

UNC Faculty Assembly Meeting: Friday, September 21, 2012
Spangler Building, General Administration, Chapel Hill, NC

1. 1. Peter Hans, Chair of the UNC Board of Governors – Presents the Board's Strategic Planning Initiative and goals for this year. The UNC Code requires a strategic plan be developed every 5 years. In choosing the members for the current plan, a decision was made to renew the support from business and government. There is a need to re-energize and invite critics to join the committee to better understand how the UNC system is managed. There is also a belief that business and government leaders' confidence in our system must be renewed. The Chair emphasizes that this strategy was deliberate as a way for the UNC system to gain the politician's investment and support. He reminds us that the UNC Board of Governor's is a NON-partisian group. In the past, we had allies in the state government who understood our mission. The work is more difficult now because 60% of the elected officials have had either one year of experience or no experience in government whatsoever. The Chair believes we must work with the environment we are given as best we can. Finally, he reminds delegates that all UNC Board meetings are open and the schedule is posted on the website. Materials related to the Strategic Planning process are now available on the GA web site. You can find them linked to the GA home page, under "Strategic Directions Initiative".

The direct link is

http://www.northcarolina.edu/strategic_direction/meetings/index.php.

The current materials included the meeting dates for the Strategic Planning Advisory Committee.

2. Tom Ross, President of the UNC System – President Ross presents the 5 key strategies for the planning process.
 - A. Determine the need for college degree attainment in the state. It is projected that by 2018, N.C. will need a total of 38% of its citizens be college educated to meet the demands of the work force. Currently, only 25% of the state's residents are college educated. This 13% increase means the system must award 600,000 more degrees over the next 6 years.
 - B. The UNC system must place a new and heightened focus on academic success and accountability.
 - C. There must be a greater sense of efficiency, with the idea that as a system, many services can be shared.
 - D. Focus on our mission to serve all the citizens of N.C. (including non-traditional students and members of the military).
 - E. Research alternative ways to finance programs and operations.

Both President Ross and Board Chair Hans ask that we as faculty build a better way to inform the citizens of North Carolina about what we DO and how our

work touches individuals in each of the 100 counties. IN addition, the Board is interested in hearing how faculty use technology in teaching, distance learning and unique manners for delivering content.

3. Dr. Suzanne Ortega – VP for Academic Affairs – Goals and objectives for the year, also changes proposed –for the UNC policy manual, report attached. Resolution also attached.

4. Break out work groups regarding:
 - a. Articulation Issues
 - b. International Programs
 - c. Student Success and the Performance Funding Model
 - d. Academic Standards and Policies Committee
 - e. Budget
 - f. Faculty Welfare and External Communications
 - g. Governance Committee(Attached are the goals for each committee and the rationale for the work groups)

A resolution to accept the changes to UNC Policy Manual Sections 400.1.5 and 700.1.1 passed.

A resolution requesting Faculty Input to the UNC Strategic Plan is passed by Faculty Assembly and will be presented to President Tom Ross, as well as the UNC Board Chair.

FACULTY ASSEMBLY EXECUTIVE COMMITTEE 2012-2013 GOALS AND PRIORITIES
(A report on the July 23-24 Executive Committee Retreat)

SUMMARY

The Faculty Assembly Executive Committee (FAEC) would like the Faculty Assembly (FA) to work on the following *three major focus areas* during the 2012-2013 academic year:

- *Student Success* (moving toward quality-focused performance metrics)
- *All Things Articulation* (includes community college courses and programs, DE courses and programs, early college high school courses, AP courses, courses taught to military cohorts, considerations of a “common core,” etc.)
- *International Programs* (the problem of “drive-by” courses; special/duplicative programs, programs for foreign students, indifference to the political behavior of certain nations, etc.).

Each of these areas is on the GA “goals and priorities” lists. And, because each of these focus areas is directly related to academics they are of concern to the faculty. The Faculty Assembly will address these areas by utilizing its committee/task force structure, seeking input from key players at GA, from students, and from colleagues throughout the system. As is detailed below, each of these major issues will be addressed by a team consisting of an FAEC leader and a small team of FA delegates and GA staff who are willing to work together to gather data, develop recommendations, and prepare a final report for the full Assembly, GA, and the BoG.

In addition to these three major issues, the FAEC agreed that the following issues must also be monitored and recommendations concerning policies and procedures around each of these issues should be developed (by the various Faculty Assembly committees):

- Grievance procedures on our campuses (continuation of the in-progress project)
- The extent of faculty governance during “crisis situations” (developing best-practice recommendations concerning the appropriate role of faculty in situations that require short-time-frame decisions that could have long-term academic consequences)
- Workers’ rights (EPA and SPA; e.g., SB 575)
- Identifying faculty expertise on the campuses that can be called upon to work on GA and BoG committees and taskforces
- Identify nonacademic barriers to student success
- The new strategic plan, mission creep, and our campus identities
- Track success of the new Academics First policies; monitor for unintended consequences
- Track changes in student and faculty health insurance costs
- Track changes in faculty benefits (e.g., reductions in employer contributions to retirement plans)
- Stay up-to-date on system-level security policies and how those policies translate to our campuses
- Track demands and expectations for professional welfare of faculty (research identity, faculty development, grants supports, etc.)

The four committees that will be active during the 2012-2013 academic year (and beyond?) are the *Academic Policies and Standards Committee*, the *Budget Committee*; the *Faculty Welfare and External Communications Committee*; and the *Governance Committee*. In addition to these 4 committees, the FAEC hopes that the *HMI Group* and the *Senate Chairs Group* will also make significant contributions to the Faculty Assembly. The rest of this report outlines the work of each of these committees, describing the FAEC’s concepts for how each can contribute to work in the 3 major focus areas and the other issues of on-going concern to the faculty.

2012-2013 COMMITTEE WORK-AGENDAS

Academic Standards and Policies Committee

The Academic Standards and Policies (ASP) Committee will serve as the umbrella committee for work on the three major focus areas for 2012-2013. To facilitate the work, the committee will be divided into three subgroups, each taking on projects in one of the three focus areas. Each group will have a FAEC member as chair and one or more other FAEC members as members. The Faculty Assembly Chair (Rigsby) will serve as the liaison between the subgroups

Student Success (Performance Metrics) Subgroup

Chair: Andrew Morehead (moreheada@ecu.edu)

Suggested primary GA resource people: Bruce Mallette (Vice President for Academic and Student Affairs), Karrie Dixon (Associate Vice President for Academic and Student Affairs), Kate Henz (Senior Director of Academic Policy & Funding Analyses)

Additional suggested GA resource people: the campus registrars (NSU and ECU registrars may be particularly helpful with data finding), Cameron Caswell (President, Association of Student Governments)

Rationale/background for focus area: The *Freshman to Sophomore Retention* metric is underlain by the idea that our enrollment processes are excellent in selecting incoming freshmen who can succeed at college. This is simply not the case. Enrollment (anywhere) is not perfect. Many qualified and enrolled students are not prepared for college (for a variety of reasons, both academic and otherwise). The Freshman to Sophomore Retention metric can create perverse institutional incentives to pass through to their second year students who are not well prepared to succeed. Unprepared students who are passed through to their sophomore year are not just set up for failure but are also likely to accumulate significantly more college debt in comparison to those who realize soon (in the freshman year) that they are not prepared for college.

The FAEC suggests that the Freshman to Sophomore Retention metric should be replaced with a more meaningful and more academically realistic metric. Our initial suggestion is to use a metric based on persistence after the freshman year, perhaps *Third to Fifth Semester (or 30- to 60-hour) semester persistence*.

Action Items/Data Needs:

- Current, historical, and national data around this issue (including debt data).
- Develop a fallback plan for students who do not succeed in year 1 (advising toward community college, remediation, or work; a mechanism to drop back in after some defined period out of the university; etc.).
- Consider how graduation rates for students who make it through the 5th semester compare to graduation rates for transfer students and for students who make it through the freshman year.
- Partner with students to develop consensus around any faculty recommendations.

All Things Articulation Subgroup

Chair: Sarah Russell (russell@ncssm.edu), assisted by Jim Martin

Suggested primary GA resource people: Bruce Mallette (Vice President for Academic and Student Affairs), Karrie Dixon (Associate Vice President for Academic and Student Affairs), Alisha Chapman (Vice President for Academic and University Programs), Maggie O'Hara (Director of E-Learning)

Additional suggested GA resource people: Kate Henz (Senior Director of Academic Policy & Funding Analyses), Kimrey Rhinehart (Vice President for Federal Relations), John Leydon (Vice President for

Information Resources and Chief Information Officer), Cameron Caswell (President, Association of Student Governments)

Rationale/background for focus area: Instead of focusing on one specific type of articulation (e.g., a common core curriculum for all UNC-system students or Community College articulation agreements) this subgroup will first look more generally at issues surrounding articulation of both courses and programs within our system and beyond. Although the group will likely come up with specific recommendations about articulation issues related to distance education, UNC online, community college articulation, and more, it will start its work by developing a key set of indicators for successful articulation policies and agreements.

The FAEC suggests that we need to confront the “mythology of equivalency.” We do not have a good ability to recognize learning outside our walls. We need to have confidence in the quality of courses and programs that we agree to articulate (not just CC courses or DE courses, but also early college high school courses, AP courses, etc.). Confidence usually equals quality, but articulation does not really measure quality. In the end, successful articulation equals successful “meshing” of the articulated skill sets (not only, or even mostly, content knowledge) with the courses and programs that follow. We need a way to think about and measure this meshing of skill sets that gets us beyond any us vs them mentality and beyond looking only at content knowledge. With articulation we need to be looking at more than content knowledge, we need to be looking at skill sets and at how courses and sequences of course mesh with what the student will encounter at the university.

Action Items/Data Needs:

- We really need longitudinal assessment data for this one. But, we can make a start with less robust data sets.
- Gather information from each campus on their processes for articulation – addressing some basic questions, including:
 - **For Community and Early Colleges:** 1) who evaluates the articulated courses for acceptance for credit at each institution and what is their process? 2) With which outside programs are there articulation agreements? 3) Are there specific concerns about the articulated courses or course sequences?
 - **For Distance Education on each campus:** 1) How many of the same courses are taught online and in the classroom? 2) what is the difference between the online course and the classroom course? (faculty, assignments, enrollment etc)
 - **For AP Courses:** 1) What AP courses are accepted for credit - as electives, or within a major? 2) what concerns exist regarding their integration into the university degree programs?
- Revisit the Academic Core white paper that the Assembly produced a few years ago.
- Possibly arrange a joint session with Community College leadership/faculty.

International Programs Subgroup

Chair: Margery Coulson-Clark (mmcoulson-clark@mail.ecsu.edu), assisted by Eddy Souffrant and Hans Kellner

Suggested primary GA resource people: Leslie Boney (Vice President for International, Community, and Economic Engagement)

Additional suggested GA resource people: Cameron Caswell (President, Association of Student Governments)

Rationale/background for focus area: Perfect universities would have strong international programs where students would participate in a substantial academic international experience. This experience would include cultural and language immersion, research and intellectual exchanges and not simply “a trip abroad.” UNC

students must be engaged in a significant international experience if they are to engage and lead a globalized world. The International Program Subgroup will explore ways to enhance the international experience of our faculty and students. They will begin by seeking answers to questions about academic, undergraduate experiences and programs, with the hope of producing a white paper that will provide rationale and recommendation for increased academically strong international programs.

Action Items/Data Needs:

Consider the following questions:

- What is the purpose of university level international programs (economic development? International/global knowledge? profit? something else?)?
- When considering course credits, what international activities and courses are equivalent?
- What best practices are available? Is language acquisition or immersion a significant requirement?
- Should international programs offices be able to start their own programs?
- How is the US government involved in international programs in general? Is there awareness of the imbalance of knowledge exchange and how that impacts university programs?
- What is the role of the foreign government in determining program goals, etc. (and teachers and curriculum)? Consider, for example, the Confucius Institute.
- What other disciplines/research/technical details and questions are important to developing sound international program policy?
- Are the unintended consequences of our international programs? If there are, how can we develop policies to avoid them?


Budget Committee

Chair: Catherine Rigsby (rigsbyc@ecu.edu)

Suggested primary GA resource people: Charlie Perusse (Vice President for Finance) and Kate Henz (Senior Director of Academic Policy & Funding Analyses)

Additional suggested GA resource people: Dan Cohen-Vogel (Senior Director of Institutional Research), Jonathan Pruitt (Associate Vice President for Finance)

This committee's primary charge for the 2012-2013 academic year is gathering data (academically oriented data sets) that will aid the work of the three ASP Committee subgroups. In addition, the committee needs to keep current with (and help the FA keep informed about) financial aid issues, tuition and fees structures and processes, and academic budgeting priorities and procedures of setting those priorities.

 ***Faculty Welfare and External Communications Committee***

Chairs: Chet Dilday (cdilday@uncfsu.edu) and Eddy Souffrant (esouffra@uncc.edu)

Suggested primary GA resource people: Joni Worthington (Vice President for Communications), William Fleming (Vice President of Human Resources)

Additional suggested GA resource people: Bruce Mallette (Vice President for Academic and Student Affairs), Kimrey Rhinehart (Vice President for Federal Relation), Leslie Cates (Director of State Government Relations), Chris Brown (Vice President for Research and Graduate Education), Chuck Brink (Staff Assembly President)

This committee's primary focus will be on developing guidelines describing strategies for effective communication between faculty and our various constituents (legislators, the voting public, parents, board

members, etc.). It will also be responsible for keeping track of all changes associated with faculty welfare in general.

Action Items/Data Needs:

- Gather information about how faculty at individual institutions formally interacts with their constituencies (perhaps starting with information from the Senate Chairs Group).
- Consider getting formal training in communicating with board members and legislators (Suzanne Ortega mentioned this possibility last year ...).
- How do we turn efficiency talk into real efficiency, accountability talk into real accountability?
- Monitor workers' rights issues on our campuses (EPA and SPA; e.g., SB 575)
- The new strategic plan, mission creep, and our campus identities
- Track changes in student and faculty health insurance costs
- Track changes in faculty benefits (e.g., reductions in employer contributions to retirement plans)

Governance Committee

Chair: David Green (dgreen@nccu.edu), assisted by Raymond Burt

Suggested primary GA resource people: Laura Fjeld (Vice President and General Counsel), Suzanne Ortega (Senior Vice President for Academic Affairs)

Additional suggested GA resource people:

The Governance Committee will have two main tasks for the 2012-2013 academic year:

- Continue work on the grievance training/education/best practice materials that can be used by all of our campuses. Consider the use of case studies. Reevaluate the use of videos for the dissemination of this information.
- In concert with the Senate Chairs group, explore the extent of faculty governance in crisis situations on our campuses. Are there best-practice processes that involve faculty in short timeframe decision making?

Historically Minority Institutions Committee

Chair: Chet Dilday (cdilday@uncfsu.edu)

Suggested primary GA resource people: Karrie Dixon (Associate Vice President for Academic and Student Affairs)

Additional suggested GA resource people:

This group will continue to meet to discuss issues that are unique to our Historically Minority Institutions (HMIs) and their constituents. But, in addition to discussion, the FAEC asks that the group gather data that will inform the Assembly's work. Specifically, during the 2012-2013 academic year, the FAEC asks that the HMI Committee undertake the following tasks:

- Track the implementation of the new Academic First policies on the HMI campuses, looking for both successes and unintended consequences of that implementation.
- Identify non-academic barriers to student success, the groups of students who face these barriers, and any successes in overcoming these barriers (and how they were dealt with).

Senate Chairs Group

Chair: Hans Kellner (hdkellne@ncsu.edu)

Suggested primary GA resource people:

Additional suggested GA resource people:

This Senate Chairs group will continue to meet to discuss governance issues on their campuses. In addition to discussion, the FAEC asks that the group gather information and develop recommendations for best practices that help the FA as a whole and the governance structures in the system and on each of our campuses. Specifically, during the 2012-2013 academic year, the FAEC asks that the HMI group undertake the following tasks:

- Identify and catalog faculty expertise on the campuses that can be called upon to work on GA and BoG committees and taskforces. Develop a set of keywords that will make finding these faculty members easy for those who need their input. Suggested keywords include enrollment processes, student success agenda, demographics, DE, international, STEM, student services, grievance, core curriculum, community college, and many more.
- Track program closures (discontinuations) on all campuses.
- Explore the extent of faculty governance in crisis situations on our campuses. Are there best-practice processes that involve faculty in short timeframe decision making?

Committee Meetings and Committee Reporting

Each committee and working group will meet during our formal FA meetings. In addition, committees are expected to do work and to conduct meetings (via conference calls, Skype, face-to-face meetings, or any other mechanism deemed appropriate by the members) BETWEEN the regular FA meetings and to gather data and prepare reports and recommendations in a timely manner so that interim reports are available to the FA and so that their final reports are ready for FA consideration as early as possible in the academic year. Because some topics are more time sensitive than others, some reports will be needed before the end of the Fall semester. Others will be needed before the March meeting of the Assembly. Each committee will be given a spot on the agenda at each formal FA meeting. At that time, a brief verbal report (and a more detailed written report, if available) will keep the FA and GA informed as to the group's progress and will allow FA delegates to give the committees feedback on their work. These reports are essential to the effective work of the Assembly.

Report of the Academics First Workgroup

June 18, 2012

Workgroup:

Brenda Allen, Provost, Winston Salem State University
Atul Bhula, President, UNC Association of Student Governments
Raymond Burt, UNC Faculty Assembly Vice Chair, UNC Wilmington
Lori Gonzalez, Provost, Appalachian State University
Sandie Gravett, UNC Faculty Assembly President, Appalachian State University
Louis H. Hunt, Vice Provost and University Registrar, North Carolina State University
Julie Poorman, Director, Financial Aid, Student Employment and the Call Center, East Carolina University
Ontario Wooden, Dean of University College, North Carolina Central University
Joan F. Lorden, Provost, UNC Charlotte, Chair

UNC General Administration Staff:

Karrie Dixon, Associate Vice President for Academic and Student Affairs
Kathryn Henz, Senior Director for Academic Policy and Funding Analyses
Bruce Mallette, Vice President for Academic and Student Affairs

Charge:

In February 2012, Dr. Suzanne Ortega, UNC Senior Vice President for Academic Affairs, charged the Academics First Workgroup with the task of advancing the work initiated by the UNC Faculty Assembly and described in the Assembly's *Academics First* working papers (Appendix A). The goal of the Workgroup was to recommend system-wide policies that would support campus efforts to enhance access, excellence, and undergraduate degree completion in as timely and efficient a manner as possible. Dr. Ortega asked that the Workgroup's recommendations include consideration of:

- Proposed changes to Minimum Admissions Requirement language (BOG policy 700.1.1 and BOG regulations, 700.1.1.1[R]) to promote access while maintaining success;
- A system-wide minimum standard for Satisfactory Academic Progress (SAP) and Good Academic Standing; and
- System-wide minimum standards on core academic processes, such as drop/add, course repeat, grade replacement, and withdrawal.

Process and Products:

The Workgroup met either face to face or by videoconference a total of six times and reviewed:

- BOG policy 400.1.5 and BOG regulation 400.1.5.1 [R];
- BOG policy 700.1.1 and BOG regulation 700.1.1.1[R];
- The *Academics First* working papers from the UNC Faculty Assembly;
- The results of the CAO Academics First feedback survey;
- UNC GA data on the First-Time Full-Time Recent HS Graduates In-State Freshmen Cohort meeting the 2013 MAR standards;
- UNC-GA data on Fall 2011 First-Time Degree-Seeking Undergraduates by Minimum Course Requirements; and
- Campus level information on Good Academic Standing/SAP/ Academic Eligibility Policies and Course Repeat and Replacement Policies.

The committee's discussions resulted in a draft revision of BOG policy 700.1.1 and the updating and alignment of the corresponding regulations (BOG 700.1.1[R]). Several members of the Workgroup also met with the Directors of Enrollment and their recommended changes to BOG 700.1.1[R] were incorporated in the final draft. To address the specific concerns of *Academics First*, a new draft of BOG policy 400.1.5 was written and named "Fostering Student Success." BOG 400.1.5 [R] was redrafted to align with the proposed policy revision. These new documents are attached as Appendix B.

Major changes recommended:

1. BOG 700.1.1 and 700.1.1 [R] Minimum requirements for Undergraduate Admission

In 2006 to ensure that students admitted to the University as first-time undergraduates are prepared to succeed, the Board of Governors adopted minimum course requirements (MCRs) that included a fourth unit of mathematics and minimum admissions requirements (MARs) that require that by 2013 admitted students will have a 2.5 weighted high school GPA and a minimum 800 SAT (or equivalent ACT). Because North Carolina college preparatory curricula now include a fourth unit of mathematics, it is primarily out of state applicants who fail to meet the MCRs. An increasing proportion of admitted students at all institutions now meet the 2013 MARs. In 2011, 93.91% of first time full time freshmen met the 2013 MAR standards. The draft revision of BOG policy 700.1.1 now simply states that there are minimum requirements that are specified in the regulations.

The proposed BOG 700.1.1[R] states the MCR and MARs adopted by the Board of Governors in 2006 and recognizes that some students merit special consideration. The proposed revised regulations define the special considerations and the use of Chancellor's exceptions for the admission of students who fail to meet any or all of the MCRs and MARs. The Workgroup was concerned that rigid adherence to the MARs would curtail access to the University for students with the potential to succeed. Each of the UNC institutions serves a different population of students and all institutions monitor and support the success of their student bodies. It was not clear to the Workgroup that there was a single percentage of Chancellor's exceptions that would

work for all institutions. Thus, we proposed that Chancellor's exceptions could be applied to 1% of the applicants in a given term, but that based on institutional data about student success, Chancellors should have the opportunity to request an increase in the percentage of exceptions.

The proposed regulations also clarify the admissions requirements for students with previous post-secondary credit. The regulations now distinguish between transfer applicants and dually enrolled applicants who obtain college credit while still enrolled in high school. The Workgroup recommends that all dually-enrolled students be treated as first time undergraduates for purposes of financial aid, student services, and housing, but as new transfer students for purposes of admissions if they complete at least 30 hours of undergraduate credit as specified with at least a 2.0 Grade Point Average. As in the case of other transfer students, no reporting of scores would be required. In all other cases, dually enrolled students would be treated as new first-time undergraduates.

2. Draft BOG 400.1.5 and BOG 400.1.5[R] Fostering Student Success

Policy 400.1.5: Improving Retention and Graduation Rates was last amended in 2007 and the corresponding regulations have not been revised since 1993. The Workgroup observed that the policy and regulations were duplicative and consisted primarily of a list of best practices. The Workgroup recommends that the best practices material be eliminated from the policy statement and that both documents be refocused on the academic policy issues discussed in *Academics First*, namely a uniform definition of Satisfactory Academic Progress, Good Academic Standing, and the Course Adjustment Period and conditions for course withdrawal and course repeat.

The Workgroup recommends that

- All undergraduates be required to earn a minimum 2.0 Grade Point Average (GPA) to remain in good standing,
- A course adjustment period during which students can drop and add courses without penalty be established prior to the census date,
- Campus policies be established to govern course withdrawal without academic penalty for serious extenuating circumstances or military service,
- Campuses place limits on other course withdrawals and repeats, and
- Campus policies be established to limit grade replacement or exclusion.

The Workgroup declined to set uniform limits for course withdrawal or repeat or for grade replacement or exclusion, believing that the details of these policies must be left to the judgment of faculty on the campuses. Data are not available to understand the way in which policy changes might interact with each other on individual campuses. The proposed regulations do, however, recommend standardizing other aspects of the withdrawal and repeat policies across the system. At a minimum,

- Course repeat policies should conform to Title IV federal financial aid requirements and students receiving financial aid should not be treated differently than other students; and
- Except in those specific instances in which students may withdraw without academic penalty, all courses and grades must be reflected on transcripts, count toward attempted hours, and be used in the calculation of Satisfactory Academic Progress and the tuition surcharge.

The proposed regulations also define course loads for undergraduates and specify the need for each campus to establish a structure to monitor student success, establish goals for retention and graduation, develop additional measures of student achievement, review curricular requirements to reduce obstacles to degree completion, and ensure the availability of adequate advising.

Attachments:

Appendix A: Academics First

Appendix B: Draft UNC Policies 700.1.1 and 400.1.4 and corresponding regulations.

The UNC Policy Manual
400.1.5

Fostering Student Success

The University of North Carolina's policies on student success adopted by the Board of Governors direct constituent institutions to:

- set academic progress and degree attainment as primary outcomes
- promote academic quality, rigor, and integrity;
- make possible "seamless" educational opportunities across the UNC campuses, with the North Carolina Community College system, and early college high schools

Improving retention, graduation rates, and time to degree are important aspects of such policies. However, the Board of Governors also recognizes that students come into the system from a number of different life circumstances and their paths to success vary accordingly. Policies, therefore, set parameters within which a campus can best meet the needs of its diverse student populations.

University-Wide Policies

The Board of Governors has adopted the following policies for all institutions comprising the University of North Carolina except the North Carolina School of Science and Mathematics.¹

1. Campuses will follow the credit hour limits determined by the Board of Governors for four-year and five-year baccalaureate degree programs in BOG 4.1.5[R]
2. Campuses will develop academic policies within the regulations established by the UNC General Administration on:
 - a. Satisfactory Academic Progress (SAP)
 - b. Course Adjustment Periods ("Drop/Add")
 - c. Course Withdrawal
 - d. Grade Exclusion or Replacement
 - e. Minimum, Maximum, and Average Course Load

¹ The North Carolina School of Science and Mathematics shall track data on student attrition, completion rates of its high school curriculum, and high school graduation. See G.S. 116-235.

3. Campuses will establish a student success and support structure to review and to issue regular reports on:
 - a. retention, academic progression, graduation, and time to degree
 - b. course scheduling as it relates to whether courses required for graduation are offered on a timely basis and with an adequate number of sections and seats
 - c. course offerings and grade requirements to assess if any undue additions to general education requirements exist or if such requirements unintentionally lengthen time to graduation
 - d. the academic advisement system to ensure students receive appropriate assistance in proceeding toward graduation in a timely manner
4. Campuses will be compliant with Title IV regulations that define student eligibility for and receipt of federal financial aid.
5. Campuses will be compliant with the Comprehensive Articulation Agreement with the NCCCS and are encouraged to develop policies that promote seamless transfer among schools in the University of North Carolina system.

These policies are designed to ensure that campus and system-wide policies and practices facilitate behaviors that support retention and timely graduation.

The President shall establish regulations to implement the requirements of this policy.

The UNC Policy Manual
400.1.5[R]

Regulations Related to Fostering Student Success

I. Limiting Hours for Baccalaureate Degree Programs

Baccalaureate degree programs shall be limited to no more than 128 semester hours. Any requirement beyond 128 hours must be approved by the Board of Governors. Any program authorized by the Board of Governors to require 135 semester hours or more shall be officially designated as a five-year baccalaureate program.

- A. Campuses shall observe these guidelines in all proposals for new degree programs.
- B. Campuses must publicize the normal number of hours and projected length of full-time enrollment required to obtain the baccalaureate degrees in both printed and online catalogs. During orientation sessions and in publications, campuses must provide a description of factors that may extend the length of time to successful completion of the degree for individual students.

II. Student Success Policies

A. Satisfactory Academic Progress and Good Academic Standing

Satisfactory Academic Progress and Good Academic Standing are determined by:

1. Term Grade Point Average
2. Cumulative Grade Point Average
3. Number of successfully completed credit hours

Upon initial admission, a student is in good academic standing. If a student meets the criteria in all three areas, the student is considered to be making Satisfactory Academic Progress, remains in Good Academic Standing, and is eligible to continue enrollment in the University.

All undergraduates in the University of North Carolina system must earn and maintain a minimum cumulative GPA of 2.0 to be in Good Academic Standing.

All campuses in the University of North Carolina system must develop an academic progress policy that defines the ratio of attempted to earned hours required for

continued enrollment. Title IV regulations for Satisfactory Academic Progress shall be the minimum allowable standard.

Any student falling below one or more of the standards for Satisfactory Academic Progress and Good Academic Standing may be subject to dismissal from the University.

Campuses may develop policies that allow students falling below one or more of these standards to be placed on academic warning and/or academic probation². These policies must, at the minimum, be in accord with Title IV regulations and should include the use of academic success contracts where appropriate.

These policies must be widely distributed in all campus academic and financial aid materials. Students should be informed of these policies at orientation.

B. The Course Adjustment Period (“Drop/Add”)

The Course Adjustment Period will be established as the time during which students may drop or add courses without academic penalty (i.e., no impact on the Grade Point Average (GPA) or attempted hours). Campuses may choose to make the period for adding courses and the period for dropping courses the same or different; however, both the drop and add periods must be concluded by the census date.³

Campuses may set policies that allow faculty to drop students administratively if they do not attend the course by the end of the Course Adjustment Period.⁴ These policies must be publicized to students. Faculty using this option must have a limited window to take such action in order to complete the drop without causing the student to incur financial penalties other than those normally applied during the

² Campuses are not under obligation to enact policies for either academic probation or warning below the allowable standards.

³ For regular term instruction, the census date is the 10th class day of the fall and spring semesters. For summer sessions, degree credit extension courses, and any other degree-credit courses taught on an irregular calendar, the census date is the class day representing the passage of 10 percent of the instructional period. Policy Manual 400.1.8[R]

⁴ If the course is offered online, the instructor may administratively drop the student from the course if the student has not signed in by the end of the course adjustment period.

course adjustment period. Campuses may allow faculty to add students into those seats in a timely fashion under clear guidelines set by the campus.

Campus business practices⁵ determine if adjustments made during “drop/add” result in any refund or additional charges to the student. Any financial repercussions to students must be publicized in campus academic and financial aid policy describing the Course Adjustment Period.

Title IV regulations shall be the minimum standard for all policies related to student refunds during the course adjustment period.

C. Course Withdrawal⁶

Students are expected to complete all the courses for which they are registered at the close of the Course Adjustment Period. These courses must be recorded on the transcript and receive a grade that is used in the calculation of a GPA, count as attempted hours, count toward the tuition surcharge calculation⁷, and conform to all financial aid and Satisfactory Academic Progress rules *unless* withdrawal is permitted under conditions described below:

1. Extenuating circumstances and military service⁸.

Campuses will develop policies that permit a student to withdraw from a course or courses at any time and without academic penalty for serious extenuating circumstances or for military service. These policies must describe a clear process that defines the documentation required, the nature of the review by a designated campus body or official, and an opportunity for appeal at the campus level.

Any approved withdrawal for extenuating circumstances must be noted on the transcript, but it will not count in the calculation of the GPA or in the calculation of attempted hours.

Campuses must have a separate transcript notation appropriate for students who withdraw for active or reserve military service. These withdrawals will not count in the calculation of the GPA or in the calculation of attempted hours.

⁵ All campus business practices must conform to UNC FIT Student Account Standards.

⁶ All campus policies on withdrawal must include policies about refunds and conform to UNC FIT Financial Aid and Student Account Standards.

⁷ Summer courses are excluded from the tuition surcharge.

⁸ A more complete discussion of policies regarding military service can be found at Policy TBD.

Courses that are not appropriately documented as approved for withdrawal must be noted on the transcript, and have a grade assigned that is calculated in the GPA and counted in the calculation of attempted hours.

2. Course withdrawals without extenuating circumstances and/or military service

After the initial course adjustment period, campuses may develop policies that allow students to withdraw from one or more courses without meeting the standards for withdrawals for extenuating circumstances and/or military service. These policies must specify the maximum number⁹ of such withdrawals permitted over the course of a student's degree or degrees. The policies must be consistent with campus goals for timely graduation of students.

Any policy developed for course withdrawal under this section must require:

- a. that a W be recorded on the transcript
- b. that the course(s) count as attempted hours
- c. that the course(s) count in surcharge calculations
- d. that the course(s) are subject to all financial aid and SAP rules and calculations

Campus policies must include a deadline for such withdrawal at a date no later than the completion of 60% of the term¹⁰.

D. Course Repeats

Campus policies on course repeats must conform, at the minimum, to Title IV Federal Financial Aid standards with regard to course repeats. Students receiving financial aid cannot be treated differently from students not on such aid.

In addition, all campus policies on course repeats must, at the minimum:

- Include on the student transcript all attempts to complete a course,

⁹ The committee suggests four courses or up to 16 semester hours be set as a maximum, although examination of campus level data should be used determine the most appropriate number to balance use of resources and support of student success.

¹⁰ The calculation of this date should begin with the first day of classes and conclude on the last day of regular class meetings. It should exclude the reading day and exam period.

- Count all attempts to complete a course in calculations of satisfactory academic progress,
- Count all attempts to complete a course in the surcharge calculation in accordance with BOG 100.1.5[R], and
- Use all grades earned in a course in the calculation of the GPA, unless the grade can be excluded through a grade exclusion or replacement policy.

E. Grade Exclusion or Replacement

Campuses must develop policies on grade exclusion or replacement¹¹. These policies must specify a maximum number allowed¹² and should support campus goals for student success. Campus policies that permit either replacement or exclusion must provide for:

- the inclusion on the transcript of both the initial grade earned for the course and a notation of its exclusion from or replacement in the calculation of the GPA, and
- the inclusion of the course(s) in both the calculations of satisfactory academic progress and the tuition surcharge.

F. Minimum, Maximum, and Average Course Load

A minimum “full-time” undergraduate load is defined as 12 credit hours per semester. In advising and other communications, campuses shall encourage full-time students to consider an average semester load of 15 credit hours, when possible, to stay on track for a timely graduation. Campuses may allow students in good academic standing to enroll in up to 18 semester hours in a fall or spring term without any special permission. No student shall exceed 18 semester hours in a fall or spring term without special permission as designated by campus policy. Campuses shall develop appropriate policies for a maximum load in summer terms.

III. Student Success Review and Reporting

¹¹ The development of a policy does not imply that a campus must allow grade replacement and/or exclusion. A policy may simply state that the campus does not allow such.

¹² The committee discussed two courses or up to 8 semester hours be set as a maximum, although examination of campus level data should be used determine the most appropriate number to balance use of resources and support of student success.

Campuses will establish a student success support structure of one or more committees comprised of the appropriate officials from areas such as admissions, registrar's office, financial aid, advising, the counseling center, the cashier's office, and faculty governance to review and to issue regular reports on:

A. Retention and Graduation

Each campus shall, in consultation with General Administration, establish goals for retention¹³ and graduation¹⁴ for first-time, full-time students. Campuses shall also work with General Administration to develop a tracking model for the retention and graduation rates of transfer students.

General Administration will report annually on the success of first time and transfer students at both the campus and system level.

B. Additional Success Measures

Campuses shall work with the General Administration to develop common output measures of student success and achievement in support of academic progress goals.

C. Review of Course Scheduling and Offerings

Campuses shall develop policies to monitor whether all courses necessary for graduation are offered on a timely basis and with an adequate number of sections.

As a part of this review, campuses shall determine:

- if general education requirements (e.g., themes, designators, etc.) allow appropriate student progress,

¹³ For purposes of reporting on first-time, full-time students, retention rate shall be defined as "the percentage of first-time degree-seeking undergraduates from the previous fall who are again enrolled in the current fall." (<http://nces.ed.gov/ipeds/glossary/>)

¹⁴ For purposes of reporting, graduation rate data shall be collected as defined by "the number of students entering the institution as full-time, first-time undergraduate students in a particular year (cohort), completing their program within 150 percent of normal time to completion. It shall be calculated by race/ethnicity and gender." (<http://nces.ed.gov/ipeds/glossary/>)

- If excessive or unnecessary specification or augmentation of general education courses for certain majors places an undue burden on students changing majors, and
- If excessive GPA or course grade requirements for admission to or completion of a major are delaying student progress toward graduation.

These evaluations will be prepared on a three-year cycle and will examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

D. Advising

Campuses shall develop policies to monitor the availability of appropriate and timely academic advising, particularly for first-time undergraduates and first-semester transfer students to:

- assist students in making effective decisions
- increase the potential for students selecting appropriate courses and schedules
- provide students with assistance in selecting a major in a timely fashion
- prevent excessive changes of major
- increase student awareness of an appropriate course load and academic assistance available to them.

This review should take place on a three-year cycle and examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

IV. Regulations on Student Financial Aid and Title IV

All campuses will develop financial aid disclosure practices that will, at the minimum, include entrance and exit counseling for students receiving financial aid.¹⁵

All campus policies will be compliant with Title IV Regulations, including, but not limited to, the following:

- A. Common definition of the federal Title IV regulation that defines a student as eligible for federal financial aid for up to 150% of normal time to graduation.**

¹⁵ All campus policies on disclosure practices must conform to UNC FIT Financial Aid and Student Account standards.

Four-year degree requirements in the University of North Carolina system range from 120 hours as the minimum for a four year degree and 128 hours as the maximum. The system will use 120 hours as the common definition for defining federal financial aid eligibility, making 180 hours the limit for 150% of normal time to graduation.

Campuses will define procedures whereby a student completing 180 or more attempted hours will undergo an automatic review to determine continued federal financial aid eligibility. If the student is enrolled in a program requiring more than 120 hours, the appropriate allowance will be calculated on campus based on the exact number of credits required for that degree.

These policies must be widely distributed in all campus academic and financial aid materials.

B. Guidelines to monitor first undergraduate degree completion

Federal regulations require that campuses monitor first undergraduate degree completion and offer no additional federal grant aid (e.g. Pell, SEOG) after a student earns the initial undergraduate degree. Under federal rules, a student can take out federal loans for a second degree, if eligible. To enforce compliance, campuses must develop protocols for

- monitoring student degree completion each term (fall, spring, summer), and
- for advising students of their status.

These policies must be widely distributed in all campus academic and financial aid materials.

V. Compliance with the Comprehensive Articulation Agreement (CAA) with the North Carolina Community College System and Transfer within the UNC System

Campuses will be compliant with the Comprehensive Articulation Agreement with the NCCCS.

Campuses will be encouraged to develop policies that provide a student at any UNC campus who has successfully completed¹⁶ the general education requirements will be considered, if applying as a transfer student, to have completed general education requirements at another UNC campus.

¹⁶ To be eligible for inclusion in this policy, a student must have an overall GPA of at least 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better in all core courses.

Any change by a campus in its General Education requirements must be consistent with the CAA.

VI. Information Distribution

To ensure that students receive policy information that is both comprehensive and timely, campuses must develop broad based communications plans that inform students about,

- Recommended course loads, required numbers of earned hours, and the projected length of full- time enrollment needed to obtain the baccalaureate degrees;
- Factors that may extend the length of time to successful completion of the degree;
- Requirements for good standing and Satisfactory Academic Progress; and
- The course adjustment period and other policies on course withdrawal, course repeat, and grade replacement or exclusion and their potential financial consequences.

DRAFT

The UNC Policy Manual
700.1.1

Minimum Requirements for Undergraduate Admission

The University of North Carolina and its constituent institutions are committed to equality of opportunity. The University administers nondiscriminatory admissions policies by fairly evaluating the records of applicants.

I. Minimum Course Requirements

All students seeking admissions as first-time undergraduates¹ should hold a high school diploma or its equivalent. Additionally, the University of North Carolina Board of Governors has, since 1988, established minimum course requirements for admission² as first-time undergraduates.

II. Minimum Admissions Requirements

All applicants for first-time admission as undergraduates must meet minimum high school GPA and SAT or ACT scores.

The President shall establish regulations to implement the requirements of and to delineate exceptions to this policy.

¹ A first-time undergraduate shall be defined as a student with no prior post-secondary experience attending any institution for the first time at an undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school).

² The standard course of study required for graduation from the North Carolina School of Science and Mathematics shall meet or exceed these minimum course requirements. See G.S. 116-235.

The UNC Policy Manual
700.1.1[R]

**Regulations on Minimum Requirements for Undergraduate Admission
and Admission of Students Requiring Special Consideration**

- i. **Minimum Undergraduate Course Requirements (MCR)**: For students applying for first-time undergraduate admission after completing high school, the following courses will be required. An institution may add specific requirements.

Six course units³ in **language**, including

- four units in **English** emphasizing grammar, composition, and literature, and
- two units of a **language other than English**.

Four course units of **mathematics**, in any of the following combinations:

- algebra I and II, geometry, and one unit beyond algebra II,
- algebra I and II, and two units beyond algebra II, or
- integrated math I, II, and III, and one unit beyond integrated math III.

(The fourth unit of math affects applicants to all institutions except the University of North Carolina School of the Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in **science**, including

- at least one unit in a **life or biological science** (for example, biology),
- at least one unit in **physical science** (for example, physical science, chemistry, physics), and
- at least one **laboratory course**.

Two course units in **social studies**, including one unit in **U.S. history**, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

- ii. **Minimum Admissions Requirements (MAR)**: All applicants for first-time admission as undergraduates must have:
- A. a minimum 2.5 weighted high school GPA, and
 - B. a minimum SAT of 800 or ACT of 17.

³ "Course units" as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student. For some transfer students and students who graduated from high school prior to 1990, special considerations have been made.

III. Campus Criteria

Any campus may set admissions requirements that exceed minimums established by the Board of Governors upon the approval of their campus Board of Trustees.

IV. Applicants Who May Require Special Consideration⁴

Each campus shall establish a policy describing the admission of students requiring special consideration. This policy must include faculty participation in the decision-making process. All policies regarding special consideration and any subsequent changes to the policy must be approved by the campus Board of Trustees.

Special considerations are defined by the following:

A. Students Applying for Admission as First-Time Undergraduates⁵

1. Institutions may waive some or all of the minimum course requirements and minimum admissions requirements for applicants who:
 - (a) are at least 24 years old with fewer than 30 post-secondary credits.
 - (b) have superior academic records in high school. These applicants must have completed the eleventh grade and met virtually all of the minimum course requirements as well as requirements for high school graduation.
 - (c) do not meet the minimum high school course unit requirements for admission to the University of North Carolina School of the Arts.
2. Institutions may set special undergraduate admissions requirements for:
 - (a) graduates of home schools
 - (b) graduates of non-traditional high schools

These requirements serve in place of conventional measures of high school performance such as class rank and course grades. They recognize that course content and rigor may be difficult to evaluate.

⁴ Students requiring special consideration would not otherwise be admissible at the institution. Further evaluation of their records is necessary. Any student admitted who requires special consideration must show demonstrable promise for academic success at the institution.

⁵ For students entering with at least two years of active duty military service who do not fall under this policy, see Policy TBD.

In instances where an admissions officer requires supplemental information about academic performance in order to enforce the Board of Governor's standards, the ACT with writing or SAT-II achievement tests shall be considered acceptable. This regulation limits the supplemental information an admissions officer may request to one of the two tests. Admissions officers should refrain from setting any minimum scores on these tests unless and until they have been validated⁶ for predicting graduation and retention and found to be nondiscriminatory with regard to these applicants.

B. Chancellor's Exceptions

1. A Chancellor's exception may be applied to any first-time undergraduate who:
 - (a) does not meet the minimum course requirements **OR**
 - (b) does not meet the SAT/ACT minimum requirement **OR**
 - (c) does not meet the minimum high school GPA requirement **OR**
 - (d) does not meet any combination of the above three requirements.

The maximum number of Chancellor's Exceptions is limited to one percent (1%) of the total number of applicants accepted as first-time undergraduates in the semester of admittance⁷.

A chancellor may seek to exceed this 1% exception rate by submitting a report to the President. This report will detail the success of previous Chancellor's Exceptions in terms of campus goals for retention from the 1st to 2nd year and campus goals for four-year and six-year graduation rates. The report must compare the percentage of students demonstrating success in these categories who were admitted as exceptions against the percentage of students demonstrating success in these categories who were admitted without special consideration or exceptions.

If The President accepts the report, the President and the Chancellor will establish a specific percentage of exceptions for the next academic year.

⁶ Validation can be either through national, UNC system, or campus data.

⁷ Calculation of the exceptions for fall term will include students granted admission and requiring exception in the preceding summer terms.

V. Admission of Students with Previous Post-Secondary Credit

1. Transfer⁸ or Dually-enrolled applicants⁹ who:
 - (a) have received the associate or arts, the associate of science, the associate of fine arts, the baccalaureate, or any higher level degree, or
 - (b) have completed with at least a 2.0 GPA the 44-hour general education core courses needed to satisfy the requirements of the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College system, or
 - (c) have completed with at least a 2.0 GPA a minimum of six (6) semester hours of degree-credit in each of the following subjects: English, mathematics, the natural sciences, the social and behavioral sciences, and a second language;

will be considered to have satisfied the minimum course requirements and minimum admissions requirements.¹⁰

VI. Reporting Requirements

A report of the admission of students requiring special consideration and Chancellor's Exceptions must be made annually to the Board of Trustees at each respective campus. Notation of any special consideration or exceptions under any of the categories established in this regulation will be required annually as a part of the student data file. Responsibility for oversight rests with the Chancellor.

⁸ A transfer applicant is a student entering the institution for the first time, but who is known to have previously attended a post-secondary institution at the same level (e.g., undergraduate, graduate). For purposes of admission, a transfer applicant is any student with 30 hours or more of undergraduate credit earned in a post-secondary institution. Any student with less than 30 hours of undergraduate credit earned in a post-secondary institution will be required to go through the first-time undergraduate admissions process, unless special considerations as outlined in this regulation apply.

⁹ A dually-enrolled applicant is a student who is enrolled in college courses while still enrolled in high school. For purposes of admission, all dually-enrolled applicants will seek admission under the first-time undergraduate admissions process. All dually-enrolled students will be considered first-time undergraduates for purposes of financial aid, student services, and housing. Admissions officers will waive MAR and MCR for dually-enrolled applicants who meet the criteria set in section V above (and no reporting of SAT scores or high school GPA will be required in the Student Data File), or who demonstrate they are on-track to complete such by their high school graduation. Dually-enrolled applicants who do not meet any of the thresholds in Section V must meet MAR and MCR and SAT scores and high school GPAs must be submitted in the Student Data File. Campuses are encouraged to develop appropriate orientation, advising, first-year experience requirements, etc. for students entering in this category with 30 hours or more of credit.

¹⁰ For specific information on the military as the institution of transfer and military credits, see Policy TBD.

**University of North Carolina-Academic Affairs Unit
GOALS & OBJECTIVES
FY 2012-2013**

Goal #	Title: Brief Description	Principal Owner	Current Status	Outcomes from Goal Completion
1	Place a new and heightened focus on academic success and academic accountability			
1a	Performance Funding: Develop and implement a new performance funding model that rewards improved performance while also discouraging growth at institutions that have not met performance goals. Ensure that goals are aggressive, yet achievable, and are fully embraced by the Board of Governors, the chancellors and other campus leaders, and the leadership team at GA.	Institutional Research (Kate & Dan) partnered with Budget & Finance and Suzanne Ortega		
1b	Develop an integrated "dashboard" to track key academic and operational metrics and gauge progress toward established University goals.	Institutional Research (Kate and Dan) partnered with Budget & Finance and Research and Graduate Education (Chris)		
1c	Develop and implement system-wide strategies for improving retention and time to graduation, including more rigorous and consistent academic progress standards and more consistent drop-add policies	Academic and Student Affairs (Bruce and Karrie)		
1d	Update county impact statements with data outlining UNC presence in every North Carolina county	Institutional Research (Kate)		
1e	Foster greater collaboration and curricular alignment with North Carolina high schools, particularly around issues related to the common core course standards.	Suzanne partnered with Academic and University Programs (Alisa)		

Goal #	Title: Brief Description	Principal Owner	Current Status	Outcomes from Goal Completion
1f	Utilize outcome data from UNC's teacher quality research to improve program and student success and continue to focus efforts on teacher supply/demand for NC Public Schools	Academic and University Programs (Alisa)		
1g	Launch effort to review and revise UNC's Comprehensive Articulation Agreement with the NC Community College System in order to create a clearer path and facilitate more seamless transfer for students moving from North Carolina Community Colleges to UNC campuses	Suzanne partnered with Academic and Student Affairs (Bruce)	In progress	
1h	Begin process of working with NCCCS, business, and government agencies to develop specific state-wide higher education completion goals	Academic Affairs leadership team		Statewide 2025 post secondary degree and other credential goals adopted
2	Find new ways to help finance our programs and operations			
2a	Work with campuses to enhance private fundraising efforts	Advancement		
2b	Ensure the establishment of tuition and fee rates that balance institutional needs for increased funding with our constitutional commitment to access and affordability	Budget & Finance		
2c	Conduct elasticity studies on non-resident tuition at UNC-Chapel Hill and selected other campuses and on resident tuition at ECSU	Budget & Finance		

Goal #	Title: Brief Description	Principal Owner	Current Status	Outcomes from Goal Completion
2d	Build upon successful campus implementations of e-procurement programs to leverage the cumulative UNC spend, combining with other state agencies when efficient and appropriate	Budget & Finance		
2e	Review the methodology used by MCNC to charge users for network and other IT services. The current approach is not financially sustainable	Budget & Finance		
2f	Lead an honest and open dialogue with the Board of Governors to determine the appropriate role of need-based financial aid in meeting college expenses and the proper sources/mix of funding streams for UNC financial aid programs	Budget & Finance partnered with Academic and Student Affairs (Bruce)		
2g	Determine potential savings from shared services in areas of financial aid, residency determination, development, internal auditing, equipment maintenance, and other areas as appropriate. Implement shared services in the areas that have the greatest potential of substantial costs reduction and savings.	Budget & Finance partnered with Institutional Research (Kate)		
2h	Explore feasibility of a joint shared services arrangement with the Community Colleges in the areas of financial aid and residency determination	Budget & Finance partnered with Institutional Research (Kate) and Academic and Student Affairs (Bruce)		
3	Become more innovative and nimble			
3a	Consistent with the Woodward report, hire a new director of e-learning	Academic and University Programs (Alisa)	Completed	E-Learning Director Hired
3b	Consistent with the Woodward report, develop and begin to implement a strategic plan for system-wide e-learning	Academic and University Programs (Maggie and Alisa)		
3c	Re-evaluate and re-structure the tuition and fee model for distance education	Academic and University Programs (Maggie) partnered with Institutional Research (Kate) and Budget & Finance		

Goal #	Title: Brief Description	Principal Owner	Current Status	Outcomes from Goal Completion
3d	Consistent with the Woodward report, pilot a shared (across two or more campuses) academic program model in the foreign languages. Plan for other shared campus programs for implementation in 2013-14	Academic and University Programs (Alisa and Maggie)		
3e	Continue to enhance the University's international engagement through increased student and faculty exchange programs, particularly with China and Taiwan, and explore potential exchange opportunities in India.	International, Community, and Economic Development (Leslie)		
3f	Develop a more normalized way of collecting data about international activities and explore new ways to promote international opportunities	International, Community, and Economic Development (Leslie)		
4 Refine our academic priorities				
4a	Monitor ongoing academic restructuring and/or program reviews underway on campuses and assist Chancellors and their leadership teams in navigating the implementation of recommendations arising from these reviews. Encourage other campuses to begin such processes and provide guidance and support as needed.	Suzanne partnered with Academic and University Programs (Alisa and Frank) and Research and Graduate Education (Chris and Courtney)		
4b	Begin a review of marine sciences activities within the University to determine if funding is being allocated and expended as effectively as possible	Research and Graduate Education (Chris) partnered with Suzanne		
4c	Implement recommendations emerging from BOG advisory group on academic program planning	Suzanne partnered with Academic and University Programs (Alisa and Frank) and Research and Graduate Education (Chris and Courtney)	Completed	

Goal #	Title: Brief Description	Principal Owner	Current Status	Outcomes from Goal Completion
4d	Implement BOG advisory group on faculty workload recommendations	Suzanne partnered with Institutional Research (Kate)		
4e	Review the joint pharmacy program at ECSU to determine if it is operating as intended. This review is required by the originating memorandum of understanding and is to be conducted by an external review panel. We are conducting the review a year ahead of schedule because enrollment at the ECSU site is not meeting agreed-upon targets and the feeder pipeline for the program is struggling	Suzanne		
4e	Provide leadership and support for realignment of the CSLD organization to UNC's goal of preparing more and better teachers and school leaders for the public schools of North Carolina	Academic and University Programs (Alisa Chapman)		
5	Recognize our duty to serve ALL students, not just the traditional 18-year-old high school			
5a	Develop a plan to target individuals with some college credit and assist them in obtaining degree completion. This is a strategy designed to increase the educational attainment of significant numbers of North Carolinians in the most efficient manner	Academic and Student Affairs (Bruce and Karrie partnered with Academic and University Programs (Maggie) and Suzanne		
5b	Develop new military portal that includes a degree completion tool.	Federal and Military Affairs partnered with Academic and Student Affairs (Bruce)		
5c	Work to increase enrollment and degree completion by active military and veterans	Federal and Military Affairs partnered with Academic and Student Affairs (Bruce)		

Goal #	Title: Brief Description	Principal Owner	Current Status	Outcomes from Goal Completion
5d	Continue to work with NCCCS and the NC Department of Public Instruction to develop the most seamless possible pathway to the University from community colleges and early college high schools. This includes development of a new comprehensive articulation agreement with the community colleges mentioned above (see 5a)	Suzanne partnered with Academic and Student Affairs (Bruce)		
6	Unleash our faculty's brainpower in more strategic, targeted fashion			
6a	Continue the implementation of REACH NC, working toward the incorporation of data for researchers at North Carolina universities beyond UNC in order to provide our citizens with fuller access to information on university-based expertise and assets	Research and Graduate Education (Courtney) partnered with International, Community, and Economic Development (Leslie)		
6b	Finalize metrics to assess progress in community engagement and economic development work	International, Community, and Economic Development (Leslie)		
6c	Work to establish UNC as a cleared facility to enable classified work with the Department of Defense (DOD)	Federal and Military Affairs partnered with Research and Graduate Education (Chris)		
6d	Continue our leadership role in driving the development of a statewide defense economy while also increasing the research funding our campuses secure from the DOD.	Federal and Military Affairs partnered with Research and Graduate Education (Chris) and International, Community, and Economic Development (Leslie)		
6e	Launch Center for International Understanding "Heat Map" displaying international activity in every country in North Carolina.	International, Community, and Economic Development (Leslie)	Completed	

<u>Goal #</u>	<u>Title: Brief Description</u>	<u>Principal Owner</u>	<u>Current Status</u>	<u>Outcomes from Goal Completion</u>
6f	Hire new Vice President for Research and Graduate Programs who can work with campuses to increase research through partnerships with industry, as well as government	Suzanne	Completed	VPR hired
7	Data System Improvements			
7a	Improve quality and timeliness of campus data submissions, develop a relational database, and create a consistent transparent data request process	Institutional Research (Daniel Cohen-Vogel)		
8	Reverse Transfer Grant			
8a	Work with NCCCS to write a proposal for funding from the Kresge/Lumina Foundations for a reverse transfer grant. This grant will allow us to fund the creation of an automated degree audit system	Suzanne Ortega with Institution Research (Daniel Cohen-Vogel/Kate Henz)	Completed	Grant submitted
8b	If funded, work with community college system to implement the automated degree audit system.	Suzanne Ortega with Institutional Research (Daniel Cohen-Vogel/Kate Henz)		
9	Research and Graduate Education			
9a	Fine-tune process for submitting new degree proposals by creating a web-based service for submitting and tracking proposals	Research and Graduate Education (Courtney) partnered with Academic and University Programs (Frank)		
9b	Develop a research and graduate education communications plan as an integral part of the overall communications effort at UNCGA	Research and Graduate Education (Chris) partnered with International, Community, and Economic Development (Leslie) and Communications (Joni)		
9c	Assess opportunities to facilitate "big collaborative science" by engaging other major stakeholders in NC	Research and Graduate Education (Chris Brown)		

Goal #	Title: Brief Description	Principal Owner	Current Status	Outcomes from Goal Completion
10	Federal Grants: Gear-Up and CACG			
10a	Implement joint quarterly meetings of grants PI's and Directors	Academic and Student Affairs (Bruce and Karrie) partnered with Suzanne		
10b	Review and revise, as needed, the CACG planning process for 2013-2014 RFP	Academic and Student Affairs (Bruce and Nathan) partnered with Suzanne		
11	Long-range planning			
11a	Pursuant to BOG Policy 400.2.1, develop an updated long-range planning process and associated regulations (see also 1h)	Suzanne partnered with other members of the UNCGA senior leadership team		

Resolution on Policy Changes Related to Academics First

Whereas:

- The “Academics First work group” was tasked with advancing the work initiated by the UNC Faculty Assembly
- The goal of “Academics First” is to enhance access, excellence, and timely undergraduate degree completion
- Changes to minimum admission requirement language (BOG Policy 700.1.1 and BOG Regulation 700.1.1.(R)) was intended to promote access while maintaining success
- A system wide minimum standard for Satisfactory Academic Progress (SAP) and Good Academic Standing supports “Academics First”
- A system wide commitment to a minimum standard on core academic processes, such as drop/add, course repeat, grade replacement and withdrawal supports “Academics First”

Therefore be it resolved that:

The Faculty Assembly supports both the June 2012 Report of the Academics First Working Group, and the proposed changes to UNC Policy Manual Sections 400.1.5 (Improving Retention and Graduation Rates) and 700.1.1 and the related regulations (400.1.5(R) and 700.1.1(R)).

Faculty Governance Committee meeting on September 21, 2012

Present: Dale Pollock, UNCSA, Ralph Scott, ECU, Gabriel Lugo, UNCW, Mary Jean Ronan Herzog, WCU, Brian Sims, NCAT, Susan Cannata, UNCP, Dimitri Argyropoulos, NCSU, Stella Anderson, APPSTATE, Susan C. Staub, APPSTATE, Jan Boxill, UNC, David A. Green, NCCU, Chair

We clarified that there was a distinction between a faculty member challenging an employment decision as oppose to a faculty member challenging share governance, where administrators are making decisions without faculty input.

There was a consensus that each campus has different procedures regarding a faculty member challenging an employment decision and often not in compliance with UNC-GA codes.

There was a consensus that it is unclear whether GA, and specifically, President Ross, supported the principles of faculty governance approved by the faculty assembly in April 2005. There was further discussion as to whether there was a later document on faculty governance approved in 2009.

After lengthy discussion, a motion was made to “request that President Ross to affirm his support for the principles of shared governance adopted by the faculty assembly in April 2005.” The motion was seconded and the motion carried. *[The motion carried before the full faculty assembly.]*

After lengthy discussion, a motion was made that “GA require each campus to have an omnibus office for faculty.” The motion was seconded and the motion carried. *“[The motion was tabled by the full faculty assembly. There was a request to get additional information and place this issue on the agenda before the full faculty assembly during the October meeting.]*

The committee recommended that each faculty senate at each of the campuses endorse its support for the principles of shared governance adopted in 2005. [During discussing before the full faculty assembly, it was decided not request an endorsement.]

We agreed to continue to work with Raymond Burt on establishing “best procedures” for grievance hearings addressing faculty challenging employment actions. We will also assure appropriate training.

Submitted: by David A. Green, Chair, Governance Committee