5,276

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.6% (127)	0.8% (41)
Asian	3% (551)	4% (205)
Black or African American	16% (3,431)	14% (746)
Hispanic or Latino	8% (1,668)	4% (207)
Native Hawaiian or Other Pacific Islander	0.2% (32)	0.1% (5)
Nonresident Alien	0.5% (114)	2% (86)
Race/Ethnicity Unknown	3% (636)	4% (210)
Two or more race	4% (849)	2% (98)
White	66% (14,584)	70% (3,678)
GENDER	UNDERGRADUATE	GRADUATE
Male	44% (9,641)	33% (1,740)
Female	57% (12,351)	67% (3,536)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE:11	AFRICAN AMERICAN: 1	MALE: 10	FEMALE: 2

ELIZABETH CITY STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 1,698	UNDERGRADUATE: 1,623	GRADUATE: 75

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (6)	-
Asian	1% (9)	-
Black or African American	71% (1,151)	52% (32)
Hispanic or Latino	4% (67)	4% (3)
Native Hawaiian or Other Pacific Islander	0.1% (1)	-
Nonresident Alien	0.6% (10)	-
Race/Ethnicity Unknown	2% (35)	25% (19)
Two or more race	5% (77)	-
White	16% (267)	19% (14)
GENDER	**UNDERGRADUATE**	**GRADUATE**
Male	42% (676)	24% (18)
Female	58% (947)	76% (57)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE:5	AFRICAN AMERICAN: 6	MALE: 6	FEMALE: 5

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Harold Barnes	BOG	6/30/23	African American	Male
Ms. Phyllis N. Bosomworth	SPKR	6/30/21	White	Female
Bishop Kim W. Brown	BOG	6/30/23	African American	Male
Mrs. Lynne Bunch	BOG	6/30/21	White	Female
Mr. Andy Culpepper	BOG	6/30/23	White	Male
Mrs. Christine Evans	BOG	6/30/23	White	Female
Dr. Stephanie D.B. Johnson	BOG	6/30/21	African American	Female
Mrs. Jan King Robinson	PPT	6/30/23	African American	Female
Mr. Tracy Swain	PPT	6/30/21	African American	Male
Mr. Paul N. Tine	SPKR	6/30/23	White	Male
Bishop Kennis E. Wilkins	BOG	6/30/21	African American	Male
Vacant	BOG	-	-	-

FAYETTEVILLE STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 5,876	UNDERGRADUATE: 5,061	GRADUATE: 815

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	2% (91)	1% (8)
Asian	1% (74)	3% (21)
Black or African American	60% (3,046)	50% (406)
Hispanic or Latino	9% (454)	7% (59)
Native Hawaiian or Other Pacific Islander	0.2% (8)	0.3% (2)
Nonresident Alien	1% (28)	2% (16)
Race/Ethnicity Unknown	4% (178)	5% (40)
Two or more race	4% (192)	1% (12)
White	20% (990)	31% (251)
GENDER	**UNDERGRADUATE**	**GRADUATE**
Male	31% (1,556)	39% (317)
Female	69% (3,505)	61% (498)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 6	AFRICAN AMERICAN: 6	MALE: 9	FEMALE: 3

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Glenn Adams	BOG	6/30/23	African American	Male
Dr. Richard Adams	BOG	6/30/21	African American	Male
Ms. Val Applewhite	BOG	6/30/23	African American	Female
Mr. Stuart Augustine	BOG	6/30/21	White	Male
Mr. Jonathan Charleston	BOG	6/30/23	African American	Male
Mr. John Douglas English	PPT	6/30/23	White	Male
Dr. Warren G. McDonald	SPKR	6/30/23	White	Male
Mr. John McFadyen	BOG	6/30/23	White	Male
Mrs. Sherida McMullan	PPT	6/30/21	African American	Female
Dr. Brandon Phillips	BOG	6/30/21	White	Male
Ms. Brenda Timberlake	BOG	6/30/21	African American	Female
Mr. William Warner	SPKR	6/30/21	White	Male

NORTH CAROLINA A&T STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 12,174	UNDERGRADUATE: 10,709	GRADUATE: 1,465

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (30)	0.3% (4)
Asian	1% (74)	3% (39)
Black or African American	83% (8,839)	58% (853)
Hispanic or Latino	0.3% (30)	2% (35)
Native Hawaiian or Other Pacific Islander	0.03% (3)	0.1% (1)
Nonresident Alien	1% (74)	18% (263)
Race/Ethnicity Unknown	2% (215)	3% (38)
Two or more race	5% (500)	2% (33)
White	5% (512)	14% (199)
GENDER	UNDERGRADUATE	GRADUATE
Male	42% (4,454)	41% (604)
Female	58% (6,255)	59% (861)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 1	AFRICAN AMERICAN: 10	INDIAN AMERICAN: 1	MALE: 9	FEMALE: 3

NORTH CAROLINA CENTRAL UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 7,393	UNDERGRADUATE: 5,546	GRADUATE: 1,847

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (17)	0.5% (9)
Asian	1% (52)	2% (32)
Black or African American	81% (4,516)	62% (1,151)
Hispanic or Latino	6% (312)	5% (84)
Native Hawaiian or Other Pacific Islander	0.04% (2)	-
Nonresident Alien	0.2% (12)	1% (20)
Race/Ethnicity Unknown	1% (70)	1% (18)
Two or more race	5% (273)	5% (87)
White	5% (292)	24% (466)
GENDER	**UNDERGRADUATE**	**GRADUATE**
Male	31% (1,745)	25% (467)
Female	69% (3,801)	75% (1,380)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 3	AFRICAN AMERICAN: 8	HISPANIC: 1	MALE: 8	FEMALE: 4

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Atty Roderick G. Allison	PPT	6/30/23	African American	Male
Mr. William V. Bell	BOG	6/30/23	African American	Male
Mr. G. Keith Chadwell	BOG	6/30/23	African American	Male
Mrs. Oita C. Coleman	SPKR	6/30/23	African American	Female
Mr. John A. Herrera	BOG	6/30/21	Hispanic	Male
Mr. Kevin M. Holloway	BOG	6/20/21	African American	Male
Mr. Michael Johnson	BOG	6/30/23	African American	Male
Ms. Allyson M. Siegel	BOG	6/30/21	White	Female
Mrs. Hellena Tidwell	BOG	6/30/23	African American	Female
Dr. Kenneth R. Tindall	BOG	6/30/21	White	Male
Atty. James S. Walker	SPKR	6/30/21	White	Male
Mrs. Karyn S. Wilkerson	PPT	6/30/21	African American	Female

NORTH CAROLINA STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 34,146	UNDERGRADUATE: 24,239	GRADUATE: 9,907

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (104)	0.3% (30)
Asian	8% (1,849)	4% (424)
Black or African American	6% (1,407)	7% (697)
Hispanic or Latino	6% (1,494)	4% (379)
Native Hawaiian or Other Pacific Islander	0.1% (17)	0.01% (1)
Nonresident Alien	4% (885)	31% (3,079)
Race/Ethnicity Unknown	4% (1,020)	2% (204)
Two or more race	4% (933)	2% (214)
White	68% (16,530)	49% (4,879)
GENDER	UNDERGRADUATE	GRADUATE
Male	53% (12,733)	52% (5,183)
Female	47% (11,506)	48% (4,724)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 11	FEMALE: 1

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Robert Andrews, III	BOG	6/30/23	White	Male
Mr. Thomas E. Cabaniss	BOG	6/30/21	White	Male
Mrs. Ann B. Goodnight	SPKR	6/30/23	White	Female
Mr. James A. Harrell, III	SPKR	6/30/21	White	Male
Mr. Stanhope A. Kelly	BOG	6/30/23	White	Male
Mr. Wendell H. Murphy	BOG	6/30/21	White	Male
Mr. Ven Poole	PPT	6/30/21	White	Male
Dr. Ronald W. Prestage	BOG	6/30/21	White	Male
Mr. Perry Safran	PPT	6/30/23	White	Male
Mr. Edwin J. Stack, III	BOG	6/30/23	White	Male
Mr. Dewayne N. Washington	BOG	6/30/23	African American	Male
Mr. Edward I. Weisiger, Jr.	BOG	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 3,299	UNDERGRADUATE: 3,287	GRADUATE: 12

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (14)	-
Asian	2% (65)	-
Black or African American	5% (175)	-
Hispanic or Latino	9% (290)	-
Native Hawaiian or Other Pacific Islander	0.1% (3)	-
Nonresident Alien	1% (28)	-
Race/Ethnicity Unknown	4% (130)	-
Two or more race	4% (140)	8% (1)
White	74% (2,442)	92% (11)
GENDER	UNDERGRADUATE	GRADUATE
Male	43% (1,397)	42% (5)
Female	58% (1,890)	58% (7)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 9	AFRICAN AMERICAN: 2	ASIAN: 1	MALE: 9	FEMALE: 3

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Roger Aiken	BOG	6/30/23	White	Male
Mr. Kennon Briggs	BOG	6/30/21	White	Male
Ms. Karen Keil Brown	BOG	6/30/21	White	Female
Mr. JW Davis	SPKR	6/30/21	White	Male
Mr. Maurice Green	BOG	6/30/23	African American	Male
Mr. Peter Heckman	PPT	6/30/23	White	Male
Mr. Richard J. Lutovsky	BOG	6/30/23	White	Male
Mr. Jim Peterson	PPT	6/30/21	White	Male
Mr. Robby Russell	BOG	6/30/23	African American	Male
Ms. Wilma Sherrill	SPKR	6/30/23	White	Female
Ms. Cissie Stevens	BOG	6/30/21	White	Female
Mr. Oscar Wong	BOG	6/30/23	Asian	Male

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 29,361	UNDERGRADUATE: 19,014	GRADUATE: 10,347

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (84)	0.3% (30)
Asian	11% (2,184)	7% (773)
Black or African American	8% (1,538)	7% (738)
Hispanic or Latino	9% (1,631)	6% (650)
Native Hawaiian or Other Pacific Islander	0.1% (10)	0.1% (8)
Nonresident Alien	4% (755)	10% (1,070)
Race/Ethnicity Unknown	4% (701)	3% (348)
Two or more race	5% (938)	4% (460)
White	59% (11,173)	61% (6,270)
GENDER	**UNDERGRADUATE**	**GRADUATE**
Male	40% (7,672)	43% (4,486)
Female	60% (11,342)	57% (5,861)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 10	FEMALE: 2

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. David L. Boliek, Jr.	BOG	6/30/23	White	Male
Mr. Jefferson W. Brown	BOG	6/30/21	White	Male
Mr. G. Munroe Cobey	BOG	6/30/21	White	Male
Mr. Haywood D. Cochrane, Jr.	BOG	6/30/21	White	Male
Mr. R. Gene Davis, Jr.	BOG	6/30/23	White	Male
Mr. Charles G. Duckett	BOG	6/30/21	White	Male
Mrs. Kelly Matthews Hopkins	SPKR	6/30/21	White	Female
Mr. Allie Ray McCullen	BOG	6/30/23	White	Male
Mr. Ralph W. Meekins, Sr.	SPKR	6/30/23	White	Male
Mrs. Teresa Artis Neal	BOG	6/30/23	African American	Female
Mr. John P. Preyer	PPT	6/30/23	White	Male
Mr. Richard Y. Stevens	PPT	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 28,917	UNDERGRADUATE: 23,638	GRADUATE: 5,279

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (77)	0.2% (8)
Asian	8% (1,918)	4% (205)
Black or African American	16% (3,714)	14% (724)
Hispanic or Latino	11% (2,573)	5% (271)
Native Hawaiian or Other Pacific Islander	0.1% (22)	0.1% (3)
Nonresident Alien	2% (535)	26% (1,370)
Race/Ethnicity Unknown	2% (404)	2% (103)
Two or more race	5% (1,136)	2% (114)
White	56% (13,259)	47% (2,481)
GENDER	UNDERGRADUATE	GRADUATE
Male	53% (12,594)	43% (2,258)
Female	47% (11,044)	57% (3,021)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 1	HISPANIC: 1	MALE: 7	FEMALE: 5

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Dennis N. Bunker, III	PPT	6/30/21	White	Male
Mrs. Sharon A. Decker	BOG	6/30/23	White	Female
Ms. Susan D. DeVore	BOG	6/30/23	White	Female
Mrs. Theresa J. Drew	BOG	6/30/21	White	Female
Mrs. Christine P. Katziff	BOG	6/30/23	White	Female
Mr. J. (Brett) Keeter	BOG	6/30/21	White	Male
Mr. Fred W. Klein, Jr.	PPT	6/30/23	White	Male
Mr. David W. Mildenberg	BOG	6/30/23	White	Male
Ms. Mary Ann Rouse	BOG	6/30/21	White	Female
Mr. Carlos E. Sanchez	SPKR	6/30/23	Hispanic	Male
Mr. Michael L. Wilson	BOG	6/30/21	White	Male
Mr. Teross W. Young, Jr.	SPKR	6/30/21	African American	Male

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 19,450	UNDERGRADUATE: 16,104	GRADUATE: 3,346

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (48)	0.5% (16)
Asian	5% (841)	3% (105)
Black or African American	30% (4,768)	18% (602)
Hispanic or Latino	12% (1,879)	5% (163)
Native Hawaiian or Other Pacific Islander	0.1% (10)	0.03% (1)
Nonresident Alien	1% (213)	10% (320)
Race/Ethnicity Unknown	1% (134)	3% (106)
Two or more race	5% (848)	2% (73)
White	46% (7,363)	59% (1,960)
GENDER	UNDERGRADUATE	GRADUATE
Male	33% (5,313)	31% (1,021)
Female	67% (10,791)	69% (2,325)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 2	MALE: 5	FEMALE: 7

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mrs. Vanessa Carroll	SPKR	6/30/21	White	Female
Ms. Mae Douglas	BOG	6/30/23	African American	Female
Mrs. Mona Edwards	BOG	6/30/23	African American	Female
Mr. Brad Hayes	BOG	6/30/23	White	Male
Mr. George Hoyle	PPT	6/30/21	White	Male
Mrs. Kathy Manning	BOG	6/30/21	White	Female
Mrs. Betsy S. Oakley	SPKR	6/30/23	White	Female
Mrs. Elizabeth Phillips	PPT	6/30/23	White	Female
Mr. Dean Priddy, Jr.	BOG	6/30/21	White	Male
Mr. Ward Russell	BOG	6/30/21	White	Male
Mrs. Linda Sloan	BOG	6/30/23	White	Female
Mr. David Sprinkle	BOG	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 7,579	UNDERGRADUATE: 6,270	GRADUATE: 1,309

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	14% (875)	9% (119)
Asian	1% (87)	2% (29)
Black or African American	32% (1,983)	29% (385)
Hispanic or Latino	8% (486)	6% (76)
Native Hawaiian or Other Pacific Islander	0.1% (5)	0.2% (2)
Nonresident Alien	1% (80)	1% (11)
Race/Ethnicity Unknown	2% (96)	1% (14)
Two or more race	6% (356)	4% (46)
White	37% (2,302)	48% (627)
GENDER	**UNDERGRADUATE**	**GRADUATE**
Male	39% (2,432)	31% (412)
Female	61% (3,838)	69% (897)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 6	AFRICAN AMERICAN: 2	NATIVE AMERICAN*: 4	MALE: 8	FEMALE: 4

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Dr. Wiley G. Barrett	BOG	6/30/21	White	Male
Mr. Edward Brooks	SPKR	6/30/23	Native American*	Male
Mr. Patrick Corso	BOG	6/30/23	White	Male
Mrs. Mickey Gregory	BOG	6/1/23	White	Female
Ms. Allison Harrington	SPKR	6/30/21	White	Female
Gen. Allen Jamerson	BOG	6/30/21	African American	Male
Mr. Alphonzo McRae, Jr.	BOG	6/30/23	Native American*	Male
Mr. Don Metzger	BOG	6/30/21	White	Male
Mrs. Karen L. Sampson	BOG	6/30/21	Native American*	Female
Dr. Bobbi Stanley	BOG	6/30/23	White	Female
Mr. Ronnie Sutton	PPT	6/30/23	Native American*	Male
Dr. Jesse Thomas	PPT	6/30/23	African American	Male

*Native American, as defined by the US Census, are American Indians

UNIVERSITY OF NORTH CAROLINA WILMINGTON

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 17,078	UNDERGRADUATE: 14,421	GRADUATE: 2,657

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (51)	1% (26)
Asian	2% (284)	2% (40)
Black or African American	4% (576)	9% (250)
Hispanic or Latino	7% (1,075)	5% (125)
Native Hawaiian or Other Pacific Islander	0.1% (20)	2% (4)
Nonresident Alien	1% (183)	2% (46)
Race/Ethnicity Unknown	2% (324)	2% (45)
Two or more race	4% (575)	3% (71)
White	79% (11,333)	77% (2,050)
GENDER	UNDERGRADUATE	GRADUATE
Male	37% (5,319)	30% (785)
Female	63% (9,102)	70% (1,872)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 1	MIDDLE EASTERN AMERICAN: 1	MALE: 10	FEMALE: 2

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Ms. Agnes R. Beane	BOG	6/30/23	White	Female
Mr. Dennis P. Burgard	SPKR	6/30/21	White	Male
Mr. Michael R. Drummond	BOG	6/30/21	White	Male
Mr. H. Carlton Fisher	BOG	6/30/21	White	Male
Mrs. Gidget Kidd	BOG	6/30/23	White	Female
Mr. Henry L. Kitchin, Jr.	BOG	6/30/21	White	Male
Mr. Michael Lee	PPT	6/30/23	White	Male
Mr. Henry E. Miller, III	BOG	6/30/23	White	Male
Mr. Robert S. Rippy	PPT	6/30/21	White	Male
Dr. Yousry Sayed	BOG	6/30/23	Middle Eastern American	Male
Mr. Maurice R. Smith	BOG	6/30/21	African American	Male
Mr. Woody White	SPKR	6/30/23	White	Male

UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 1,083	UNDERGRADUATE: 926	GRADUATE: 157

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (8)	-
Asian	2% (23)	4% (6)
Black or African American	8% (73)	11% (17)
Hispanic or Latino	9% (87)	3% (4)
Native Hawaiian or Other Pacific Islander	0.1% (1)	-
Nonresident Alien	2% (19)	13% (21)
Race/Ethnicity Unknown	1% (11)	5% (8)
Two or more race	6% (52)	4% (6)
White	70% (652)	61% (95)
GENDER	**UNDERGRADUATE**	**GRADUATE**
Male	43% (398)	48% (76)
Female	57% (528)	52% (81)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	MALE: 7	FEMALE: 4

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Stephen Berlin	BOG	6/30/21	White	Male
Mrs. E. Greer Cawood	BOG	6/30/23	White	Female
Mr. Noel (Skip) Dunn	BOG	6/30/23	White	Male
Ms. Anna Folwell	PPT	6/30/23	White	Female
Mr. Rob King	BOG	6/30/21	White	Male
Mr. Mark Land	BOG	6/30/23	White	Male
Ms. Elizabeth Madden	SPKR	6/30/21	White	Female
Mr. Kyle Petty	PPT	6/30/21	White	Male
Mr. Michael Tiemann	BOG	6/30/21	White	Male
Mr. Ralph Hanes Womble	BOG	6/30/23	White	Male
Mrs. Erna A.P. Womble	BOG	6/30/21	White	Female
Vacant	SPKR	-	-	-

WESTERN CAROLINA UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 11,946	UNDERGRADUATE: 10,292	GRADUATE: 1,654

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (87)	1% (16)
Asian	1% (114)	1% (17)
Black or African American	5% (519)	7% (118)
Hispanic or Latino	7% (760)	6% (100)
Native Hawaiian or Other Pacific Islander	0.04% (4)	-
Nonresident Alien	1% (141)	4% (72)
Race/Ethnicity Unknown	1% (135)	0.1% (1)
Two or more race	4% (391)	3% (44)
White	79% (8,141)	78% (1,286)
GENDER	**UNDERGRADUATE**	**GRADUATE**
Male	45% (4,680)	33% (549)
Female	55% (5,612)	67% (1,105)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AMERICAN INDIAN: 2	MALE: 7	FEMALE: 5

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mrs. Haden Boliek	BOG	6/30/21	White	Female
Mrs. Rebecca Brown	PPT	6/30/23	White	Female
Mr. Casey Cooper	BOG	6/30/21	American Indian	Male
Ms. Joyce Dugan	SPKR	6/30/21	American Indian	Female
Mrs. Kathy Greeley	BOG	6/30/23	White	Female
Mr. Timothy Haskett	SPKR	6/30/23	White	Male
Mr. Ken Hughes	BOG	6/30/23	White	Male
Mr. J. Bryant Kinney	BOG	6/30/23	White	Male
Mr. John Lupoli	PPT	6/30/21	White	Male
Mr. Kenny Messer	BOG	6/30/21	White	Male
Mr. Robert Roberts	BOG	6/30/21	White	Male
Mrs. Rebecca Schlosser	BOG	6/30/23	White	Female

WINSTON-SALEM STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 4,992	UNDERGRADUATE: 4,530	GRADUATE: 462

RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (17)	0.2% (1)
Asian	1% (32)	5% (21)
Black or African American	79% (3,586)	44% (205)
Hispanic or Latino	4% (167)	3% (14)
Native Hawaiian or Other Pacific Islander	0.02% (1)	-
Nonresident Alien	1% (56)	5% (24)
Race/Ethnicity Unknown	1% (53)	8% (38)
Two or more race	4% (187)	1% (6)
White	10% (431)	33% (153)
GENDER	UNDERGRADUATE	GRADUATE
Male	27% (1,209)	26% (119)
Female	73% (3,321)	74% (343)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 5	AFRICAN AMERICAN: 7	MALE: 8	FEMALE: 4

TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Dr. L'Tanya Bailey	PPT	6/30/23	African American	Female
Mr. Robert Barr	SPKR	6/30/21	African American	Male
Mrs. Coretta J. Bigelow	BOG	6/30/23	African American	Female
Mr. Robert C. Clark	BOG	6/30/23	White	Male
Dr. Matthew S. Cullinan	BOG	6/30/23	White	Male
Mr. Kelvin E. Farmer	BOG	6/30/23	African American	Male
Dr. William U. Harris	BOG	6/30/21	African American	Male
Mrs. Kathleen Kelly	BOG	6/30/21	White	Female
Mr. Brent Moore	PPT	6/30/23	African American	Male
Mrs. Drewry Nostitz	BOG	6/30/21	White	Female
Dr. Ricky Sides	SPKR	6/30/21	White	Male
Mr. David Smith	BOG	6/30/21	African American	Male

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

APPENDIX D:

BOARD OF GOVERNOR AWARD DEMOGRAPHICS

BOARD OF GOVERNORS AWARDS DEMOGRAPHICS

In support of the UNC System's mission, the Board of Governors honors and recognizes excellence in areas of teaching, research, and public service through the following awards. Four awards are given by the Board of Governors: The Oliver Max Gardner Award, The Governor James E. Holshouser, Jr. Award for Excellence in Public Service, Awards for Excellence in Teaching, and the University Award. In addition, the UNC System Staff Assembly presents annual awards and scholarships: The Erskine B. Bowles Services Award, the Thomas Ross Visionary Leader Award, and the Janet B. Royster Scholarship. The UNC System Office has also established two programs for recent graduates and current students to develop a keener understanding of public higher education in North Carolina: The Presidential Scholar Program and the Marian Drane Graham Scholar Program.

Some award recipients receive a stipend in honor of their work and accomplishments. Below provides information about the amount of the award, the source of the funds, the selection process for each award, and the demographic makeup of each award recipient. Data was obtained from the UNC System Human Resources DataMart and award recipients' names have been removed.

Award	Amount	Source of Funds
Oliver Max Gardner Award	$30,000	Endowment – O. Max Gardner Trust
The Governor James E. Holshouser, Jr. Award for Excellence in Public Service	$7,500	Institutional Trust Funds – with short term investment fund with NC Treasurer
Board of Governors Teaching Awards	$12,500	Institutional Trust Funds
Awards for Excellence in Teaching	$115,500	State Funds – Appropriation
Erskine B. Bowles Staff Service Award	$1,000	Institutional Trust Funds
Thomas W. Ross, Sr. Visionary Leader Award	Non-monetary	N/A
Presidential Scholars	$150,000	State Funds – President's Strategic Initiatives
Marian Drane Graham Scholar	$25,000	Endowment – Frank Porter Graham Trust
University Award	Non-monetary	N/A
Janet B. Royster Scholarship	$1,000	Institutional Trust Funds – Staff Assembly Fundraising

THE OLIVER MAX GARDNER AWARD

The Gardner Award is an annual award, first presented in 1949. It recognizes a member of the UNC System faculty who, during the current scholastic year, has made "the greatest contribution to the welfare of the human race." The award is the highest honor the System confers on faculty. All faculty members, from across all 17 constituent institutions, are eligible. The Board of Governors appoints a special committee to review nominations and bring the nomination to the full board for approval.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC-CH	2020	White
Award Recipient #2	ECU	2019	Asian
Award Recipient #3	NCSU	2018	Hispanic & White
Award Recipient #4	UNCP	2017	White
Award Recipient #5	WCU	2016	White
Award Recipient #6	UNCC	2015	Asian
Award Recipient #7	NCSU	2015	White
Award Recipient #8	NCSU	2014	Asian
Award Recipient #9	ECU	2013	White
Award Recipient #10	NCSU	2012	White
Award Recipient #11	UNCC	2011	White
Award Recipient #12	NCAT	2010	Asian
Award Recipient #13	NCSU	2009	White
Award Recipient #14	UNC-CH	2008	White
Award Recipient #15	NCSU	2007	White
Award Recipient #16	NCCU	2006	Black
Award Recipient #17	NCSU	2005	White
Award Recipient #18	ECU	2004	White
Award Recipient #19	NCCU	2004	White
Award Recipient #20	NCSU	2003	White
Award Recipient #21	UNCSA	2002	White
Award Recipient #22	UNC-CH	2002	White
Award Recipient #23	ECU	2001	White
Award Recipient #24	NCSU & UNC-CH	2000	White

THE GOVERNOR JAMES E. HOLSHOUSER, JR. AWARD FOR EXCELLENCE IN PUBLIC SERVICE

The Public Service Award is an annual award, created in 2007, to encourage, identify, recognize, and reward public service by faculty of the University. Faculty of any of the 17 UNC institutions are eligible. Chosen faculty have made sustained, distinguished, and superb achievement in university public service and outreach, and contributions to improving the quality of life of the citizens of North Carolina. The creativity and impact of a nominee's achievements are of a magnitude that greatly exceeds the normal accomplishments of a productive faculty. The Board of Governors appoints a special committee to review nominations and bring the nomination to the full board for approval.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC Charlotte	2019	White
Award Recipient #2	UNCW	2019	White
Award Recipient #3	WCU	2018	White
Award Recipient #4	NC State	2018	White
Award Recipient #5	ECU	2017	White
Award Recipient #6	NC State	2016	White
Award Recipient #7	ECU	2015	White
Award Recipient #8	WSSU	2015	Black
Award Recipient #9	Appalachian	2015	White
Award Recipient #10	UNCP	2014	White
Award Recipient #11	UNC Charlotte	2012	White
Award Recipient #12	ECU	2011	White
Award Recipient #13	NC State	2010	White
Award Recipient #14	UNC Charlotte	2009	White
Award Recipient #1	ECU	2008	Black
Award Recipient #14	NCCU	2007	Black

AWARDS FOR EXCELLENCE IN TEACHING, 2020

The Teaching Awards were established in 1994 to underscore the importance of teaching and to encourage, identify, recognize, reward, and support good teaching within the University. Every year, a faculty member from each constituent institution receives this award. The selection process is operated at the individual campus level and approved by the Board of Governors.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2020	White
Award Recipient #2	ECU	2020	White
Award Recipient #3	ECSU	2020	White
Award Recipient #4	FSU	2020	Black
Award Recipient #5	N.C. A&T	2020	Black
Award Recipient #6	NCCU	2020	Black
Award Recipient #7	NC State	2020	White
Award Recipient #8	UNCA	2020	Black
Award Recipient #9	UNC-Chapel Hill	2020	White
Award Recipient #10	UNC Charlotte	2020	Black
Award Recipient #11	UNCG	2020	White
Award Recipient #12	UNCP	2020	White
Award Recipient #13	UNCW	2020	White
Award Recipient #14	UNCSA	2020	White
Award Recipient #15	WCU	2020	White
Award Recipient #16	WSSU	2020	White

AWARDS FOR EXCELLENCE IN TEACHING, 2019

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2019	White
Award Recipient #2	ECU	2019	White
Award Recipient #3	ECSU	2019	Black
Award Recipient #4	FSU	2019	Black
Award Recipient #5	N.C. A&T	2019	Black
Award Recipient #6	NCCU	2019	Black
Award Recipient #7	NC State	2019	White
Award Recipient #8	UNCA	2019	Pacific Islander
Award Recipient #9	UNC-Chapel Hill	2019	White
Award Recipient #10	UNC Charlotte	2019	White
Award Recipient #11	UNCG	2019	White
Award Recipient #12	UNCP	2019	White
Award Recipient #13	UNCW	2019	White
Award Recipient #14	UNCSA	2019	White
Award Recipient #15	WCU	2019	White
Award Recipient #16	WSSU	2019	Black
Award Recipient #17	NCSSM	2019	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2018

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2018	Not available
Award Recipient #2	ECU	2018	White
Award Recipient #3	ECSU	2018	Black
Award Recipient #4	FSU	2018	Black
Award Recipient #5	N.C. A&T	2018	Black
Award Recipient #6	NCCU	2018	Black
Award Recipient #7	NC State	2018	White
Award Recipient #8	UNCA	2018	White
Award Recipient #9	UNC-Chapel Hill	2018	White
Award Recipient #10	UNC Charlotte	2018	White
Award Recipient #11	UNCG	2018	White
Award Recipient #12	UNCP	2018	White
Award Recipient #13	UNCW	2018	White
Award Recipient #14	UNCSA	2018	White
Award Recipient #15	WCU	2018	White
Award Recipient #16	WSSU	2018	White
Award Recipient #17	NCSSM	2018	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2017

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2017	White
Award Recipient #2	ECU	2017	White
Award Recipient #3	ECSU	2017	White
Award Recipient #4	FSU	2017	White
Award Recipient #5	N.C. A&T	2017	Black
Award Recipient #6	NCCU	2017	Black
Award Recipient #7	NC State	2017	White
Award Recipient #8	UNCA	2017	White
Award Recipient #9	UNC-Chapel Hill	2017	White
Award Recipient #10	UNC Charlotte	2017	White
Award Recipient #11	UNCG	2017	Black
Award Recipient #12	UNCP	2017	Alaskan Native or American Indian
Award Recipient #13	UNCW	2017	White
Award Recipient #14	UNCSA	2017	White
Award Recipient #15	WCU	2017	White
Award Recipient #16	WSSU	2017	Black
Award Recipient #17	NCSSM	2017	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2016

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2016	Not available
Award Recipient #2	ECU	2016	White
Award Recipient #3	ECSU	2016	Black
Award Recipient #4	FSU	2016	White
Award Recipient #5	N.C. A&T	2016	Asian
Award Recipient #6	NCCU	2016	White
Award Recipient #7	NC State	2016	White
Award Recipient #8	UNCA	2016	White
Award Recipient #9	UNC-Chapel Hill	2016	White
Award Recipient #10	UNC Charlotte	2016	White
Award Recipient #11	UNCG	2016	White
Award Recipient #12	UNCP	2016	White
Award Recipient #13	UNCW	2016	Asian
Award Recipient #14	UNCSA	2016	White
Award Recipient #15	WCU	2016	White
Award Recipient #16	WSSU	2016	Asian
Award Recipient #17	NCSSM	2016	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2015

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2015	White
Award Recipient #2	ECU	2015	White
Award Recipient #3	ECSU	2015	Black
Award Recipient #4	FSU	2015	Black
Award Recipient #5	N.C. A&T	2015	Black
Award Recipient #6	NCCU	2015	Black
Award Recipient #7	NC State	2015	White
Award Recipient #8	UNCA	2015	White
Award Recipient #9	UNC-Chapel Hill	2015	White
Award Recipient #10	UNC Charlotte	2015	White
Award Recipient #11	UNCG	2015	Asian, White
Award Recipient #12	UNCP	2015	Asian
Award Recipient #13	UNCW	2015	White
Award Recipient #14	UNCSA	2015	White
Award Recipient #16	WSSU	2015	White
Award Recipient #17	NCSSM	2015	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2014

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2014	White
Award Recipient #2	ECU	2014	White
Award Recipient #3	ECSU	2014	Other
Award Recipient #4	FSU	2014	White
Award Recipient #5	N.C. A&T	2014	Black
Award Recipient #6	NCCU	2014	Black
Award Recipient #7	NC State	2014	White
Award Recipient #8	UNCA	2014	Black
Award Recipient #9	UNC-Chapel Hill	2014	White
Award Recipient #10	UNC Charlotte	2014	White
Award Recipient #11	UNCG	2014	White
Award Recipient #12	UNCP	2014	White
Award Recipient #13	UNCW	2014	White
Award Recipient #14	UNCSA	2014	White
Award Recipient #15	WCU	2014	White
Award Recipient #16	WSSU	2014	Black
Award Recipient #17	NCSSM	2014	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2013

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2013	White
Award Recipient #2	ECU	2013	White
Award Recipient #3	ECSU	2013	White
Award Recipient #4	FSU	2013	Black
Award Recipient #5	N.C. A&T	2013	Black
Award Recipient #6	NCCU	2013	White
Award Recipient #7	NC State	2013	Black
Award Recipient #8	UNCA	2013	White
Award Recipient #9	UNC-Chapel Hill	2013	White
Award Recipient #10	UNC Charlotte	2013	White
Award Recipient #11	UNCG	2013	White
Award Recipient #12	UNCP	2013	White
Award Recipient #13	UNCW	2013	White
Award Recipient #14	UNCSA	2013	White
Award Recipient #15	WCU	2013	White
Award Recipient #16	WSSU	2013	White
Award Recipient #17	NCSSM	2013	Not available

ERSKINE B. BOWLES STAFF SERVICE AWARD

The Erskine B. Bowles Staff Service Award was established in 2010 by the UNC Staff Assembly to recognize staff employees whose accomplishments are consistent with the goals of the University and the University's public service mission. An online nomination process is held where nominators provide information regarding the candidate and the candidate is graded on a rubric. A committee then reviews the submissions and selects the winners.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC-Chapel Hill	2019	Black
Award Recipient #2	UNC-Chapel Hill	2018	White
Award Recipient #3	UNCP	2017	Alaskan Native, American Indian, and Black
Award Recipient #4	UNCSA	2016	White
Award Recipient #5	N.C. A&T	2015	Black
Award Recipient #6	N.C. A&T	2014	Black
Award Recipient #7	WSSU	2013	Black
Award Recipient #8	UNCSA	2012	White
Award Recipient #9	UNCA	2011	White
Award Recipient #10	UNCA	2010	White

THOMAS W. ROSS, SR. VISIONARY LEADER AWARD

The University of North Carolina Thomas W. Ross, Sr. Visionary Leader Award was created in 2015 to celebrate a member of the UNC Staff Assembly who has proven to be an exemplary leader and one who inspires a shared vision on their campus and throughout the whole of the UNC Staff Assembly. This individual's accomplishments are consistent with the leadership characteristics exemplified by Thomas W. Ross, Sr. during his tenure as UNC System President. President Ross modeled the way for others to follow; inspired shared visions of success for students, staff and faculty within the UNC System; challenged, managed and overcame processes and difficult budgetary situations. By encouraging others to act and allowing them the freedom to do so, President Ross showcased his heartfelt support of the campus communities as well as those who worked closely with him at UNC General Administration.

This award is presented annually in recognition of a UNC Staff Assembly delegate who embodies these characteristics, exhibits outstanding leadership on their campus, and demonstrates leadership and engagement in the UNC Staff Assembly. An online nomination process is held where nominators provide information regarding the candidate and the candidate is graded on a rubric. A committee then reviews the submissions and selects the winners.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	WCU	2017	Black

PRESIDENTIAL SCHOLARS

The Presidential Scholars are recent graduates of a UNC System institution who serve a one-year appointment in the President's Office. Working closely with high-ranking university officials, they provide a wide range of professional functions. Through this immersive opportunity, scholars explore the inner workings of the UNC System. They develop a keener understanding of how higher education has transformed North Carolina's economy and why it is critical to our state's future. A hiring committee made up of various UNC System Office staff screens, interviews and selects the Presidential Scholars.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	WCU	2020	White
Award Recipient #2	UNCA	2020	Asian & White
Award Recipient #3	N.C. A&T	2020	Black
Award Recipient #4	UNCW	2019	Black
Award Recipient #5	UNC-Chapel Hill	2019	White
Award Recipient #6	ECSU	2019	Black
Award Recipient #7	UNCP	2018	White
Award Recipient #8	ECU	2018	White
Award Recipient #9	UNC-Chapel Hill	2018	White
Award Recipient #10	UNCW	2018	Black & White
Award Recipient #11	WCU	2017	Black
Award Recipient #12	ECU	2017	White
Award Recipient #13	UNCW	2017	Not available
Award Recipient #14	Appalachian	2017	White
Award Recipient #15	UNC-Chapel Hill	2016	White
Award Recipient #16	UNC-Chapel Hill	2016	White
Award Recipient #17	ECSU	2016	Not available
Award Recipient #18	UNC-Chapel Hill	2015	White
Award Recipient #19	Appalachian	2015	White
Award Recipient #20	UNCA	2015	Not available
Award Recipient #21	NC State	2015	Not available
Award Recipient #22	-	2014	White
Award Recipient #23	UNCA	2011	Not available

MARIAN DRANE GRAHAM SCHOLARS

The Marian Drane Graham Scholars Program is an immersive, experiential learning opportunity. This six-week summer program provides rising UNC System juniors and seniors a chance to develop leadership skills and gain a better understanding of key issues facing public higher education. A hiring committee made up of various UNC System Office staff screens, interviews and selects the and Marian Drane Graham Scholars.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	NCCU	2020	Not available
Award Recipient #2	NCCU	2020	Not available
Award Recipient #3	Appalachian	2020	White
Award Recipient #4	NC State	2020	Not available
Award Recipient #5	UNCA	2020	Black
Award Recipient #6	UNCW	2019	Not available
Award Recipient #7	NC State	2019	White
Award Recipient #8	UNC-Chapel Hill	2019	White
Award Recipient #9	UNCP	2019	Not available
Award Recipient #10	UNC-Chapel Hill	2019	Black
Award Recipient #11	UNCW	2018	Black
Award Recipient #12	UNC-Chapel Hill	2018	White
Award Recipient #13	ECU	2018	Not available
Award Recipient #14	ECU	2018	Black
Award Recipient #15	NC State	2018	Black
Award Recipient #16	NC State	2018	Asian

UNIVERSITY AWARD

The University Award, created in 1979, periodically recognizes illustrious service to higher education and is the highest distinction of this nature that the University bestows. Administrators or faculty members of the University are not eligible for the award, nor are voting members of the Board of Governors or members of the institutional boards of trustees. There is currently no information regarding the demographics of these award recipients.

JANET B. ROYSTER SCHOLARSHIP

The Janet B. Royster (JBR) Memorial Staff Scholarship Fund was created in August of 2011 by the UNC Staff Assembly in memory of UNC-TV employee Janet B. Royster. Ms. Royster represented UNC-TV on the General Administration Staff Forum and was subsequently elected to the UNC Staff Assembly. She served as its first Parliamentarian until her untimely death in June 2011. This scholarship promotes staff development for permanent, full-time, non-faculty employees, as well as recognizes and honors Ms. Royster's leadership and dedication to all UNC employees. A committee reviews and rates the electronic submissions based on a grading rubric. Recently, the committee has readjusted its guidelines to allow up to $500 per institution, in an effort to guarantee there is one award per institution assuming a qualified applicant has applied.

There is currently no information regarding any award recipient for this award.

Bylaws of the University of North Carolina (UNC) System Faculty Assembly

Article 1. Definition of Charter

The articles under which the UNC System Faculty Assembly (aka "Assembly") came into existence are the Charter of the Faculty Assembly. Bylaws enacted by the Assembly are for the purpose of giving effect to the purpose and functions described in the Charter.

Article 2 Members of the Assembly

Section a.
The Assembly shall be comprised of elected representatives from each institution according to the provisions of Article 2, section a of the Charter. The number of full time faculty at each institution shall be calculated as the number of budgeted full time equivalent teaching positions at the institution. Using this number as of the second regular meeting of the Assembly, the Chair shall notify the Assembly of the number of delegates to which each institution is entitled during the next academic year.

Section b.
The Assembly shall make no determination of the method of election, those matters being specifically reserved to the faculties of the constituent institutions.

Section c.
The terms of delegates to the Assembly shall be either two or three years as established by each institution, and each institution shall assure continuity of delegation membership by a system of staggered terms. No delegate to the Assembly shall serve more than six consecutive years. Delegates may serve subsequent terms after sitting out for one term.

Section d.
In addition to its elected delegation, the faculty of each constituent institution shall select such alternate delegates as it deems necessary, but must have at least one. Alternate delegates shall be available to stand in if necessary for an elected delegate during a meeting of the Faculty Assembly.

Section e.
All regular terms of service shall begin and end on July 1 of each year. The delegate list and authorized alternates for the coming academic year shall be recorded by the Secretary and in the hands of the Assembly Chair no later than one week prior to the last Faculty Assembly meeting of the academic year.

Section f.
In the event that a delegate becomes unable/ineligible to complete their term, the respective institution's Faculty Senate executive committee (or other group as defined by the institution's practices) shall select a replacement delegate.

Article 3. Meetings
Section a.
Unless otherwise ordered by the Executive Committee, there shall be at least five stated meetings of the Assembly during the academic year at dates and places to be established and disseminated to all Assembly members no later than the last regular meeting of the preceding Academic Year. The first regular fall meeting shall not be scheduled for a date prior to September 1.

Section b.
Special meetings may be called:
1. By the UNC System President.
2. By the Executive Committee on its initiative.
3. By the Chair when a request is made by any institutional delegation.

Section c.
The site of the regular meetings of the Assembly shall be on a campus of the UNC System, except in circumstances where the System President or Assembly Chair requests the meeting at an alternate site. Alternate sites should be established no later than one month prior to the meeting date. Special meetings may be held at whatever location seems most advisable to the Chair. Special meetings or change in location must be circulated by print or electronic means to members at least two weeks prior to the date of the meeting. This provision may be waived in emergency situations by approval of the Executive Committee. An emergency situation requires timely action prior to the next meeting and/or pertains to a business matter so complex or important as to require its own meeting.

Section d.
At the discretion of the Executive Committee, regular or special meetings of the Assembly may be held via teleconference or videoconference or include a hybrid component. In such cases, the meeting platform shall support anonymous voting, identification of those participating and seeking recognition to speak, access to the text of pending motions, and display of the results of votes. The format and connection instructions for electronic or hybrid meetings must be communicated to delegates at least two weeks prior to the meeting date.

Section e.
A majority of the Assembly members shall constitute a quorum. In the event of a meeting by teleconference or videoconference, the presence of a quorum shall be established by sign-in at the beginning of the meeting. Thereafter, the continued presence of a quorum shall be determined by the online list of participating delegates.

Section f.
As defined in the University of North Carolina Policy Manual, the Faculty Assembly is not a 'Public Body' and is not subject to the provisions of the Open Meetings Act. Assembly meetings are closed to the general public and shall not be recorded.

Article 4. Agenda
Section a.
In consultation with the Executive Committee, the Chair will establish the agenda for each meeting of the Assembly. The approved agenda shall be circulated to the full Assembly no later than two weeks prior to the Assembly meeting.

Section b.
Any Assembly delegate, alternate delegate, Assembly officer, or the President of the University of North Carolina may request that items be placed on the agenda by sending notification to the Chair of the Assembly or any member of the Executive Committee. All requests shall be considered by the Executive Committee for placement on the agenda or assignment to a Faculty Assembly committee not later than the time of the second regular meeting of the Faculty Assembly after receipt of such a request.

Section c.
No item of business may be acted upon by the Assembly unless the recommendation has been distributed to the Assembly at least 24 hours before action is to be taken. The 24-hour rule may be waived, and/or new matters may be added to the agenda, by a two-thirds vote of delegates present and voting during a meeting of the Assembly.

Article 5. Attendance
Section a.
Elected delegates are expected to attend all Assembly meetings or arrange for an alternate delegate to attend in their absence. If an elected delegate fails to attend three consecutive meetings of the Assembly, the Chair shall declare their seat vacant and that delegate's institution shall determine a replacement as provided in Article 2.f.

Section b.
Alternate delegates are entitled to attend meetings of the Faculty Assembly. Unless standing in for a voting member, alternates are not eligible to vote, but may participate in discussions of the Assembly when given privileges of the floor by the Chair.

Section c.
Faculty Senate and Faculty Council chairs are expected to attend all meetings of the Faculty Assembly and the Faculty Senate Chairs Committee as detailed in Article 12.f or arrange for an alternate to attend in their absence. Chairs are eligible to vote in the Faculty Assembly only if they are a member of their institution's elected delegation.

Section d
Faculty members from UNC System constituent institutions may attend meetings of the Assembly as observers only. Faculty or student members of special task forces may, as a matter of course, be eligible to attend and participate in those portions of

meetings of the Assembly at which matters pertaining to those task forces are discussed.

Section e.
The System President and the President's designated representatives shall have a standing invitation to attend and participate in the discussions at all meetings.

Article 6. Voting

Section a.
There shall be no voting by proxy. If voting at a meeting, only delegates or their authorized alternates present at the meeting, may vote.

Section b.
The usual method of taking a vote at a meeting is by voice except for votes to elect officers and Executive Committee members, which shall be taken by electronic ballot. Voting between meetings shall by taken by electronic ballot.

Section c.
When voting by voice any voting member of the Assembly may call for division such that the votes may be counted.

Section d.
A roll call vote or vote by secret ballot may be held with the approval of one-fifth of the voting members present at a meeting.

Section e.
In the event of an Assembly meeting by teleconference or videoconference or of a vote between meetings, the Secretary, in consultation with the Executive Committee, shall arrange for a secure means of anonymous electronic voting, with procedures promulgated to members at least one week prior to the scheduled meeting. An anonymous vote conducted through an approved electronic platform shall be deemed a secret ballot vote.

Article 7. Officers

Section a.
The officers of the Assembly shall be a Chair, a Vice-Chair, and a Secretary.

Section b.
The Chair and Vice-Chair shall serve for terms of two years. Each can be re-elected for an additional two-year term, after which they shall be ineligible for reelection to the same office for a period of two years. The Chair will be elected one full academic year prior to serving, act as Chair-Elect prior to taking office and may act as Immediate Past Chair in a non-voting, *ex-officio* capacity for one year after serving in

office at the discretion of the Chair. The Immediate Past Chair may be asked to serve in advisory roles.

Section c.
The Secretary shall serve a one-year term and may be re-elected for a second one-year term, after which they shall be ineligible for re-election to the same office for a period of one year.

Section d.
The Chair shall appoint a parliamentarian from among the present or former delegates of the Faculty Assembly, who will serve for all meetings in a one-year term. The Parliamentarian shall have voting rights in the Assembly only if they are a duly elected delegate.

Article 8. Duties of Officers
Section a.
The Chair shall perform the duties usually associated with this office including, but not limited to: presiding at meetings of the Assembly; generally supervising the activities of the Assembly; appointing members of task forces and special committees; and serving as chief liaison officer between the Assembly and the System President, the Board of Governors, and other appropriate agencies (e.g. the Vice Presidents and/or staff of the System Office). The Chair shall communicate with the System President regarding the proceedings of each meeting of the Assembly.

Section b. The Chair of the Assembly serves as an *ex officio* member of the Educational Planning, Policies, and Programs Committee and the Personnel and Tenure Committee of the Board of Governors.

Section c.
The Vice-Chair shall perform the duties of the Chair in the event of the Chair's absence or incapacity. In the event that the office of Chair falls vacant, the Vice-Chair shall assume that office, and a new Vice-Chair shall be elected at the next regular meeting. In coordination with the Chair, the Vice-Chair shall facilitate communication between Faculty Assembly and the constituent campuses and shall facilitate meetings of faculty senate/council chairs. The Vice-Chair shall communicate frequently with the committee and task force chairs and make progress reports to the Executive Committee, when appropriate. The Vice-Chair may decide to invite any committee or task force chair to bring a discussion to the Executive Committee (as described below, Article 10.d). The Vice-Chair will also perform other duties as requested by the Chair.

Section d.
The Secretary shall be responsible for the preparation of the minutes of all meetings of the Assembly, for custody of the records of the Assembly, for giving notice of the meetings of the Assembly, for circulating the agenda, and for distributing copies of

the minutes of the Assembly meetings within two weeks of the meeting to all delegates, to parties designated in Article 15, and to the Administrative Assistant for the Assembly for posting to the website.

Article 9. Election of Officers
Section a.
The Executive Committee shall constitute a Nominations Committee of at least two, but no more than five, members. At least ten days prior to the meeting at which an election is to be held, this committee shall circulate, by written or electronic means, a slate of nominees for each elective office. All nominees must have agreed to their nomination prior to election by the Assembly. The committee shall solicit from each officer nominee a statement of qualifications, not to exceed 300 words, and shall circulate these to the delegates, by written or electronic means, at least ten days prior to the election. The nominees will be presented to the full membership of the Assembly at the meeting specified for their election, at which time additional nominations may be made from the floor.

Section b.
Election of the officers for the following year shall take place at the last Assembly meeting of the academic year. All candidates for office must be elected delegates of the Assembly and shall be elected by secret ballot in the following manner:
1. The order of election of officers shall be Chair-Elect, Vice-Chair, and Secretary.
2. Each candidate shall be asked to rise to be identified. Each candidate shall have the option to speak for not more than two minutes prior to the balloting.
3. Election shall be by a majority vote of those members present and voting.
4. If an additional ballot is required, the number of votes cast for each candidate shall be announced prior to succeeding ballots. In the event of an election with three or more candidates, the two delegates with the greatest number of votes will proceed to the succeeding ballot.

Section c
When a delegate assumes the role of Chair, they shall no longer serve as a delegate and if their term has not expired, a replacement delegate should be selected from their institution. When a delegate is elected to an officer position other than Chair, they shall continue to serve as a delegate of their institution.

Section d.
The term of office shall coincide with the academic year. An election to fill a vacancy in any office or on the Executive Committee can take place at any regular or special meeting of the Assembly.

Article 10. Executive Committee
   Section a.
   There shall be an Executive Committee consisting of the three officers of the
   Assembly; the Chair-Elect (when applicable); the Chair of the Historically Minority-
   Serving Institution (HMSI) committee; and six elected Assembly delegates (as
   described below, Article 11). The Parliamentarian, and the Immediate Past Chair
   when applicable, shall also serve on the Executive Committee in a non-voting, *ex-
   officio* capacity. The Chair of the Faculty Assembly shall be Chair of the Executive
   Committee.

   Section b.
   The Executive Committee shall assume only such prerogatives and powers as shall be
   delegated to it by a majority vote of the full Assembly. The authorization shall
   include long-range planning for the Assembly, and authorization to act for and
   represent the full Assembly in carrying out its functions. Any action taken by the
   Executive Committee requires the approval of two-thirds of members present and
   voting and shall be reported to and affirmed (or rescinded) by the full Assembly at the
   next scheduled meeting.

   Section c.
   The Executive Committee shall review periodically the structure and functions of the
   standing committees and task forces (as provided in Articles 12 and 13) and make
   recommendations to the Assembly for appropriate changes.

   Section d.
   Committee Chairs and task force chairs may request to meet with the Executive
   Committee at any time. The request should be in writing to the Chair at least one
   week prior to the next Executive Committee meeting. The Executive Committee may
   request that a committee or task force chair give a report to the Executive Committee.
   A committee or task force chair should be notified one month in advance but may be
   given less notice if the matter is urgent.

Article 11. Election of Executive Committee
   Section a.
   During the final Assembly meeting of the academic year, six delegates shall be
   elected to serve on the Executive Committee as follows: One member shall be
   elected from each of the four delegate caucuses as determined by the number of
   elected delegates allotted to each institution (i.e., 5, 4, 3, 2), as set out in the Charter.
   The Assembly delegates representing the institutions in each caucus will meet before
   the end of the academic year and elect one of their number to serve as a member of
   the Executive Committee in the succeeding year. Two additional members of the
   Executive Committee shall be elected at large by the entire Assembly. These elected
   members of the Executive Committee shall serve for terms of one year.

Section b.
Any Faculty Assembly delegate who does not have a full administrative appointment, has at any time served on the Faculty Assembly for at least one year, and has been duly elected to their campus delegation for the academic year coinciding with the Executive Committee term shall be eligible to stand for election to the Executive Committee. Candidates must declare any potential conflicts of interest when accepting their nomination.

Section c.
An Executive Committee member not serving as an elected officer can serve for three years and then must be off the Committee for at least one year before being eligible for re-election.

Section d.
No one institution can have more than two members on the Executive Committee at the same time (excluding elected officers, or the Parliamentarian).

Section e.
Should a member of the Executive Committee become unable to fulfill their term for any reason, such as gaining a full administrative appointment or a conflict of interest, the Chair may either hold an election for or appoint a replacement from among the current Assembly delegates (within the same caucus, if applicable).

Article 12. Standing Committees (other than the Executive Committee)
Section a.
During its first summer session, the Executive Committee will (after consultation with the delegates) form committees related to the on-going work related to, but not limited to, issues of academic freedom, promotion, tenure, faculty development and welfare, academic programs, research, the budget, governance issues, and technology. A draft work plan will be developed for each standing committee prior to the first meeting of the full Assembly.

Section b
Elected delegates are expected to serve on Assembly committees according to their interest and expertise. Alternates are eligible, though not required, to engage in committee service.

Section c.
Each committee will elect a chair. Chairs of committees shall prepare agendas and preside over committee meetings, provide meeting minutes within one week of each meeting and provide a final report to the Assembly that shall be sent electronically to the Secretary of the Assembly prior to the final meeting. The committee Chair will also maintain the records of the committee for transmittal to their successors.

Section d.
Each committee, in accordance with their charge, will be expected to keep abreast of relevant trends and issues affecting the UNC System and to remain informed about the activities and proposals of the System Office and Board of Governors. Committee work is expected to be ongoing throughout the year, with Committees providing reports to the Assembly as appropriate.

Section e.
The HMSI Committee shall be a permanent standing committee focused on issues and trends affecting HMSI institutions, and system-wide and national concerns of and related to underrepresented minorities. In carrying out its charge, the HMSI Committee will liaise with other committees of the Faculty Assembly to ensure that their work incorporates the concerns and perspectives of HMSI institutions.

Section f.
The Faculty Senate (Council) Chairs Committee shall be a permanent standing committee of the Assembly. A meeting of the Committee shall take place in association with each regular meeting of the Assembly. This meeting shall be convened by the Vice-Chair of the Assembly. The agenda for the meeting shall be set by the Vice-Chair in collaboration with the Executive Committee.

Article 13. Task Forces

Section a.
In furtherance of the mission of the Assembly, the Chair, in consultation with the Executive Committee, may create task forces. A task force may be formed upon the request of an Assembly committee, the System President or others as appropriate. The Chair of the Assembly will appoint the chair of each task force.

Task forces will exist only until their work is completed and a final report is presented. Non-Assembly members may be appointed to serve on a task force, but the majority of the membership of any task force must be members of the Assembly.

Section b.
Task forces will receive a charge from the Chair of the Assembly. The task force chair will respond with a timeline and identification of any support the task force may need from committees of the Assembly or personnel in the System Office. Task force chairs must give a progress report when requested by the Chair, and must present a final report when the work of the task force is completed.

Article 14. Operations

Section a.
Each Chair of the Assembly shall, within a month of assuming office, consult with the System President concerning budgetary support for the Assembly, including the

office space, secretarial assistance, supplies and travel required for the business of the Assembly and its members.

Section b.
The guidelines contained in the latest revision of Robert's Rules of Order shall govern the Assembly in all cases to which they are applicable when they are not inconsistent with the Bylaws or special rules of the Assembly. The parliamentarian is responsible for ensuring that these rules of order are followed.

Article 15. Reports

The basic record of the actions and deliberations of the Assembly shall be the minutes of meetings kept by, or under the supervision of, the Secretary of the Assembly. Copies of the minutes shall be circulated within two weeks to all members of the Assembly, the Chancellors of the various System institutions, the System President, the Chair and the Vice-Chair of the Board of Governors, and such other individuals as the Assembly, President, or Chair may designate. An electronic copy will be posted on the Faculty Assembly's website.

Article 16. Amendments

Section a.
The Bylaws may be amended by a two-thirds vote of delegates present and voting at any meeting of the Assembly, provided the substance of the proposed amendment has been circulated in print or by electronic means in time to be received by all members at least two weeks prior to the meeting at which action is proposed. Bylaws shall be reviewed on a two-year basis, to correspond with the election of a Chair-Elect.

Section b.
No amendment to the Bylaws may have the effect of amending, modifying, or altering the Charter. It shall be the duty of the Executive Committee to ensure that such will not be the result.

February 23,1973 – Original
July 1, 1974 – Revised
December 5, 1975 – Revised
April 29, 1977 – Revised
April 28, 1978 – Revised
April 15, 1983 – Revised
February 17, 1989 – Revised
November 6, 1998 – Revised
February 18, 2000 – Revised
September 21, 2001 – Revised
April 25, 2003 – Revised
October 1, 2004 – Revised
April 8, 2005 – Revised

November 16, 2007 – Revised
January 18, 2008 – Revised
April 16, 2010 – Revised
March 25, 2011 – Revised
September 15, 2017 – Revised
September 13, 2019 – Revised
May 14, 2021 – Revised
April 22, 2022 – Revised

Faculty Senate Report
Graduate Council
September 7, 2022

Graduate Council has not met since the last senate meeting. Below here is a list of upcoming meetings for Graduate Council and Appeals Committee and members of each.

Graduate Council meetings for 2022-2023, 3:00 pm: September 19, October 17, November 21, January 23, 2023 February 20, March 20, and April 17. The Council will meet virtually at https://uncp.webex.com/meet/grad in September and discuss future meetings at that time.

Many thanks to our Graduate Council members:
> Dr. Irene Pittman Aiken, Chair and Dean of The Graduate School
> Dr. Whitney Akers, Clinical Mental Health Counseling
> Dr. Suzanne Altobello, Member-at-large
> Dr. Gary Anderson, Public Administration
> Ms. Christine Bell, Secretary
> **Dr. Jeff Bolles, Business Administration
> Dr. Serina Cinnamon, Social Studies Education
> Ms. Susan Edkins, Athletic Training
> Dr. Kelly Ficklin, Elementary Education
> Dr. Rita Hagevik, Science Education
> Dr. Veronica Hardy, Member-at-large
> Dr. Julie Harrison-Swartz, Nursing
> Dr. Roger Ladd, English Education
> Dr. Naomi Lifschitz-Grant, Art Education
> **Dr. Cindy Locklear, *Interim*, Social Work
> Dr. Jonathan Ricks, Professional School Counseling
> Dr. Marisa Scott, Special Education
> Dr. Kim Sellers, Reading Education
> **Ms. Hillary Sessions, Mathematics Education
> Dr. Thomas Trendowski, Physical Education
> **Dr. Joe West, *Interim*, Sport Administration
> Dr. Bryan Winters, School Administration
> Dr. Velinda Woriax, Member-at-large
> GSO President or designee   *** designates new member*

Graduate Appeals Committee meets October, February, and June.

Many thanks to our Graduate Appeals Committee members for 2022-2023:
> Dr. Irene Aiken, Chair, ex officio member,
> Dr. Rebecca Gonzalez Innis,
> Dr. Sojin Jang,
> Dr. Roger Ladd,
> Dr. Summer Woodside, and
> Dr. Velinda Woriax.

EDUCATOR
PREPARATION PROGRAMS

Council for Educator Preparation Programs

March 9, 2022

3 - 5 pm

https://uncp.zoom.us/my/drloury

voting link https://forms.gle/81RccnyM2bwfxaRf7

I. **Welcome, Call to order at 3:01 pm**– *Dr. Loury Floyd*

ll. Attendance: I. Aiken, M. Ash, D. Chilcote, S. Cinnamon, M. Edwards, K. Ficklin, L. Floyd, K. Granger, N. Lifschitz-Grant, R. Hagevik, E. Jeon Hee, N. Lifschitz-Grant, R. Ladd, A. Lara, L. Locklear, L. Mitchell, S. Plata-Potter, J. Ricks, J. Rivera, M. Rivera, G. Robinson, M. Scott, K. Sellers, L. Smith, T. Trendowski, A. Van Buren, N. Vincett, J. Whittington, B. Winters

III. **Adoption of Agenda** - *Council Members (2)* Adopted by affirmation
IV. **Approval of Minutes** – *Council Members (2)*
   a. February 9, 2022 – **Approved with 100%**
   b. February 23, 2022 – **Approved with 100%**

IV. Dean's Report *(15)*

   c. EPP Recognition and Approval
   d. BranchED – *Dr. Marisa Scott*
   e. Limited Licensure – *Dr. Olivia Oxendine*
      Robeson County has highest number of teachers with a limited license.
      Need additional data to show areas of need of workshops for licensure exams.

V. Curriculum & Committee Reports – *(10)*

   a. Proposed B-K MAT – *Dr. Gretchen Robinson* (Information Only)
      Approval delayed and will need final approval through SACSCOC. Should be approved to start in Spring 2023
   b. MAT Directors - *Dr. Lisa Mitchell*
   c. CQRS Subcommittee – *Dr. Naomi Lifschitz-Grant and Dr. Jennifer Whittington*
      Discussed - Students to take Praxis Core during the EDN 2100 course

VI. Assessment and CAEP Accreditation *(45)*

    a. [Data Notebooks](#) - *Dr. Mabel Rivera*

        i. *[Disposition Data Analysis: 2020-21 Data](#)*
        ii. *[UNCP EPP Data Review Form](#)*

    b. Standard 5: Quality Assurance System and Continuous Improvement

        iii. [Quality Assurance System](#)
        iv. [Assessment Calendar](#) and [spreadsheet](#)
        v. [QAS Matrix](#)

    c. Dispositions: EDA, DOL, EDLDA, APD assessments

        vi. **Fall 2021** [Dispositions](#) are past due – Complete no later than 3/12/2022
        vii. **Spring 2022** Disposition Self Assessments and Evaluations complete by the last day of class, May 6
        viii. **Moving forward**, ALL dispositions MUST be completed each semester by November 15 (Fall) and April 15 (Spring)

    d. **Data, Data, Data!** - Dr. *Lisa Mitchell and Nicholas Vincett*
        i. Taskstream Timeline
            1. May 6 - ALL Taskstream evaluations complete
            2. What to make sure is complete in Taskstream **(*[Checklist](#)*)**
                a. Spring 2022 Dispositions
                b. Clinical Practice 1 and 2
                c. Advanced Candidates
            3. What's moving to the Dashboard this semester
                a. Field Experience Application for Fall 2022 (April 4-8)
                b. Admission (Checkpoint 1) students can check their status beginning in April
        ii. Brave Educator Dashboard **(NEW)**
            1. **https://sage-uncp-accp.mendixcloud.com/**
            2. **Major Codes list**

VII. Announcements

    ○ **March 12 ALL Fall Dispositions complete in Taskstream**
    ○ **March 22 Fall 2022 Pre-Intern Meeting via zoom**
    ○ **March 23 Spring EPP Advising Meeting 4pm via zoom**
    ○ **March 25 and 26 Praxis II Blitz**
    ○ **April 4-8 Field Placement Applications in the Brave Educator Dashboard**
    ○ **May 6 ALL Taskstream evaluations complete (see *[Checklist](#)*)**

VIII. Adjourn at 5:10

Appendix G

Change Faculty Handbook Pages 44 and 45:

From

As tenure-track faculty members do, Lecturers have organizational responsibility for the courses they teach. They also adhere to departmental guidelines for course content if any exist. They perform service for the department or school (including the Faculty Senate and its subcommittees), and can be assigned student advising responsibilities. Supervision and mentoring of lecturers will be done in the same manner as for tenure-track faculty. Lecturers are eligible for long-term contracts and to be promoted to Senior Lecturers. Initial appointment is for a fixed term of one year. Subsequent appointments may be made for fixed terms of from one to five years.

Promotion to Senior Lecturer is based on continued improvement in and demonstration of excellence in teaching with at least satisfactory performance in service activities. After serving as a Lecturer at UNCP for five years, a Lecturer may notify the Chair of his or her department in writing that he or she wishes to apply for promotion to Senior Lecturer; the notification must be made by August 1st of the year in which the evaluation will take place. The evaluation will follow the procedures used for promotion to professorial ranks, with the exception that the applicant's professional academic activities may be evaluated in the place of scholarly achievement.

As tenure-track faculty members do, Senior Lecturers have organizational responsibility for the courses they teach. They also adhere to departmental guidelines for course content if any exist. Senior Lecturers may participate in course and curriculum development and advise students. Senior Lecturers may also contribute to the school or department beyond teaching-related activities through campus service (including the faculty senate and its subcommittees) and academic discipline professional activities. Initial appointment as a Senior Lecturer is for a fixed term of one year. Subsequent appointments may be made for fixed terms of from one to five years.

To

As tenure-track faculty members do, Lecturers have organizational responsibility for the courses they teach. They also adhere to departmental guidelines for course content, if any exist. They perform service for the department or school (including the Faculty Senate and its subcommittees) and can be assigned student advising responsibilities. Supervision and mentoring of lecturers will be done in the same manner as tenure-track faculty. Lecturers are eligible for long-term contracts and to be promoted to Senior Lecturers. The initial appointment to the rank of Lecturer is for a fixed term of one year. Subsequent appointments may be made for fixed terms of from one to five years.

Promotion to Senior Lecturer is based on time in the rank of lecturer and an average annual review of at least satisfactory adequate performance. Unless promoted earlier, promotion to the rank of Senior Lecturer will occur at the end of a Lecturer's fifth year after Lecturers provide copies of their Annual Merit Salary Increase Recommendation Form to their Dean, which shows a five-year average annual review status with at least adequate performance.

A written notice from the Dean to the Provost and the Department of Human Resources documenting a Lecturer's less than adequate annual review status will be necessary to stop an automatic promotion to Senior Lecturer at the end of the Lecturer's fifth year. The Lecturer shall be notified in writing by the Dean no later than the last day of class during the spring semester in the event of a promotion denial.

Senior Lecturers, once promoted, will be automatically transitioned to three (minimum), four, or five-year (maximum) contracts at the discretion of the Dean, Provost, or Chancellor. Subsequent appointments may be made for fixed terms from three (minimum), four, or five-year (maximum) contracts at the discretion of the Dean, Provost, or Chancellor. The percentage salary increase associated with promotion to Senior Lecturer status should, whenever possible, mirror the percentage salary increase associated with promotion from Assistant Professor to Associate Professor.

As tenure-track faculty members do, Senior Lecturers have organizational responsibility for the courses they teach. They also adhere to departmental guidelines for course content if any exist. Senior Lecturers may participate in course and curriculum development and advise students. Senior Lecturers may also contribute to the school or department beyond teaching-related activities through campus service (including the faculty senate and its subcommittees) and academic discipline professional activities. Initial appointment as a Senior Lecturer is for a fixed term of three to five years. Years of service as a Senior Lecturer do not accrue towards tenure. All Senior Lecturer contracts are based on department and program continual need and sufficient funding.