Reserved parking will be available at the Memorial Bell Tower

9:30 a.m. – 11:15 a.m. Audit, Risk Management and Finance Committee – “Budget 101”
Winslow Hall Conference Room
Jimmy Clark, Chair
Cabaniss, Mau, Mulkey, Sall, Ward

1:00 – 2:30 p.m. Audit, Risk Management and Finance Committee
Winslow Hall Conference Room
Jimmy Clark, Chair
Cabaniss, Mau, Mulkey, Sall, Ward

1:00 – 2:30 p.m. Advancement and External Affairs Committee
Chancellor’s Conference Room 12, Holladay Hall
Jim Owens, Chair
Lanier, Mattocks, Murphy, Prestage, Ramsey

2:30 – 2:45 p.m. Break

2:45 – 4:15 p.m. Buildings and Property Committee
Primrose Hall Conference Room
Randy Ramsey, Chair
Clark, Lanier, Mattocks, Murphy, Sall

2:45 – 4:15 p.m. University Affairs Committee
Winslow Hall Conference Room
Susan Ward, Chair
Cabaniss, Mau, Mulkey, Owens, Prestage
NORTH CAROLINA STATE UNIVERSITY  
BOARD of TRUSTEES  
NOVEMBER 21, 2014  
DOROTHY AND ROY PARK ALUMNI CENTER  
A G E N D A

Parking Will Be Available in Dorothy and Roy Park Alumni Center Parking Lot

7:30 – 8:00 a.m. Executive Committee Meeting  
Eury Room, Park Alumni Center  
Ben Jenkins, Chair  
Clark, Lanier, Mulkey, Owens

8:30 – 9:15 a.m. Dean’s Briefing  
Jayne Fleener, College of Education  
Hood Board Room

FULL BOARD MEETING  
Alumni Center, Hood Board Room

9:00 a.m. Call to Order – Reading of the State Government Ethics Act  
Ben Jenkins  
Chair of the Board

Roll Call

Approval of Minutes  
TAB 1

✓ — September 19, 2014 Full Board Meeting
✓ — September 19, 2014 Closed Session of the Full Board

Chair’s Report  
TAB 2

✓ — Resolution for Exclusion of Certain Directors or Officers
— — Update of Activities and Topics of Interest to the Board

Chancellor’s Report  
TAB 3

Chancellor W. Randolph Woodson
— Update of Activities and Topics of Interest to the Board

COMMITTEE REPORTS:

Audit, Risk Management and Finance Committee  
TAB 4

Jimmy Clark, Chair
— On the Agenda: Committee Approvals and Informational Reports
— Internal Audit Update
— Finance and Budget Update
— Intercollegiate Athletics Financial and Budget Update
— Strategic Plan Implementation (Fiscal Years 2015-2017)
— Enterprise Risk Management and Compliance Update
— Compliance Update
— Cybersecurity and PCI Update
Buildings and Property Committee

Randy Ramsey, Chair

On the Agenda: Board, Committee Approvals; Informational Reports

Property Matters

- Disposition by Easement: To the Board of Trustees for the Endowment Fund of NC State University for both storm water control and retention for cross access related to the development of the Centennial Biomedical Campus Flex Lab Building and for future Endowment Fund sites on Centennial Biomedical Campus

- Disposition by Lease: Swannanoa 4-H Center in Buncombe County, NC for a term of sixty years to a camp operator that will be selected through a Request For Proposal (RFP)

- Acquisition by Lease: ±44,241 square feet of office and Laboratory space in the Textiles Innovation Center on Centennial Campus from Keystone Development Corp. for the Non-Wovens Institute for a term of 10 years

- Acquisition by Lease: ±9,400 square feet of office space for The Next Generation Power Electronics Manufacturing Innovation Institute / Power America in the Venture Center on Centennial Campus. Approved April 24, 2014 for a term of three years, now seeking a term of up to ten years.

Designer Selections

- College of Textiles Fire Alarm System Replacement – Centennial Campus
- MRC Cleanroom Renovation – Centennial Campus
- Research IV Building USGS Upfit – Centennial Campus
- CVM Equine Hospital Study – Centennial Biomedical Campus
- 4-H History & Learning Center – Millstone 4-H Camp
- Approval of Designer Selections Less Than $500,000

Acceptance of Completed Buildings and Projects

Site Review and Approval

- Conference Center and Hotel – Centennial Campus

Plan Review

- Conference Center and Hotel – Centennial Campus

Plan Approval

- Approval of Plans and Specifications of Formal Projects less than $2M

Informational Reports

- Centennial Campus Update
- Capital Projects Update
- Status of Projects in Planning
- Tour of Talley Student Union

Requires Full Board Approval
University Advancement & External Affairs Committee

Jim Owens, Chair

On the Agenda: Board, Committee Approvals; Informational Reports; and Closed Session

- Informational Reports and Discussion
  - Campaign Update
  - Campaign Counting Guidelines
  - Alumni Engagement


University Affairs Committee

Susan Ward, Chair

On the Agenda: Board, Committee Approvals; Discussion and Informational Items; and Closed Session

- Strategic Plan Implementation (Fiscal Years 2015-2017)
- Annual Report on Intercollegiate Athletics

- Consideration of Campus Initiated Tuition Increase and Student Fees

- Request for Authorization to Plan New Degree Programs:
  - Ph.D. in Geospatial Analytics
  - Master of Statistics (Distance Education)
  - B.S. in Biomedical and Health Sciences Engineering (Joint Degree Program)
  - B.A. in Biological Sciences

- Application to open a Cooperative Innovative High School: With NC State University as Partner Institution

- Proposed New Policy POL 05.00.04: Political Activities

- Revisions to Policy 05.20.02: Emeritus/Emerita Status for Faculty and Senior Administration

- Request for Authorization to Establish the Center for Educational Information (CEI)

- Request for Authorization to Continue the Small Business and Technology Development Center (SBTDC)

- December 2014 Commencement Speaker

- Faculty Senate Report

- Staff Senate Report

- Provost Update on activities in Academic Affairs including notification of undergraduate certificate in renewable energy assessment, distinguished professors update and faculty retention data


Board of Visitors Report

Charles Flink, Chair

Student Body President Report

Rusty Mau, President

Requires Full Board Approval
Items of Interest to Members of the Board

Motion to Go Into Closed Session

CLOSED SESSION

Reconvene in OPEN SESSION for Any Additional Items to Come Before the Board

11:00 a.m. * Adjourn

* Ending time is approximate

✓ Requires Full Board Approval
BOARD OF TRUSTEES
NORTH CAROLINA STATE UNIVERSITY

Executive Committee
7:00 – 8:00 a.m, November 21, 2014
Eury Room, Park Alumni Center
Ben Jenkins, Chair
Members: Clark, Lanier, Mulkey, Owens

AGENDA

CALL TO ORDER
Reading of Conflicts of Interest
Ben Jenkins, Chair

APPROVAL OF MINUTES
✓ — October 7, 2014 Meeting of the Executive Committee
✓ — October 7, 2014 Closed Session of the Executive Committee

CLOSED SESSION

RECONVENE IN OPEN SESSION

ADJOURN
Members present: Benjamin P. Jenkins III, Chair; James W. Owens; Jimmy D. Clark; and Gayle S. Lanier

Others present: Randy Woodson, Chancellor; Eileen Goldgeier, Vice Chancellor and General Counsel; and PJ Teal, Assistant Secretary

Chair Jenkins called the meeting to order at 4:00 p.m. He reminded all members of their duty to avoid conflicts of interest and appearances of conflicts of interest under the State Government Ethics Act and inquired as to whether there were any known conflicts of interest or appearances of conflict with respect to any matters coming before the board at this meeting. There being none, Chair Jenkins then called on Assistant Secretary PJ Teal for the roll call.

ROLL CALL
Assistant Secretary PJ Teal called roll and certified that a quorum was present.

MINUTES
Dr. Owens made the motion, seconded by Ms. Lanier, to approve the open and closed session minutes of the September 19, 2014, meeting of the Executive Committee. The motion passed.

CLOSED SESSION
A motion was made by Ms. Lanier to go into closed session to consider the qualifications, competence, performance, condition of appointment of a public officer or employee or prospective public officer. Dr. Owens seconded the motion. The motion carried.

RECONVENE IN OPEN SESSION
After coming out of closed session, Chair Jenkins announced the meeting is in open session at 4:25 p.m. Mr. Clark made a motion, seconded by Dr. Owens, to approve the personnel actions discussed in closed session regarding compensation for Vice Chancellors for which the Executive Committee has final authority. The motion passed.

With no further business for the Executive Committee, Chair Jenkins adjourned the meeting at 4:30 p.m.

Respectfully submitted:

__________________________  __________________________
Assistant Secretary              Secretary

__________________________
Chair
The North Carolina State University Board of Trustees met in regular session in the Hood Board Room of the Dorothy and Roy Park Alumni Center on Centennial Campus, Raleigh, NC, on Friday, September 19, 2014. Chair Benjamin P. Jenkins presided.

Members present: Benjamin P. Jenkins III, Chair  
Thomas E. Cabaniss  
Jimmy D. Clark  
Gayle S. Lanier  
Barbara H. Mulkey  
Wendell H. Murphy  
James W. Owens  
Ronald W. Prestage  
John P. Sall  
Susan P. Ward  
Rusty Mau, *ex officio*

Chair Jenkins called the meeting to order at 9:30 a.m. He reminded all members of their duty to avoid conflicts of interest and appearances of conflicts of interest under the State Government Ethics Act and inquired as to whether there were any known conflicts of interest or appearance of conflict with respect to any matters coming before the board at this meeting. Chair Jenkins called on Assistant Secretary PJ Teal for the roll call.

**ROLL CALL**
Assistant Secretary PJ Teal called roll and certified that a quorum was present.

**MINUTES**
Mr. Prestage made the motion, seconded by Ms. Ward, to approve the open and closed session minutes of the July 10, 2014, meeting of the full board. The motion passed.

**CHAIR’S REPORT**
Chair Jenkins began by reporting that the ACC requires each University’s Board of Trustees to certify that the authority for the administration of Intercollegiate Athletics has been delegated to the Chancellor. He referred to the certification form that was included in the Board materials. Mr. Mau made the motion, seconded by Mr. Clark, to approve the ACC Governing Board Certification for 2014-15. The motion passed.

Chair Jenkins then provided a report on the Board of Trustees of the Endowment Fund. He stated that fundraising results for fiscal year 2014 yielded a total of $187 million in total gifts and commitments. The Board also heard an update of the goals of the campaign, including prospects and opportunities with an expected public launch in fall 2016.

The Endowment Board received information on and accepted the Annual Report for fiscal year 2014. The Endowment Fund’s net assets increased by 8.8 percent for fiscal year 2014, ending the year at $360.8 million. Contributions and matching revenues were $8.8 million compared with $5.5 million for the prior year. The Endowment Fund’s investable assets of $181.9 million in the Investment Fund make it the second largest individual participant of the Investment Fund.
Other directly held assets accounted for the difference in total net assets of $360.8 million and the $181.9 million of investable assets in the NCSIF.

Chair Jenkins reported that the Endowment Board received an investment performance report for the NC State Investment Fund for the fiscal year ending June 30, 2014. The Investment Fund had a 15.7 percent return, which is on par with the UNC Investment Fund’s 12-month return. The Endowment Board also received an update on the Investment Fund’s asset allocation relative to its target allocation.

The Endowment Board was apprised of Centennial Campus Endowment Fund projects. The focus of the report was active projects on the 78 acres owned by the Endowment Fund. Chair Jenkins stated that the Endowment Board convened in Executive Session to hear a report on Hofmann Forest.

Next, Chair Jenkins reminded Board members of the four areas of work they focused on last year. He stated that this year’s work will focus on four important topics:

1. Making progress on our Capital Campaign efforts. He noted that to get to the target of over $1.5 billion in the capital campaign, raising $200 million per year should be our annual target.
2. Raising research funds for building the Engineering Oval, which has a budget of $150 million.

CHANCELLOR’S REPORT-W. RANDOLPH WOODSON
Chancellor Woodson again thanked Dean Solomon for his 30 years at NC State. Dean Solomon has been a driving force in developing and promoting effective teaching methods, expanding research and graduate programs, diversifying the science and mathematics workforce, and driving the university-wide emphasis on convergence science that solves great societal problems.

The Chancellor then gave a campus update. He reported that last year’s freshman class was one of the strongest ever, and this year’s freshman class looks great, too, with a little more than 20,000 students applying for admission and more than 10,000 accepted. He noted that applicants’ average SAT score was 1241, with a high school GPA of 4.44, and 51 percent were in the top ten percent of their class. Once the final tally is in, it looks like the class of 2018 will have 4,375 students, which is a couple of hundred more than last year.

Chancellor Woodson spoke about the 2015, U.S. News & World Report Best College rankings, which confirm that NC State is moving in the right direction. Among public national universities, NC State has risen to 43, up from 47. Ranking among all universities has improved from 101 to 95. NC State improved in nearly every category that make up the overall ranking, including freshman retention, graduation rate, peer assessment and high school counselor assessment.

Chancellor Woodson gave a comprehensive State Budget overview from the last legislative session. He then went over some highlights from the money report and special provisions impacting the university, including:
• 5 days of Special Bonus Leave for all university employees that do not expire;
• $4.8 million to provide in-state tuition to military veterans and their dependents;
• $350,000 in nonrecurring funding for the College's plant science initiative and
  $250,000 in nonrecurring funding for the College of Agriculture and Life
  Science's food processing initiative; and
• $30 million for building repairs and renovations for all state government (UNC
  System receives 40 percent = $12 million).

Chancellor Woodson gave a comprehensive report regarding several pieces of legislation passed
this session impacting the University. He then gave a brief update on Hofmann Forest. He closed
with a reference to the UNC Campus Safety Report they received and encouraged Trustees to
read the report and its recommendations.

COMMITTEE REPORTS
Audit, Risk Management and Finance Committee–1Chair Jimmy Clark
Mr. Clark reported that the committee reviewed and discussed its responsibilities and the plan of
work for the year. He stated that a resolution was presented to authorize NC State University to
request the Board of Governors to issue one or more series of bonds to be known as North
Carolina State University Special Obligation Bonds. The proceeds will be applied to the
improvements related to the Reynolds Coliseum Renovation. Mr. Clark made a motion,
seconded by Ms. Ward, to approve the special obligation bond. The motion passed.

Mr. Clark stated that the Internal Audit Charter was reviewed and the committee was provided
with a quarterly update on Internal Audit activity.

Mr. Clark reported that information regarding the 2014-2015 budget and legislative update
indicated that the University’s share for fiscal year 2014 of the UNC system’s $22.4 million
reduction is approximately $7.5 million. The legislative short session included approvals and
funding of $1,000 salary increases for all SPA employees and unfunded authority for salary
increases for EPA employees. The EPA increases will be funded through internal reallocation, so
it is in essence a budget reduction of approximately $9 million. Preliminary planning has begun
for the 2015-17 biennium; the Office of State Budget and Management has requested an
additional 2 percent recurring reduction.

The Committee was educated on Institutional Trust Funds and how they support the University
as a whole and recent performance of endowments. The Committee was updated on the approval
by UNC System President Ross for delegated investment authority for Institutional Trust Funds,
which will allow greater earnings return than the State Treasurer’s Investment Fund.

As part of the continuing review of risk management, the Committee heard an overview of the
national trends and legal developments regarding Title IX and Sexual Violence and discussed the
roles and responsibilities for compliance at NC State.
Buildings and Property Committee-Acting Chair Gayle Lanier
Ms. Lanier reported that the committee reviewed responsibilities and the 2014-2015 plan of work. Ms. Lanier presented two property matters that required full board approval. They were as follows:

1. Acquisition by Lease of approximately 8,882 square feet of office space in Venture Center IV on Centennial Campus from Venture Center, LLC, for the Center for Integrated Pest Management for a term of five years. The original request was for approximately 6,343 square feet. Suite 105, which has approximately 2,539 square feet, was added to accommodate staff currently on the building’s third and fourth floors.

2. Disposition by Easement of up to one half-acre on Centennial Campus to the Board of Trustees of the Endowment Fund from North Carolina State University for a storm water retention pond to service the proposed Textiles Innovation Center Building at Main Campus Drive and Research Drive.

Ms. Lanier made a motion, seconded by Mr. Murphy, for the approval of the two property matters. The motion passed.

Ms. Lanier reported that the Committee approved 23 designer selections and one developer selection. Twenty-two completed projects with a combined value of $38.7 million were accepted. The Committee approved two additional property matters:

1. Acquisition by Lease of approximately 22,000 square feet of office space in Alliance Center on Centennial Campus from SM Alliance, LLC, for the Institute of Advanced Analytics for a term of 10 years.

2. Disposition by Space Lease of approximately 6,332 rentable square feet of office space in Research Building III, Suite 300, on Centennial Campus for the United States of America, General Services Administration on behalf of National Weather Service for a three-year term.

Ms. Lanier made a motion, seconded by Mr. Sall, for the approval of the additional property matters. The motion passed.

Ms. Lanier reported that the committee approved the site plan for the Textiles Innovation Center and 21 plans and specifications of formal projects costing less than $2 million.

She concluded her report with an overview of construction progress at the Bell View Hotel and announced that it is scheduled to open next summer.

University Advancement and External Affairs Committee-Chair Jim Owens
Dr. Owens reported that the Committee reviewed its responsibilities and work plan for the year. The Committee heard a report on a summary of fundraising and other highlights for fiscal year 2014. He reported that this past year represented the second highest year in fundraising history at NC State with gifts and new commitment totals at $187.1 million. In addition, the University created and launched a refreshed brand platform. Also, strategic marketing efforts have increased in the various media platforms.
Dr. Owens stated that the Committee heard a campaign update. The campaign will focus on fundraising for current operations, endowment and facilities with overarching goals to strengthen alumni, institute a culture of philanthropy, and build a lasting Advancement infrastructure. Co-chairs for the campaign have been identified. This impressive group includes Trustee Jimmy Clark and his wife Vicky, Lawrence and Sarah Davenport, Ann and Jim Goodnight and Carol Lynn and Lonnie Poole.

Dr. Owens stated that in Closed Session, the Committee reviewed and approved eight naming proposals to name specific university facilities. A motion will be made at the end of this meeting to go into Closed Session to consider all naming opportunities.

**University Affairs Committee-Chair Susan Ward**

Ms. Ward stated that the committee received a review of their responsibilities. They also reviewed the committee’s plan of work for this academic year. Ms. Ward then reported that the data presented showed that NC State's Class of 2018 is the most academically prepared class ever admitted to the University. Over 20,000 applications were received for fall 2014, which represented all North Carolina counties, all 50 states and over 100 countries. The incoming freshman class included 270 students who graduated as valedictorian or salutatorian in their high school class and over 660 students were children of alumni.

Ms. Ward reported that the committee approved requests to continue the Center for Integrated Fungal Research for a three-year period and the Institute for Transportation Research and Education for a five-year period.

Ms. Ward reported that the Committee heard several information reports including a report from Student Body President, Rusty Mau, on student government initiatives underway, both on campus and at the national level. Provost Arden reported on the following:

- New graduate certificates have been proposed in Statistics Education and Applied Statistics and Data Management. A new undergraduate certificate in Leadership in the Public Sector, housed in the College of Humanities and Social Sciences, has also been proposed and is for non–degree seeking students.
- Information was provided on the 2014-2015 faculty salary ranges.
- The Chancellor’s Faculty Excellence Program has hired 33 faculty members and completed hiring in seven of the 12 cluster areas.
- The University Faculty Scholars Program is in its third year and has named 44 faculty members as University Scholars.
- NC State has completed its first three-year implementation plan covering fiscal year 2011 to fiscal year 2014 and is currently developing its second plan to cover fiscal year 2014 to fiscal year 2017. The new implementation plan, as well as an overview of accomplishments under the previous plan, will be shared with the BOT in November.
- Five-year leadership and program reviews were completed last academic year in the College of Humanities and Social Sciences and in the Poole College of Management resulting in the reappointment of both Dean Braden and Dean Weiss.
Ms. Ward concluded her report by stating that in closed session, the committee approved non-salary compensation requests, an employment agreement and conferral of tenure to four new faculty members. In addition, they also recommended for approval by the Board of Governors, salary increase requests that are greater than 15 percent and $10,000 from each employee’s previous June 30 salary.

**Chair of the Faculty Report-Chair David A. Zonderman**

Dr. Zonderman reported that the Faculty Senate is working on prioritizing their consideration of a number of issues including campus safety, the Disability Services Office, Enrollment Planning and Post-Tenure Review. He also stated that the ongoing Strategic Resources Management process has produced a number of initiatives that may impact the work of faculty. Faculty have also raised questions about the cluster hiring process, public records laws and faculty email, journal cancellations at the libraries and changes in the retirement program.

Dr. Zonderman noted that the Faculty Senate wants to explore ways to support the emerging capital campaign, and although most faculty do not have the means to make major gifts, many are advocates for teaching, research and extension missions.

Dr. Zonderman concluded by stating that Faculty Senate would like to explore ways to expand communications and dialogue with the Board of Trustees.

**Chair of the Staff Senate Report-Chair Robert L. Davis**

Mr. Davis reported that the NC State University Staff Senate has started a new year challenging Staff Senators to “Think and Do” and become more pro-active partners with the university in problem-solving and community building. He reported that the Staff Senate began the academic year with the annual retreat with the theme, “You Are the Change You’ve Been Waiting For…Now Make A Difference.” This theme has become a call to action for NC State staff, both on campus and across the state.

Mr. Davis reported that the Staff Senate set five main goals, and they are as follows:

1. Maintain important past Staff Senate projects;
2. Promote creativity and innovation;
3. Increase more interconnection between the staff, the colleges and heads of administrative units by promoting “Town Hall” meetings;
4. Celebrate diversity; and
5. Serve the greater community through outreach.

Mr. Davis gave updates about Staff Senate participation in the following University activities:

- Packapoolza;
- University Blood Drive;
- Alternate vehicle display on the brickyard; and
- Mini event at Packapoolza to help promote the upcoming October event.

With no further business in open session, Ms. Ward made the motion, seconded by Mr. Clark, at 10:30 a.m. to go into closed session to prevent the premature disclosure of an honorary award
and to consider the qualifications, competence, performance, conditions of appointment of a public officer or employee or prospective public officer or employee. The motion was seconded by Mr. Clark and the motion passed.

At 11:30 a.m., the board came out of closed session. With no further business, Chair Jenkins adjourned the meeting at 11:40 a.m.

Respectfully submitted,

_______________________              _____________________
Assistant Secretary    Secretary

Approved:

_______________________
Chair of the Board
NORTH CAROLINA STATE UNIVERSITY

Resolution for Exclusion of Certain Directors or Officers
of North Carolina State University

I, Gayle S. Lanier, do hereby certify that I am the Secretary of the Board of Trustees of North Carolina State University, a state agency organized and existing under the laws of the State of North Carolina, and that the following is a true and correct copy of the resolution adopted by the Board of Trustees of the university at a meeting held on November 21, 2014 at the Dorothy and Roy Park Alumni Center in Raleigh at which time a quorum was present.

WHEREAS, current Department of Defense Regulations contain a provision making it mandatory that the Chancellor of North Carolina State University, the Vice Chancellor for Research, Innovation, and Economic Development and the Facility Security Officer of North Carolina State University meet the personnel clearance requirements established for a contractor’s facility clearance; and

WHEREAS, said Department of Defense Regulations permit the exclusion from the personnel clearance requirements of certain members of the Board of Trustees of North Carolina State University and other officers, provided that this action is recorded in the corporate minutes.

NOW THEREFORE BE IT DECLARED that the Chancellor, the Vice Chancellor for Research, Innovation, and Economic Development, and the Facility Security Officer described above do at the present time possess, or will be processed for, the required security clearance; and

BE IT RESOLVED that in the future, when any individual enters upon any duties as Chancellor, the Vice Chancellor for Research, Innovation, and Economic Development, and Facility Security Officer of North Carolina State University, such individual shall immediately make application for the required security clearance.

NOW, THEREFORE, BE IT RESOLVED FURTHER that the following members of the Board of Trustees and other University officers, shall not require, shall not have, and can be effectively excluded from access to CLASSIFIED information in the possession of the corporation.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Plato Jenkins III</td>
<td>Chairman, Board of Trustees</td>
</tr>
<tr>
<td>Thomas E. Cabaniss</td>
<td>Member, Board of Trustees</td>
</tr>
<tr>
<td>Jimmy Dean Clark</td>
<td>Second Vice Chair and Member, Board of Trustees</td>
</tr>
<tr>
<td>Gayle Seawell Lanier</td>
<td>Secretary and Member, Board of Trustees</td>
</tr>
<tr>
<td>Robert Lynwood Mattocks II</td>
<td>Member, Board of Trustees</td>
</tr>
<tr>
<td>Barbara Hill Mulkey</td>
<td>Member, Board of Trustees</td>
</tr>
<tr>
<td>Wendell Holmes Murphy</td>
<td>Member, Board of Trustees</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Wilson Owens</td>
<td>First Vice Chair and Member, Board of Trustees</td>
</tr>
<tr>
<td>Ronald W. Prestage</td>
<td>Member, Board of Trustees</td>
</tr>
<tr>
<td>Randall Clark Ramsey</td>
<td>Member, Board of Trustees</td>
</tr>
<tr>
<td>John Phillip Sall</td>
<td>Member, Board of Trustees</td>
</tr>
<tr>
<td>Susan Parrott Ward</td>
<td>Member, Board of Trustees</td>
</tr>
<tr>
<td>Russell W. Mau</td>
<td>Student Body President, Board of Trustees</td>
</tr>
<tr>
<td>Warwick Andrew Arden</td>
<td>Provost and Executive Vice Chancellor</td>
</tr>
<tr>
<td>Jeffery Paul Braden</td>
<td>Dean, College of Humanities and Social Sciences</td>
</tr>
<tr>
<td>Robert Dale Brown</td>
<td>Dean, College of Natural Resources</td>
</tr>
<tr>
<td>Mattie Jayne Fleener</td>
<td>Dean, College of Education</td>
</tr>
<tr>
<td>Eileen Sue Goldgeier</td>
<td>Vice Chancellor and General Counsel</td>
</tr>
<tr>
<td>Maureen M. Grasso</td>
<td>Dean, Graduate School</td>
</tr>
<tr>
<td>David Hinks</td>
<td>Interim Dean, College of Textiles</td>
</tr>
<tr>
<td>Marc Ira Hoit</td>
<td>Vice Chancellor for Information Technology</td>
</tr>
<tr>
<td>Kevin Dwan Howell</td>
<td>Assistant to the Chancellor for External Affairs</td>
</tr>
<tr>
<td>Nevin Eugene Kessler</td>
<td>Vice Chancellor for Development and Alumni Affairs</td>
</tr>
<tr>
<td>Duane Kent Larick</td>
<td>Senior Vice Provost for Strategic Initiatives</td>
</tr>
<tr>
<td>Charles Duain Leffler</td>
<td>Vice Chancellor for Finance and Business</td>
</tr>
<tr>
<td>Richard Howard Linton</td>
<td>Dean, College of Agriculture and Life Sciences</td>
</tr>
<tr>
<td>David Paul Lunn</td>
<td>Dean, College of Veterinary Medicine</td>
</tr>
<tr>
<td>Marvin John Malecha</td>
<td>Dean, College of Design</td>
</tr>
<tr>
<td>Louis Anthony Martin-Vega</td>
<td>Dean, College of Engineering</td>
</tr>
<tr>
<td>Michael David Mullen</td>
<td>Vice Chancellor, Dean for Academic and Student Affairs</td>
</tr>
<tr>
<td>Daniel Lester Solomon</td>
<td>Dean, College of Physical and Mathematical Sciences</td>
</tr>
<tr>
<td>Patricia J. Teal</td>
<td>Secretary of the University and Assistant to the Chancellor</td>
</tr>
<tr>
<td>Mladen Alan Vouk</td>
<td>Interim Vice Chancellor, Research (eff. 15 Dec 2014)</td>
</tr>
<tr>
<td>Mary Catherine Watzin</td>
<td>Dean, College of Natural Resources</td>
</tr>
<tr>
<td>Ira Richard Weiss</td>
<td>Dean, College of Management</td>
</tr>
<tr>
<td>Deborah Ann Yow</td>
<td>Director of Intercollegiate Athletics</td>
</tr>
</tbody>
</table>

**WITNESS WHEREOF** I have hereunto set my hand and affixed the seal of North Carolina State University on this 21\textsuperscript{st} day of November, 2014.


Gayle S. Lanier, Secretary  
North Carolina State University  
Board of Trustees
Homecoming
In addition to casting their votes, NC State students celebrated homecoming during the first week of November. Events ranging from free food for students wearing red to cleaning up Hillsborough Street to Banner Competitions helped build up Wolfpack Pride, which was demonstrated in Friday’s Massive Homecoming Parade. On Saturday staff, students, and alumni joined together to cheer on the football team as they took on Georgia Tech.

Khayrallah Center Gift
Dr. Moise A. Khayrallah and Vera Khayrallah have gifted NC State $8.1 million to establish the Khayrallah Center for Lebanese Diaspora Studies – the university’s first endowed center. It will be a unique center dedicated to the study of immigration – particularly the Lebanese dispersion throughout the United States – and to disseminating this knowledge to the scholarly community and the general public. The center is directed by Dr. Akram Khater, professor of history at NC State, and marks the largest gift in the history of the College of Humanities and Social Sciences.

JC Raulston Arboretum among Best in Nation
The JC Raulston Arboretum was listed as one of the Top 10 “Most Stunning University Gardens and Arboretums” by the website Best Masters Programs. The rankings were determined based on factors such as aesthetics and research potential, and the arboretum was noted specifically for being an evolving space where students can create and design. The interdisciplinary engagement of faculty and students in fields such as landscape horticulture, landscape architecture, and horticultural science among others helps make the arboretum stand out as a testing ground for new ideas and a forum for expanding knowledge.

Northeast Leadership Academy Receives Education Grant
NC State’s Northeast Leadership Academy, the number one educational leadership preparation program in the United States, received $2 million in funding from the Department of Education to offer training and leadership development for educators. These new leaders will serve as principals in 13 school districts within the NELA program’s partnership. The program is one of two this year to receive the University Council for Educational Administration’s Exemplary Educational Leadership Program Award.

Jagdish Narayan Wins North Carolina Award
Dr. Jay Narayan, professor of Materials Science and Engineering at NC State, has been named the winner of the 2014 North Carolina Award in Science for his contributions to the field of engineering. The North Carolina award is the highest civilian honor bestowed by the state, and is awarded in the four fields of science, literature, the fine arts, and public service.
Joseph DeSimone Elected to All National Academies
Dr. Joseph DeSimone, professor of Chemical and Biomolecular Engineering at NC State, has been elected to the Institute of Medicine of the National Academies. This is one of the highest honors in the fields of health and medicine that a U.S. scientist can receive, and demonstrates the impact of his work. With this election, Dr. DeSimone is a member of all three U.S. National Academies, making him the first professor in North Carolina to receive that distinction.

Students Create Collar to Direct Elephants
NC State textile and engineering students have created a new way to ensure that elephants in South Africa are able to avoid villages where they might cause damage and become stressed. Building on a project started in a senior design course, a group of students produced a collar that uses built-in GPS to recognize when elephants come close to potentially problematic spaces and deter them with a slight buzzing noise (similar to that of bees, an insect elephants avoid). The project was piloted last spring, and will now be funded by the Army Research Office.

Justin LeBlanc back on Project Runway
Justin LeBlanc, NC State alum and professor in the College of Design, is returning to the reality TV Show Project Runway to compete as part of the All-Stars cast. Since reaching the final episode last season, LeBlanc has launched his own collections while returning to his passion for teaching studio courses and co-directing NC State’s Art2Wear show. He joins 14 other talented fan favorites as part of the more competitive All-Star Competition.

Athlete Graduation Rate Success
In the NCAA’s report on Graduation Success Rates, Wolfpack Athletes posted a rate of 81 percent, the second best score in school history after last year’s record 82 percent. NC State also scored a record-breaking Federal Graduation Rate of 71 percent. This shows tremendous progress, with each improving five of the last six years. It is a testament to the level of achievement NC State Student Athletes find both on and off the field.

NC State Joins It’s On Us Campaign
As part of an ongoing nationwide effort to address the issue of sexual assault, NC State has joined the White House’s “It’s on Us” campaign to help get students talking about the issue on college campuses. The campaign encourages students to take an active role in preventing sexual assault and helps spread awareness about the issue. The university created a public service announcement video as part of the campaign, featuring 106 students, faculty, and staff explaining why everyone needs to get involved.
BOARD OF TRUSTEES
NORTH CAROLINA STATE UNIVERSITY
AGENDA

Audit, Risk Management and Finance Committee
1:00 p.m. – 2:30 p.m., November 20, 2014
Winslow Hall Conference Room
Jimmy Clark, Chair

Members: Tom Cabaniss, Rusty Mau, Barbara Mulkey, John Sall and Susan Ward

CALL TO ORDER
Jimmy Clark, Chair of Committee

ROLL CALL
Jimmy Clark, Chair of Committee

READING OF STATE GOVERNMENT ETHICS ACT CONFLICT OF INTEREST STATEMENT
Jimmy Clark, Chair of Committee

1. APPROVAL OF MINUTES
   Approval of September 18, 2014 Minutes

2. INFORMATIONAL REPORTS

   A. Internal Audit Update
      Internal Audit
      Cecile Hinson, Director, Internal Audit

   B. Finance and Budget Update
      Finance and Business
      Charles D. Leffler, Vice Chancellor for Finance and Business

   C. Intercollegiate Athletics Financial and Budget Review
      Athletics Department
      Deborah Yow, Director
      Diane Moose, Senior Associate Director

   D. Strategic Plan Implementation (Fiscal Years 2015-2017)
      Provost Office
      Warwick A. Arden, Provost and Executive Vice Chancellor
      Margery F. Overton, Vice Provost for Academic Strategy

✓ Denotes full Board approval required
E. Enterprise Risk Management and Compliance Update 4.2E
   1. Compliance Update 4.2E1
      Office of General Counsel
      *Michael Poterala, Deputy General Counsel*
   2. Cybersecurity and PCI Update 4.2E2
      Office of Information Technology
      *Marc Hoit, Vice Chancellor*

3. COMMITTEE DISCUSSION  TAB 4.3

4. ADDITIONAL INFORMATIONAL MATERIALS  TAB 4.4
   A. Investment Fund Performance 4.4A
   B. Revised Plan of Work 4.4B
   C. Revised Annual Calendar 4.4C

ADJOURN
Chair Clark opened the meeting at 1:05 p.m. in the Winslow Hall Conference Room. Roll was called and Committee members present for the meeting were:

Mr. Jimmy Clark, Chair  
Mr. Tom Cabaniss  
Mr. Rusty Mau  
Ms. Barbara Mulkey  
Mr. John Sall  
Ms. Susan Ward

Others present were:

Chancellor Randy Woodson  
Dr. Warwick Arden, Provost and Executive Vice Chancellor  
Ms. Mary Peloquin-Dodd, Associate Vice Chancellor for Finance and Business and University Treasurer  
Ms. Eileen Goldgeier, Vice Chancellor and General Counsel, Office of General Counsel  
Ms. Tabitha Groelle, University Program Specialist, Treasurer’s Office  
Ms. Cecile Hinson, Director of Internal Audit  
Dr. Marc Hoit, Vice Chancellor, Office of Information Technology  
Mr. Kevin Howell, Assistant to the Chancellor for External Affairs  
Ms. Lori Johnson, Director, Strategic Debt Management  
Mr. Charles Leffler, Vice Chancellor for Finance and Business  
Dr. Terri Lomax, Vice Chancellor for Research, Innovation and Economic Development  
Mr. Jack Moorman, Chief of Police, NCSU Campus Police Department  
Mr. Michael Poterala, Deputy General Counsel, Office of General Counsel  
Mr. David Rainer, Associate Vice Chancellor for Environmental Health and Public Safety  
Ms. Jill Tasaico, Senior Director, Foundations Accounting and Investments  
Ms. Joanne Woodard, Vice Provost for Institutional Equity and Diversity

Chair Clark reminded all members of their duty to avoid conflicts of interest and appearances of conflicts of interest under the State Government Ethics Act and inquired as to whether there were any known conflicts of interest or appearances of conflict with respect to any matters coming before the Committee at this meeting. Being none, the meeting continued.

John Sall made a motion to approve the minutes from the April 24, 2014 open session meeting as presented. Tom Cabaniss seconded. They were approved unanimously.

Mary Peloquin-Dodd reviewed the Committee responsibilities. She highlighted the four main focus areas of the Committee in the Bylaws; (1) Audit, (2) Finance, (3) Risk Management and (4) Policy. She referred to the information in the provided materials.

Ms. Peloquin-Dodd also referred the Committee to the agenda and plan of work that has been established for the Committee. She stated that schedule is primarily set by the Bylaws, however
they do allow for some area of flexibility such as in Risk Management and changing the area of risk each meeting. One item will be added to the Bylaws and Plan of Work. UNC General Administration now requires that Athletics provide the Trustees with Financial and Budget information on a yearly basis. The Plan of Work and Calendar will be changed accordingly.

Lori Johnson brought forth the Special Obligations Bonds Resolution for approval. The proceeds of the special obligations bond would be applied to improvements related to the Reynolds Coliseum Renovation, which was approved by the North Carolina General Assembly in Chapter 60 of the 2014 North Carolina Session Laws. Barbara Mulkey made a motion to recommend to the full Board the approval of the resolution. John Sall seconded. The motion carried.

Cecile Hinson reviewed the Internal Audit Charter, which is required by state law and University policy. It is a formal document that defines the Internal Audit Division’s (IAD) purpose, authority, and responsibility. The Charter requires review and approval each year by the Board of Trustees. Ms. Hinson noted there were no changes to the Charter from last year except the approval date. A motion was made by John Sall to approve the Charter. Susan Ward seconded, and the Internal Audit Charter was approved.

The Committee also heard several information reports including internal audit activities, budget and legislative updates, information related to institutional trusts and enterprise risk management related to Title IX and sexual violence.

Cecile Hinson provided a summary of engagements and statistics relating to the completion of the Fiscal Year 2014 (FY14) Audit Plan. She reviewed the Fiscal Year 2014 Summary of Engagements spreadsheet and chart, a Three Year Comparison of Completed and In Process Engagements, and the annual Internal Audit Activities Report to the UNC Board of Governor’s Audit Committee. She updated the Committee on audit engagements and activities completed or in progress since the April 2014 meeting. Included was a summary of the issues noted in the audit report for the audit of University Procurement Cards and a discussion of the numerous benefits and increasing usage of the PCard program.

Charles Leffler presented a summary of the UNC system’s budget priorities. Last year there were substantial recurring reductions. The University’s portion of the System $22.4 million reduction is approximately $7.5 million. He discussed how management flexibility allows for creative portioning of the reductions. He also explained the impact of the reductions to areas of enrollment and repair and renovation. There was a net loss to the enrollment budget due to lower enrollment. Budget for repair and renovation is not instantly available and requires the sale of State of North Carolina bonds first.

Mr. Leffler also shared some positive news regarding budgets. For the next five years $2 million will be available as a matching fund for the Next Generation Power Electronic Innovation Institute. The NC Department of Agriculture and consumer services will fund food processing and plant science initiatives total of $600,000. Legislative provisions included in-state tuition for military affiliated students stationed in North Carolina. Employee provisions include a health
insurance program to contain ACA costs, increase the ability of employees to take three classes per year from two, and an SPA increase of $1000 across the board. EPA salary increases has also been approved, but unlike the SPA increases, they will not be funded by the State. EPA approved salary increases includes approval for merit, market and retention incentives. All employees also received 40 hours of special leave that will not expire.

Mr. Leffler shared other actions that could or will have an impact on the NCSU budget. Universities are now required to report on Institutional Trust Fund balances to the State Budget Office. The Sertoma 4-H camp has been transferred to State Parks/DENR, however the University will still have deal with the debt associated with the camps. The University will have to provide an additional $2.2 million to help support the NC Research Campus at Kannapolis.

During the next biennium, the University will likely deal with additional reductions, expansion requests and capital projects and repair and renovations.

Kevin Howell added that in next year’s legislative session there will be a new Speaker and a new team of leaders. We will also have a new Budget Director since Art Pope is stepping down. It will be important to build relationships, educate and share our stories with them.

Provost Arden noted that a discussion at Board of Governors included $15 million from Centers and Institutions will be switched to strategic initiatives. Mr. Leffler referred the Trustees to additional information in their materials that include allocation of funds.

Tom Cabaniss asked, if prior to the next meeting, the Trustees could have a more in depth discussion on how the budget works. More information will be sent to the Trustees regarding this.

The Committee heard a brief explanation of Institutional Trust Funds by Mary Peloquin-Dodd. Institutional Trust Funds include revenues such as gifts, contracts and grants, including facilities and administrative receipts, endowment spending from University-held endowments and self-supporting units such as Campus Enterprises, Housing and other Auxiliary Enterprises. The explanation included how Institutional Trust Funds support the University as a whole and recent performance of endowments. Approval was granted in April 2014 by UNC System President Ross for delegated investment authority for Institutional Trust Funds, which will allow greater earning returns on a portion of institutional trust funds than the State Treasurer’s Investment Fund. Ms. Peloquin-Dodd also referred to the information regarding the NC State Investment Fund performance and update in their materials.

Eileen Goldgeier presented information on one of the hottest topics on all campuses across the nation, Title IX and sexual violence. She noted national statistics that say one in five women will experience an attempted or completed seal assault in college, more than half involve alcohol or drugs and are between acquaintances. It is believed that crimes on campus are under reported.
Ms. Goldgeier noted that historically, people are familiar with Title IX as it relates to sports, however it is more than that. She defined sexual harassment and sexual violence, the most severe form of harassment. She also discussed the legal standard for liability, recent federal activity, proposed bipartisan Senate bills and the components of an effective Title IX program.

At NC State, addressing this risk is the responsibility of many. Senior Leadership sets the tone. Title IX compliance is supported by OIED, led by Joanne Woodard, who is the University’s Title IX coordinator and many other units such as DASA, Athletics, University Police, and Student Government. Rusty Mau, Student Body President and Trustee, has been a part of the national initiative to address this concern. He visited the White House and represented NC State with the “Its On Us” awareness campaign.

Chair Clark referred the Trustees to additional information in their materials that may be of interest to them.

With no further business, the Committee adjourned at 2:40 p.m.
A. EXECUTIVE SUMMARY

This document reflects the goals and results for the last several years within the framework of the University of North Carolina System of Higher Education's commitment to ensuring integrity and transparency as it relates to Intercollegiate Athletics. Reported to the Chancellor and Board of Trustees of NC State University, as well as the President and Board of Governors of the University of North Carolina System, this document provides the information needed to understand the operations of NC State Intercollegiate Athletics and its relationship with the University.

In compliance with UNC Policy on Academic Activities of Student-Athletes (1100.1), Financial indicators of Campus Athletics Departments (1100.1.1[R]), and Academic Integrity (700.6.1.[R]) the following has been included in this report: The NCAA Dashboard reports (Attachment A); the Fiscal Year 2014-15 Athletics Operating Budget (Attachment B); athletically related student fee data (Attachment C); NC State Student Aid Association Audited Financial Statements (Attachment D); “Booster” Club Operating Procedures (Attachment E) and “Booster” Club Financial Information (Attachment F).

NC State began holding Intercollegiate athletic contests in 1892, is a charter member (1953) of the Atlantic Coast Conference and a Division I Football Bowl Subdivision program. NCAA rules compliance, academic integrity, sound financial planning, Student Athlete Welfare, as well as appropriate University oversight are required. The NC State Athletics Department is not a separately incorporated entity. Rather, it operates as an auxiliary unit within the normal University structure in every way as all other auxiliaries operate.

B. NCAA PRESIDENTIAL DASHBOARD INDICATORS for 2012-2013:

The NCAA Presidential Dashboard provides seven (7) key financial indicators (Attachment A). These indicators compare NC State with the Atlantic Coast Conference (ACC), Football Bowl Series (FBS), and other public universities, as well as those programs with budgets greater than $50 million. Key Points are as follows:

1. Athletics Generated Revenues as a percentage of Total Athletics Revenue
   - 90.3% of NC State Athletic Revenues were generated through Ticket Sales, Conference Distributions, Scholarship Funds, Media Rights, Apparel (Uniforms and Equipment
Agreements), Parking and Concessions Shares at various events, etc. NC State is slightly above the 75 percentile as compared to ACC Insitutions. (Page A-1)

- The remaining 9.7% of NC State Athletic Revenue was funded by Student Fees in exchange for thousands of student tickets to various athletic contests.

- The greatest increases in revenue generation over the past 5 years have been Media Rights and Apparel/Uniforms and Equipment Contracts at 157.5%; Conference Distributions at 121.4%; Scholarship Funding at 74.1% (mandatory University increases and loss of out of state tuition waiver); Parking & Concession Shares at 33.8%; as well as other increases in smaller categories.

- Ticket Sales and Suite Sales combined have remained level over the past 5 years. Increases in ticket revenue (NC State has been near sold out status for Revenue sports over this period) have been offset by the loss in Suite Revenue Shares from the PNC Arena. This drop is a result of two (2) NHL strikes and the economic downturn.

2. **Net Revenues**

- For 2012-13, NCAA Reporting reflects NC State Athletics revenues exceeded expenditures by $4.3 million in 2012-13, per the NCAA report. (Page A-3) NC State Athletics pays facility debt service in excess of $2.3 million per year and funds capital projects from operations. Certain capital payments are not included as expenditures in the NCAA report.

3. **Total Expenditures**

- Expenditures for Fiscal Year 2013 total $63.1 million, as reported on the NCAA Division I Financial Annual Report. (Page A-5).

- $63.1 million ranks in the 50th Percentile of the ACC and is slightly below the conference average.

- Over the past 5 years expense budgets have increased approximately 53%, this includes
  - 70% increase in Student Athlete Welfare provisions, including the areas of Sports Medicine, Nutrition, Academic Support; Student Athlete Development and Leadership Training, and NCAA Compliance oversight and education.
  - 66.2% increase in Recruiting and Team Travel expenses, allowing student athletes to compete and return expeditiously to attend class, and travel safely.

4. **Salaries and Benefits as a Percentage of Total Athletic Expenditures**

- Salaries and benefits: Mandatory, regulatory and sports program increases, ensure Student Athletes are receiving skilled instruction; proper guidance from experienced coaching staff and other professionals whose roles are critical in the development and consistent implementation of sound policies and practices related to risk management, compliance, student athlete welfare and safety. Annually, Salaries and Benefits are approximately 43.8% of total expenditures. (Page A-7)

- NC State Athletics provides 100% compensation to all coaches and staff through the Athletic Operating Fund to best ensure transparency. No salaries or salary supplements are paid via third party relationships.
5. **Athletics Expenses per Student Athlete**
   - Expenditures of $128,328 per Student Athlete at NC State is also in the 50th Percentile of the ACC. (Page A-9)
   - NC State supports 23 sports and approximately 550 student athletes (unduplicated number), a number of which participate on more than one team.

6. **Athletics Expenditures as a Percentage of Institutional Expenditures**
   - Per the Delta Report on Academic Spending versus Athletic Spending: Who Wins? “Athletic Budgets typically represent 5% to 11% of total academic Spending.”
   - The ratio of Athletic Expenditures as a Percentage of Institutional Expense for Fiscal Year 2013 is 4.9%. (Page A-11).
   - This rate is equal to the average of the ACC and has grown from 4.3% over the last 5 years, since 2009.

7. **Athletic Expenditures Rate of Change vs University Expenditures Rate of Change**
   - NC State Athletics rate of change was 5% which falls in the 75th percentile of the ACC.

C. **FISCAL YEAR 2014-2015 OPERATING BUDGETS**

1. **Revenue Budget**
   - NC State Athletics Operations Revenue Budget for Fiscal Year 2015 is $70.7 million dollars; an increase of 6.4% due to additional conference distribution and scholarship funding. (Page B-1)
   - Scholarship needs increased approximately $1.8 million from FY14 to FY15. Those increases relate to the new NCAA meal legislation whereby NC State was allowed to provide meals for partial scholarship student athletes and for walk-on student athletes. Over $1 million has been invested in new meal initiatives for the Student Athletes.

2. **Expense Budget**
   - NC State Athletics Operations Expense Budget for Fiscal Year 2015 is $68.5 million; an increase of 6.2%. (Page B-1)
   - Salaries and Benefits increased due to mandatory increases (State Legislative increase and cost of benefit increases), as well as retention increases to ensure our most skilled staff remain available for our Student Athletes.
   - Sports Supplies, Team Travel, Recruiting Travel, etc. also increased.
   - Additional funding was added ($114,000 to the unit for student athletes) for Academic Support to add a second learning specialist to the ASPSA staff, as well as purchase up-to-date equipment for staff and Student Athletes use during Tutoring and Study Session.
   - Increases in Sports Medicine and Nutrition are the result of hiring a full-time sport psychologist, adding a second Nutritionist and converting two (2) Graduate Assistant Trainers to full-time Sports Medicine Staff to serve our student athletes.
   - The majority of net income from operations is transferred to the Facilities Repair and Enhancement fund to maintain safe facilities for our Student Athletes and Fans. A modest amount is added to the Operational Reserve.
D. STUDENT FEES

1. Student Fee Rate
   - NC State Intercollegiate Athletic Student Fee is $232 or 11% of all student fees (with the exception of debt service) at NC State with $222 funding Athletic Operations and $10 funding the Facilities Repair and Enhancement Fund. (Page C-1)
   - This fee is the lowest in the UNC System and ranks in the middle of the ACC.
   - Being sensitive to the cost of higher education, NC State Athletics has not requested a fee increase since 2012-13 and has not submitted an increase for the 2015-16 and 2016-17 academic years.

2. Revenue Generated from Student Fees
   - In Fiscal Year 2014-15, the $232 fee for Intercollegiate Athletics will generate approximately $6.6 million or approximately 9.1% of the Operating budget.

E. OTHER ATHLETICALLY RELATED REPORTING REQUIREMENTS

1. Booster Club Organization
   - Audited Financial Statements of the NC State Student Aid Association (Wolfpack Club) as of June 30, 2014 are attached (Attachment D). This report includes a signed audit report and Management Letter from the independent auditors.
   - “Booster” Club Operating Procedures (Attachment E).
   - Financial Information of the NC State Student Aid Association (Attachment F).
4.2C

**North Carolina State University**

**Single-Year Group Comparators**
- Atlantic Coast Conference
- FBS
- Public
- 50M and up

**Presidential Indicators**
- 3. NCAA Academic Progress Rate
- 4. Generated revenues / total athletics revenue (%)
- 6. Net revenues ($)
- 9. Total Expenditures ($)
- 11. Salaries and benefits (%)
- 15. Athletics expenses / student-athlete ($)
- 16. Athletics expenditures / institutional expenditures (%)
- 17. Athl. Exp. Rate of Change vs. Univ. Exp. Rate of Change (%)

**4. Generated revenues / total athletics revenue (%)**

**Current Year**
2013

<table>
<thead>
<tr>
<th></th>
<th>Institution</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Coast</td>
<td>90.3</td>
<td>74.1</td>
<td>86.4</td>
<td>90.0</td>
</tr>
<tr>
<td>FBS</td>
<td>90.3</td>
<td>44.1</td>
<td>73.6</td>
<td>94.8</td>
</tr>
<tr>
<td>Public</td>
<td>90.3</td>
<td>43.9</td>
<td>75.7</td>
<td>95.8</td>
</tr>
<tr>
<td>50M and up</td>
<td>90.3</td>
<td>82.4</td>
<td>94.3</td>
<td>97.2</td>
</tr>
</tbody>
</table>
North Carolina State University

4.2. Generated revenues / total athletics revenue (%)

<table>
<thead>
<tr>
<th>Institution</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Coast</td>
<td>85.7</td>
<td>86.5</td>
<td>85.8</td>
<td>86.4</td>
<td>86.4</td>
</tr>
</tbody>
</table>

*Note: Annual Trends group comparator data uses 50th percentile.
Financial Dashboard

Annual Trend Group Comparators
- Atlantic Coast Conference
- FBS
- Public
- 50M and up

Presidential Indicators
- NCAA Academic Progress Rate
- Generated revenues / total athletics revenue (%)
- Net revenues ($)
- Total Expenditures ($)
- Salaries and benefits (%)
- Athletics expenses / student-athlete ($)
- Athletics expenditures / institutional expenditures (%)
- Athl. Exp. Rate of Change vs. Univ. Exp. Rate of Change (%)

Total athletics revenues less total athletics expenditures:

6. Net revenues ($)

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>2,237,778.0</td>
<td>3,578,688.0</td>
<td>515,781.0</td>
<td>3,426,598.0</td>
<td>4,344,246.0</td>
</tr>
<tr>
<td>Atlantic Coast</td>
<td>114,827.0</td>
<td>532,228.0</td>
<td>567,721.0</td>
<td>2,822,041.0</td>
<td>1,158,426.0</td>
</tr>
</tbody>
</table>

*Note: Annual Trends group comparator data uses 50th percentile.
### Single-Year Group Comparators
1. Atlantic Coast Conference
2. FBS
3. Public
4. 50M and up

### Presidential Indicators
1. NCAA Academic Progress Rate
2. Generated revenues / total athletics revenue (%)
3. Net revenues ($)
4. Total Expenditures ($)
5. Salaries and benefits (%)
6. Athletics expenses / student-athlete ($)
7. Athletics expenses / institutional expenditures (%)
8. Athl. Exp. Rate of Change vs. Univ. Exp. Rate of Change (%)

### 9. Total Expenditures ($)
**Current Year 2013**

<table>
<thead>
<tr>
<th></th>
<th>Institution</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Coast</td>
<td>63,137,393.0</td>
<td>63,433,687.0</td>
<td>66,836,502.0</td>
<td>83,835,127.0</td>
</tr>
<tr>
<td>FBS</td>
<td>63,137,393.0</td>
<td>28,935,245.0</td>
<td>62,870,359.0</td>
<td>83,702,990.0</td>
</tr>
<tr>
<td>Public</td>
<td>63,137,393.0</td>
<td>28,484,118.0</td>
<td>59,640,002.0</td>
<td>83,926,720.0</td>
</tr>
<tr>
<td>50M and up</td>
<td>63,137,393.0</td>
<td>66,327,497.0</td>
<td>79,720,036.0</td>
<td>96,427,632.0</td>
</tr>
</tbody>
</table>
North Carolina State University

11. Salaries and benefits (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlantic Coast</td>
<td>43.8</td>
<td>34.7</td>
<td>37.1</td>
<td>41.2</td>
</tr>
<tr>
<td>FBS</td>
<td>43.8</td>
<td>31.4</td>
<td>35.1</td>
<td>38.3</td>
</tr>
<tr>
<td>Public</td>
<td>43.8</td>
<td>31.5</td>
<td>35.3</td>
<td>38.6</td>
</tr>
<tr>
<td>50M and up</td>
<td>43.8</td>
<td>33.3</td>
<td>36.0</td>
<td>38.7</td>
</tr>
</tbody>
</table>

Identifies the combined coaching staff and support staff/administrative salaries, benefits and bonuses paid by the university and by a third party and severance payments and their share of total athletics expenditures. (CoachSalExp + AsstSalExp + CoachOthCompExp +...
North Carolina State University

11. Salaries and benefits (%)

<table>
<thead>
<tr>
<th>Institution</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Coast</td>
<td>34.6</td>
<td>34.8</td>
<td>37.8</td>
<td>36.6</td>
<td>37.1</td>
</tr>
</tbody>
</table>

*Note: Annual Trends group comparator data uses 50th percentile.
North Carolina State University

15. Athletics expenses / student-athlete ($)

<table>
<thead>
<tr>
<th>Current Year</th>
<th>Institution</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlantic Coast</td>
<td>128,328.0</td>
<td>110,456.4</td>
<td>128,575.7</td>
<td>149,593.5</td>
</tr>
<tr>
<td>FBS</td>
<td>128,328.0</td>
<td>75,060.2</td>
<td>110,122.8</td>
<td>153,770.4</td>
</tr>
<tr>
<td>Public</td>
<td>128,328.0</td>
<td>66,859.0</td>
<td>105,093.0</td>
<td>151,682.9</td>
</tr>
<tr>
<td>50M and up</td>
<td>128,328.0</td>
<td>127,351.3</td>
<td>149,114.8</td>
<td>170,008.1</td>
</tr>
</tbody>
</table>

Note: After saving and confirming a peer group, click the button above to load the data into the dashboard.
11. Salaries and benefits (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>31.9</td>
<td>34.5</td>
<td>38.4</td>
<td>40.3</td>
<td>43.8</td>
</tr>
<tr>
<td>Atlantic Coast</td>
<td>34.6</td>
<td>34.8</td>
<td>37.8</td>
<td>36.6</td>
<td>37.1</td>
</tr>
</tbody>
</table>

*Note: Annual Trends group comparator data uses 50th percentile.

11. Salaries and benefits (%)

Annual Trend

*Note: After saving and confirming a peer group, click the button above to load the data into the dashboard.
16. Athletics expenditures / institutional expenditures (%)

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>4.3</td>
<td>4.1</td>
<td>4.3</td>
<td>4.7</td>
<td>4.9</td>
</tr>
<tr>
<td>Atlantic Coast</td>
<td>5.0</td>
<td>4.6</td>
<td>4.5</td>
<td>4.8</td>
<td>4.9</td>
</tr>
</tbody>
</table>

*Note: Annual Trends group comparator data uses 50th percentile.
North Carolina State University

Single-Year Group Comparators
- Atlantic Coast Conference
- FBS
- Public
- 50M and up

Presidential Indicators
- NCAA Academic Progress Rate
- Generated revenues / total athletics revenue (%)
- Net revenues ($)
- Total Expenditures ($)
- Salaries and benefits (%)
- Athletics expenses / student-athlete ($)
- Athletics expenditures / institutional expenditures (%)
- Athl. Exp. Rate of Change vs. Univ. Exp. Rate of Change (%)

17. Athl. Exp. Rate of Change vs. Univ. Exp. Rate of Change (%)

2013

<table>
<thead>
<tr>
<th></th>
<th>Institution</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Coast</td>
<td>5.0</td>
<td>9.1</td>
<td>2.2</td>
<td>5.2</td>
</tr>
<tr>
<td>FBS</td>
<td>5.0</td>
<td>2.1</td>
<td>4.2</td>
<td>8.3</td>
</tr>
<tr>
<td>Public</td>
<td>5.0</td>
<td>2.2</td>
<td>4.2</td>
<td>8.1</td>
</tr>
<tr>
<td>50M and up</td>
<td>5.0</td>
<td>3.8</td>
<td>2.9</td>
<td>8.1</td>
</tr>
</tbody>
</table>
North Carolina State University

17. Athl. Exp. Rate of Change vs. Univ. Exp. Rate of Change (%)

<table>
<thead>
<tr>
<th>Annual Trend</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>8.3</td>
<td>(5.4)</td>
<td>4.5</td>
<td>11.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Atlantic Coast</td>
<td>3.1</td>
<td>(5.4)</td>
<td>1.7</td>
<td>3.2</td>
<td>(2.2)</td>
</tr>
</tbody>
</table>

*Note: Annual Trends group comparator data uses 50th percentile.

---

1. Link to Peer Selection Input
   *Click this button to open a new browser window to select your three peer groups.

2. Load/Reload Percentile Data
   *Note: After saving and confirming a peer group, click the button above to load the data into the dashboard.
## OPERATIONS FUND

### Beginning Cash Reserve

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>70,756,644</td>
</tr>
</tbody>
</table>

### Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Distribution</td>
<td>23,834,865</td>
</tr>
<tr>
<td>Ticket Sales and Suite Sales</td>
<td>18,114,441</td>
</tr>
<tr>
<td>Scholarships</td>
<td>11,010,000</td>
</tr>
<tr>
<td>Student Fees</td>
<td>6,300,800</td>
</tr>
<tr>
<td>Media Rights &amp; Uniform/Apparel Contracts</td>
<td>5,425,000</td>
</tr>
<tr>
<td>Parking &amp; Concessions Shares</td>
<td>2,874,155</td>
</tr>
<tr>
<td>Partial Facility Debt Reimbursement</td>
<td>1,441,383</td>
</tr>
<tr>
<td>Vaughn Towers Expense Reimbursement</td>
<td>856,000</td>
</tr>
<tr>
<td>Game Guarantees</td>
<td>250,000</td>
</tr>
<tr>
<td>Other</td>
<td>650,000</td>
</tr>
</tbody>
</table>

### Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits: Sports Programs</td>
<td>17,876,525</td>
</tr>
<tr>
<td>Salaries &amp; Benefits: Support Units</td>
<td>7,580,000</td>
</tr>
<tr>
<td>Salaries &amp; Benefits: Administration</td>
<td>3,103,678</td>
</tr>
<tr>
<td>Scholarships</td>
<td>11,010,000</td>
</tr>
<tr>
<td>Travel: Teams, Recruiting, etc.</td>
<td>6,352,473</td>
</tr>
<tr>
<td>Facility Support (Maintenance Contracts; Housekeeping; Building Repairs; Rental of Property &amp; Equipment; Service Contracts; etc)</td>
<td>4,767,704</td>
</tr>
<tr>
<td>Contracted Services/Officials/ Game Guarantees</td>
<td>3,452,580</td>
</tr>
<tr>
<td>Sports Equipment and Supplies</td>
<td>2,150,630</td>
</tr>
<tr>
<td>Capital Expenditures (Repairs &amp; Enhancements)</td>
<td>350,000</td>
</tr>
<tr>
<td>Memberships/Subscriptions/Insurance, etc</td>
<td>1,550,045</td>
</tr>
<tr>
<td>Communications/Printing/Postage/Advertising</td>
<td>1,425,312</td>
</tr>
<tr>
<td>Utilities</td>
<td>1,299,625</td>
</tr>
<tr>
<td>Game Day Staffing &amp; Parking</td>
<td>1,144,431</td>
</tr>
<tr>
<td>University Admin Fees</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Ticket Processing</td>
<td>688,611</td>
</tr>
<tr>
<td>Transfers</td>
<td></td>
</tr>
<tr>
<td>Academic Support Program</td>
<td>1,560,000</td>
</tr>
<tr>
<td>Facility Debt</td>
<td>2,331,750</td>
</tr>
<tr>
<td>Campus Transfers (Band, Dance Team, Ambassador Program, etc)</td>
<td>314,051</td>
</tr>
<tr>
<td>Other</td>
<td>585,653</td>
</tr>
</tbody>
</table>

### Total Expenditures

*68,543,068*

### Net Operating Income

*2,213,576*

### Transfer to Facilities Repair & Enhancements

*2,000,000*

### Ending Operating Cash Reserve

*4,234,004*
# FACILITIES REPAIR & ENHANCEMENTS

## Beginning Cash Balance

$401,703

## Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer from Operations</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Ticket Surcharge for Facilities</td>
<td>$415,000</td>
</tr>
<tr>
<td>Naming Rights and Facility Enhancement Funding</td>
<td>$400,000</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$270,000</td>
</tr>
<tr>
<td>Other Income</td>
<td>$19,000</td>
</tr>
</tbody>
</table>

**Total Revenue**

$3,104,000

## Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Debt</td>
<td>$1,675,900</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$1,290,500</td>
</tr>
<tr>
<td>Facility Repairs &amp; Enhancements</td>
<td>$350,000</td>
</tr>
</tbody>
</table>

**Total Expenditures**

$3,316,400

**Net Facilities Repair & Enhancement Income**

$(212,400)

## Ending Facilities Repair and Enhancement Fund Cash Reserve

$189,303
Intercollegiate Athletics Annual Budget  
Fiscal Year 2014-15

<table>
<thead>
<tr>
<th>Intercollegiate Athletics Student Fee per FTE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations</td>
<td>$222</td>
</tr>
<tr>
<td>Facilities Repair and Enhancement Fund</td>
<td>$10</td>
</tr>
<tr>
<td>$</td>
<td>232</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Fee Revenue</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations</td>
<td>$6,300,800</td>
</tr>
<tr>
<td>Facilities Repair and Enhancement Fund</td>
<td>$270,000</td>
</tr>
<tr>
<td>$</td>
<td>6,570,800</td>
</tr>
</tbody>
</table>

Student Fee Revenue as a Percentage of Total Revenue 9.1%
To the Officers
NC State Student Aid Association, Inc.
Raleigh, North Carolina

We have audited the financial statements of NC State Student Aid Association, Inc. for the year ended June 30, 2014, and have issued our report thereon dated September 16, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 3, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Organization are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management’s knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

- Management’s estimated allowance for depreciation of property and equipment is based on the estimated useful lives of the individual assets used in operations. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management’s estimate of the functional expenses among programs is based on allocations of costs by either personnel time or cost. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management’s estimate of the value of promises to give is based on their estimated net present value and collectibility. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management’s estimate of noncash donations is based on the fair market value at the date of the gift. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial disclosures are particularly sensitive because of their significance to the financial statement users. The most sensitive disclosures affecting the financial statements were fair value measurements and related party transactions in notes 10 and 15 to the financial statements.

The financial statement disclosures are neutral, consistent, and clear.
Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

Disagreements with Management

For purposes of this letter, a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor’s report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 16, 2014.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the Organization’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

********

This information is intended solely for the use of the Officers and management of NC State Student Aid Association, Inc., and is not intended to be and should not be used by anyone other than these specified parties.

Koonce, Wooten & Haywood, LLP
September 16, 2014

To the Officers and Directors  
NC State Student Aid Association, Inc.  
Raleigh, North Carolina

In planning and performing our audit of the financial statements of the NC State Student Aid Association, Inc. as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the Organization’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization’s internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be significant deficiencies.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the Organization’s financial statements will not be prevented, or detected and corrected on a timely basis. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiency in the Organization’s internal control to be significant deficiency:

Financial Statement Preparation
Management is responsible for establishing and maintaining internal controls and for the fair presentation of the Organization’s financial position, results of operations, cash flows, and disclosures in the financial statements, in conformity with U.S. generally accepted accounting principles (GAAP). The Organization does not have a system of internal controls that enables management to conclude that the financial statements and related disclosures are complete and presented in accordance with GAAP. As such, management has requested us to prepare a draft of the financial statements, including the required footnote disclosures, as well as financial statement reclassification entries. This outsourcing of services is not unusual for entities of your size and is a result of management’s cost benefit decision to rely on accounting expertise rather than incurring this internal resource cost.

********

This communication is intended solely for the information and use of the Officers, management, and others within the Organization, and is not intended to be and should not be used by anyone other than these specified parties.

Koonce, Wooten & Haywood, LLP
NC STATE STUDENT AID ASSOCIATION, INC.

Financial Statements

June 30, 2013 and 2012
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Auditor’s Report</td>
<td>1</td>
</tr>
<tr>
<td>Statements of Financial Position</td>
<td>2</td>
</tr>
<tr>
<td>Statements of Activities</td>
<td>3</td>
</tr>
<tr>
<td>Statement of Functional Expenses (2013)</td>
<td>4</td>
</tr>
<tr>
<td>Statement of Functional Expenses (2012)</td>
<td>5</td>
</tr>
<tr>
<td>Statements of Cash Flows</td>
<td>6</td>
</tr>
<tr>
<td>Notes to Financial Statements</td>
<td>7-20</td>
</tr>
</tbody>
</table>
INDEPENDENT AUDITOR’S REPORT

We have audited the accompanying financial statements of NC State Student Aid Association, Inc. (a not-for-profit organization), which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of NC State Student Aid Association, Inc. as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Raleigh, North Carolina
September 18, 2013
STATEMENTS OF FINANCIAL POSITION
NC STATE STUDENT AID ASSOCIATION, INC.
Statements of Financial Position
June 30, 2013 and 2012

ASSETS

<table>
<thead>
<tr>
<th>Current Assets:</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$8,782,671</td>
<td>$4,301,381</td>
</tr>
<tr>
<td>Investments</td>
<td>8,818,796</td>
<td>9,875,198</td>
</tr>
<tr>
<td>Current Portion of Pledges Receivable</td>
<td>5,644,601</td>
<td>6,885,061</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>290,102</td>
<td>260,117</td>
</tr>
<tr>
<td>Accounts Receivable--NCSU Athletic Department</td>
<td>15,867</td>
<td>16,182</td>
</tr>
<tr>
<td>Accrued Interest Receivable</td>
<td>72,675</td>
<td>54,784</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>140,159</td>
<td>29,370</td>
</tr>
<tr>
<td>Current Portion of Notes Receivable</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>23,864,871</td>
<td>21,522,093</td>
</tr>
</tbody>
</table>

| Property and Equipment:             |             |             |
| Vaughn Towers                       | 40,671,494  | 40,671,494  |
| Furniture, Fixtures and Office Equipment | 448,466   | 405,610     |
| Leasehold Improvements              | 73,764      | 73,764      |
| Total                               | 41,193,724  | 41,150,868  |
| Less Accumulated Depreciation and Amortization | 8,609,055 | 7,552,481 |
| Net Property and Equipment          | 32,584,669  | 33,598,387  |

| Other Assets:                       |             |             |
| Investments                         | 22,688,190  | 20,796,633  |
| Pledges Receivable                  | 16,913,755  | 18,425,276  |
| Land Held for Investment            | 7,587,679   | 7,562,679   |
| Cash Restricted for Long-Term Debt  | 2,830,843   | 7,729,674   |
| Notes Receivable                    | 346,350     | 446,350     |
| Cash Surrender Value of Life Insurance | 115,417   | 98,712      |
| Total Other Assets                  | 50,482,234  | 55,059,324  |
| Total Assets                         | $106,931,774| $110,179,804|

The accompanying notes are an integral part of the financial statements.
LIABILITIES AND NET ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT LIABILITIES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>$ 176,419</td>
<td>$ 104,086</td>
</tr>
<tr>
<td>Current Portion of Long-Term Debt</td>
<td>1,311,750</td>
<td>1,027,818</td>
</tr>
<tr>
<td>Accrued Interest</td>
<td>13,851</td>
<td>47,351</td>
</tr>
<tr>
<td>Accrued Vacation and Benefits</td>
<td>252,308</td>
<td>242,209</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>2,516,159</td>
<td>3,157,509</td>
</tr>
<tr>
<td>Total Current Liabilities</td>
<td>4,270,487</td>
<td>4,578,973</td>
</tr>
<tr>
<td>LONG-TERM LIABILITIES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-Term Debt</td>
<td>12,375,250</td>
<td>12,890,000</td>
</tr>
<tr>
<td>Swap Contract--Vaughn Towers</td>
<td></td>
<td>1,271,854</td>
</tr>
<tr>
<td>Swap Contract--North End Zone</td>
<td></td>
<td>30,843</td>
</tr>
<tr>
<td>Total Long-Term Liabilities</td>
<td>12,375,250</td>
<td>14,192,697</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>16,645,737</td>
<td>18,771,670</td>
</tr>
<tr>
<td>NET ASSETS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>26,941,507</td>
<td>26,743,792</td>
</tr>
<tr>
<td>Temporarily Restricted</td>
<td>28,342,455</td>
<td>30,138,139</td>
</tr>
<tr>
<td>Permanently Restricted</td>
<td>35,002,075</td>
<td>34,526,203</td>
</tr>
<tr>
<td>Total Net Assets</td>
<td>90,286,037</td>
<td>91,408,134</td>
</tr>
<tr>
<td>Total Liabilities and Net Assets</td>
<td>$106,931,774</td>
<td>$110,179,804</td>
</tr>
</tbody>
</table>
STATEMENTS OF ACTIVITIES
NC STATE STUDENT AID ASSOCIATION, INC.
Statements of Activities
For The Years Ended June 30, 2013 and 2012

<table>
<thead>
<tr>
<th>CHANGES IN NET ASSETS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPORT AND REVENUE:</td>
</tr>
<tr>
<td>Support:</td>
</tr>
<tr>
<td>General Contributions</td>
</tr>
<tr>
<td>Noncash Contribution--Scholarship Credit--NCSU</td>
</tr>
<tr>
<td>Noncash Contributions</td>
</tr>
<tr>
<td>Clubs Income</td>
</tr>
<tr>
<td>Total Support</td>
</tr>
</tbody>
</table>

| Revenue:               |
| Investment Income (Loss) | 3,633,355  | 117,037    | 3,750,392 |
| Vaughn Towers           | 3,661,556  |            | 3,661,556 |
| Advertising Income      | 586,362    |            | 586,362   |
| Special Events          | 271,241    |            | 271,241   |
| Realized/Unrealized Gain (Loss) on Swap Contracts |      | 230,698    | 230,698   |
| Other Income            | 149,315    |            | 149,315   |
| Wolfpack Club Student Housing Rents | |            |          |
| Gain (Loss) on Sale of Assets | |            |          |
| Net Assets Released from Restrictions: |
| Facility Improvements   | 7,693,900  | (7,693,900) |          |              |
|                          |             |             |          |              |
| Total Revenue            | 12,334,173  | (3,684,609) |          | 8,649,564    |

| Total Support and Revenue | 22,891,457 | (1,858,941) | 475,872 | 21,508,388 |

<table>
<thead>
<tr>
<th>EXPENSES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services:</td>
</tr>
<tr>
<td>University Support</td>
</tr>
<tr>
<td>University Facilities Support</td>
</tr>
<tr>
<td>Wolfpack Club Student Housing</td>
</tr>
<tr>
<td>Total Program Services</td>
</tr>
</tbody>
</table>

| Supporting Services: |
| Management and General | 2,092,756 |             | 2,092,756 |
| Fundraising--Member Services | 3,883,230 |             | 3,883,230 |
| Total Supporting Services | 5,975,986 |             | 5,975,986 |

| Total Expenses | 22,630,485 |             | 22,630,485 |

| OTHER CHANGES IN NET ASSETS: |
| Reclassifications | (63,257) | 63,257 |          |

| CHANGES IN NET ASSETS | 197,715 | (1,795,684) | 475,872 | (1,122,097) |

| NET ASSETS--Beginning of Year | 26,743,792 | 30,138,139 | 34,526,203 | 91,408,134 |

| NET ASSETS--End of Year | $ 26,941,507 | $ 28,342,455 | $ 35,002,075 | $ 90,286,037 |

The accompanying notes are an integral part of the financial statements.
<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Permanently Restricted</td>
<td>Total</td>
</tr>
<tr>
<td>$</td>
<td>9,472,413</td>
<td>$2,164,375</td>
<td>$879,459</td>
<td>$12,516,247</td>
</tr>
<tr>
<td>1,318,400</td>
<td>692,070</td>
<td>38,260</td>
<td>730,330</td>
<td></td>
</tr>
<tr>
<td>230,393</td>
<td></td>
<td></td>
<td>230,393</td>
<td></td>
</tr>
<tr>
<td>11,713,276</td>
<td>2,202,635</td>
<td></td>
<td>$879,459</td>
<td>14,795,370</td>
</tr>
<tr>
<td>(563,863)</td>
<td>71,640</td>
<td></td>
<td>(492,223)</td>
<td></td>
</tr>
<tr>
<td>3,732,962</td>
<td>518,317</td>
<td></td>
<td>3,732,962</td>
<td></td>
</tr>
<tr>
<td>294,286</td>
<td></td>
<td></td>
<td>294,286</td>
<td></td>
</tr>
<tr>
<td>(2,254,050)</td>
<td>(30,870)</td>
<td></td>
<td>(2,284,920)</td>
<td></td>
</tr>
<tr>
<td>167,076</td>
<td></td>
<td></td>
<td>167,076</td>
<td></td>
</tr>
<tr>
<td>1,308,697</td>
<td>(29,417)</td>
<td></td>
<td>1,308,697</td>
<td></td>
</tr>
<tr>
<td>10,495,130</td>
<td></td>
<td></td>
<td>10,465,713</td>
<td></td>
</tr>
<tr>
<td>7,519,546</td>
<td>(7,519,546)</td>
<td></td>
<td></td>
<td>13,709,908</td>
</tr>
<tr>
<td>17,485,139</td>
<td>(3,775,231)</td>
<td></td>
<td></td>
<td>21,259,370</td>
</tr>
<tr>
<td>29,198,415</td>
<td>(1,572,596)</td>
<td>$879,459</td>
<td></td>
<td>30,577,364</td>
</tr>
<tr>
<td>8,385,458</td>
<td></td>
<td></td>
<td>8,385,458</td>
<td></td>
</tr>
<tr>
<td>7,519,546</td>
<td></td>
<td></td>
<td>7,519,546</td>
<td></td>
</tr>
<tr>
<td>1,723,953</td>
<td></td>
<td></td>
<td>1,723,953</td>
<td></td>
</tr>
<tr>
<td>17,628,957</td>
<td></td>
<td></td>
<td>17,628,957</td>
<td></td>
</tr>
<tr>
<td>1,094,776</td>
<td></td>
<td></td>
<td>1,094,776</td>
<td></td>
</tr>
<tr>
<td>2,649,963</td>
<td></td>
<td></td>
<td>2,649,963</td>
<td></td>
</tr>
<tr>
<td>3,744,739</td>
<td></td>
<td></td>
<td>3,744,739</td>
<td></td>
</tr>
<tr>
<td>21,373,696</td>
<td></td>
<td></td>
<td>21,373,696</td>
<td></td>
</tr>
<tr>
<td>7,824,719</td>
<td>(1,572,596)</td>
<td>$879,459</td>
<td></td>
<td>7,131,582</td>
</tr>
<tr>
<td>18,919,073</td>
<td>31,710,735</td>
<td></td>
<td>33,646,744</td>
<td>84,276,552</td>
</tr>
<tr>
<td>$26,743,792</td>
<td>$30,138,139</td>
<td>$34,526,203</td>
<td>$91,408,134</td>
<td></td>
</tr>
</tbody>
</table>
STATEMENT OF FUNCTIONAL EXPENSES
(2013)
**NC STATE STUDENT AID ASSOCIATION, INC.**  
Statement of Functional Expenses  
For The Year Ended June 30, 2013

<table>
<thead>
<tr>
<th>Program Services</th>
<th>University Support</th>
<th>University Facilities Support</th>
<th>Student Housing</th>
<th>Total Program Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>$ 8,583,390</td>
<td>$</td>
<td></td>
<td>$ 8,583,390</td>
</tr>
<tr>
<td>Facilities Improvements and Support</td>
<td>5,583,291</td>
<td>5,583,291</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement, Insurance and Other Employee Benefits</td>
<td>132,093</td>
<td>132,093</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Wages</td>
<td>612,138</td>
<td>612,138</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation and Amortization</td>
<td>1,045,296</td>
<td>1,045,296</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Rent</td>
<td>40,882</td>
<td>40,882</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank Charges</td>
<td>76,545</td>
<td>76,545</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic Department Staff Benefits</td>
<td>212,000</td>
<td></td>
<td></td>
<td>212,000</td>
</tr>
<tr>
<td>Professional Fees</td>
<td>28,945</td>
<td>28,945</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Scholarship Expense</td>
<td>165,209</td>
<td></td>
<td></td>
<td>165,209</td>
</tr>
<tr>
<td>Payroll Taxes</td>
<td>58,087</td>
<td>58,087</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Expense</td>
<td>24,923</td>
<td>24,923</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Expense</td>
<td>23,278</td>
<td>23,278</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Club Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>9,789</td>
<td>9,789</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td>17,286</td>
<td>17,286</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>10,290</td>
<td>10,290</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postage and Mailing Expenses</td>
<td>9,816</td>
<td>9,816</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>9,731</td>
<td>9,731</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>4,062</td>
<td>4,062</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings</td>
<td>6,653</td>
<td>6,653</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dues and Subscriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property Taxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flowers and Gift Remembrances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>795</td>
<td></td>
<td></td>
<td>795</td>
</tr>
<tr>
<td>University Advancement and Campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 8,960,599</td>
<td>$ 7,693,900</td>
<td></td>
<td>$ 16,654,499</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of the financial statements.
## Supporting Services

<table>
<thead>
<tr>
<th>Management and General</th>
<th>Fundraising--</th>
<th>Total Supporting Services</th>
<th>Total Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,007,399</td>
<td>1,245,786</td>
<td>2,253,185</td>
<td>2,385,278</td>
</tr>
<tr>
<td>417,510</td>
<td>516,308</td>
<td>933,818</td>
<td>1,545,956</td>
</tr>
<tr>
<td>5,042</td>
<td>6,236</td>
<td>11,278</td>
<td>1,056,574</td>
</tr>
<tr>
<td>488,866</td>
<td>488,866</td>
<td>977,732</td>
<td>488,866</td>
</tr>
<tr>
<td>368,246</td>
<td>368,246</td>
<td>736,492</td>
<td>368,246</td>
</tr>
<tr>
<td>124,972</td>
<td>154,544</td>
<td>279,516</td>
<td>320,398</td>
</tr>
<tr>
<td>95,490</td>
<td>118,087</td>
<td>233,577</td>
<td>290,122</td>
</tr>
<tr>
<td></td>
<td>287,885</td>
<td>287,885</td>
<td>287,885</td>
</tr>
<tr>
<td>182,853</td>
<td></td>
<td>182,853</td>
<td>211,798</td>
</tr>
<tr>
<td>40,417</td>
<td>49,981</td>
<td>90,398</td>
<td>148,485</td>
</tr>
<tr>
<td>51,558</td>
<td>63,759</td>
<td>115,317</td>
<td>140,240</td>
</tr>
<tr>
<td>48,154</td>
<td>59,549</td>
<td>108,703</td>
<td>130,981</td>
</tr>
<tr>
<td>119,851</td>
<td></td>
<td>119,851</td>
<td>119,851</td>
</tr>
<tr>
<td>89,582</td>
<td>89,582</td>
<td>179,164</td>
<td>99,371</td>
</tr>
<tr>
<td>35,758</td>
<td>44,220</td>
<td>79,978</td>
<td>97,264</td>
</tr>
<tr>
<td>21,287</td>
<td>26,324</td>
<td>47,611</td>
<td>57,901</td>
</tr>
<tr>
<td></td>
<td>45,419</td>
<td>45,419</td>
<td>55,235</td>
</tr>
<tr>
<td>20,129</td>
<td>24,893</td>
<td>45,022</td>
<td>54,753</td>
</tr>
<tr>
<td>19,737</td>
<td>24,408</td>
<td>44,145</td>
<td>48,207</td>
</tr>
<tr>
<td>30,785</td>
<td></td>
<td>30,785</td>
<td>37,438</td>
</tr>
<tr>
<td>23,580</td>
<td>23,580</td>
<td>47,160</td>
<td>23,580</td>
</tr>
<tr>
<td>18,652</td>
<td></td>
<td>18,652</td>
<td>18,652</td>
</tr>
<tr>
<td>11,860</td>
<td></td>
<td>11,860</td>
<td>11,860</td>
</tr>
<tr>
<td>2,155</td>
<td>2,665</td>
<td>4,820</td>
<td>4,820</td>
</tr>
<tr>
<td>1,643</td>
<td>2,032</td>
<td>3,675</td>
<td>4,470</td>
</tr>
<tr>
<td></td>
<td>78,364</td>
<td>78,364</td>
<td>78,364</td>
</tr>
</tbody>
</table>

| $2,092,756             | $3,883,230    | $5,975,986                | $22,630,485   |
STATEMENT OF FUNCTIONAL EXPENSES
(2012)
NC STATE STUDENT AID ASSOCIATION, INC.
Statement of Functional Expenses
For The Year Ended June 30, 2012

<table>
<thead>
<tr>
<th>Program Services</th>
<th>University Support</th>
<th>University Facilities Support</th>
<th>Student Housing</th>
<th>Total Program Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>$ 8,002,408</td>
<td>$</td>
<td>$</td>
<td>$ 8,002,408</td>
</tr>
<tr>
<td>Facilities Improvements and Support</td>
<td>4,976,213</td>
<td>4,976,213</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement, Insurance and Other Employee Benefits</td>
<td>184,353</td>
<td>3,729</td>
<td>188,082</td>
<td></td>
</tr>
<tr>
<td>Salaries and Wages</td>
<td>670,887</td>
<td>105,232</td>
<td>776,119</td>
<td></td>
</tr>
<tr>
<td>Depreciation and Amortization</td>
<td>1,048,582</td>
<td>624,697</td>
<td>1,673,279</td>
<td></td>
</tr>
<tr>
<td>Special Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Rent</td>
<td>120,914</td>
<td></td>
<td>120,914</td>
<td></td>
</tr>
<tr>
<td>Bank Charges</td>
<td>83,905</td>
<td></td>
<td>83,905</td>
<td></td>
</tr>
<tr>
<td>Promotions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic Department Staff Benefits</td>
<td>310,356</td>
<td></td>
<td>310,356</td>
<td></td>
</tr>
<tr>
<td>Professional Fees</td>
<td>88,936</td>
<td>109,058</td>
<td>197,994</td>
<td></td>
</tr>
<tr>
<td>Non-Scholarship Expense</td>
<td>62,813</td>
<td></td>
<td>62,813</td>
<td></td>
</tr>
<tr>
<td>Payroll Taxes</td>
<td>42,329</td>
<td>9,499</td>
<td>51,828</td>
<td></td>
</tr>
<tr>
<td>Auto Expense</td>
<td>58,210</td>
<td></td>
<td>58,210</td>
<td></td>
</tr>
<tr>
<td>Computer Expense</td>
<td>52,046</td>
<td></td>
<td>52,046</td>
<td></td>
</tr>
<tr>
<td>Club Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>33,454</td>
<td>4,426</td>
<td>37,880</td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td>34,299</td>
<td>5,882</td>
<td>40,181</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>21,036</td>
<td>4,681</td>
<td>25,717</td>
<td></td>
</tr>
<tr>
<td>Postage and Mailing Expenses</td>
<td>37,145</td>
<td>1,248</td>
<td>38,393</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>30,208</td>
<td>17,457</td>
<td>47,665</td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>17,662</td>
<td></td>
<td>17,662</td>
<td></td>
</tr>
<tr>
<td>Meetings</td>
<td>18,629</td>
<td></td>
<td>18,629</td>
<td></td>
</tr>
<tr>
<td>Dues and Subscriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property Taxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flowers and Gift Remembrances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td>1,739</td>
<td>1,739</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>738</td>
<td>211,062</td>
<td>211,800</td>
<td></td>
</tr>
<tr>
<td>Interest and Loan Fees</td>
<td></td>
<td>397,496</td>
<td>397,496</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td>155,096</td>
<td>155,096</td>
<td></td>
</tr>
<tr>
<td>Property Management</td>
<td></td>
<td>49,855</td>
<td>49,855</td>
<td></td>
</tr>
<tr>
<td>Stadium Grounds Expense</td>
<td></td>
<td>9,881</td>
<td>9,881</td>
<td></td>
</tr>
<tr>
<td>Bad Debts</td>
<td></td>
<td>9,589</td>
<td>9,589</td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td></td>
<td>7,530</td>
<td>7,530</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td>5,677</td>
<td>5,677</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$ 8,385,458</td>
<td>$ 7,519,546</td>
<td>$ 1,723,953</td>
<td>$ 17,628,957</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of the financial statements.
## Supporting Services

<table>
<thead>
<tr>
<th>Management and General</th>
<th>Fundraising--Member Services</th>
<th>Total Supporting Services</th>
<th>Total Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>135,668</td>
<td>159,647</td>
<td>295,315</td>
<td>483,397</td>
</tr>
<tr>
<td>410,672</td>
<td>483,260</td>
<td>893,932</td>
<td>1,670,051</td>
</tr>
<tr>
<td>3,704</td>
<td>4,358</td>
<td>8,062</td>
<td>1,681,341</td>
</tr>
<tr>
<td>401,576</td>
<td>401,576</td>
<td>374,967</td>
<td>374,967</td>
</tr>
<tr>
<td>99,419</td>
<td>116,992</td>
<td>216,411</td>
<td>337,325</td>
</tr>
<tr>
<td>112,308</td>
<td>132,159</td>
<td>244,467</td>
<td>328,372</td>
</tr>
<tr>
<td></td>
<td>494,670</td>
<td>494,670</td>
<td>494,670</td>
</tr>
<tr>
<td>146,892</td>
<td>146,892</td>
<td>344,886</td>
<td>62,813</td>
</tr>
<tr>
<td>30,559</td>
<td>35,961</td>
<td>66,520</td>
<td>118,348</td>
</tr>
<tr>
<td>37,665</td>
<td>44,323</td>
<td>81,988</td>
<td>140,198</td>
</tr>
<tr>
<td>33,676</td>
<td>39,629</td>
<td>73,305</td>
<td>125,351</td>
</tr>
<tr>
<td></td>
<td>120,910</td>
<td>120,910</td>
<td>120,910</td>
</tr>
<tr>
<td></td>
<td>47,119</td>
<td>47,119</td>
<td>84,999</td>
</tr>
<tr>
<td>20,645</td>
<td>24,294</td>
<td>44,939</td>
<td>85,120</td>
</tr>
<tr>
<td>13,611</td>
<td>16,017</td>
<td>29,628</td>
<td>55,345</td>
</tr>
<tr>
<td></td>
<td>52,318</td>
<td>52,318</td>
<td>90,711</td>
</tr>
<tr>
<td>19,546</td>
<td>23,001</td>
<td>42,547</td>
<td>90,212</td>
</tr>
<tr>
<td>11,428</td>
<td>13,448</td>
<td>24,876</td>
<td>42,538</td>
</tr>
<tr>
<td></td>
<td>26,238</td>
<td>26,238</td>
<td>44,867</td>
</tr>
<tr>
<td>27,535</td>
<td>27,535</td>
<td>27,535</td>
<td>27,535</td>
</tr>
<tr>
<td>14,324</td>
<td>14,324</td>
<td>14,324</td>
<td>14,324</td>
</tr>
<tr>
<td>4,181</td>
<td>4,921</td>
<td>9,102</td>
<td>10,841</td>
</tr>
<tr>
<td>478</td>
<td>562</td>
<td>1,040</td>
<td>212,840</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>397,496</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>155,096</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>49,855</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9,881</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9,589</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7,530</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5,677</td>
</tr>
</tbody>
</table>

$ 1,094,776 $ 2,649,963 $ 3,744,739 $ 21,373,696
NC STATE STUDENT AID ASSOCIATION, INC.
Statements of Cash Flows
For The Years Ended June 30, 2013 and 2012

CASH FLOWS FROM OPERATING ACTIVITIES:

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in Net Assets</td>
<td>$(1,122,097)</td>
<td>$7,131,582</td>
</tr>
<tr>
<td>Adjustments to Reconcile Changes in Net Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to Net Cash Provided (Used) by Operating Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation and Amortization</td>
<td>1,056,574</td>
<td>1,681,341</td>
</tr>
<tr>
<td>Realized Gain on Sale of Investments</td>
<td>(1,284,209)</td>
<td>(112,497)</td>
</tr>
<tr>
<td>Decrease (Increase) in Cash Surrender Value of Life Insurance</td>
<td>(16,705)</td>
<td>6,491</td>
</tr>
<tr>
<td>Unrealized (Gain) Loss on Investments</td>
<td>(1,763,121)</td>
<td>1,258,749</td>
</tr>
<tr>
<td>Unrealized (Gain) Loss on Swap Contract</td>
<td>(230,697)</td>
<td>2,284,920</td>
</tr>
<tr>
<td>Noncash Contributions--Land</td>
<td>(25,000)</td>
<td>(5,000)</td>
</tr>
<tr>
<td>Gain on Sale of Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes In:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pledges Receivable</td>
<td>2,751,981</td>
<td>2,997,259</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>(29,670)</td>
<td>(18,909)</td>
</tr>
<tr>
<td>Accrued Interest Receivable</td>
<td>(17,891)</td>
<td>8,514</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>(110,789)</td>
<td>16,814</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>72,333</td>
<td>(145,873)</td>
</tr>
<tr>
<td>Accrued Liabilities</td>
<td>(25,401)</td>
<td>(31,630)</td>
</tr>
<tr>
<td>Deferred Revenue and Security Deposits</td>
<td>(641,350)</td>
<td>(261,751)</td>
</tr>
<tr>
<td>Contributions Restricted for Permanent Endowment</td>
<td>(475,872)</td>
<td>(879,459)</td>
</tr>
<tr>
<td>Net Cash Provided (Used) by Operating Activities</td>
<td>(1,859,914)</td>
<td>3,444,838</td>
</tr>
</tbody>
</table>

CASH FLOWS FROM INVESTING ACTIVITIES:

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceeds from Sale of Investments</td>
<td>26,344,143</td>
<td>15,791,458</td>
</tr>
<tr>
<td>Purchase of Investments</td>
<td>(24,131,968)</td>
<td>(17,639,809)</td>
</tr>
<tr>
<td>Purchase of Property and Equipment</td>
<td>(42,856)</td>
<td>(4,746)</td>
</tr>
<tr>
<td>Proceeds from Sale of Property and Land Held for Investment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issuance of Note Receivable</td>
<td>26,510,633</td>
<td></td>
</tr>
<tr>
<td>Receipt on Note Receivable</td>
<td>(500,000)</td>
<td></td>
</tr>
<tr>
<td>Net Cash Provided by Investing Activities</td>
<td>(100,000)</td>
<td></td>
</tr>
</tbody>
</table>

CASH FLOWS FROM FINANCING ACTIVITIES:

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions Restricted for Permanent Endowment</td>
<td>475,872</td>
<td>879,459</td>
</tr>
<tr>
<td>Payoff on Swap Contract</td>
<td>(1,072,000)</td>
<td>(3,549,000)</td>
</tr>
<tr>
<td>Issuance of Long-Term Debt</td>
<td>13,687,000</td>
<td></td>
</tr>
<tr>
<td>Payments on Long-Term Debt</td>
<td>(13,917,818)</td>
<td>(30,631,746)</td>
</tr>
<tr>
<td>Net Cash Used by Financing Activities</td>
<td>(826,946)</td>
<td>(33,301,287)</td>
</tr>
</tbody>
</table>

NET DECREASE IN CASH

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>(417,541)</td>
<td>(5,698,413)</td>
<td></td>
</tr>
</tbody>
</table>

CASH AND CASH EQUIVALENTS--Beginning of Year

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>12,031,055</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CASH AND CASH EQUIVALENTS--End of Year

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11,613,514</td>
<td>$12,031,055</td>
<td></td>
</tr>
</tbody>
</table>

SUMMARY OF CASH AND CASH EQUIVALENTS:

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$8,782,671</td>
<td>$4,301,381</td>
</tr>
<tr>
<td>Cash Restricted for Long-Term Debt</td>
<td>2,830,843</td>
<td>7,729,674</td>
</tr>
<tr>
<td>$11,613,514</td>
<td>$12,031,055</td>
<td></td>
</tr>
</tbody>
</table>

SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Paid During the Year for Interest</td>
<td>$326,034</td>
<td>$1,200,987</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of the financial statements.
NC STATE STUDENT AID ASSOCIATION, INC.
Notes to Financial Statements
June 30, 2013 and 2012

1. Summary of Significant Accounting Policies

A. Organization:
   The NC State Student Aid Association, Inc. (the Association), located in Raleigh, North Carolina was organized to support the athletic program at North Carolina State University (NCSU).

   The Association is the sole member of Wolfpack Club Student Housing Foundation, LLC (The Housing Foundation). The financial statements include the Association’s 100% ownership interest in this limited liability company. The effects of all intercompany transactions have been eliminated. During the year ended June 30, 2012, the property owned and operated by the Housing Foundation was sold.

B. Basis of Presentation:
   Financial reporting standards require not-for-profit organizations to classify resources into three net asset categories according to externally imposed restrictions. Accordingly, net assets of the Association and changes therein may be classified and reported as follows:

   **Unrestricted Net Assets**—Net assets that are not subject to donor-imposed stipulations.

   **Temporarily Restricted Net Assets**—Net assets subject to donor-imposed stipulations that may or will be met either by actions of the Association and/or the passage of time.

   **Permanently Restricted Net Assets**—Net assets subject to donor-imposed stipulations that they be maintained permanently by the Association.

C. Restricted and Unrestricted Revenue:
   Contributions of cash and other assets are recorded as increases in unrestricted, temporarily restricted, or permanently restricted net assets, depending on the existence or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

D. Recognition of Donor-Restricted Contributions:
   Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted support is reported as an increase in temporarily or permanently restricted net assets depending on the nature of the restriction.

E. Program Services:
   **University Support and University Facilities Support**
   The Association helps support the athletic program at NCSU by funding scholarships for student athletes and funding improvements to athletic facilities.

   **Wolfpack Club Student Housing**
   The Housing Foundation owned a dormitory which was rented to NCSU students. A third party managed the dormitory on behalf of the Housing Foundation. During the year ended June 30, 2012, the property owned by the Housing Foundation was sold.
1. Summary of Significant Accounting Policies (Continued)

F. Accounting Estimates:
   The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

G. Cash and Cash Equivalents:
   For the purposes of the statements of cash flows, the Association considers all demand, money market and time deposits to be cash and cash equivalents.

H. Investments:
   Investments are measured at fair value on the statements of financial position. Fair value is based on quoted market prices when available. Gains and losses are determined using the specific identification method.

I. Contributions:
   The Association recognizes as revenues, contributions received and made, including unconditional, legally enforceable promises to give, in the period in which the Association is notified that a donor has made a promise to give. All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as temporarily restricted or permanently restricted support that increases those net asset classes. However, if a restriction is fulfilled in the same time period in which the contribution is received, the Association reports the support as unrestricted.

   Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. Amortization of the discounts is included in contribution revenue. Conditional promises to give are not included as support until the conditions are substantially met.

J. Accounts Receivable:
   Accounts receivable principally consists of amounts due from Vaughn Towers suite and club seats and sales tax refunds. The management of the Association reviews the collectability of the accounts receivable on a periodic basis and establishes an allowance for doubtful accounts based on the history of past write-offs, collections, and current credit conditions. The Association considers accounts receivable to be fully collectible.

K. Property and Equipment:
   Property and equipment are recorded at original cost to the Association. Depreciation is provided using the straight-line method over the estimated useful lives of the assets. A capitalization threshold of $500 is utilized.

L. Deferred Revenue:
   Suite and club seat rentals in Vaughn Towers at Carter-Finley Stadium and advertising revenue received in advance have been included in deferred revenue in the accompanying statements of financial position.
1. **Summary of Significant Accounting Policies (Concluded)**

   M. Donated Services:
   Association members donate time in volunteer service on various committees and boards. No amounts have been reflected in the financial statements for volunteer hours since these services do not meet the requirements for recognition in the financial statements.

   N. Functional Allocation of Expenses:
   The cost of providing the program and supporting services of the Association have been summarized on the functional basis in the statements of functional expenses. Certain costs have been allocated on the basis of estimates made by the Association’s management.

   O. Tax-Exempt Status:
   The Association is exempt from federal and state income taxes under Section 501(a) of the Internal Revenue Code and is classified under Section 501(c)(3) as a public charity. However, income from certain activities not directly related to the Association’s tax-exempt purpose is subject to taxation as unrelated business income. The Association has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions provided in Section 170(b)(1)(A)(vi).

   It is the Association’s policy to evaluate all tax positions to identify those that may be considered uncertain. All identified material tax positions are assessed and measured by a “more-likely-than-not” threshold to determine if the benefit of any uncertain tax position should be recognized in the financial statements. Any changes in the amount of a tax position are recognized in the period the change occurs.

   The Association files its Form 990 series tax returns in the U.S. Federal jurisdiction and with the North Carolina Department of Revenue. The Association’s returns are subject to examination by the Internal Revenue Service for a period of three years after the respective filing deadlines. In addition, the Association’s state tax returns for the same years are subject to examination by state tax authorities for similar time periods.

   P. Subsequent Events:
   The Association has evaluated its June 30, 2013 financial statements for subsequent events through September 18, 2013, the date the financial statements were issued, and is not aware of any subsequent events that would require recognition or disclosure in the financial statements.

2. **Concentrations of Credit Risk**

   The Association maintains cash balances at several financial institutions located in Raleigh, North Carolina, and in several brokerage accounts located in North Carolina. The balances in the financial institutions are insured by the Federal Deposit Insurance Corporation up to $250,000 at June 30, 2013 and 2012. At June 30, 2012, cash balances in a non-interest bearing account are insured for an unlimited amount. This temporary unlimited insurance expired on December 31, 2012. The balances in the brokerage accounts are insured at varying amounts. The Association’s uninsured cash balances totaled $9,293,392 and $8,064,983 at June 30, 2013 and 2012, respectively.
3. **Pledges Receivable**

The Association carries its pledges receivable at cost less a discount for pledges receivable due in more than a year and less an allowance for doubtful accounts. On a periodic basis, the Association evaluates its receivables and establishes an allowance for doubtful accounts, based on history of past write-offs and current credit conditions.

Pledges receivable at June 30, 2013 and 2012 are as follows:

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pledges Receivable</td>
<td>$29,087,314</td>
<td>$32,225,773</td>
</tr>
<tr>
<td>Less Allowance for Uncollectible Pledges</td>
<td>1,461,020</td>
<td>1,609,984</td>
</tr>
<tr>
<td>Less Discount on Pledges</td>
<td>5,067,938</td>
<td>5,305,452</td>
</tr>
<tr>
<td>Less Current Portion</td>
<td>22,558,356</td>
<td>25,310,337</td>
</tr>
<tr>
<td>Pledges Due After One Year</td>
<td>5,644,601</td>
<td>6,885,061</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$16,913,755</strong></td>
<td><strong>$18,425,276</strong></td>
</tr>
</tbody>
</table>

Pledges receivable due in more than one year are reflected at the present value of estimated future cash flows using a discount rate of 6%.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receivable in less than one year</td>
<td>$5,948,690</td>
<td>$7,246,059</td>
</tr>
<tr>
<td>Receivable in one to five years</td>
<td>16,040,656</td>
<td>17,939,683</td>
</tr>
<tr>
<td>Receivable in more than five years</td>
<td>7,097,968</td>
<td>7,040,031</td>
</tr>
<tr>
<td>Less allowance for uncollectible pledges</td>
<td>1,461,020</td>
<td>1,609,984</td>
</tr>
<tr>
<td>Less discount on pledges</td>
<td>5,067,938</td>
<td>5,305,452</td>
</tr>
<tr>
<td>Net Pledges Receivable</td>
<td><strong>$22,558,356</strong></td>
<td><strong>$25,310,337</strong></td>
</tr>
</tbody>
</table>

Under the Vaughn Towers Management and Use Agreement dated March 2013, Goal Line Drive and Wolfpack Pride campaign pledge revenues totaling $7,206,915 were committed to be paid to NCSU to retire certain facility debt and other obligations related to NCSU's athletic facilities. Payments in the amount of $1,441,383 are due annually over five years through May 2017. The remaining commitment at June 30, 2013 was $5,765,532. At June 30, 2012, Goal Line Drive pledges totaling $6,906,347 and Wolfpack Pride pledges totaling $893,953 were pledged as collateral for the Vaughn Towers bond payable. These pledge totals are reflected at the present value of estimated future cash flows less an allowance for uncollectible pledges.
4. Investments

The Association held the following investments at June 30, 2013:

<table>
<thead>
<tr>
<th></th>
<th>Historical Cost</th>
<th>Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Government Obligations</td>
<td>$6,075,438</td>
<td>$6,056,210</td>
</tr>
<tr>
<td>Marketable Equity Securities</td>
<td>10,248,665</td>
<td>12,321,911</td>
</tr>
<tr>
<td>Other Marketable Debt Securities</td>
<td>6,450,998</td>
<td>6,427,101</td>
</tr>
<tr>
<td>Alternative Investments</td>
<td>4,341,157</td>
<td>5,048,264</td>
</tr>
<tr>
<td>Mutual Funds</td>
<td>1,567,666</td>
<td>1,653,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$28,683,924</strong></td>
<td><strong>$31,506,986</strong></td>
</tr>
</tbody>
</table>

The Association held the following investments at June 30, 2012:

<table>
<thead>
<tr>
<th></th>
<th>Historical Cost</th>
<th>Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Government Obligations</td>
<td>$4,476,429</td>
<td>$4,546,766</td>
</tr>
<tr>
<td>Marketable Equity Securities</td>
<td>14,584,545</td>
<td>15,534,299</td>
</tr>
<tr>
<td>Other Marketable Debt Securities</td>
<td>3,782,375</td>
<td>3,903,077</td>
</tr>
<tr>
<td>Alternative Investments</td>
<td>4,999,261</td>
<td>4,986,315</td>
</tr>
<tr>
<td>Mutual Funds</td>
<td>1,745,721</td>
<td>1,701,374</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$29,588,331</strong></td>
<td><strong>$30,671,831</strong></td>
</tr>
</tbody>
</table>

Investment income (loss) consists of the following:

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>$392,659</td>
<td>$433,314</td>
</tr>
<tr>
<td>Dividends</td>
<td>573,941</td>
<td>505,287</td>
</tr>
<tr>
<td>Realized Gain on Sale of Investments</td>
<td>1,284,209</td>
<td>112,497</td>
</tr>
<tr>
<td>Unrealized Gain (Loss) on Investments</td>
<td>1,763,121</td>
<td>(1,258,749)</td>
</tr>
<tr>
<td>Investment Expenses</td>
<td>(263,538)</td>
<td>(284,572)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,750,392</strong></td>
<td><strong>(492,223)</strong></td>
</tr>
</tbody>
</table>

5. Notes Receivable

At June 30, 2013 and 2012, other assets included a note receivable in the amount of $46,350 from a charitable remainder trust for a restroom trailer. The note bears interest at 10%. Principal and interest will be paid at the termination of a donor’s trust.

In December 2011, the Housing Foundation sold its dormitory and obtained a note receivable for $500,000 as partial payment on the sale, to be received in annual payments of $100,000, maturing in December 2016. At June 30, 2013 and 2012, the note balance was $400,000 and $500,000, respectively. Interest is at zero percent and current maturities of the note in the amount of $100,000 are included in current assets at June 30, 2013 and 2012.
6. **Cash Surrender Value of Life Insurance Policies**

   The Association was the owner and beneficiary on whole life insurance policies covering twelve and ten individuals at June 30, 2013 and 2012, respectively.

7. **Long-Term Debt**

   **Bond Indentures—Vaughn Towers**

   The Association, through the North Carolina Capital Facilities Finance Agency issued a $15,855,000 Series 2004A bond and a $17,685,000 Series 2004B bond in November 2004. The proceeds from these bonds were used to construct Vaughn Towers at Carter-Finley Stadium. The bonds pay interest monthly at variable rates. The Series 2004A bond pays interest based on a variable rate established weekly by Wells Fargo Bank, remarketing agent. The Series 2004B bond paid interest based on a variable rate established weekly by Banc of America Securities, LLC, remarketing agent. The Association paid a 1.85% quarterly letter of credit fee. The Association paid an annual remarketing fee of .10% of the outstanding bonds to the remarketing agents. The Series 2004A bond matures in September 2024. The Series 2004B bond was paid in full during the year ended June 30, 2012. The Series 2004A bond was refinanced in March 2013.

   In March 2013, the Series 2004A bond was refinanced with Branch Banking & Trust Company (BB&T) through a $12,660,000 Series 2013 bond, issued through the North Carolina Capital Facilities Finance Agency. The bond pays interest monthly at a variable rate based on the monthly London Interbank Offered Rates (LIBOR). The variable rate was 1.2% at June 30, 2013. Principal payments of $1,055,000 are due annually until the bond matures in September 2024.

   The Association had entered into swap contracts for a majority of this debt to hedge against interest rate fluctuations. The swaps were issued at market terms so that they had no value at their inception. The carrying amount of the swaps had been adjusted to their fair value at June 30, 2012, which, because of changes in forecasted levels of interest rates, resulted in reporting a liability of $1,271,854 at June 30, 2012 for the fair value of the net payments forecasted under the swap. During the year ended June 30, 2013, the swap contract was settled for a realized gain of $199,855.

   **Notes Payable—North End Zone**

   During the year ended June 30, 2008, the Association converted bank lines of credit with Wells Fargo Bank and Bank of America into notes payable, collateralized by certain endowment investment accounts. The note payable to Wells Fargo Bank required an annual principal payment of $120,960 plus interest at LIBOR (1.0692% at June 30, 2012) plus 1.5% through November 2012. The note payable to Bank of America required an annual principal payment of $130,786 plus interest at LIBOR (1.0692% at June 30, 2012) plus 1.5% through November 2012.

   In November 2012, the Association refinanced the existing notes payable to Wells Fargo Bank and Bank of America into one note payable to Branch Banking and Trust Company (BB&T). Annual principal payments of $256,750 are payable until the note matures in November 2016. Interest is payable monthly at a rate equal to the One Month LIBOR (0.19428% at June 30, 2013) plus 1.15% per annum. The Association must maintain a cash flow coverage ratio of 1.00 times debt service.
7. **Long-Term Debt (Continued)**

The Association entered into swap contracts for a majority of this debt to hedge against interest rate fluctuations. The swaps were issued at market terms so that they had no value at their inception. The carrying amount of the swaps have been adjusted to their fair market value at June 30, 2012, which because of changes in forecasted levels of interest rates, resulted in reporting a liability of $30,843 for the fair value of the net payments forecasted under the swap. The swap contract expired in November 2012.

The adjustments on the value of the swap contracts resulted in an unrealized gain of $30,843 and $88,032, which is reported in the Statements of Activities for the years ended June 30, 2013 and 2012, respectively.

**Bond Indentures--Wolfpack Club Student Housing Foundation**

The Housing Foundation, through the North Carolina Capital Facilities Finance Agency, issued a $23,710,000 Series 2003A bond and a $1,235,000 Series 2003B bond in June 2003. The proceeds from these bonds were used to construct a residence hall for NCSU students and student athletes. The bonds paid interest monthly at variable rates. The Series 2003A bonds paid interest based on a variable rate established weekly by Wachovia Bank, remarketing agent. The Series 2003B bonds paid interest based on a variable rate established monthly by the remarketing agent. The Housing Foundation paid a letter of credit fee quarterly to Wachovia Bank. The fee, paid quarterly, is 1.50% of the outstanding balance. The Housing Foundation paid a remarketing fee semi-annually to Wachovia Bank. This fee is .125% of the outstanding balance. The Series 2003A bonds mature in July 2035. The Series 2003B bonds matured in July 2009.

In November 2009, the Series 2003A bond was refinanced with Branch Banking & Trust Company (BB&T) through a $22,780,000 Series 2009 bond, issued through the North Carolina Capital Facilities Finance Agency. The bond paid interest monthly at a variable rate based on the monthly London Interbank Offered Rates (LIBOR). The variable rate was 1.75% at June 30, 2011. During the year ended June 30, 2012, the bond was paid in full when the residence hall was sold.

The Housing Foundation had entered into a swap contract for a majority of this debt to hedge against interest rate fluctuations. The swap was issued at market terms so that it had no value at its inception. The carrying amount of the swap had been adjusted to its fair value at June 30, 2011, which, because of changes in forecasted levels of interest rates, resulted in reporting a liability of $1,294,950 at June 30, 2011 for the fair value of the net payments forecasted under the swap. During the year ended June 30, 2012, the swap contract was settled for a realized loss of $2,254,050.

Long-term debt consists of the following at June 30, 2013 and 2012:

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughn Towers Project--Series 2013</td>
<td>$12,660,000</td>
<td>$</td>
</tr>
<tr>
<td>Vaughn Towers Project--Series 2004A</td>
<td>$</td>
<td>$12,890,000</td>
</tr>
<tr>
<td>Note Payable--Branch Banking and Trust Company</td>
<td>$1,027,000</td>
<td>$605,806</td>
</tr>
<tr>
<td>Note Payable--Wells Fargo Bank</td>
<td>$</td>
<td>$422,012</td>
</tr>
<tr>
<td>Note Payable--Bank of America</td>
<td>$13,687,000</td>
<td>$13,917,818</td>
</tr>
<tr>
<td>Less Amount Classified as Current Liability</td>
<td>$1,311,750</td>
<td>$1,027,818</td>
</tr>
<tr>
<td>Amount Due After One Year</td>
<td>$12,375,250</td>
<td>$12,890,000</td>
</tr>
</tbody>
</table>
7. **Long-Term Debt (Concluded)**

Maturities of long-term debt are as follows:

<table>
<thead>
<tr>
<th>Year Ending</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>$ 1,311,750</td>
</tr>
<tr>
<td>2015</td>
<td>1,311,750</td>
</tr>
<tr>
<td>2016</td>
<td>1,311,750</td>
</tr>
<tr>
<td>2017</td>
<td>1,311,750</td>
</tr>
<tr>
<td>2018</td>
<td>1,055,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>7,385,000</td>
</tr>
<tr>
<td></td>
<td>$ 13,687,000</td>
</tr>
</tbody>
</table>

8. **Fair Value Measurements**

The Association follows ASC 820, *Fair Value Measurements and Disclosures*, as amended, with respect to fair value measurements of its financial assets. This standard defines fair value as the exit price, or the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants as of the measurement date. The standard also establishes a hierarchy for inputs used in measuring fair value that maximizes the use of observable inputs and minimizes the use of unobservable inputs by requiring that the most observable inputs be used when available.

The hierarchy is broken down into three levels. Level 1 inputs are quoted market prices (unadjusted) in active markets for identical assets or liabilities. Level 2 inputs include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, and inputs (other than quoted prices) that are observable for the asset or liability, either directly or indirectly. Level 3 inputs are unobservable inputs for the asset or liability. Categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2013 and 2012. There were no transfers or reclassifications between Level 2 or Level 3 during the years ended June 30, 2013 or 2012.

Government and corporate bonds and notes, common and preferred stocks, and mutual funds are held in brokerage accounts and valued at readily available, quoted prices in principal active markets that are considered to be representative of fair value. The Association classifies these investments within Level 1 of the valuation hierarchy.

Alternative investments represent hedge fund, limited partnership and similar interests held by the Association in funds that invest in public and private securities and follow a variety of investment strategies. Terms and conditions of these investments, including liquidity provisions, are different for each fund. The valuation of these securities is determined by external pricing based on secondary markets. The Association believes that the carrying amount of its alternative investments is a reasonable estimate of the fair value of such investments at June 30, 2013 and 2012.
8. Fair Value Measurements (Continued)

The preceding methods may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the Association believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

In accordance with ASC 820, the table below includes the major categorization for debt and equity securities on the basis of the nature and risk of the investments at June 30, 2013:

<table>
<thead>
<tr>
<th>Fair Value Measurements at Reporting Date Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quoted Prices in Active Markets for Identical Assets (Level 1)</td>
</tr>
<tr>
<td>[June 30, 2013]</td>
</tr>
</tbody>
</table>

**Assets:**

**Investments:**

<table>
<thead>
<tr>
<th></th>
<th>Quoted Prices in Active Markets for Identical Assets (Level 1)</th>
<th>Significant Other Observable Inputs (Level 2)</th>
<th>Significant Unobservable Inputs (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Government Obligations</td>
<td>$ 6,056,210</td>
<td>$ 6,056,210</td>
<td>$</td>
</tr>
<tr>
<td>Marketable Equity Securities</td>
<td>12,321,911</td>
<td>12,321,911</td>
<td>$</td>
</tr>
<tr>
<td>Other Marketable Debt Securities</td>
<td>6,427,101</td>
<td>6,427,101</td>
<td>$</td>
</tr>
<tr>
<td>Alternative Investments</td>
<td>5,048,264</td>
<td>5,048,264</td>
<td>$</td>
</tr>
<tr>
<td>Mutual Funds</td>
<td>1,653,500</td>
<td>1,653,500</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$ 31,506,986</strong></td>
<td><strong>$ 26,458,722</strong></td>
<td><strong>$ 5,048,264</strong></td>
</tr>
</tbody>
</table>

In accordance with ASC 820, the table below includes the major categorization for debt and equity securities on the basis of the nature and risk of the investments at June 30, 2012:

<table>
<thead>
<tr>
<th>Fair Value Measurements at Reporting Date Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quoted Prices in Active Markets for Identical Assets (Level 1)</td>
</tr>
<tr>
<td>[June 30, 2012]</td>
</tr>
</tbody>
</table>

**Assets:**

**Investments:**

<table>
<thead>
<tr>
<th></th>
<th>Quoted Prices in Active Markets for Identical Assets (Level 1)</th>
<th>Significant Other Observable Inputs (Level 2)</th>
<th>Significant Unobservable Inputs (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Government Obligations</td>
<td>$ 4,546,766</td>
<td>$ 4,546,766</td>
<td>$</td>
</tr>
<tr>
<td>Marketable Equity Securities</td>
<td>15,534,299</td>
<td>15,534,299</td>
<td>$</td>
</tr>
<tr>
<td>Other Marketable Debt Securities</td>
<td>3,903,077</td>
<td>3,903,077</td>
<td>$</td>
</tr>
<tr>
<td>Alternative Investments</td>
<td>4,986,315</td>
<td>4,986,315</td>
<td>$</td>
</tr>
<tr>
<td>Mutual Funds</td>
<td>1,701,374</td>
<td>1,701,374</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$ 30,671,831</strong></td>
<td><strong>$ 25,685,516</strong></td>
<td><strong>$ 4,986,315</strong></td>
</tr>
</tbody>
</table>

**Liabilities:**

**Swap Contract:**

<table>
<thead>
<tr>
<th></th>
<th>Quoted Prices in Active Markets for Identical Assets (Level 1)</th>
<th>Significant Other Observable Inputs (Level 2)</th>
<th>Significant Unobservable Inputs (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughn Towers</td>
<td>$ 1,271,854</td>
<td>$ 1,271,854</td>
<td>$</td>
</tr>
<tr>
<td>North End Zone</td>
<td>30,843</td>
<td>30,843</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>$ 1,302,697</strong></td>
<td><strong>$ 1,302,697</strong></td>
<td><strong>$ 1,302,697</strong></td>
</tr>
</tbody>
</table>
9. Deferred Revenue

Deferred revenue of $2,516,159 at June 30, 2013 represents $2,340,425 of suite and club seat rentals in Vaughn Towers for the upcoming seasons and $175,734 of unearned advertising revenue.

Deferred revenue of $3,157,509 at June 30, 2012 represents $3,008,374 of suite and club seat rentals in Vaughn Towers for the upcoming seasons and $149,135 of unearned advertising revenue.

10. Scholarship Expenses

Direct payments for scholarship expenses for the periods July 1, 2012 through June 30, 2013 and July 1, 2011 through June 30, 2012, were made to the University scholarship trust account. Indirect payments which were deposited with the University and were applied as a reduction against the Association's scholarship liability amounted to $474,918 and $497,983 for June 30, 2013 and 2012, respectively. The University also credited the scholarship account for $1,318,400 for June 30, 2012, as part of the Goal Line Drive agreement and Vaughn Towers agreement, which calls for scholarship credits over a ten-year period. The Association had prepaid $15,867 and $16,182 to the University for scholarships at June 30, 2013 and 2012, respectively.

11. Retirement Plans

The Association has a non-contributory defined benefit pension plan covering full-time employees after 12 months of service with 1,000 or more hours of service. The expense of the plan for the years ended June 30, 2013 and 2012 amounted to $231,553 and $204,691, respectively. The plan was fully funded at June 30, 2013 and 2012.

A comparison of accumulated plan benefits and plan net assets for the defined benefit plan is presented below.

<table>
<thead>
<tr>
<th></th>
<th>December 31, 2012</th>
<th>December 31, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuarial present value of accumulated plan benefits</td>
<td>$2,915,111</td>
<td>$2,652,961</td>
</tr>
<tr>
<td>Net assets available for plan benefits--insured</td>
<td>$2,092,141</td>
<td>$2,725,368</td>
</tr>
</tbody>
</table>

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was eight percent. Rate of compensation increase was assumed to be five percent. Normal retirement age is 65.

The Association also has a tax deferred 403(b) plan to benefit all employees. Under the terms of the plan, the Association matches 100% of the first five percent of employee contributions. Expenses related to this plan totaled $67,896 and $67,436 for employer contributions made for 2013 and 2012, respectively.

The Association has established a supplemental retirement plan for the executive director. The plan became fully vested on January 1, 2013, due to certain employment conditions being met at that date. The liability for this plan was $202,099 and $185,544 at June 30, 2013 and 2012, respectively. A portion of the plan assets were distributed to the executive director after vesting under the trust agreement.

Administrative expenses for all retirement plans total $48,929 and $21,628 for the years ended June 30, 2013 and 2012, respectively.
NC STATE STUDENT AID ASSOCIATION, INC.
Notes to Financial Statements
June 30, 2013 and 2012

12. Lease Commitments

The Association renewed a non-cancelable operating lease for office space in May 2008. The lease expires in October 2017. The annual rental for the premises included in the determination of the changes in net assets was $409,191 and $429,540 for the years ended June 30, 2013 and 2012, respectively. During the year ended June 30, 2013, the Association donated use of a portion of the office space to the NCSU Athletic Department valued at $88,792. The Association was reimbursed $92,216 from the NCSU Athletic Department for the Athletic Department’s share of the rent during the year ended June 30, 2012.

Future minimum rental commitments for non-cancelable operating leases at June 30, 2013 are as follows:

<table>
<thead>
<tr>
<th>Year Ending June 30</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$401,197</td>
<td>411,264</td>
<td>421,469</td>
<td>432,091</td>
<td>145,234</td>
<td>1,811,255</td>
</tr>
</tbody>
</table>

13. Related Party Transactions

In the course of providing support to the athletic program at NCSU, the Athletic Department of the University becomes a related party. The Association provided the following forms of support to the Athletic Department during the periods ended June 30, 2013 and 2012:

<table>
<thead>
<tr>
<th>Funding of Scholarships for Student Athletes</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,583,390</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, Benefits, and Administrative Overhead</td>
<td>2,110,609</td>
<td>2,543,333</td>
</tr>
<tr>
<td>Athletic Department Staff Benefits</td>
<td>212,000</td>
<td>310,356</td>
</tr>
<tr>
<td>Non-Scholarship Contributions</td>
<td>165,209</td>
<td>62,813</td>
</tr>
<tr>
<td>Stadium Grounds Maintenance</td>
<td></td>
<td>9,881</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>11,071,208</strong></td>
<td><strong>10,928,791</strong></td>
</tr>
</tbody>
</table>

Facility Improvements:

| Vaughn Towers Expenses                        | 2,322,240 | 1,784,400 |
| Facility Debt Obligations                     | 1,441,383 |       |
| North End Zone Expenses                       | 853,654   | 905,197 |
| Lonnie Poole Golf Expenses                    | 500,000   |       |
| Baseball Stadium                              | 161,986   | 63,066 |
| Dail Basketball Facility                      | 152,300   | 1,814,572 |
| Soccer Expenses                               | 150,000   | 150,000 |
| Building Futures                              | 1,728     | 2,324 |
| Reynolds Coliseum                             |           | 238,356 |
| Goal Line Drive Expenses                      |           | 18,298 |
| **Total Facility Improvements**               | **5,583,291** | **4,976,213** |

Total

$16,654,499 $15,905,004
NC STATE STUDENT AID ASSOCIATION, INC.
Notes to Financial Statements
June 30, 2013 and 2012

13. Related Party Transactions (Continued)

The Association was due $15,867 and $16,182 from the Athletic Department of the University at June 30, 2013 and 2012, respectively.

14. Temporarily Restricted Net Assets

Temporarily restricted net assets are as follows:

<table>
<thead>
<tr>
<th>Facility Improvements:</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolfpack Pride, Goal Line Drive, Vaughn Towers</td>
<td>$16,267,336</td>
<td>$19,019,619</td>
</tr>
<tr>
<td>and North End Zone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball, Tennis, Softball, Golf, Swimming,</td>
<td>1,157,364</td>
<td>1,478,344</td>
</tr>
<tr>
<td>Soccer and Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Athletics Building Improvements</td>
<td>133,010</td>
<td>127,376</td>
</tr>
<tr>
<td>Building Futures Campaign</td>
<td>10,784,745</td>
<td>9,512,800</td>
</tr>
<tr>
<td></td>
<td><strong>$28,342,455</strong></td>
<td><strong>$30,138,139</strong></td>
</tr>
</tbody>
</table>

15. Permanently Restricted Net Assets

Permanently restricted net assets are as follows:

<table>
<thead>
<tr>
<th>Endowment Fund--Scholarships</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$35,002,075</td>
<td>$34,526,203</td>
</tr>
</tbody>
</table>

16. Endowment Fund

The Association’s endowment fund provides long-term scholarship support through annual earnings. As required by U.S. generally accepted accounting principles, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

The State of North Carolina enacted the North Carolina (NC) Uniform Prudent Management of Institutional Funds Act (UPMIFA), the provisions of which apply to endowment funds existing on or established after that date. Absent donor stipulations to the contrary, the provisions of this state law do not impose either a permanent or temporary restriction on the income or capital appreciation derived from the original gifts.

For the years ended June 30, 2013 and 2012, the Association has classified as permanently restricted net assets the original value of gifts donated to the permanent endowment. Gains and losses will be classified as unrestricted net assets until those amounts are appropriated for expenditure by the Association in a manner consistent with the standard of prudence described in UPMIFA.
16. **Endowment Fund (Continued)**

Changes in endowment assets for the year ended June 30, 2013 are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment Net Assets--Beginning of Year</td>
<td>$ (8,106,082)</td>
<td>$ 67,226</td>
<td>$ 34,526,203</td>
<td>$ 26,487,347</td>
</tr>
<tr>
<td>Investment Return:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment Income</td>
<td>338,370</td>
<td></td>
<td></td>
<td>338,370</td>
</tr>
<tr>
<td>Realized Gain on Sale of Investments</td>
<td>493,260</td>
<td></td>
<td></td>
<td>493,260</td>
</tr>
<tr>
<td>Net Appreciation on Investments</td>
<td>2,243,199</td>
<td></td>
<td></td>
<td>2,243,199</td>
</tr>
<tr>
<td>Total Investment Return</td>
<td>3,074,829</td>
<td></td>
<td></td>
<td>3,074,829</td>
</tr>
<tr>
<td>Contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in CSV of Life Insurance Policies</td>
<td>3,148</td>
<td></td>
<td></td>
<td>3,148</td>
</tr>
<tr>
<td>Appropriation of Endowment Assets for Expenditure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1,263,158)</td>
<td>(67,226)</td>
<td></td>
<td>(1,330,384)</td>
<td></td>
</tr>
<tr>
<td>Endowment Net Assets--End of Year</td>
<td>$ (6,291,263)</td>
<td>$</td>
<td>$ 35,002,075</td>
<td>$ 28,710,812</td>
</tr>
</tbody>
</table>

Changes in endowment assets for the year ended June 30, 2012 are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment Net Assets--Beginning of Year</td>
<td>$ (6,263,802)</td>
<td>$ 57,062</td>
<td>$ 33,646,744</td>
<td>$ 27,440,004</td>
</tr>
<tr>
<td>Investment Return:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment Income</td>
<td>303,140</td>
<td></td>
<td></td>
<td>370,366</td>
</tr>
<tr>
<td>Realized Gain on Sale of Investments</td>
<td>38,370</td>
<td></td>
<td></td>
<td>38,370</td>
</tr>
<tr>
<td>Net Depreciation on Investments</td>
<td>(912,319)</td>
<td></td>
<td></td>
<td>(912,319)</td>
</tr>
<tr>
<td>Total Investment Return</td>
<td>(570,809)</td>
<td></td>
<td></td>
<td>(503,583)</td>
</tr>
<tr>
<td>Contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease in CSV of Life Insurance Policies</td>
<td>(2,919)</td>
<td></td>
<td></td>
<td>(2,919)</td>
</tr>
<tr>
<td>Appropriation of Endowment Assets for Expenditure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1,268,552)</td>
<td>(57,062)</td>
<td></td>
<td>(1,325,614)</td>
<td></td>
</tr>
<tr>
<td>Endowment Net Assets--End of Year</td>
<td>$ (8,106,082)</td>
<td>$ 67,226</td>
<td>$ 34,526,203</td>
<td>$ 26,487,347</td>
</tr>
</tbody>
</table>

**Funds with Deficiencies**

From time to time, the fair value of assets associated with donor-restricted endowment funds may fall below the level that the donor or UPMIFA requires the Association to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature are reported in unrestricted net assets were $6,291,263 and $8,038,856 as of June 30, 2013 and 2012, respectively. These deficiencies resulted from unfavorable market fluctuations.
NC STATE STUDENT AID ASSOCIATION, INC.
Notes to Financial Statements
June 30, 2013 and 2012

16. **Endowment Fund (Concluded)**

*Investment Return Objectives and Strategies*

The Association’s investment policies include several investment objectives relative to its long-term investments, including permanent endowment funds. These objectives include (1) preservation of capital, (2) prudent investment of capital, (3) production of reasonable earnings and (4) low-risk growth in principal of invested capital. To achieve these objectives, the Association has employed the investment strategy of diversifying amongst various fund managers. The investment composition at any given time is dependent upon a number of factors, including the amount available for investment and current market conditions.

*Spending Policy and How the Investment Objectives Relate to Spending Policy*

The Association has a policy of appropriating for distribution each year the net earnings from investments. In establishing this policy, the Association considered the long-term expected return on its endowment. Accordingly, the Association expects the current spending policy to sustain its endowment and investment return objectives.

17. **Supplemental Disclosure of Noncash Investing Activities**

The Association received noncash donations with the following estimated market values:

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Department Staff Benefits</td>
<td>$212,000</td>
<td>$310,356</td>
</tr>
<tr>
<td>Auto Expenses</td>
<td>99,000</td>
<td>97,000</td>
</tr>
<tr>
<td>Non-Scholarship Contributions</td>
<td>76,416</td>
<td>62,813</td>
</tr>
<tr>
<td>Promotional Items</td>
<td>35,086</td>
<td>36,031</td>
</tr>
<tr>
<td>Doctors/Treatment for Athletes</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td>Land Held for Investment</td>
<td>25,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Special Events and Clubs</td>
<td>19,956</td>
<td>43,077</td>
</tr>
<tr>
<td>Office Supplies and Expense</td>
<td>12,319</td>
<td>13,927</td>
</tr>
<tr>
<td>Professional Fees</td>
<td>10,929</td>
<td>46,760</td>
</tr>
<tr>
<td>Travel and Meetings</td>
<td>6,906</td>
<td>11,820</td>
</tr>
<tr>
<td>Computer Expenses</td>
<td>6,600</td>
<td>44,085</td>
</tr>
<tr>
<td>Printing and Supplies</td>
<td>3,664</td>
<td>5,324</td>
</tr>
<tr>
<td>Scholarship Credit--NCSU</td>
<td></td>
<td>1,318,400</td>
</tr>
<tr>
<td>Facilities Maintenance and Improvements</td>
<td></td>
<td>29,137</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$532,876</strong></td>
<td><strong>$2,048,730</strong></td>
</tr>
</tbody>
</table>

18. **Reclassifications**

Certain amounts for 2012 have been reclassified to conform with the 2013 financial statement presentation. Such reclassifications have no effect on changes in net assets or cash flows as previously reported.
Cash Handling Procedures  August 2014

A. Mailed Payments
   1. Mail is picked up daily by the assigned intern. It is then sorted and delivered by the Administrative Assistant to Bobby Purcell or her designated fill-in to the appropriate staff member as indicated on the envelope.
   2. One Membership staff person then opens the mail designated for further processing and sorts it by payment type—cash/check or credit card payment.
   3. Processing responsibilities rotate so cash/check payments are delivered to membership staff assigned to cash/check processing and credit card payments are delivered to membership staff assigned to credit card processing.
   4. Payments are processed as indicated on payment slip and filed in folder containing daily work in preparation for reconciliation.

B. Walk-in Payments
   1. Staff member meeting with donor records the payment information including donor name, AD Number, Allocation, payment amount and any other pertinent information needed in order to process the payment.
   2. Staff member taking cash then delivers the request to the Membership staff person handling cash payments at that time.
   3. Payments are processed as indicated on payment slip and filed in folder containing daily work in preparation for reconciliation.

C. Special Events Payments
   1. Staff member working the Special Event collects cash payment along with the donor information on a payment slip. This includes donor name, AD Number, Allocation, payment amount and any other pertinent information needed in order to process the payment.
   2. The cash and donor information slip are filed in a lockbox or cash folder and kept securely until the staff member returns to the office and delivers the payment to the Membership staff person handling cash payments at that time.
   3. Payments are processed as indicated on payment slip and filed in folder containing daily work in preparation for reconciliation.

D. General Processing and Reconciliation
   1. Payments are processed by Membership staff member assigned to cash at that time.
   2. If at any time, the cash amount received by the Membership staff member is over $300, the cash is processed in our donor software but given to Katherine Wofford, the Wolfpack Club Business Manager, for immediate bank deposit. A slip is created by the Membership staff member with the cash amount, date it was given to Katherine, how it was posted and what batch it was posted in, and filed in their folder containing daily work in preparation for reconciliation.
   3. Cash payments are posted in batches that contain other cash payments and checks. When the payments are reconciled, a “Batch Report” from the database is printed out with the donor name, account number, allocation designation, payment type, payment amount and check number, if applicable. The Batch Report is checked against all payments (check or cash) in the corresponding daily work folder.
   4. Once reconciled, the Receipts on the Batch Report are reprinted and forwarded to Katherine Wofford, along with the folder containing the payments, for deposit.
   5. The original Batch Report is filed in the Membership area for future auditor inspection.
Card Handling Procedures

A. Mailed Payments
1. Mail is picked up daily by the assigned intern. It is then sorted and delivered by the Administrative Assistant to Bobby Purcell or her designated fill in to the appropriate staff member as indicated on the envelope.
2. One Membership staff person then opens the mail designated for further processing and sorts it by payment type – cash/check or credit card payment.
3. Processing responsibilities rotate so cash/check payments are delivered to membership staff assigned to cash/check processing and credit card payments are delivered to membership staff assigned to credit card processing.
4. Payments are processed as indicated on payment slip and filed in folder containing daily work in preparation for reconciliation.

B. Telephone Payments
1. Staff member receiving call takes payment information over the phone and records the payment information including donor name, AD Number, Allocation, payment amount, credit card number and expiration date, and any other pertinent information needed in order to process the payment.
2. Staff member taking payment information then delivers the request to the Membership staff person handling credit card payments at that time.
3. Payments are processed as indicated on payment slip and filed in folder containing daily work in preparation for reconciliation.

C. Walk-in Payments
1. Staff member meeting with donor records the payment information including donor name, AD Number, Allocation, payment amount, credit card number and expiration date, and any other pertinent information needed in order to process the payment.
2. Staff member taking payment information then delivers the request to the Membership staff person handling credit card payments at that time.
3. Payments are processed as indicated on payment slip and filed in folder containing daily work in preparation for reconciliation.

D. Online Payments
1. Donor logs into his/her Wolfpack Club membership online and chooses to make a payment specified by the donor.
2. The donor enters his/her credit card information.
3. These payments are imported into the donor database several times during each business day or the next business day where only the last four digits of the card and expiration date are revealed. A list of online transactions is generated with each import and filed in folder containing daily work in preparation for reconciliation.

E. Scheduled Credit Card Payments
1. The donor can opt to establish a payment plan using a credit card.
2. The donor can set up a payment plan online by entering his/her credit card information with no staff contact. These payment plans are imported into the database on a daily basis. Once imported, only the last four digits of the card and expiration date are revealed.
3. The donor can elect to have a staff member set up a payment plan by providing the entire credit card information and expiration date over the phone of in person. Once the plan is
established, the card information is shredded. Once the plan is established, only the last four digits of the card and expiration date are revealed.

F. Online Special Events
   1. Individuals sign up for various special events online through our website portal. It is hosted by InviteRight (see Media Hooks for InviteRight information) with charges processed by Authorize.net. This is a separate merchant account from our donation processing.
   2. An email is sent for each person who signs up for an event once the charge is processed online.
   3. The corresponding database special event entry is entered manually.
   4. No credit card information is available other than the card type, last 4 digits, and expiration date.
   5. These transactions are reconciled separately from donations (see Section G. below).

G. General Processing and Reconciliation
   1. Payments are processed by Membership staff member assigned to credit cards at that time.
   2. Once payments are processed, only the last four digits of the card and expiration date are revealed.
   3. All imported/processed payments are filed in folder containing daily work in preparation for reconciliation.
   4. When the payments are reconciled, a “Batch Report” from the database is printed out with the donor name, account number, allocation designation, and payment amount. The only credit card information included is the card type and last 4 digits of the number. A listing from the credit card processor, Authorize.net, is also printed out by date range to make sure that all charges processed actually posted into the database. The Batch Report is checked against the charged information in the folder as well as the Authorize.net listing.
   5. Once reconciled, the Receipts on the Batch Report are reprinted and forwarded to Katherine Wofford along with the folder with individual donor payment information for deposit and/or direction to the appropriate funds on the banking side.
   6. The original Batch Report is filed along with the Authorize.net printout in the Membership area for future auditor inspection.
Disbursements Procedures:
All disbursements in excess of $300.00 require a purchase order approved by the controller prior to purchase. Purchases of less than $300.00 may be made from petty cash or by NC State Student Aid Association credit card. The Petty cash and credit card are maintained by the business manager in a secure locked location—the controller has a key to the location and provides access in the business manager’s absence. All credit card and cash disbursements are reviewed by the controller.

1. Purchase order applications are initiated by staff and submitted to the controller for approval within five business days. After approval, the purchase may be initiated.
2. Staff member receiving goods or services must approve of invoice from supplier by initialing the invoice and indicating which expense category the payment is to be allocated to. After approving invoice, staff member submits the invoice to the business manager.
3. The business manager inputs all invoices into the accounts payable system for future payment.
4. Travel and expense reports are to be turned into the executive director’s assistant by ten AM on Wednesday for payment in the next check run. Travel expenses are reviewed and approved by the controller before payment. Travel expense reimbursement checks are issued each Wednesday.
5. All approved invoices are paid weekly when due. All checks are written by the business manager, signed by the business manager, and cosigned by the controller. The controller reviews all invoices prior to cosigning the checks and indicates his approval by initialing the invoice.
6. No contracts may be entered into without the controller or executive director’s approval (this includes debt obligations, rent, leases, and services).
7. Gas credit cards are provided to staff members with courtesy cars. Credit card receipts must be attached to travel expense reports (with destinations and member call reports attached). Gas credit cards are matched monthly with invoices from gas companies.
8. A general purpose credit card is kept in a locked drawer by the business manager. Staff members wishing to buy primarily incidental items must request the credit card from the business manager with appropriate explanation. All credit card purchases are reviewed by the controller.
9. A fidelity bond is maintained covering the actions of all staff members.
WPC Total Budget
as of 3/31/2014

Transfer Sheet
as of 5/21/2014
Total Transfer Sheet Amount = $12.9 Million
Approximately 85% complete

15% Remaining:
$1.8 Million

85% Actual Paid:
$11 Million

Capital Campaigns
as of 3/31/2014
Current Goal: $34 Million

Endowment Performance
as of 3/31/2014
Endowment Value: $26,298,972

Asset Allocation
Equities: 57%
Fixed Income: 21%
Alternative Markets: 19%
Cash: 3%

YTD:
WPC: 2.20
Bal World Index: 1.89

3 Year

Reynolds Coliseum
Indoor Practice Facility
General

$20,000,000 Goal
$14,000,000 Goal
$5,694,328 Pledged
$369,328 Paid
$1,635,760 Pledged
$347,499 Paid
# THE PATHWAY TO THE FUTURE

**OVERVIEW of the FY2015 – FY2017 Implementation Plan**

<table>
<thead>
<tr>
<th>OVERARCHING ACTIONS</th>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2</td>
<td>3 4 5 FY12-14 FY15 FY16 FY17</td>
<td></td>
</tr>
<tr>
<td>CULTIVATE EXCELLENCE &amp; CONTINUE INVESTING IN AREAS OF EMPHASIS</td>
<td>Enhance opportunities for interdisciplinary education, research and scholarship.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC VC Research &amp; Innovation</td>
</tr>
<tr>
<td></td>
<td>Enhance commitment to a diverse university.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>VC University Advancement Provost &amp; Executive V</td>
</tr>
<tr>
<td></td>
<td>Increase the number of tenured and tenure-track faculty.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC VC Research &amp; Innovation VC Finance &amp; Business VC University Advancement</td>
</tr>
<tr>
<td></td>
<td>Encourage focused campus partnerships to foster excellence in global engagement.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>Provost and Executive VC VC for Research &amp; Innovation VC University Advancement</td>
</tr>
<tr>
<td>ENHANCE STUDENT, FACULTY &amp; STAFF SUCCESS</td>
<td>Improve student success through improved admissions, enrollment and retention.</td>
<td>✓ ✓</td>
<td>✓</td>
<td>Provost and Executive VC</td>
</tr>
<tr>
<td></td>
<td>Provide integrated student support services: One Stop Shop–Student Central.</td>
<td>✓ ✓</td>
<td>✓</td>
<td>Provost and Executive VC VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Promote undergraduate student success through high impact experiences.</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>Provost and Executive VC VC &amp; Dean DASA</td>
</tr>
<tr>
<td></td>
<td>Promote higher-order skills in critical and creative thinking: TH!NK – a quality enhancement program.</td>
<td>✓ ✓</td>
<td>✓</td>
<td>VC &amp; Dean DASA Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Explore the establishment of a University College to better serve the needs of undergraduate students.</td>
<td>✓ ✓</td>
<td></td>
<td>Provost &amp; Executive VC VC &amp; Dean DASA</td>
</tr>
<tr>
<td></td>
<td>Promote graduate student and post-doctoral success.</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC VC Research &amp; Innovation VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Create a culture of continuing professional development for staff and faculty.</td>
<td>✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC VC &amp; General Counsel VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Enhance institutional pride.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>VC University Advancement Director of Athletics VC Finance &amp; Business</td>
</tr>
<tr>
<td>IMPROVE INSTITUTIONAL EFFECTIVENESS WHILE GROWING &amp; REALIGNING RESOURCES</td>
<td>Improve institutional data integration and analytic capacity.</td>
<td>✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC VC Information Technology</td>
</tr>
<tr>
<td></td>
<td>Regularly review the effectiveness and efficiency of administrative processes</td>
<td>✓ ✓</td>
<td>✓</td>
<td>Executive Officers</td>
</tr>
<tr>
<td></td>
<td>Regularly review the effectiveness and efficiency of academic programs.</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Improve processes for providing support to the research enterprise.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC VC Research &amp; Innovation VC Finance &amp; Business VC Information Technology</td>
</tr>
<tr>
<td></td>
<td>Align campus physical infrastructure improvements and utilization with strategic plan.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC VC Research &amp; Innovation VC Finance &amp; Business VC Information Technology</td>
</tr>
<tr>
<td></td>
<td>Develop resource generation, cost-cutting and reallocation strategies to support the strategic plan.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>Provost &amp; Executive VC VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Enhance private support to the University.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>VC University Advancement</td>
</tr>
</tbody>
</table>
## THE PATHWAY TO THE FUTURE

**FY 2015 – FY 2017 Implementation Plan**

**Goal 1:** Enhance the success of our students through educational innovation.

**Goal 2:** Enhance scholarship and research by investing in faculty and infrastructure.

**Goal 3:** Enhance interdisciplinary scholarship to address the grand challenges of society.

**Goal 4:** Enhance organizational excellence by creating a culture of constant improvement.

**Goal 5:** Enhance local and global engagement through focused strategic partnerships.

### OVERARCHING ACTIONS

<table>
<thead>
<tr>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance opportunities for interdisciplinary education, research and scholarship.</td>
<td>✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td>Initiate a call for proposals for the second round of Chancellor’s Faculty Excellence Program for four to six new clusters.</td>
<td>✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td>Expand disciplinary doctoral funding to include targeted cross-disciplinary initiatives.</td>
<td>✔ ✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Evaluate appropriate number and mix of cross-college umbrella degree programs in the biological sciences and health systems.</td>
<td>✔ ✔ ✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Evaluate administrative structure required to support cross-college environment and sustainability programs inclusive of interdisciplinary research and teaching.</td>
<td>✔ ✔ ✔ ✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Nurture other emergent campus based-initiatives arising from our interdisciplinary culture.</td>
<td>✔ ✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Explore new undergraduate degree programs to encourage multi/interdisciplinary focus.</td>
<td>✔ ✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Coordinate efforts in communication of science and citizen science emerging in the colleges.</td>
<td>✔ ✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Provide funding for seed grants that support interdisciplinary research and engagement.</td>
<td>✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td><strong>CULTIVATE EXCELLENCE &amp; CONTINUE INVESTING IN AREAS OF EMPHASIS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance commitment to a diverse university.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure central communication efforts represent the importance of a diverse campus community.</td>
<td>✔ ✔ ✔ ✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Continue targeted efforts to recruit and retain a critical mass of diversity representation in students, faculty and staff so the campus community better represents the publics served by NC State.</td>
<td>✔ ✔ ✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td>Create programs to more fully integrate international and domestic non-residents as NC State community members.</td>
<td>✔ ✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td>OVERARCHING ACTIONS</td>
<td>INITIATIVES SUPPORTING THE STRATEGIC PLAN</td>
<td>GOALS</td>
<td>START YEAR</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>CULTIVATE EXCELLENCE &amp; CONTINUE INVESTING IN AREAS OF EMPHASIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase the number of tenured and tenure-track faculty.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>FY17</td>
</tr>
<tr>
<td></td>
<td>Assess, improve and institutionalize effective diverse faculty recruiting approaches (e.g., consideration of unconscious bias and efforts to expand the recruitment pool).</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>FY12-14</td>
</tr>
<tr>
<td></td>
<td>Continue monitoring faculty retention and use feedback to improve faculty retention efforts.</td>
<td>✓</td>
<td>FY16</td>
</tr>
<tr>
<td></td>
<td>Continue to refine financial models for the recruitment of tenured and tenure-track faculty and develop centralized and distributed models for funding and cost-sharing.</td>
<td>✓ ✓ ✓</td>
<td>FY12-14</td>
</tr>
<tr>
<td></td>
<td>Focus fundraising efforts on new endowed professorships and chairs as well as existing programs such as University Faculty Scholars.</td>
<td>✓ ✓</td>
<td>FY16</td>
</tr>
<tr>
<td></td>
<td>Determine strategic disciplinary areas of growth and develop college specific targets for additional tenured and tenure track faculty.</td>
<td>✓ ✓ ✓</td>
<td>FY12-14</td>
</tr>
<tr>
<td></td>
<td>Encourage focused campus partnerships to foster excellence in global engagement.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>FY12-14</td>
</tr>
<tr>
<td></td>
<td>Establish a coordinated process to identify opportunity for and procedures to develop international grants.</td>
<td>✓ ✓ ✓</td>
<td>FY12-14</td>
</tr>
<tr>
<td></td>
<td>Effectively communicate NC State’s global network to campus partners to create synergies.</td>
<td>✓ ✓ ✓ ✓</td>
<td>FY16</td>
</tr>
<tr>
<td></td>
<td>Assess global engagement activities through improved tracking and monitoring systems.</td>
<td>✓ ✓ ✓ ✓</td>
<td>FY16</td>
</tr>
<tr>
<td>OVERARCHING ACTIONS</td>
<td>INITIATIVES SUPPORTING THE STRATEGIC PLAN</td>
<td>GOALS</td>
<td>START YEAR</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Improve student success through improved admissions, enrollment, and retention.</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Develop alternative pathways for admissions through the community college system.</td>
<td>✓</td>
<td>➔</td>
</tr>
<tr>
<td></td>
<td>Centrally manage all internal and external transfer admissions.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze capacity drivers and resource constraints for high-demand undergraduate programs and recommend solutions to remove constraints.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop new and effective intervention strategies to retain students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor and improve efforts to increase the yield of underrepresented students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor and improve the ratio of graduate to undergraduate students as needed.</td>
<td>✓ ✓</td>
<td>➔</td>
</tr>
<tr>
<td></td>
<td>Develop strategies to improve graduate student recruitment (e.g., cross-college first year doctoral programs in targeted areas).</td>
<td>✓ ✓</td>
<td>➔</td>
</tr>
<tr>
<td>ENHANCE STUDENT, FACULTY &amp; STAFF SUCCESS</td>
<td>Provide integrated support services: One Stop Shop–Student Central.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Co-locate cashier’s office, registration and records and office of scholarship and financial aid to provide a unified face to student services.</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cross train staff in high demand services (e.g., student accounts, financial aid and registration as well as admissions, dining, &amp; housing).</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a physical space and complementary virtual space consistent with NC State’s brand.</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promote undergraduate student success through high impact experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement first year Interdisciplinary Life Sciences Program.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop and implement first year interdisciplinary Environmental Sciences Program.</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue development of interdisciplinary first year inquiry courses linked to living and learning villages/learning communities.</td>
<td>✓ ✓</td>
<td>➔</td>
</tr>
<tr>
<td></td>
<td>Continue to grow undergraduate research and internship opportunities.</td>
<td>✓ ✓</td>
<td>➔</td>
</tr>
<tr>
<td></td>
<td>Increase student participation in immersive, high-impact study abroad, service-learning, global internships, and other local and global learning activities.</td>
<td>✓ ✓</td>
<td>➔</td>
</tr>
<tr>
<td></td>
<td>Assess and improve as needed the network of professional advisors across campus.</td>
<td>✓</td>
<td>➔</td>
</tr>
<tr>
<td>OVERARCHING ACTIONS</td>
<td>INITIATIVES SUPPORTING THE STRATEGIC PLAN</td>
<td>GOALS</td>
<td>START YEAR</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td><strong>ENHANCE STUDENT, FACULTY &amp; STAFF SUCCESS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promote higher-order skills in critical and creative thinking: TH!NK – a quality enhancement program.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deliver workshops and create a faculty learning-community to provide support in developing classroom experiences for students that enhance higher-order thinking skills.</td>
<td>✓</td>
<td>FY15</td>
</tr>
<tr>
<td></td>
<td>Implement pedagogical strategies designed to cultivate students’ higher-order thinking competencies in first-year courses across campus.</td>
<td>✓</td>
<td>FY16</td>
</tr>
<tr>
<td></td>
<td>Explore the implementation of TH!NK in second-year and upper-division courses based on assessment data and faculty engagement.</td>
<td>✓</td>
<td>FY17</td>
</tr>
<tr>
<td></td>
<td>Explore the establishment of a University College to better serve the needs of undergraduate students through the following initiatives.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide enhanced advising coordination for all undecided students, those needing more assistance, and those considering or actively transferring into new majors.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide a uniform administrative environment for all unaffiliated academic departments and their faculty in DASA.</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serve as an incubator and, where appropriate, administrative home for interdisciplinary undergraduate curricula, minors and certificates creating a place for shared experiences and sense of identity across colleges.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promote graduate student and post-doctoral success.</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pursue opportunities to increase doctoral completion and reduce time-to-degree.</td>
<td>✓ ✓ ✓</td>
<td>FY15</td>
</tr>
<tr>
<td></td>
<td>Develop common set of expectations for and develop and implement best practices for regular review of Graduate Faculty status.</td>
<td>✓ ✓</td>
<td>FY16</td>
</tr>
<tr>
<td></td>
<td>Assess and improve the impact of workshops, as needed, for post-doctoral scholars, faculty, and staff on effective mentoring.</td>
<td>✓ ✓</td>
<td>FY17</td>
</tr>
<tr>
<td></td>
<td>Develop assessment tools for faculty mentoring of doctoral students.</td>
<td>✓ ✓</td>
<td></td>
</tr>
</tbody>
</table>
## OVERARCHING ACTIONS

### INITIATIVES SUPPORTING THE STRATEGIC PLAN

<table>
<thead>
<tr>
<th>ENHANCE STUDENT, FACULTY &amp; STAFF SUCCESS</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a culture of continuing professional development for staff and faculty.</td>
<td></td>
<td></td>
<td>Provost &amp; Executive VC VC &amp; General Counsel</td>
</tr>
<tr>
<td>Provide ongoing leadership and management training for department and unit heads.</td>
<td>✓</td>
<td>✓</td>
<td>●</td>
</tr>
<tr>
<td>Develop ongoing education programs and compliance communications for staff, faculty and administrators to enable them to do their jobs effectively.</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Develop financial training modules to inform unit leaders on strategic resource awareness and new funding allocation models.</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Expand opportunities for professional development for faculty (e.g., training in grant development, leadership skills, and effective networking.)</td>
<td>✓</td>
<td>✓</td>
<td>●</td>
</tr>
<tr>
<td>Enhance institutional pride.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue the effective roll-out of the University’s refreshed brand to elevate the university’s reputation.</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>●</td>
</tr>
<tr>
<td>Utilize the University’s refreshed brand when communicating internally and externally the success of our diverse community of students, faculty and staff.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓</td>
<td>●</td>
</tr>
<tr>
<td>Continue to utilize approaches to university events that promote pride in place for students, faculty, staff and alumni.</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>●</td>
</tr>
<tr>
<td>Develop shared spaces to inspire community, collaboration and innovation.</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>●</td>
</tr>
<tr>
<td>Expand alumni outreach and engagement in key areas in NC, the US and the world.</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>OVERARCHING ACTIONS</td>
<td>INITIATIVES SUPPORTING THE STRATEGIC PLAN</td>
<td>GOALS</td>
<td>START YEAR</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2</td>
<td>3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY12-14</td>
<td>FY15</td>
</tr>
</tbody>
</table>
| Improve institutional data integration and analytic capacity. | Create an institutional data hub that allows campus users to process and seamlessly integrate information from multiple data sources across the university. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                    | Establish an analytic research agenda to explore and explain significant institutional planning issues (e.g., resource allocation strategies, faculty retention, and course demand). | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Regularly review the effectiveness and efficiency of administrative processes. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Executive Officers  
|                     | Maintain an effective strategic risk management process. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Develop and maintain an effective organizational compliance and ethics program. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Continue to review and recommend improvements in administrative processes. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | VC Finance & Business  
|                     | Continue the strategic implementation of shared services that provide effective and efficient business processes. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | VC Finance & Business  
| Improve institutional effectiveness while growing & realigning resources | Regularly review the effectiveness and efficiency of academic programs. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Continue to refine procedures for academic program review. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Work with internal stakeholders to properly link data management procedures and analytic information needs. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Devise new tools to assist units throughout the review and assessment processes, including documentation of accreditation requirements, policy context and best practices. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
| Improve processes for providing support to the research enterprise. | Expand and unify proposal development efforts across campus. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | VC Research & Innovation  
|                     | Continue to streamline regulatory processes that affect research. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Improve pre- and post-award services provided to researchers from SPARCS and Contracts & Grants by aligning and streamlining research administration processes. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Continue to implement online process for gathering input and prioritizing the acquisition of high end, specialized equipment for shared facilities and service centers. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  
|                     | Continue development of improved processes for funding shared equipment and facilities. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |  ✔ |  ✔ |  ✔ |  ✔ |  ✔ | Provost & Executive VC  

Actions that started in first 3 years of the strategic plan and are continued.
<table>
<thead>
<tr>
<th>OVERARCHING ACTIONS</th>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>OVERARCHING ACTIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>INITIATIVES SUPPORTING THE STRATEGIC PLAN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>IMPROVE INSTITUTIONAL EFFECTIVENESS WHILE GROWING &amp; REALIGNING RESOURCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Align campus physical infrastructure improvements and utilization with strategic plan.</td>
<td>Connect grant &amp; start-up needs with space.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Connect grant &amp; start-up needs with space.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Renovate and re-purpose space while rewarding innovation and new ideas.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Provide consistent technology and support in classroom.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Improve classroom and class lab utilization considering innovative pedagogy and scheduling efficiency.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Develop resource generation, cost-cutting and reallocation strategies to support the strategic plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refine funding allocation models to incentivize strategic investments at the unit-level.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Develop allocation models for enrollment change funding that will distribute financial impacts and incentivize the delivery of courses needed by students for progress toward degrees.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Explore the use of specific program enhancement fees charged to students to enhance their educational experience.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Strategically target additional master’s programs to be considered for premium tuition.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Conduct a market analysis exploring opportunities to strategically grow doctoral enrollment.</td>
<td>✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Evaluate 2014 doctoral stipend program and GSSP program relative to incentives for external funding and make recommendations to improve funding potential.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Continue evaluation and refinement of ideas through the Strategic Resource Management process.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Enhance private support to the University.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to refine top fundraising priorities with a focus on alignment to the Strategic Plan.</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>VC University Advancement</td>
</tr>
<tr>
<td></td>
<td>Continue to build the University’s advancement infrastructure to effectively implement a successful fundraising campaign.</td>
<td>✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>VC University Advancement</td>
</tr>
<tr>
<td></td>
<td>Focus on principal, leadership and major gifts during nucleus phase leading to a public launch of the campaign.</td>
<td>✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>VC University Advancement</td>
</tr>
<tr>
<td></td>
<td>Launch public phase of campaign.</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td>VC University Advancement</td>
</tr>
</tbody>
</table>

Actions that started in first 3 years of the strategic plan and are continued.
Cybersecurity and PCI Update

Board of Trustee Meeting
Audit, Finance & Risk Subcommittee
November 20, 2014

Marc Hoit, PhD
Vice Chancellor for IT & CIO
IT Strategic Goals

Innovate
Goal 1: Lead IT Innovation
Goal 2: Leverage Data

Collaborate
Goal 5: Cultivate a Collaborative IT Culture
Goal 6: Foster Connectedness of Communities

Manage
Goal 3: Maintain & Enhance University Cyberinfrastructure
Goal 4: Optimize IT Resources through Governance
Focus: Strategic Cybersecurity Risks

Actions: Risk Decisions and Priorities

Executive Level (CIO, ITLC)

Mission Priority and Risk Appetite and Budget

CITD

ITSAC

ITSAC Subcommittees

Implementation/Operations Level

Focus: Securing Critical Infrastructure
Actions: Implements Profile

Implementation Progress
Changes in Assets, Vulnerability and Threat

Business/Process Level

Focus: Critical Infrastructure Risk Management
Actions: Selects Profile, Allocates Budget

Changes in Current and Future Risk

Framework Profile

Agenda

University Strategic Risks (SRM)
Enterprise Risk Areas

Data Breach

- Improve security profile (PCI, NIST, ISO, etc)
- Focus on critical (sensitive) data
- Require new policies (2-factor, encryption, incident response, etc)

Technology Disruption

- Harden Data Centers (DCII, virtualize)
- Map, Improve and Test Resiliency
  - Categorize restoring services into: immediate, near term and long term
  - Map dependencies (what is needed to run a service)
  - Ensure redundancy of immediate services & quick response for medium
  - Reduce long term to medium
  - Test recovery
University Cybersecurity Objective

To develop a systematic approach to continuously identify, assess and manage cybersecurity risks to university data and infrastructure so that security expenditures can maximize the impact of the investment.
OVERLAPPING SECURITY MANDATES
FEDERAL, STATE, CONTRACTUAL, BEST PRACTICES

- PCI DSS
- HIPAA
- NIST 800-53 (DFARS, CEMII)
- ISO 27002
- NC Identity Protection Act
- GLBA
- FERPA, ...

Common Security Needs (Data Protection)
NC State Data Classification Impact on Research Data

Research data subject to new DFARS terms or NIST 800-53 under NC State data classification scheme is purple/red data (e.g., Classified Data, DoD Unclassified Controlled Technical data, some Trade Secrets)

None of the currently available research computing resources meet the security requirements for purple research data
Security Needed for Research Computing

- **New compliant environment & support structure**
  - compliant to DFARS and NIST 800-53
  - Shifting from a “do-it-yourself” to formal support of the research environment

- **Research security policy** requiring all data subject to NIST 800-53 use compliant environments

- **Baseline infrastructure definition** for storage and computing that meets the needs of the average research project

- **Sustainable funding model** for research compute and storage including
  - a *pricing formula* for compute and storage needs above the baseline
  - recurring (e.g., trust fund) instead of one-time funds
# Cybersecurity Strategic Planning

**Identification of Cyber-Infrastructure & Data Security Needs**

<table>
<thead>
<tr>
<th>Security Function</th>
<th>Activity Category</th>
<th>NCFU</th>
<th>UNCGA Standard (ISO 27002)</th>
<th>DFARS CEMII (NST)</th>
<th>HIPAA</th>
<th>Strictest Standard</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDENTIFY (ID)</strong></td>
<td>Asset Management</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Business Environment</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Governance</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Risk Assessment</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Risk Management Strategy</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td><strong>PROTECT (PR)</strong></td>
<td>Access Control</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Awareness and Training</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Data Security</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Information Protection Processes and Procedures</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Protective Technology</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Anomalies and Events</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Security Continuous Monitoring</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Detection Processes</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Response Planning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Communications</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td><strong>DETECT (DE)</strong></td>
<td>Mitigation</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Improvements</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td><strong>RESPOND (RS)</strong></td>
<td>Recovery Planning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td></td>
<td>Improvements</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
<tr>
<td><strong>RECOVER (RC)</strong></td>
<td>Communications</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>PCI</td>
</tr>
</tbody>
</table>
CYBERSECURITY STRATEGIC PLANNING
DRAFT CYBER SECURITY ROADMAP

Credit Card data
PCI DSS v3

Research Data
NIST 800-53
DFARS CEMII

Other Data
ISO 27002

Identify
Inventory Mgmt
Vulnerability Scanning

Protect
Access Control
Awareness Training
Data Security

Detect
Baseline
Anomalies Detection
Continuous Monitoring

Respond
Incidents Response
Notifications & Reporting

 Recover
Disaster Recovery Planning

2014
2015 to 2016
2016++
Identified Costs Thus Far

- New one time hardware & software: $656,475
- New recurring: $1.2MM
  - PCI specific = $ 403,198 (FTE: $395,198, HW/software: $8,000)
  - Shared security = $808,884 (FTE: $420,422, HW/software: $388,462)
- Additional resources needs will be identified as roadmap is further defined
### PCI-DSS v3.0 Merchant Categories for NC State

<table>
<thead>
<tr>
<th>SAQ</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Card-not-present (e-commerce or mail/telephone-order) merchants, all cardholder data functions outsourced. This would never apply to face-to-face merchants.</td>
</tr>
<tr>
<td>A-EP</td>
<td>SAQ A-EP merchants are e-commerce merchants who partially outsource their e-commerce payment channel to PCI DSS validated third parties and do not electronically store, process, or transmit any cardholder data on their systems or premises.</td>
</tr>
<tr>
<td>B</td>
<td>Imprint only merchants with no electronic cardholder data storage, or standalone, dial-out terminal merchants with no electronic cardholder data storage</td>
</tr>
<tr>
<td>D</td>
<td>All other merchants not included in descriptions for SAQ types A through B above, and all service providers defined by a payment brand as eligible to complete an SAQ.</td>
</tr>
</tbody>
</table>
NCSU PCI Merchant Demographics

A - eCommerce merchants  
(52 merchants)

B - Point of Sale Terminal merchants  
(25 merchants)

D - All other merchants  (36 merchants)  
(McKimmon, Transportation, IES, University Advancement, Dining, Bookstores, Cashier’s Office, Athletics, Ticket Central, Undergraduate Admissions, Parent Orientation, CVM Admissions, CALS, CNR)
2014 PCI-DSS Attestation Results

6/27/14 - SAQ D Dining - Non-Compliant

7/29/14 - SAQ B - Compliant

8/1/14 - SAQ A - Compliant

8/1/14 - SAQ D - Foundations - Non-Compliant

8/1/14 - SAQ D - NCSU Other - Non-Compliant
PCI 3.0 - A new year...a new way of thinking

Two options for Merchants:
1. Become PCI-DSS compliant with your current business process
   or
1. Change the scope of your business

Merchants should use this opportunity to look for efficiencies in their business process.
PCI-DSS 3.0 Compliance Project Timeline

July 2014 - Project Budget Approved - Recurring $1.2M
August 2014 - Implement eStore (Higher One solution)

- Yates Mill Bakery
- College of Design
- Material Science Engineering
- Student Media
- Material Science
Agenda

JCRaulston Arboretum
AT NC STATE UNIVERSITY

---

HOME > MEETINGS

FPC Annual Meeting
Price: $300.00

*First Name:
*Last Name:
*Street Address:
*City:
-State:
*Zip:
*Email Address:
*Phone #:

Will you be attending the field trip? Yes $600.00

The field trip registration fee covers transportation, breakfast, lunch, and dinner on Thursday noon through Saturday noon and lodging on Thursday and Friday nights.

---

Yates Mill Bakery

---

Center for Dielectrics and Piezoelectrics

CDP FALL 2014 REGISTRATION
November 3rd - 4th, 2014 - Raleigh, NC
Price: $9.00

Sunday evening: IAB and faculty reception
Monday-Tuesday: CDP Meeting
Wednesday Morning: Optional Tutorial on Atomic Layer Deposition

Rates:

Members - $275.00
Non-Members - $375.00
Academic (Faculty/Student) - $100.00

Hotel information can be found at CDP's Meeting page: http://www.cdp.ncsu.edu/meetings

Registration Type:

---

CUPCAKES BY THE DOZEN
Purchase cupcakes by half-dozen at $12.00

Caramel Cakes
Custom Cakes
Signature Cakes

Featured Product
Happy Birthday Cake
Want to show someone you care? Order a Happy Birthday Cake from Yates Mill.

Featured Product
Special Occasion Cake
Show someone their special day with a custom cake from Yates Mill Bakery.

---

Higher@One
A shared course for success
PCI-DSS 3.0 Compliance Project Timeline

August 2014 - EAS conducting gateway merchant interviews
August 2014 - Encrypt Sensitive Data
September 2014 - Vulnerability Scanning
October 2014 - Physical Security of Data Centers
November 2014 - Two Factor Authentication System
December 2014 - Network Infrastructure
January 2015 - Policy & Procedures, Log Management, Migration to eStore Complete, Begin Merchant Training
February 2015 - File Integrity Monitoring
March 2015 - Assessment of Merchants
April 2015 - Dedicated Payment Workstations, PCI Documentation
April 2015 - Penetration Testing & Intrusion Detection Services
June 2015 - Attestation for SAQ D Dining Merchants
July 2015 - Attestation for SAQ B Merchants
August 2015 - Attestation for SAQ A & Remaining SAQ D Merchants
Discussion
MARKET COMMENTARY

Geopolitical concerns intensified along with the impending reduction of central bank accommodation during the quarter. Both concerns were accompanied by slower overall growth during the quarter. Most major U.S. stock indexes dropped 5% to 10% from their peaks earlier this year; a drop of at least 10% being the traditional definition of a market “correction”. Some investment market indicators, such as the Russell 2000, have been in correction territory for a few months. At the same time, overall market volatility increased sharply due to the continuing concerns about deteriorating economic growth prospects abroad. We believe the increase in volatility could be viewed as a return to “normal”, not-unlike the type of variable performance witnessed in a non-stimulus environment. Even in the midst of disruption in US equities markets, however, investors saw the US economy as a safe haven, while Continental Europe continued to teeter on the edge of economic deterioration, and China's economic growth slowed.

As a result of this macro environment and a rise in investor fears, the third quarter of calendar 2014 produced mixed investment performance for various asset classes. However, the diversified and defensively positioned NC State Investment Fund outperformed the Global Index (70% ACWI/30% Barclay’s Aggregate) return of -1.6% by 297 basis points, returning 1.4% as of September 30, 2014. Global Equities were down 2.3% for the quarter, but up 11.3% for the trailing one-year period. The Private Equity asset class, lagging by one quarter, was one of the best performing asset classes for the quarter, up 5.7%. We believe the Fund’s return for the quarter and year were both competitive and favorable as a whole, and overall long-term performance continues to meet our objectives.

The Fund is invested with several managers in a wide variety of asset classes. The largest investment manager, UNCMC, invests 88% of the Fund’s assets. UNC Investment Fund (UNCIF) produced a 13.1% return for the 12 months ended September 30, 2014. The NCSIF employs additional private equity managers, who oversee 5% of the portfolio, and the one year return as of September 30, 2014 for that portion of the portfolio was a strong 21.0%. The Fund’s Liquid Policy Portfolio (LPP), managed by Blackrock, at 7% of the portfolio, returned 8.5% for the one year period ended September 2014.

PERFORMANCE

September 30, 2014

<table>
<thead>
<tr>
<th>Performance</th>
<th>QTD</th>
<th>CYTD</th>
<th>1 Year</th>
<th>3 Year</th>
<th>5 Year</th>
<th>10 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund</td>
<td>1.4%</td>
<td>7.7%</td>
<td>13.1%</td>
<td>11.6%</td>
<td>10.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Policy Index (1)</td>
<td>0.5%</td>
<td>6.6%</td>
<td>11.5%</td>
<td>12.0%</td>
<td>10.4%</td>
<td>7.1%</td>
</tr>
<tr>
<td>UNCIF</td>
<td>1.4%</td>
<td>7.6%</td>
<td>13.2%</td>
<td>11.9%</td>
<td>9.7%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Global Index (2)</td>
<td>-1.6%</td>
<td>3.9%</td>
<td>9.1%</td>
<td>12.3%</td>
<td>8.5%</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

Note 1: Policy Index = UNCIF’s Strategic Investment Policy Portfolio Index (SIPP).
For the 10 year period, Policy Index = Blended Historical Benchmark.
Note 2: Global Index= 70% ACWI; 30% Barclay’s Aggregate
Investment Strategy

The Fund is managed as a broadly diversified portfolio with exposure to seven primary asset classes and many sub-strategies within each asset class. The Fund seeks to diversify exposure to the sub-strategies through the use of multiple investment managers that utilize a variety of investment approaches. The purpose of diversification is to provide reasonable assurance that no single security, class of securities, or investment manager has a disproportionate impact on the Fund's aggregate results. At times, the Fund invests in passive strategies.

In working toward the Fund's investment strategy, through UNCMC, the Fund invests in a number of niche managers that can employ different types of hedging strategies such as short-selling and derivative investing to help reduce the volatility of the Fund. The focus on controlling volatility preserves capital and benefits Fund participants through the power of compounding.

UNC Management Company

The UNCMC was established on January 1, 2003 as an exempt 501 (c)(3) organization. It is a professionally-staffed asset management company created to provide investment services to the University of North Carolina at Chapel Hill and its affiliated entities, to the constituent institutions of the UNC system and system affiliated foundations, associations, trusts, and endowments.

With 30 employees, UNCMC has two teams, Investment Management and Operations. The Investment Management team manages all public and private investments of the UNCIF. Their responsibilities include evaluating and monitoring investment managers, recommending changes to investment objectives and asset allocation and implementing investment decisions approved by Chapel Hill Investment Fund's (CHIF) Executive Committee. The Operations Team performs all administrative, legal, accounting, and performance reporting duties.

Actual Asset Allocation

- Long Biased Equity: 31%
- Long/Short Equity: 6%
- Fixed Income: 21%
- Diversifying: 6%
- Private Equity: 17%
- Real Estate: 9%
- Energy and Natural Resources: 10%

Risk Profile

3-Year Period Ended September 30, 2014

<table>
<thead>
<tr>
<th>Fund</th>
<th>Net Performance</th>
<th>Standard Deviation</th>
<th>Sharpe Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNCIF</td>
<td>11.9%</td>
<td>4.2%</td>
<td>2.8</td>
</tr>
<tr>
<td>Policy Index</td>
<td>12.0%</td>
<td>5.0%</td>
<td>2.4</td>
</tr>
<tr>
<td>Global Index</td>
<td>12.3%</td>
<td>8.5%</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Note 1: Sharpe Ratio: Excess return per unit of risk

Allocation by Manager

- Private Equity: 0.3%
- 97.7%: UNCMC
- 6.9%: Blackrock LPP
- 2.6%: NC State Treasurer’s STIF
- 1.4%: Blackrock
- 1.1%: SEI Global PE II

Note: Allocation by Manager is approximate.
NC STATE BOARD OF TRUSTEES
AUDIT, RISK MANAGEMENT AND FINANCE COMMITTEE
2014 – 2015 PLAN OF WORK

September
- Approval of Bonds/Debts (NC State Pol 01.05.01, Appendix 1, I.b, I.d.i) (as needed)
  Desired outcome and measure of success: Consider and recommend bond resolution approval to BOT when presented. BOT bond approval
- Budget Outlook/Legislative Priorities (as needed)
  Desired outcome and measure of success: Receive informational report on Legislative budget priorities and understanding possible impacts to University
- Enterprise Risk Management and Compliance Update (NC State Pol 01.05.1, Appendix 1, I.a.vii, 1.c.i, 1.c.ii)
  Desired outcome and measure of success: Receive information report of University any known risks,
- Finance and Budget Update (UNC Pol, Ch. 100.1, Appendix 1 (V) (NC State Pol 01.05.1, Appendix 1, I.b, I.d.i)
  Desired outcome and measure of success: Receive informational reports on budget, institutional trust funds and investments to better understand resources and priorities that impact the University.
- Internal Audit Charter Review (Req by Internal Audit Act)
  Desired outcome and measure of success: Review the Internal Audit Charter to be compliant with the Internal Audit Act
- Internal Audit Update (NC State Pol 01.05.1, Appendix 1, I.a.iii, I.a.iv, I.a.v)
  Desired outcome and measure of success: Receive informational reports quarterly on current activity, so that Trustees are aware of any issues that could impact the University. In addition, Trustees would receive bi-annual report on the activities by the Internal Audit Office in reference to the annual plan, and offer guidance when needed.
- Investment Performance Review (NC State Pol 01.05.1, Appendix 1, I.d.i)
  Desired outcome and measure of success: Inform Trustees of Investment Fund valuation and changes to market affecting the same via written materials provided at each meeting.
- Policy Approvals (NC State Pol 01.05.1, Appendix 1, I.d.ii) (as needed)
  Desired outcome and measure of success: Recommend appropriate policies to the full Board for approval.
- Review of Committee Responsibilities (Annually)
  Desired outcome and measure of success: Understand Committee scope and develop an effective plan of work for the year.

November
- Approval of Bonds/Debts (NC State Pol 01.05.01, Appendix 1, I.b, I.d.i) (as needed)
Desired outcome and measure of success: Consider and recommend bond resolution approval to BOT when presented. BOT bond approval

- Budget Outlook/Legislative Priorities (as needed)
  Desired outcome and measure of success: Receive informational report on Legislative budget priorities and understanding possible impacts to University

- Enterprise Risk Management and Compliance Update (NC State Pol 01.05.1, Appendix 1, I.a.vii, 1.c.i, 1.c.ii)
  Desired outcome and measure of success: Receive information report of University any known risks,

- Finance and Budget Update (UNC Pol, Ch. 100.1, Appendix 1 (V) (NC State Pol 01.05.1, Appendix 1, l.b, l.d.i)
  Desired outcome and measure of success: Receive informational reports on budget, institutional trust funds and investments to better understand resources and priorities that impact the University.

- Intercollegiate Athletics Finance and Budget Reporting (Annual) (UNC Pol, Ch. 1100.1.1(R) I.B)
  Desired outcome and measure of success: Receipt of financial indicators contained in the NCAA Dashboard “Presidential View” with both annual and 5-year information as well as review of annual budget including major sources of revenue and expenses. Informational report promotes transparency of Athletics financial operations.

- Internal Audit Update (NC State Pol 01.05.1, Appendix 1, I.a.iii, I.a.iv, I.a.v)
  Desired outcome and measure of success: Receive informational reports quarterly on current activity, so that Trustees are aware of any issues that could impact the University. In addition, Trustees would receive bi-annual report on the activities by the Internal Audit Office in reference to the annual plan, and offer guidance when needed.

- Investment Performance Review (NC State Pol 01.05.1, Appendix 1, I.d.i)
  Desired outcome and measure of success: Inform Trustees of Investment Fund valuation and changes to market affecting the same via written materials provided at each meeting.

- Policy Approvals (NC State Pol 01.05.1, Appendix 1, I.d.ii) (as needed)
  Desired outcome and measure of success: Recommend appropriate policies to the full Board for approval.

**February**

- Annual Financial Report (600.2.4, II., H) (NC State Policy 01.05.1, Appendix 1, I.a.viii)
  Desired outcome and measure of success: Receive a clean audit opinion from the State Auditor’s Office when reviewing the University Financial Statement.

- Annual Report on Endowment and Investments (Annual) (NC State Pol 01.05.1, Appendix 1, I.d.i)
Desired outcome and measure of success: To provide Committee with more understanding about University Endowment and Investments and progress over time.

- **Budget Outlook/Legislative Priorities (as needed)**
  
  Desired outcome and measure of success: Receive informational report on Legislative budget priorities and understanding possible impacts to University

- **Enterprise Risk Management and Compliance Update (NC State Pol 01.05.1, Appendix 1, I.a.vii, 1.c.i, 1.c.ii)**
  
  Desired outcome and measure of success: Receive information report of University any known risks,

- **Finance and Budget Update (UNC Pol, Ch. 100.1, Appendix 1 (V) (NC State Pol 01.05.1, Appendix 1, I.b, I.d.i)**
  
  Desired outcome and measure of success: Receive informational reports on budget, institutional trust funds and investments to better understand resources and priorities that impact the University.

- **Internal Audit Report (as required by BOG) (NC State Policy 01.05.1, Appendix 1, I.a.iii, 1.a.v)**
  
  Desired outcome and measure of success: Inform Trustees of Investment Fund valuation and changes to market affecting the same via written materials provided at each meeting.

- **Internal Audit Update (NC State Pol 01.05.1, Appendix 1, I.a.iii, I.a.iv, I.a.v)**
  
  Desired outcome and measure of success: Receive informational reports quarterly on current activity, so that Trustees are aware of any issues that could impact the University. In addition, Trustees would receive bi-annual report on the activities by the Internal Audit Office in reference to the annual plan, and offer guidance when needed.

- **Policy Approvals (NC State Pol 01.05.1, Appendix 1, I.d.ii) (as needed)**
  
  Desired outcome and measure of success: Recommend appropriate policies to the full Board for approval.

**April**

- **Associated Entities Review (NC State Policy 01.05.1, Appendix 1, I.a.ix)**
  
  Desired outcome and measure of success: To inform Committee on the activities and broad overview of annual performance of associated entities as reported to UNC General Administration.

- **Budget Outlook/Legislative Priorities (as needed)**
  
  Desired outcome and measure of success: Receive informational report on Legislative budget priorities and understanding possible impacts to University

- **Enterprise Risk Management and Compliance Update (NC State Pol 01.05.1, Appendix 1, I.a.vii, 1.c.i, 1.c.ii)**
  
  Desired outcome and measure of success: Receive information report of University any known risks,

- **Finance and Budget Update (UNC Pol, Ch. 100.1, Appendix 1 (V) (NC State Pol 01.05.1, Appendix 1, I.b, I.d.i)**
Desired outcome and measure of success: Receive informational reports on budget, institutional trust funds and investments to better understand resources and priorities that impact the University.

- Internal Audit Update (NC State Pol 01.05.1, Appendix 1, I.a.iii, I.a.iv, I.a.v)
  Desired outcome and measure of success: Receive informational reports quarterly on current activity, so that Trustees are aware of any issues that could impact the University. In addition, Trustees would receive bi-annual report on the activities by the Internal Audit Office in reference to the annual plan, and offer guidance when needed.

- Internal Audit Yearly Plan Review (NC State Policy 01.05.1, Appendix 1, I.a.ii)
  Desired outcome and measure of success: 

- Investment Performance Review (NC State Pol 01.05.1, Appendix 1, I.d.i)
  Desired outcome and measure of success: Inform Trustees of Investment Fund valuation and changes to market affecting the same via written materials provided at each meeting.

- Policy Approvals (NC State Pol 01.05.1, Appendix 1, I.d.ii) (as needed)
  Desired outcome and measure of success: Recommend appropriate policies to the full Board for approval.

- University Debt Update (NC State Pol 01.05.1, Appendix 1, I.b, I.d.i)
  Desired Outcome: Receive informational report regarding the University Debt, and debt standings/rating
  Measure of Success: Knowledgeable regarding University Debt, standings and ratings

**July**

- New Trustee Orientation
Board of Trustees
North Carolina State University
Audit, Risk Management, and Finance Committee
Proposed Agenda Topics for FY14-15 (listed alphabetically)

SEPTEMBER 2013
*Approval of Bonds/Debt (if needed)
Enterprise Risk Management & Compliance Update
Finance and Budget Update
Internal Audit Charter Review (Annual)
Internal Audit Update
*Minutes Approval
Investment Performance Review
Review of Committee Responsibilities (Annual)
Review of Draft Agenda Items for the Year (Annual)

NOVEMBER 2013
*Approval of Bonds/Debt (if needed)
Enterprise Risk Management & Compliance Update
Finance and Budget Update
Internal Audit Update
Investment Performance Review
*Minutes Approval

FEBRUARY 2014
*Annual Financial Report/Audit (State Auditors attend)
Annual Report on Endowment and Investments (Annual)
Budget/Legislative Priorities
Enterprise Risk Management & Compliance Update
Finance and Budget Update
Internal Audit Report
Internal Audit Update
*Minutes Approval

APRIL 2014
Associated Entities Review (Annual)
Enterprise Risk Management & Compliance Update
Finance and Budget Update
Internal Audit Update
*Internal Audit Yearly Plan Review for FY 2014 (Annual)
Investment Performance Review
*Minutes Approval
University Debt Update (Annual)

Except as noted, all update reports are as needed.

*denotes action item
BOARD OF TRUSTEES
NORTH CAROLINA STATE UNIVERSITY

Buildings and Property Committee
Time: 2:45 – 4:15 p.m., November 20, 2014
Primrose Hall Conference Room
Ramsey, Chair
Members: Clark, Lanier, Mattocks, Murphy, Sall

AGENDA

CALL TO ORDER
Randy Ramsey, Chair, Buildings and Property Committee
• Roll Call
• Reading of the State Government Ethics Act

1. CONSENT AGENDA
Minutes
Randy Ramsey, Chair, Buildings and Property Committee
• Approval of September 18, 2014 meeting minutes 5.1.A

Property Matters
Ralph Recchie, Real Estate Director
✓ Disposition by Easement: To the Board of Trustees for the Endowment Fund of North Carolina State University for both storm water control and retention and for cross access related to the development of the Centennial Biomedical Campus Flex Lab Building and for future Endowment Fund sites on the Centennial Biomedical Campus
5.1.B.1
✓ Disposition by Lease: Swannanoa 4-H Center in Buncombe County, NC for a term of sixty (60) years to a camp operator that will be selected through a Request For Proposal (RFP) process
5.1.B.2
✓ Acquisition by Lease: +44,241 square feet (SF) of office and laboratory space in the Textiles Innovation Center on Centennial Campus from Keystone Development Corporation for the Non-Wovens Institute for a term of 10 years
5.1.B.3
• Acquisition by Lease: +9,400 SF of office space for the Next Generation Power Electronics Manufacturing Innovation Institute / Power America in the Venture Place on Centennial Campus. Approved April 24, 2014 for a term of 3 years, now seeking a term of up to 10 years.
5.1.B.4

✓ Requires full board approval
1 Materials will be distributed to committee members at the meeting
Designer Selections

Steve Arndt, Associate Vice Chancellor for Facilities

- College of Textiles Fire Alarm System Replacement – Centennial Campus 5.1.C.1
- MRC Cleanroom Renovation – Centennial Campus 5.1.C.2
- Research IV Building USGS Upfit – Centennial Campus 5.1.C.3
- CVM Equine Hospital Study – Centennial Biomedical Campus 1(5.1.C.4)
- 4-H History & Learning Center – Millstone 4-H Camp 5.1.C.5
- Approval of Designer Selections Less Than $500,000 5.1.C.6

Acceptance of Completed Buildings and Projects

Steve Arndt, Associate Vice Chancellor for Facilities

- The University and Office of State Construction have accepted the attached list of completed buildings and projects with dollar values greater than $2,000,000. The University has accepted the attached list of completed buildings and projects with dollar values less than $2,000,000. All are recommended to the Buildings and Property Committee for formal acceptance. This listing represents buildings and projects received since the September 18, 2014 meeting.

***END OF CONSENT AGENDA ITEMS***

2. PROPERTY MATTERS (Received after Full Board Mailing) TAB 2

3. SITE REVIEW AND APPROVAL TAB 3

Lisa Johnson, University Architect

- Conference Center and Hotel – Centennial Campus 5.3.A

4. PLAN REVIEW AND PLAN APPROVAL TAB 4

Lisa Johnson, University Architect

Plan Review
- Conference Center and Hotel – Centennial Campus 5.4.A

Plan Approval
- Approval of Plans and Specifications of Formal Projects less than $2 million 5.4.B

5. INFORMATIONAL REPORTS TAB 5

- Centennial Campus Update (Michael Harwood) 5.5.A.1
- Capital Projects Update (Steve Arndt) 5.5.A.2
- Status of Projects in Planning (Lisa Johnson) 5.5.A.3
- Tour of Talley Student Union (Cameron Smith) 1(5.5.A.4)

ADJOURN

✓ Requires full board approval

Materials will be distributed to committee members at the meeting
Agenda Item / Issue: Consent Agenda

Requested / Required Action: Approval of the items contained in the Consent Agenda to include committee meeting minutes for September 18, 2014, property matters, designer selections, and acceptance of completed buildings and projects.

Suggested Motion: Move approval of the Consent Agenda.

Responsible University Unit: Office of Finance & Business
University Presenter/Contact: Steven A. Arndt, Associate Vice Chancellor for Facilities
Minutes

Meeting No.: 14-15: 1

Location: Primrose Hall Conference Room

Time: 2:45 – 3:42 p.m.

Committee Members Present:
Mr. Randall Ramsey, Chair
Mr. Jimmy Clark
Ms. Gayle Lanier
Mr. Wendell Murphy
Mr. John Sall

Other Trustee in Attendance
Mr. Benjamin Jenkins, Chair, Board of Trustees

Present from the University:
Mr. Charles Leffler, Vice Chancellor, Finance and Business
Ms. Mary Peloquin-Dodd, Associate Vice Chancellor for Finance and Business and University Treasurer
Mr. Michael Harwood, Associate Vice Chancellor, Centennial Campus Development
Mr. Steven Arndt, Associate Vice Chancellor, Facilities
Mr. Brent McConkey, Assistant General Counsel, Office of General Counsel
Ms. Lisa Johnson, University Architect
Mr. Ralph Recchie, Director, Real Estate
Ms. Lynn Burris, Executive Assistant, Facilities Division
Mr. Ron Grote, University Program Specialist, Facilities Division

CALL TO ORDER
Chair Ramsey called the meeting to order at 2:45 p.m.

ROLL CALL
Chair Ramsey called the roll. All were present except for Mr. Mattocks who had an excused absence.
STATE GOVERNMENT ETHICS ACT
At the beginning of the meeting, Chair Ramsey reminded all members of their duty to avoid conflicts of interest and appearances of conflicts of interest under the State Government Ethics Act and inquired as to whether there were any known conflicts of interest with respect to any matters coming before the Buildings and Property Committee at this meeting. The committee members had no conflicts of interest or appearances thereof.

2014-2015 PLAN OF WORK
Chair Ramsey discussed the plan of work, indicating it was the same as last year, when all members were on the committee, with exception that the 2014 Physical Master Plan would not need to be approved since it was approved at the February meeting. Also, there are three new possible site and building plan approvals, which are Centennial Campus Conference Center and Hotel, Textiles Innovation Center, and Research Storage at Lake Wheeler. He asked for questions and comments. There were none.

COMMITTEE RESPONSIBILITIES AND PROCEDURES
Chair Ramsey asked Mr. Arndt to discuss the committee responsibilities and procedures. Arndt said that the responsibilities and procedures are the same as last year when all members were on the committee. He asked for questions and comments. There were none.

CONSENT AGENDA
Minutes
Chair Ramsey asked whether there were any corrections to the April 24, 2014 meeting minutes. There being none, Chair Ramsey declared the minutes stand approved as drafted.

Property Matters
Chair Ramsey asked Mr. Recchie to present the property matters. Recchie said that the two property matters require full board approval. They were:

- Acquisition by Lease of approximately 8,882 square feet of office space in Venture Center IV on Centennial Campus from Venture Center, LLC, for the Center for Integrated Pest Management for a term of 5 years. The original request was for approximately 6,343 square feet. Suite 105, which has approximately 2,539 square feet, was added to accommodate staff currently on the building’s third and fourth floors. Since the lease is a strategic lease due to the space needed, it was not advertised for bid.

- Disposition by Easement of up to one half acre on Centennial Campus to the Board of Trustees of the Endowment Fund from North Carolina State University for a storm water retention pond to service the proposed Textiles Innovation Center Building at Main Campus Drive and Research Drive, which would be a private development.

Chair Ramsey called for a motion and a second to recommend to the full board approval of the two items as outlined by Mr. Recchie. Mr. Sall made the motion, which Mr. Clark seconded. Ramsey asked if there was any further discussion on the motion. There being none, he called for a vote. He announced the motion passed.
Designer Selections
Chair Ramsey asked Mr. Arndt to discuss the designer selections. Arndt presented the 23 designer selections. Mr. Clark remarked about the major economic impact to the state that these projects represented. Mr. Leffler said that the Board of Governors has commissioned a study to address the impact system wide to the state, Wake County, Mecklenburg County, and seven other counties. The study should be completed prior to November and Leffler will share the results at the November meeting.

Chair Ramsey called for a motion and a second to recommend approval of the designer selections as outlined by Mr. Arndt. Mr. Murphy made the motion, which Mr. Sall seconded. Ramsey asked if there was any further discussion on the motion. There being none, he called for a vote. He announced the motion passed.

Developer Selection
Chair Ramsey asked Mr. Arndt to discuss the designer selections. Arndt presented the Textiles Innovation Center. The developer, Keystone Corporation, will provide a development feasibility Study, which will determine the budget. In answer to a question posed by Mr. Clark, Mr. Leffler said that Patrick Gavaghan from Keystone was the developer of the FREEDM Center on Centennial Campus, and based on their work there, Keystone was selected for this project.

Chair Ramsey called for a motion and a second to recommend approval of the selection as outlined by Mr. Arndt. Mr. Sall made the motion, which Mr. Murphy seconded. Ramsey asked if there was any further discussion on the motion. There being none, he called for a vote. He announced the motion passed.

Acceptance of Completed Buildings and Projects
Chair Ramsey asked Mr. Arndt to present the completed buildings and projects for acceptance. Arndt requested acceptance of 22 completed projects listed with a combined value of $38.7 million. The list included acceptance of Wolf Ridge Grove Hall for $12 million and Valley Hall for $16.2 million – the final two buildings at Wolf Ridge.

Chair Ramsey called for a motion and a second to recommend acceptance as outlined by Mr. Arndt. Ms. Lanier made the motion, which Mr. Sall seconded. Ramsey asked if there was any further discussion on the motion. There being none, he called for a vote. He announced the motion passed.

PROPERTY MATTERS (Received after Full Board Mailing)
Chair Ramsey asked Mr. Recchie to present the property matters. Recchie said that the two property matters received after the full board mailing require full board approval. They were:
• Acquisition by Lease of approximately 22,000 square feet of office space in Alliance Center on Centennial Campus from SM Alliance, LLC, for the Institute of Advanced Analytics (IAA) for a term of 10 years. IAA will increase from two cohorts to four, which will mean student population will increase from 90 students to 180.
• Disposition by Space Lease of approximately 6,332 rentable square feet of office space in Research Building III, Suite 300, on Centennial Campus for the United States of America,
General Services Administration on behalf of National Weather Service (NWS) for a 3 year term. Mr. Harwood added that due to sequestration and budget cuts, NWS was on a month by month basis. Mr. Leffler explained that approval was being requested now so that the matter could go to the Board of Governors for their approval in time for the Federal Government’s new fiscal year.

Chair Ramsey called for a motion and a second to recommend to the full board approval of the two items as outlined by Mr. Recchie. Ms. Lanier made the motion, which Mr. Clark seconded. Ramsey asked if there was any further discussion on the motion. There being none, he called for a vote. He announced the motion passed.

**SITE REVIEW AND APPROVAL**

Chair Ramsey asked Ms. Johnson to present the Textiles Innovation Center for site review and approval. Johnson said the building will be built on a 2.6 acre site on the southwest corner of Main Campus Drive and Research Drive. The proposed 102,370 gross square foot (GSF) building includes 41,880 GSF of space for the Nonwoven Innovation Pilot Facility and 60,490 GSF of private market rate office space for lease. A section of the space for the Nonwoven Innovation Pilot Facility will include a 50 foot tall high bay space. Mr. Clark asked whether the high bay space can be converted to office space by adding more floors if ever the high bay space is no longer needed. Johnson replied it would be constructed to do just that.

The project includes structured parking sufficient for the new building and the relocation of the existing parking.

The site will have two primary Stormwater features. One, which is already there, is below ground. A second, to be constructed, will be an above ground wetland.

Construction challenges include a very confined site, a 40-foot drop from the front to the rear of the site, and loss of a large amount of vegetation, especially on the southwest corner.

The design team is presently working on responses to comments from the Physical Environment Committee (PEC) and the Campus Design Review Panel (CDRP). PEC comments focused on the need to find ways to offset the increase in impervious surfaces and parking concerns. CDRP had a number of comments. Johnson noted two. The deck does not relate to the building and the windows on the deck side are not the same proportions as the rest of the building windows.

Chair Ramsey called for a motion and a second to recommend approval as outlined by Ms. Johnson. Mr. Sall made the motion, which Mr. Murphy seconded. Ramsey asked if there was any further discussion on the motion. There being none, he called for a vote. He announced the motion passed.

**PLAN APPROVAL**

Chair Ramsey asked Ms. Johnson to present the list of plans and specifications of formal projects that cost less than $2 million for approval. Johnson presented the 21 plans and specifications of formal projects.
Chair Ramsey called for a motion and a second to recommend approval as outlined by Ms. Johnson. Ms. Lanier made the motion, which Mr. Sall seconded. Ramsey asked if there was any further discussion on the motion. There being none, he called for a vote. He announced the motion passed.

INFORMATIONAL REPORTS
Chair Ramsey recognized Mr. Arndt to present the update about Capital Projects. Arndt highlighted the Talley Student Union that will be completed spring 2015 with dedication planned for fall 2015. Mr. Leffler suggested the committee tour the building at their November meeting. Mr. Clark said that the student body needs to be thanked for their contributions. In response to a question from Mr. Murphy, Leffler said the building was fully funded by student fees. Ms. Lanier said she has heard from a number of alumni who are pleased with how well campus is looking. Mr. Clark remarked that the legacy campus is what attracts students and we need to continue improving it. Leffler responded that we are making incremental efforts in that regard. He spoke about the new gateways as examples.

Chair Ramsey recognized Mr. Recchie to provide an overview of construction progress at the Bell View Hotel. Recchie said that the hotel is scheduled to open no later than next August, and could be open for May commencement. The Hillsborough Square site has the same developer. That building will be four to five stories of market rate apartments for professionals. Construction is set to get underway summer 2015.

Ms. Johnson added that Hillsborough Phase II from Gardner Street to Rosemary Street will begin winter 2016 and is scheduled to be completed summer 2017.

Chair Ramsey recognized Ms. Johnson to provide an update on Projects in Planning. Johnson said that the Conference Center and Hotel will be presented to the committee for site approval at their November meeting.

Mr. Sall asked for an update on transportation initiatives to improve travel between Centennial Campus precinct and Central and North Campus precincts. Johnson replied that plans are progressing to connect the campuses by extending Pullen Road to Oval Drive. The next meeting with the city and the Catholic Diocese is scheduled for next month. Construction cost is projected to be $3 million. Other plans center near the intersection of Western, Avent Ferry, and Morrill include an underpass and/or gondolas.

There being no additional business, the meeting adjourned at 3:42 p.m.

Respectfully submitted,

[Signature]

Steven A. Arndt
Secretary to the Committee
cc: Charles Leffler, Vice Chancellor, Finance & Business
    P.J. Teal, Assistant Secretary of the Trustees

Approved: ____________________________  ____________________________
           Committee Chair                  Date
REQUIRES FULL BOARD APPROVAL  
5.1.B.1

DISPOSITION  
OF REAL PROPERTY  

DISPOSITION BY EASEMENT

<table>
<thead>
<tr>
<th>GRANTEE</th>
<th>The Board of Trustees of the Endowment Fund of North Carolina State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRANTOR</td>
<td>State of North Carolina for North Carolina State University</td>
</tr>
<tr>
<td>LOCATION</td>
<td>Storm water from the CBC Flex site will tie into two existing catch basins that are located on William Moore Drive. There is also a cross access easement allowing the water to flow over state land to the regional storm water pond.</td>
</tr>
<tr>
<td>SIZE</td>
<td>2.64 acres CBC Flex Laboratory Building a 45,000 SF privately developed building</td>
</tr>
<tr>
<td>RATE</td>
<td>For the benefit of the State of North Carolina</td>
</tr>
<tr>
<td>TERM</td>
<td>Permanent</td>
</tr>
<tr>
<td>USE</td>
<td>Disposition by easement in order to meet campus storm water requirements for the CBC Flex Laboratory Building Project.</td>
</tr>
</tbody>
</table>
STATE OF NORTH CAROLINA
Department of Administration
*DISPOSITION OF REAL PROPERTY

Institution or Agency: North Carolina State University
Date: October 27, 2014

The Department of Administration is requested, as provided by GS 146-28 to dispose of the real property herein described by (sale), (lease), (rental), or (other specify): Easement

The disposition is recommended for the following reasons: This storm water easement to the Board of Trustees of the Endowment Fund of North Carolina State University facilitates the private development of the CBC Flex Laboratory Project. There is also a cross access easement that will allow water to flow over state land to regional storm water ponds.

Description of Property: Storm water from the CBC Flex site will tie into two existing catch basins that are located on William Moore Drive in front of the proposed lab building and to the right (toward Hillsborough Street) of the lab’s vehicular entrance drive.

Term: Permanent

Estimated value: N/A

Where deed is filed, if known: Wake County, NC

If deed is in the name of agency other than applicant, state the name. N/A

Rental income, if applicable, and suggested terms: N/A

Funds from the disposal of this property are recommended for the following use. N/A

Action recommending this transaction was taken by the Board of Trustees
at its meeting held on _______________________

Signature ORIGINAl SIGNATURE ON FILE
Chancellor

*The term "real property" includes timber rights, mineral rights, etc. (GS 146-64)
DISPOSITION
OF REAL PROPERTY

DISPOSITION BY LEASE

GRANTEE          A camp operator to be identified through an RFP selection process

GRANTOR          State of North Carolina for North Carolina State University.

LOCATION         Swannanoa 4-H Center 170 Woodland Drive, Swannanoa, NC

SIZE             ±125 acres

RATE             To be negotiated with respect to market value

TERM             60 years

USE              Long term leasing of Swannanoa allows for the continued operation as a camp with maintenance and operational costs being borne by the camp operator. Funds retained by the University will be applied to 4-H camp operations and debt service.
STATE OF NORTH CAROLINA
Department of Administration
*DISPOSITION OF REAL PROPERTY

Institution or Agency: North Carolina State University  
Date: October 27, 2014

The Department of Administration is requested, as provided by GS 146-28 to dispose of the real property herein described by (sale), (lease), (rental), or (other specify):

The disposition is recommended for the following reasons: Disposition by Lease: ±125 acres of the Swannanoa 4-H Center in Buncombe County, NC to a camp operator to be identified through an RFP selection process. The term of the ground lease will be 60 years at a rate to be negotiated.

Description of Property: ±125 ac. camp is located at 170 Woodland Drive Swannanoa, NC and is improved with ± 25,000 s.f. of buildings including cabins, lodge, dining hall, recreation hall and swimming pool.

Term: 60 years

Estimated value: To be negotiated with respect to market value

Where deed is filed, if known: Wake County, NC

If deed is in the name of agency other than applicant, state the name: State of North Carolina

Rental income, if applicable, and suggested terms: What may be retained by the University will be applied to 4-H camp operations and debt service.

Funds from the disposal of this property are recommended for the following use: To support 4-H camp operations and debt service.

Action recommending this transaction was taken by the Board of Trustees at its meeting held on ____________.

Signature ORIGINAL SIGNATURE ON FILE
Chancellor

*The term "real property" includes timber rights, mineral rights, etc. (GS 146-64)
ACQUISITION
OF REAL PROPERTY

LEASE

LESSEE State of North Carolina, North Carolina State University

LESSOR A NC LLC c/o Keystone Corporation, 5410 Trinity Road, Suite 215, Raleigh, NC 27607

LOCATION Planned privately developed Textiles Innovation Center. The site is located at the southwest corner of Main Campus Drive and Research Drive and is adjacent to the College of Textiles complex. Site location map attached.

SIZE ±44,241 SF lease of laboratory and high bay space within the Textiles Innovation Center.

RATE Rental rate to be negotiated but initial quote ±$36./SF/Yr base rent ($1,592,676), ±$5.52/SF/Yr additional rent ($244,210). (These rents exclude process utility costs) for a total of ±$41.52/SF/Yr or ± $1,840,886 annually.

TERM 10 year term

USE This space lease provides for office and high bay space for the NonWovens Institute (NWI). This facility is important for the continued growth of the NWI which is a global leader in nonwovens research and houses state-of-the-art facilities for product development, analytical services, and materials testing. NWI engages experts from industry and higher education in building next-generation nonwoven applications while also providing training and guidance to the field ‘s future leaders.
STATE OF NORTH CAROLINA
DEPARTMENT OF ADMINISTRATION
RALEIGH

* ACQUISITION OF REAL PROPERTY

Institution or Agency: North Carolina State University Date: October 27, 2014

The Department of Administration is requested, as provided by GS 146-22 et seq. to acquire the real property herein described by (purchase), (lease), (rental), or (other specify):

This Property is needed for the following reasons and purposes: (attach additional sheets if necessary). This space lease provides for office and high bay space for the NonWovens Institute (NWI). This facility is important for the continued growth of the NWI which is a global leader in nonwovens research and houses state-of-the-art facilities for product development, analytical services, and materials testing. NWI engages experts from industry and higher education in building next-generation nonwoven applications while also providing training and guidance to the field’s future leaders.

Name and Address of Present Owner: A NC LLC c/o Keystone Corporation, 5410 Trinity Road, Suite 215, Raleigh, NC 27607

Description of Property: (attach additional sheets if necessary).
±44,241 SF lease of laboratory and high bay space will be within the planned privately developed Textiles Innovation Center. The site is located at the southwest corner of Main Campus Drive and Research Drive and is adjacent to the College of Textiles complex. Site location map attached.

Term: 10 year term

Rental price (if applicable): Rental rate to be negotiated but initial quote ±$36./SF/Yr base rent ($1,592,676), ±$5.52/SF/Yr additional rent ($244,210). (These rents exclude process utility costs) for a total of ±$41.52/SF/Yr or ± $1,840,886 annually.

Funds for the acquisition of this property are available in our budget under Code
Funding will be provided through the NonWovens Institute and the College of Textiles.

Item: Other:

In the event the above described real property is not acquired, is there other real property available, owned by the State or otherwise, that you believe would, if acquired, fulfill the requirement of your agency? If so, give details.

Action, recommending the above request, was taken by the Board of Trustees and is recorded in the minutes thereof on ______________ (Date).

Signature ORIGINAL SIGNATURE ON FILE
Chancellor

* The term "real property" includes timber rights, mineral rights, etc. (GS 146-64)
ACQUISITION OF REAL PROPERTY

SPACE LEASE

LESSEE State of North Carolina, North Carolina State University

LESSOR Venture Center LLC

LOCATION Venture Place, 940 Main Campus Dr., Centennial Campus, Raleigh, NC

SIZE ±9,400 s.f.

RATE To be negotiated but not to exceed market rate

TERM Up to 10 years

USE This acquisition by Lease for ± 9,400 s.f. of office space is for Power America - The Next Generation Power Electronics Manufacturing Innovation Institute on Centennial Campus.
STATE OF NORTH CAROLINA
DEPARTMENT OF ADMINISTRATION
RALEIGH

* ACQUISITION OF REAL PROPERTY

Institution or Agency: North Carolina State University
Date: October 27, 2014

The Department of Administration is requested, as provided by GS 146-22 et seq. to acquire the real property herein described by (purchase), (lease), (rental), or (other specify):

This Property is needed for the following reasons and purposes: Acquisition by Lease for ± 9,400 s.f. of office space for Power America - The Next Generation Power Electronics Manufacturing Innovation Institute on Centennial Campus.

Name and Address of Present Owner: Venture Center LLC, 900 NW Main Campus Dr., Suite 137, Raleigh NC 27606

Description of Property: Venture Place, 940 Main Campus Dr., Centennial Campus, Raleigh, NC

Term: Up to 10 years

Rental price (if applicable): To be negotiated and not to exceed market rate.

Funds for the acquisition of this property are available in our budget under Code

Item: Other: Strategic Interdisciplinary Research Fund

In the event the above described real property is not acquired, is there other real property available, owned by the State or otherwise, that you believe would, if acquired, fulfill the requirement of your agency? If so, give details. No

Action, recommending the above request, was taken by the Buildings and Property Committee of the Board of Trustees and is recorded in the minutes thereof on _____________ (Date).

Signature ORIGINAL SIGNATURE ON FILE
Chancellor

* The term "real property" includes timber rights, mineral rights, etc. (GS 146-64)
College of Textiles Fire Alarm Replacement
Total Project Scope – $100,000 Design Only (R&R)

07/02/14  Advertised in NC Purchase Directory

08/13/14  Closing date for submittals
          (5 proposals received)

08/13/14  Appointment of Selection Committee
          By Steven Arndt, Secretary – Buildings and Property Committee

08/13/14-09/1714  Selection Committee review:
          NA, Trustee
          Lisa Johnson, University Architect
          Mike Baker, Project Manager, Design & Construction Services
          Lisa Maune, Assistant Director, Design & Construction Services
          Mark Carpenter, Building Maintenance & Operations
          Others who assisted in review and short listing process
          Tom Skolnicki, University Landscape Architect

09/01/14  Short list recommendation by Selection Committee:
          Edmondson Engineers – Durham, NC
          RDK Engineers – Cary, NC
          Stanford White – Raleigh, NC

09/02/14  Short list approved by Randall Ramsey

09/10/14  Pre-interview briefing of Designers

09/17/14  Designers interviewed. Recommendation in priority order
          RDK Engineers – Cary, NC
          Stanford White – Raleigh, NC
          Edmondson Engineers – Durham, NC
MRC Cleanroom Renovations
Total Project Scope - $8,500,000 Design Fund- $250,000 (R&R/Receipt/F&A)

06/30/14 Advertised in NC Purchase Directory

07/28/14 Closing date for submittals
(6 proposals received)

07/28/14 Appointment of Selection Committee
By Steven Arndt, Secretary – Buildings and Property Committee

07/28/14– Selection Committee review:
09/17/14 Gayle Lanier, Trustee
Carolyn Axtman, Associate Director for Design
Allen Boyette, Director Building Maintenance and Operations
John Gilligan, College of Engineering Executive Associate Dean
David Hammock, Project Manager, Capital Project Management
Lisa Johnson, University Architect
John Royal, College of Engineering Liaison
Cameron Smith, Director Capital Project Management

08/20/14 Short list recommendation by Selection Committee:
Affiliated Engineers – Chapel Hill, NC
Clark Nexsen – Raleigh, NC
Clark, Richardson & Biscup Consulting Engineers, Inc. – Cary, NC

08/20/14 Short list approved by Randall Ramsey

08/27/14 Pre-interview briefing of Designers

09/17/14 Designers interviewed. Recommendation in priority order:
Clark, Richardson & Biscup Consulting Engineers, Inc. – Cary, NC
Affiliated Engineers – Chapel Hill, NC
Clark Nexsen – Raleigh, NC
5.1.C.3

River IV Building USGS Upfit
Total Project Scope – $900,000 (Trust Fund)

08/21/14 Advertised in NC Purchase Directory

09/12/14 Closing date for submittals
   (18 proposals received)

09/12/14 Appointment of Selection Committee
   By Steven Arndt, Secretary – Buildings and Property Committee

09/12/14- Selection Committee review:
   10/10/14 John Sall, Trustee
            Sumayya Jones Humieny, Associate University Architect
            Steve Bostian, Project Manager, Capital Project Management
            Cameron Smith, Director of Design and Construction, Capital Project Management
            Carolyn Axtman, Assistant Director of Design Services, Capital Project Management
            Others who assisted in review and short listing process
            Michael Harwood, Associate Vice Chancellor, Centennial Campus Development Office
            Brian Jones, Project Coordinator, Centennial Campus Development Office
            Lisa Johnson, University Architect

9/29/14 Short list recommendation by Selection Committee:
   310 Architecture + Interiors – Raleigh, NC
   Gensler Architecture, Design & Planning – Raleigh, NC
   Interior Architecture & Design, PLLC – Raleigh, NC

09/29/14 Short list approved by Randall Ramsey

10/01/14 Pre-interview briefing of Designers

10/10/14 Designers interviewed. Recommendation in priority order
   310 Architecture + Interiors – Raleigh, NC
   Gensler Architecture, Design & Planning – Raleigh, NC
   Interior Architecture & Design, PLLC – Raleigh, NC
5.1.C.5

4-H History & Learning Center
Total Project Scope – $1,500,000 (Foundation Grants)

09/15/14  Advertised in NC Purchase Directory

10/16/14  Closing date for submittals
           (20 proposals received)

10/07/14  Appointment of Selection Committee
           By Steven Arndt, Secretary – Buildings and Property Committee

10/07/14- Selection Committee review:
10/16/14  NA, Trustee
           Sumayya Jones-Humienny, Office of the University Architect
           Angkana Bode, Design & Construction Services
           Lisa Maune, Design & Construction Services
           Larry Hancock, 4H Youth Development & Family & Consumer Sciences

10/07/14  Short list recommendation by Selection Committee:
           Hobbs Architects – Pittsboro, NC
           Robert Winston Car Inc. – Durham, NC
           Watson Tate Savory – Durham, NC

10/09/14  Short list approved by Randall Ramsey

10/09/14  Pre-interview briefing of Designers

10/16/14  Designers interviewed. Recommendation in priority order:
           Hobbs Architects – Pittsboro, NC
           Watson Tate Savory – Durham, NC
           Robert Winston Carr Inc. – Durham, NC
Approval of Designer Selections Less than $500,000

**Note:** The projects below are submitted to the Trustees’ Buildings and Property Committee for formal approval of designer selections for projects less than $500,000 that are not on the OESAD list. This listing represents designers selected since September 18, 2014.

<table>
<thead>
<tr>
<th>Project:</th>
<th>Fee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Residential Building Study</td>
<td>$49,500</td>
</tr>
<tr>
<td>Firm: Swanson + Stewart Architects, Raleigh, NC</td>
<td></td>
</tr>
<tr>
<td>Fund Source: Departmental</td>
<td></td>
</tr>
<tr>
<td>Carmichael Gym Commissioning Agent</td>
<td>$42,300</td>
</tr>
<tr>
<td>Firm: Engineered Designs Inc., Raleigh, NC</td>
<td></td>
</tr>
<tr>
<td>Fund Source: Self Liquidating</td>
<td></td>
</tr>
<tr>
<td>Joyner Visitor Center Rotunda</td>
<td>$6,950</td>
</tr>
<tr>
<td>Firm: IA Interior Architects, Raleigh, NC</td>
<td></td>
</tr>
<tr>
<td>Fund Source: Departmental</td>
<td></td>
</tr>
<tr>
<td>Lee Residence Hall Stair Enclosures</td>
<td>$40,450</td>
</tr>
<tr>
<td>Firm: RND Architects, PA, Durham, NC</td>
<td></td>
</tr>
<tr>
<td>Fund Source: Departmental</td>
<td></td>
</tr>
<tr>
<td>Smoothie Shop at Atrium</td>
<td>$50,900</td>
</tr>
<tr>
<td>Innovative Design, Inc., Raleigh, NC</td>
<td></td>
</tr>
<tr>
<td>Fund Source: Departmental</td>
<td></td>
</tr>
</tbody>
</table>
### Acceptance of Completed Buildings and Projects

<table>
<thead>
<tr>
<th>Code/Item</th>
<th>Project#</th>
<th>Location</th>
<th>Title</th>
<th>Project Cost</th>
<th>University Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>40824 / 313</td>
<td>200813015</td>
<td>Talley Student Center Addition and Renovation</td>
<td>Northeast Entrance, Tech Tower, and Elevator #7</td>
<td>$3,600,000</td>
<td>8/26/2014</td>
</tr>
<tr>
<td>NA / NA</td>
<td>201412029</td>
<td>Greek House #6</td>
<td>Demolition</td>
<td>$65,274</td>
<td>8/28/2014</td>
</tr>
<tr>
<td>NA / NA</td>
<td>201411029</td>
<td>Toxicology First Floor</td>
<td>Chancellor’s Faculty Excellence program</td>
<td>$322,741</td>
<td>9/3/2014</td>
</tr>
<tr>
<td>41224 / 301</td>
<td>200920007</td>
<td>Phytotron</td>
<td>Energy Conservation Measures</td>
<td>$5,100,000</td>
<td>9/3/2014</td>
</tr>
<tr>
<td>41224 / 304</td>
<td>201220012</td>
<td>Admin Building III</td>
<td>Data Center II Utility Redundancy</td>
<td>$817,325</td>
<td>10/21/2014</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$9,905,340</strong></td>
<td></td>
</tr>
</tbody>
</table>
Board of Trustees
North Carolina State University

Committee: Buildings and Property
Meeting Date: November 20, 2014

Agenda Item / Issue: 5.3.A Site Review & Approval/Conference Center & Hotel – Centennial Campus

Requested / Required Action: Site Review & Approval

Functions: The hotel is an Autograph by Marriott branded facility of approximately 164 rooms on four guestroom levels. The hotel program includes public spaces, hotel support areas, ground level fitness center and an outdoor pool and terrace that is designed as an integral part of the landscape and existing natural character of the site. The project includes a one-story, conference facility with a large dividable ballroom and a series of smaller rooms. Adjacent to the ballroom pre-function area is a large event terrace with views to the Park Alumni Center and Lake Raleigh. The project includes about 237 on-grade terraced parking spaces. The facility will be LEED Silver Certified.

Project Scope: $2,800,000 Design/Consultant Costs
$22,400,000 Construction
$2,800,000 Contingency/Other Project Costs
$28,000,000 Total Project Budget

Design Team: Cooper Cary Architects – Lead Designer
Nobel Investments/Concord Eastridge – Developer Team

Master Plan Summary: The Conference Center is a key amenity in the development of the Centennial Campus. It will complete the hospitality neighborhood, and provide a pedestrian connection across the Lake Raleigh dam to the future town center. The project will enhance the shared open space between the Park Alumni Center and Conference Center.


Suggested Motion: Move approval of site for the Conference Center & Hotel.

Funding Source: Private Investment: $28,000,000

Responsible University unit: Office of Finance and Business, Facilities Division
University Presenter/Contact: Lisa Johnson, University Architect
future hotel expansion

site plan

the hotel at nc state university autograph
raleigh, nc/october 29
41 guestrooms per typical floor

typical floor - 2 bay suite

the hotel at nc state university autograph
raleigh, nc/october 29
40 guestrooms per level

3-bay executive suite

housekeeping

Scale: 1" = 30'-0"
the hotel at nc state university autograph
raleigh, nc/october 29

hotel entry
METAL PANEL - SOFFITS, ROOF OVERHANGS - WITH ARCHITECTURAL ACCENT LIGHTING - AND PANELS ABOVE WINDOW SYSTEM

FORMED METAL WALL PANEL IN-FILL

RED BRICK FIELD AND PIERS - DETAILING TO INCLUDE VARIATIONS IN PLANE AND ORIENTATION OF BRICK

ENLARGED ELEVATION AT MAIN ENTRY

STACKED STONE FEATURE WALL - ELEMENT TO CARRY THROUGH HOTEL LOBBY AND INTO SITE AT ENTRY & EXTERIOR TERRACES

CAST STONE BAND AT PODIUM LEVEL

LARGE-FORMAT MASONRY
BOARD OF TRUSTEES  
NORTH CAROLINA STATE UNIVERSITY  

Committee: Buildings and Property  
Meeting Date: November 20, 2014  

Agenda Item / Issue:  5.4.A  Plan Review/Conference Center & Hotel  
Centennial Campus  

Requested / Required Action:  Plan Review  

Functions: The hotel is an Autograph by Marriott branded facility of approximately 164 rooms on four guestroom levels. The hotel program includes public spaces, hotel support areas, ground level fitness center and an outdoor pool and terrace that is designed as an integral part of the landscape and existing natural character of the site. The project includes a one-story, conference facility with a large dividable ballroom and a series of smaller rooms. Adjacent to the ballroom pre-function area is a large event terrace with views to the Park Alumni Center and Lake Raleigh. The project includes about 237 on-grade terraced parking spaces. The facility will be LEED Silver Certified.  

Project Scope:  

$2,800,000  Design/Consultant Costs  
$22,400,000  Construction  
$2,800,000  Contingency/Other Project Costs  

$28,000,000  Total Project Budget  

Design Team:  Cooper Cary Architects – Lead Designer  
Nobel Investments/Concord Eastridge – Developer Team  

Master Plan Summary:  The Conference Center is a key amenity in the development of the Centennial Campus. It will complete the hospitality neighborhood, and provide a pedestrian connection across the Lake Raleigh dam to the future town center. The project will enhance the shared open space between the Park Alumni Center and Conference Center.  

Recommendation:  Reviewed by CDRP on 10/29/14.  

Funding Source:  Private Investment: $28,000,000  

Responsible University unit  Office of Finance and Business, Facilities Division  
University Presenter/Contact:  Lisa Johnson, University Architect
Approval of Plans and Specifications of Formal Projects  
Less than $2,000,000

**Project**                         **Construction Estimate**
---                                ---
**McKimson Center**               $1,060,000  
Project #201312115  
Roof Replacement  
Designer: Atlas Engineering  
Raleigh, NC  
Fund Source: Repair and Renovation

**Research Building III**          $452,520  
Project #201311128  
IES Office Relocation  
Designer: Swanson + Stewart Architects  
Raleigh, NC  
Fund Source: Departmental

**DH Hill Erdahl Cloyd Wing**      $339,700  
Project #201411070  
Sprinkler Addition  
Designer: Edmondson Engineers P.A.  
Durham, NC  
Fund Source: Repair and Renovation

**CALS Dairy Office & Milking Parlor**  $100,000  
Project #201211047  
Exhibit Design for Dairy Museum  
Designer: Design Dimension  
Raleigh, NC  
Fund Source: Departmental

Note: The projects below are submitted to the Trustees’ Buildings and Property Committee for formal acceptance of plans and specifications. This listing represents projects received since the September 18, 2014 meeting.

Office of the University Architect  
November 20, 2014
### THE GREENS AT CENTENNIAL

<table>
<thead>
<tr>
<th>Scope</th>
<th>Multi-Family Apartment Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developer</td>
<td>Capital Associates</td>
</tr>
<tr>
<td>Designer</td>
<td>Humphries &amp; Partners</td>
</tr>
<tr>
<td>Budget</td>
<td>$29,000,000</td>
</tr>
<tr>
<td>Funding</td>
<td>Private Developer</td>
</tr>
<tr>
<td>Status</td>
<td>All buildings complete.  Approximately 64% leased.</td>
</tr>
<tr>
<td>Completion</td>
<td>July 2014</td>
</tr>
</tbody>
</table>

### ALLIANCE ONE BUILDING

<table>
<thead>
<tr>
<th>Scope</th>
<th>145,000 SF Office Building with Structured Parking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developer</td>
<td>SM Alliance, LLC</td>
</tr>
<tr>
<td>Designer</td>
<td>Jenkins-Peer Architects</td>
</tr>
<tr>
<td>Budget</td>
<td>$37,350,000</td>
</tr>
<tr>
<td>Funding</td>
<td>Private Developer</td>
</tr>
<tr>
<td>Construction Start</td>
<td>January 2012 (grading &amp; foundations)</td>
</tr>
<tr>
<td>Completion</td>
<td>May 2015</td>
</tr>
</tbody>
</table>

### NORTH SHORE RESIDENTIAL

<table>
<thead>
<tr>
<th>Scope</th>
<th>For Sale Townhome / Condominiums</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developer</td>
<td>White Oak Properties</td>
</tr>
<tr>
<td>Designer</td>
<td>J. Davis Architects</td>
</tr>
<tr>
<td>Budget</td>
<td>TBD</td>
</tr>
<tr>
<td>Funding</td>
<td>Private Developer</td>
</tr>
<tr>
<td>Status</td>
<td>Ground lease and development agreement executed with White Oak. Existing HOA documents have been amended and a master HOA organization has been created. Site plan and building permits approved by City of Raleigh. Multiple construction phases.</td>
</tr>
<tr>
<td>Construction Start</td>
<td>October 2014</td>
</tr>
<tr>
<td>Completion</td>
<td>First units – Spring 2015</td>
</tr>
</tbody>
</table>
### CONFERENCE CENTER AND HOTEL

<table>
<thead>
<tr>
<th>Scope</th>
<th>Conference Center and Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developer</td>
<td>Noble Investments / Concord Eastridge, Inc.</td>
</tr>
<tr>
<td>Designer</td>
<td>Cooper Carry Architects</td>
</tr>
<tr>
<td>Budget</td>
<td>Approximately $28,000,000</td>
</tr>
<tr>
<td>Funding</td>
<td>Private Developer</td>
</tr>
<tr>
<td>Status</td>
<td>Design effort underway. CDRP reviewed on 10/29/14</td>
</tr>
<tr>
<td>Construction Start</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Completion</td>
<td>Summer 2016</td>
</tr>
</tbody>
</table>

### FLEX BUILDING CENTENNIAL BIOMEDICAL CAMPUS

<table>
<thead>
<tr>
<th>Scope</th>
<th>44,500 SF Flexible Laboratory Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developer</td>
<td>Capital Associates</td>
</tr>
<tr>
<td>Designer</td>
<td>Jenkins Peer</td>
</tr>
<tr>
<td>Budget</td>
<td>$10,300,000</td>
</tr>
<tr>
<td>Funding</td>
<td>Private Developer</td>
</tr>
<tr>
<td>Status</td>
<td>Ground lease and space lease negotiations resumed, NC State to occupy 22,500 SF</td>
</tr>
<tr>
<td>Construction Start</td>
<td>Targeting early 2015</td>
</tr>
<tr>
<td>Completion</td>
<td>Dependent upon construction start</td>
</tr>
</tbody>
</table>

### TEXTILES INNOVATION CENTER

<table>
<thead>
<tr>
<th>Scope</th>
<th>80,000 SF Pilot Production Facility and Office Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developer</td>
<td>Keystone</td>
</tr>
<tr>
<td>Designer</td>
<td>Hager Smith Design</td>
</tr>
<tr>
<td>Budget</td>
<td>TBD</td>
</tr>
<tr>
<td>Funding</td>
<td>Private Developer</td>
</tr>
<tr>
<td>Status</td>
<td>Development Feasibility Study underway. The effort will establish costs and rental rates for 40,000 SF to be occupied by Nonwovens Institute</td>
</tr>
<tr>
<td>Construction Start</td>
<td>TBD</td>
</tr>
<tr>
<td>Completion</td>
<td>TBD</td>
</tr>
</tbody>
</table>
TOWN CENTER

Scope | 500,000 SF on 17 acres - Ground Floor Retail with Offices and Residential space above

Developer | Selection process to begin in mid 2015

Designer | TBD

Budget | Expected to be more than $75 million

Funding | Private Developer

Status | Urban Land Institute conducted an analysis of the proposed scope and recommended more office space with less retail space.

Construction Start | Targeting early 2017

Completion | Depends upon phasing

LEASING ACTIVITY OF NOTE

ABB to occupy 3 floors of Alliance (from Venture I)

Institute For Advanced Analytics to relocate and expand into Alliance (from Venture II)

IES to relocate to Research III (from Research IV)

State Climate Office to expand in Research III

Power America to occupy 2nd floor of Venture Place

SIGNIFICANT CAPITAL PROJECTS

Partners I HVAC renovation is under construction

Research II HVAC renovation is in design

Research III HVAC upgrade is in design
<table>
<thead>
<tr>
<th>Code/Item</th>
<th>Project Name</th>
<th>Bid</th>
<th>Expected Acceptance</th>
<th>Total Project Budget</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>41324 354</td>
<td>DH Hill Fire Alarm Upgrades</td>
<td>Design</td>
<td>10/15/14</td>
<td>6/30/15</td>
<td>$922K CD Review Underway</td>
</tr>
<tr>
<td>41324 302</td>
<td>Re-Use Water Line Extension</td>
<td>Design</td>
<td>11/5/14</td>
<td>8/7/15</td>
<td>$1.2M CD Review Underway</td>
</tr>
<tr>
<td>41324 356</td>
<td>Ricks Hall</td>
<td>Design</td>
<td>11/10/14</td>
<td>8/11/15</td>
<td>$3.64M CD Review Underway</td>
</tr>
<tr>
<td>41324 350</td>
<td>McKinnon Center Roof Replacement</td>
<td>Design</td>
<td>11/13/14</td>
<td>5/25/15</td>
<td>$1.06M CD Production Underway</td>
</tr>
<tr>
<td>41324 353</td>
<td>Park Alumni Center HVAC</td>
<td>Design</td>
<td>12/11/14</td>
<td>10/6/15</td>
<td>$976K CD Production Underway</td>
</tr>
<tr>
<td>41424 302</td>
<td>Research III HVAC</td>
<td>Design</td>
<td>12/15/14</td>
<td>7/24/15</td>
<td>$500K CD Production Underway</td>
</tr>
<tr>
<td>41224 319</td>
<td>Farmers Market Park &amp; Ride Lot</td>
<td>Design</td>
<td>12/19/14</td>
<td>5/28/15</td>
<td>$998K CD Review Underway</td>
</tr>
<tr>
<td>40824 315</td>
<td>Gregg Museum</td>
<td>Design</td>
<td>1/20/15</td>
<td>7/4/16</td>
<td>$9.6M CD Review Underway</td>
</tr>
<tr>
<td>41224 311</td>
<td>Reynolds Coliseum Renovation</td>
<td>Design</td>
<td>2/18/15</td>
<td>8/15/16</td>
<td>$35M CD Production Underway</td>
</tr>
<tr>
<td>41424 304</td>
<td>Millstone 4-H History &amp; Learning Center</td>
<td>Design</td>
<td>2/25/15</td>
<td>8/17/15</td>
<td>$1.5M SD/DD Production Underway</td>
</tr>
<tr>
<td>41424 309</td>
<td>Greek Infrastructure Phase II</td>
<td>Design</td>
<td>3/25/15</td>
<td>11/24/16</td>
<td>$6M CD Production Underway</td>
</tr>
<tr>
<td>41424 303</td>
<td>Lee Hall Stairwell Upgrade</td>
<td>Design</td>
<td>3/30/15</td>
<td>7/31/15</td>
<td>$500K CD Production Underway</td>
</tr>
<tr>
<td>40824 304</td>
<td>Research II HVAC</td>
<td>Design</td>
<td>3/31/15</td>
<td>12/3/15</td>
<td>$2M CD Production Underway</td>
</tr>
<tr>
<td>41324 301</td>
<td>Carmichael Gym Locker Rooms</td>
<td>Design</td>
<td>4/15/15</td>
<td>1/27/16</td>
<td>$7.6M CD Production Underway</td>
</tr>
<tr>
<td>40824 304</td>
<td>Research IV USGS Upfit</td>
<td>Design</td>
<td>4/28/15</td>
<td>9/24/15</td>
<td>$900K Designer Advertisement Underway</td>
</tr>
<tr>
<td>41224 352</td>
<td>Centennial Campus Substation Expansion</td>
<td>Design</td>
<td>6/1/15</td>
<td>3/14/16</td>
<td>$3.56M SD/DD Production Underway</td>
</tr>
<tr>
<td>41324 307</td>
<td>3501 Avent Ferry Road Renovation</td>
<td>Design</td>
<td>6/2/15</td>
<td>2/9/16</td>
<td>$1.3M SD/DD Production Underway</td>
</tr>
<tr>
<td>41224 308</td>
<td>Golden Leaf Biofuels Pilot Plant</td>
<td>Construction</td>
<td>10/3/14</td>
<td></td>
<td>$426K 95 % Construction Complete</td>
</tr>
<tr>
<td>41224 310</td>
<td>Centennial Campus - Gateway at Trailwood</td>
<td>Construction</td>
<td>10/3/14</td>
<td></td>
<td>$1.5M 80% Construction Complete</td>
</tr>
<tr>
<td>41224 304</td>
<td>Data Center II</td>
<td>Construction</td>
<td>10/14/14</td>
<td></td>
<td>$1.3M 99% Construction Complete</td>
</tr>
<tr>
<td>41224 306</td>
<td>CCUP Capacity Expansion</td>
<td>Construction</td>
<td>10/30/14</td>
<td></td>
<td>$3.49M 96% Construction Complete</td>
</tr>
<tr>
<td>41224 302</td>
<td>CVM 3rd Floor Lab Module C Renov.</td>
<td>Construction</td>
<td>11/24/14</td>
<td></td>
<td>$2.75M 70% Construction Complete</td>
</tr>
<tr>
<td>41024 315</td>
<td>HB 1292 Utility Savings</td>
<td>Construction</td>
<td>1/5/15</td>
<td></td>
<td>$1.1M 93% Construction Complete</td>
</tr>
<tr>
<td>40824 304</td>
<td>Partners I - HVAC</td>
<td>Construction</td>
<td>2/10/15</td>
<td></td>
<td>$5.0M 10% Construction Complete</td>
</tr>
<tr>
<td>40824 313</td>
<td>Talley Student Center Addition and Renovation</td>
<td>Construction</td>
<td>3/30/15</td>
<td></td>
<td>$122M 84% Construction Complete</td>
</tr>
<tr>
<td>41024 314</td>
<td>Facilities Operations Support - CBC</td>
<td>Construction</td>
<td>6/15/15</td>
<td></td>
<td>$2.1M 0% Construction Complete</td>
</tr>
<tr>
<td>41224 301</td>
<td>Phytotron Performance Contract</td>
<td>Complete</td>
<td>9/3/14</td>
<td></td>
<td>$6.0M Accepted 9/3/14</td>
</tr>
<tr>
<td>41024 306</td>
<td>Broughton Hall</td>
<td>On Hold</td>
<td></td>
<td></td>
<td>SD approved; Project On Hold</td>
</tr>
<tr>
<td>40924 307</td>
<td>Greek Village Townhomes</td>
<td>On Hold</td>
<td></td>
<td></td>
<td>AP SCO on 1/7/11; Project On Hold</td>
</tr>
</tbody>
</table>

NORTH CAROLINA STATE UNIVERSITY

September 2014
| NUMBER | PROJECT NAME                      | SCOPE               | FIRM NAME                          | DESIGNER                        | PHYSICAL ENVIRONMENT COMMITTEE | TRUSTEE'S BPC - GPC/ELECTION | TRUSTEE'S BPC - REVIEW | CAMPUS DESIGN REVIEW PANEL | TRUSTEE'S BPC - APPROVAL | CAMPAIGN & BUDGET          | CONSTRUCTION DURATION |
|--------|-----------------------------------|---------------------|-----------------------------------|---------------------------------|-------------------------------|-------------------------------|-------------------------|-----------------------------|---------------------------|---------------------------|--------------------------|--------------------------|
| 126    | Broughton Hall Addition & Renovation | $90,000,000       | O'Brien Aiken                     | Keystone Corporation             | 11/19/08                       | 9/20/12                       | 9/20/12                  | 9/20/12                     | 9/20/12                  | 7/29/12                   | 5/30/2012                | On Hold                  |
| 135    | Textiles Innovation Center        | $3,200,000          | Hager Smith Design PA            | Cooper Cary Architects          | 6/19/08                       | 9/18/14                       | 9/18/14                  | 9/18/14                     | 9/18/14                  | 8/27/14                   | June, 2015               | November, 2016           |
|        | Upcoming Projects                 |                    |                                   |                                 |                               |                               |                         |                             |                          |                          |                         |                          |
| 007    | The Shores Residential Project - Phase I | $25,000,000 | White Oak Properties            | J Davis Architects              | 11/19/08                       | 9/20/12                       | 9/20/12                  | 9/20/12                     | 9/20/12                  | 7/29/12                   | 5/30/2012                | On Hold                  |
| 074    | Center for Marine Sciences & Technology (CMAST) | $1,500,000 | Maune Belangia Faulkberry Architect | Jenkins-Peer Architects    | 3/31/05                        | 2/14/09                       | 2/14/09                  | 2/14/09                     | 2/14/09                  | 11/16/11 (Deck)          | 11/16/11 (Deck)          | On Hold                  |
| 081    | Centennial Biomedical Campus Flex Building | $10,000,000 | Capital Associates               | Jenkins-Peer Architects        | 4/19/07                        | 5/9/07                        | 5/9/07                    | 5/9/07                     | 5/9/07                    | 11/16/11 (Deck)          | 11/16/11 (Deck)          | On Hold                  |
| 095    | Alliance Center                   | $27,500,000         | Greg Davis Properties            | Jenkins-Peer Architects        | 3/19/04                        | 2/28/09                       | 5/8/09                    | 5/12/09                     | 5/12/09                  | 11/16/11 (Deck)          | 11/16/11 (Deck)          | On Hold                  |
| 112    | Talley Student Center Addition and Renovation | $120,000,000 | OBS Landscape Architects and Planners | OBS Landscape Architects and  | 8/29/09                        | 11/18/10                      | 12/2/10                  | 12/2/10                     | 12/2/10                  | 4/21/11                   | 4/21/11                  | On Hold                  |
| 113    | Dan Allen Gateway                 | $171,000            | OBS Landscape Architects and Planners | OPS Landscape Architects and  | 3/30/11                        | 3/30/11                       | 3/30/11                  | 3/30/11                     | 3/30/11                  | 3/30/11                   | 3/30/11                  | On Hold                  |
| 115    | Jernihou Tennis Center Weight room Addition | $500,000 | WHN Architects                    | WHN Architects                 | 3/30/11                        | 3/30/11                       | 3/30/11                  | 3/30/11                     | 3/30/11                  | 3/30/11                   | 3/30/11                  | On Hold                  |
| 123    | Gregg Museum of Art and Design    | $7,500,000          | Freeman & Associates             | Jenkins-Peer Architects        | 1/10/13                        | 1/10/13                       | 1/10/13                  | 1/10/13                     | 1/10/13                  | 1/10/13                   | 1/10/13                  | On Hold                  |
| 137    | Ball View Hotel (Athletic Hotel)  | $15,000,000         | Sandlin Law                       | Creative Urban Environments, Inc, | NA                            | NA                           | NA                      | NA                          | NA                       | NA                       | NA                       | On Hold                  |
| 129    | Centennial Entrance at Trailwood  | $500,000            | OBS Landscape Architects          | OBS Landscape Architects       | 3/5/13                        | NA                           | NA                      | NA                          | NA                       | 9/25/13                   | 9/25/13                  | On Hold                  |
| 128    | Reynolds Coliseum Renovation      | $35,000,000         | Corley Redfoot                    | Jenkins-Peer Architects        | 3/29/13                        | NA                           | NA                      | NA                          | NA                       | 9/19/13                   | 9/19/13                  | On Hold                  |
| 130    | Indoor Practice Facility          | $14,000,000         | T.A Loving Construction           | Jenkins-Peer Architects        | 11/18/13                       | 11/21/13                      | 11/21/13                 | 11/21/13                    | 11/21/13                 | 11/21/13                   | 11/21/13                  | On Hold                  |
| 134    | Rick's Hall Exterior Improvements | $6,000,000          | HH Architecture                    | HH Architecture                | 9/18/13                        | NA                           | NA                      | NA                          | NA                       | 9/20/12                   | 9/20/12                  | On Hold                  |
BOARD OF TRUSTEES  
NORTH CAROLINA STATE UNIVERSITY  
Chancellor’s Conference Room- Holladay Hall  
University Advancement and External Affairs Committee  
November 20, 2014  

Jim Owens, Chair  
Members: Lanier, Mattocks, Murphy, Prestage, Ramsey  

AGENDA  

CALL TO ORDER – Chair Owens reads State Government Ethics Act  

1. CONSENT AGENDA Tab 6.1  
   A. Approval of September 18, 2014 Minutes*  

2. INFORMATIONAL REPORTS AND DISCUSSION Tab 6.2  
   A. Campaign Update  
      Brian Sischo, Vice Chancellor for University Advancement  
   B. Campaign Counting Guidelines*  
   C. Alumni Engagement  
      Benny Suggs, Associate Vice Chancellor for Alumni Relations and Executive Director for the Alumni Association  

3. CLOSED SESSION Tab 6.3  
   A. Approval of September 18, 2014 Minutes*  
   B. Request approval for Naming Specific University Facilities and Programs√  
   C. Watauga Medal Recommendation√  

RECONVENE OPEN SESSION  
ADJOURN  
   * Committee Approval √ Full Board Approval
University Advancement and External Affairs Committee
Board of Trustees
North Carolina State University
September 18, 2014

The University Advancement and External Affairs Committee of the Board of Trustees of North Carolina State University met in Open Session at 1:00 p.m. in the Chancellor’s Conference Room in Holladay Hall. Bob Mattocks was absent.

Members Present: James W. Owens, Chair
Gayle Lanier
Wendell Murphy
Ron Prestage
Randy Ramsey
Benjamin P. Jenkins III, Board of Trustees, Chair

Others Present: Brad Bohlander, Associate Vice Chancellor, University Communications
Steve Clark, Assistant Vice Chancellor, Development
David Hinks, Interim Dean, College of Textiles
Laurie Reinhardt-Plotnik, Associate Vice Chancellor, University Development
Hilda Renfrow, Executive Assistant, University Advancement
Brian Sischo, Vice Chancellor Elect, University Advancement
Benny Suggs, Associate Vice Chancellor, Alumni Relations
PJ Teal, University Secretary
Shawn Troxler, Office of General Counsel

Chair Jim Owens called the session to order and read the State of North Carolina’s Government Ethics Act.

Brian Sischo, Vice Chancellor for University Advancement, reviewed the fiscal year work plan and the committee’s responsibilities.

Ron Prestage made a motion to approve the August 13, 2014 teleconference minutes, seconded by Gayle Lanier, and the motion carried.

Brian Sischo provided a presentation that included a summary of fundraising and other highlights for fiscal year 2014. He highlighted that this past year represented the second highest year in fundraising history at NC State with gifts and new commitment totals at $187.1 million.
He presented a comparison of NC State’s endowment with peer institutions and noted that contributions represented by alumni totals $108 million. He also mentioned an increase in Alumni Association’s membership and membership revenue. In addition, the University created and rolled-out a refreshed Brand platform, and its strategic marketing efforts have increased in the various media platforms including Facebook, Twitter and the Red & White for Life blog.

Brian also provided a campaign update giving the timeline and progress to date as we test the goal of $1.5 billion. The campaign will focus on raising funds for current operations, endowment and facilities with overarching goals to strengthen the reputation of the University, broaden the engagement of alumni, institute a culture of philanthropy, and build a lasting Advancement infrastructure.

The co-chairs for the campaign have been identified. This group includes Trustee, Jimmy Clark and his wife Vicky; Lawrence and Sarah Davenport, Ann and Jim Goodnight, and Carol Lynn and Lonnie Poole. This group had its first meeting at The Point last week and will serve as the Executive Committee of a broad-based Campaign Steering Committee. The committee discussed the role of the Campaign Executive Committee versus the Advancement Committee’s role in the campaign.

Chair Owens made a motion to go into closed session to discuss naming opportunities for specific university facilities according to North Carolina General Statue, Section 143-318.11. Wendell Murphy seconded the motion and it was approved by general consent.

The meeting returned to opened session. With no further business, the meeting adjourned.

Respectfully submitted,

James W. Owens
Chair
Informational Reports and Discussion Topics

Campaign Update
Campaign Counting Guidelines*
Alumni Engagement
Campaign Counting Guidelines Revised
Index

1. Purpose
2. Outright Gifts
   a. Cash, Checks and Credit Cards
   b. Publicly Traded Securities
   c. Closely Held Securities
   d. Matching Gifts
   e. Grants
   f. Gifts-in-kind (Other Than Real and Personal Property)
   g. Real and Personal Property (Other Than Gifts-in-kind)
3. Pledges
4. Revocable Gifts
5. Life Income Gifts
6. Charitable Lead Trusts
7. Life Insurance
8. Reachback Gifts
9. Hard to value Gifts
Purpose

The purpose of the Campaign Counting Guidelines is to define how gifts made to NC State University and its affiliated entities ("NC State") will be counted and reported during the campaign period, which begins July 1, 2013 and ends on June 30, 2021.

In general, campaign counting is a term used by NC State’s Division of University Advancement to track gifts, pledges and deferred gifts that are received during a specified period towards a specific fundraising goal. The intent of campaign counting is to reflect the total impact of these fundraising efforts by representing gifts, pledges and deferred gifts at their face value in keeping with industry standards.

The primary sources for NC State’s Campaign Counting Guidelines are the standards and definitions provided by the Council for Advancement and Support of Educations (CASE) in its publication CASE Reporting Standards and Management Guidelines, 4th edition, and Partnership on Philanthropic Planning in its publication guidelines for Reporting and Counting Charitable Gifts, 2nd edition.

These counting guidelines are to be consulted in tandem with NC State University governance documents, including applicable Policies, Rules, and Regulations and applicable Standard Operating Procedures.
Outright Gifts

Cash, Checks and Credit Cards
Cash, check, and credit card gifts are counted at face value on the date NC State processes the gift.

Publicly Traded Securities
Marketable securities are counted at the average of the high and low selling price on the day the donor relinquished dominion and control in favor of NC State. If there are no trades on the gift date, the fair market value is the average of the high and low selling price on the trading day before and after the date of the gift.

Closely Held Securities
Gifts of closely held stock that exceed $10,000 in value are reported at the fair market value placed on them by a qualified independent appraiser and recorded on IRS Form 8283. Closely held stock that is $10,000 or less will be valued at the per-share cash purchase price of the most recent transaction or by another method at the discretion of the Vice Chancellor of University Advancement.

Matching Gifts
Matching gifts received from companies and foundations are counted at the face value of the gift. Potential matching gifts (claims) are not counted.

Grants
A grant, unlike a gift, is normally a written agreement to carry out a specified project that may entail a tangible product, usually a proprietary report. A grant that requires performance on the part of the University must be processed through established University procedures. A grant from a non-governmental source that does not require proprietary reporting and has no provisions for intellectual property and/or publication rights may, in the name of the University, be counted as a campaign contribution. Government funds will be excluded, with the exception of Tobacco Trust Fund and Nickels for Knowhow North Carolina State government pass-through payments.

Gifts of Real and Personal Property (Gifts-in-kind)
Gifts of real and personal property (Gifts-in-kind) that qualify for a charitable deduction are counted at their full fair market value, as outlined by applicable CASE standards. Examples of property gifts that will not be counted per CASE standards include gifts of software systems pursuant to corporate partnerships and conservation easements, among others.

Pledges
Pledges with a payment schedule of 5 years or less that are unconditional will be counted at the face value. Exceptions to the 5-year payment period may be approved at the discretion of the Vice Chancellor of University Advancement. Conditional pledges will not be counted.
**Revocable gifts (i.e. expectancies)**

Revocable deferred gifts (also referred to as “expectancies”) such as will bequests and retirement account designations may be counted in the campaign. To be counted, NC State must receive a document during the campaign period from the donor or a third party having reasonable knowledge of the donor’s gift (e.g., an attorney) that confirms the following:

a. A gift has been established.
b. The estimated value of the gift.
c. NC State will receive the gift at the end of the term specified in the gift instrument, which typically will be the end of the donor’s life.

The amount counted in the campaign will be the full documented value, without regard to the donor’s age.

To be counted in the campaign subtotal of a college, program, or a particular gift use (e.g., endowment), a document must be received confirming that the gift is designated for such college, program, or gift use.

A revocable deferred gift in which another person has an interest in the gift prior to NC State may be counted only if such other person also has made a corresponding gift provision (e.g., “mirror wills”). Other contingent gifts without a corresponding gift provision from the other interested person will not be counted.

Revocable deferred gifts documented by NC State before July 1, 2013 will not be counted. The exception to this policy includes Reachback Gifts (see below) and documented additions to such provisions.

The amount of any realized bequest from an expectancy that was documented prior to July 1, 2013 will not be counted. Amounts realized in excess of such documented amounts will be counted.

**Life Income gifts**

Life income gifts will be counted in the campaign at the face value of the donated asset(s). Life Income gifts include charitable remainder trusts and gift annuities in which a donor irrevocably transfers an asset in exchange for an income stream, with the remainder ultimately benefiting NC State.

Life income gifts managed by entities other than NC State can still be counted in the campaign. The gift terms and documentation will determine how they will be counted. If both the gift and NC State’s interest are irrevocable, the gift will be counted with other cash gifts and pledges at the value on the most recently available statement supplied by the entity managing the gift. If NC State’s interest is revocable (even if the gift is irrevocable), the gift will be counted in the same manner as other expectancies.
Charitable Lead Trusts

If a charitable lead trust has irrevocably designated NC State as a charitable beneficiary, the expected payment stream over the term of the trust will be counted in the campaign as a pledge, even if the term lasts beyond the five year period for standard pledges. Payments received from the trust will be treated as payments on that pledge.

If the term of the trust could last for one or more lifetimes, then duration of such lifetimes shall be assumed to be the life expectancy that would be used under applicable tax regulations.

Determination of the future payment stream for some charitable lead trusts (specifically “lead unitrusts”) requires assumptions about the trust’s future investment performance, since the size of future payments depends on future investment performance. If such an assumption is needed, then the Applicable Federal Rate (IRS Discount Rate) for the month of the trust’s creation shall be used.

If a lead trust makes distributions without having made NC State an irrevocable beneficiary (i.e., through a discretionary or revocable power), then such payments will be reported as outright gifts as they are received.

Life Insurance

Life insurance presents special counting issues due to the numerous ways in which life insurance gifts can be made.

To ensure consistent treatment, the death benefits of all life insurance gifts shall be recorded as an expectancy, regardless of whether the gift is a revocable beneficiary designation or an irrevocable transfer of policy ownership.

If the gift is an irrevocable transfer of policy ownership, the current policy value as reported by the insurance company shall be counted with other gifts and pledges. The death benefits counted as an expectancy shall be reduced by the amount counted with other gifts and pledges.

Gifts of cash and other assets intended to be used for premium payments for policies owned by NC State shall be counted with other gifts and pledges.

Gifts of the following types of insurance will not be counted:

a. Term insurance
b. Employer provided group insurance
c. Accidental death insurance
Reachback Gifts

NC State recognizes that donors make gifts in anticipation of a campaign. To encourage them to follow through on these commitments, and in keeping with campaign best practice, NC State has adopted a Reachback Policy.

The criteria under which pre-campaign gifts and commitments, those recorded prior to July 1, 2013, will be included in the NC State University campaign are as follows:

1. Gifts from donors that cumulatively equal or exceed $100,000 that were made within the three fiscal years prior to the campaign start date (i.e., from July 1, 2010 – June 30, 2013).
2. Major gifts (i.e., those at $25,000 and above payable over no more than 5 years) made within the three fiscal years prior to the campaign start date that are designated to either endowment or facility projects.

Hard to Value Gifts

If a gift cannot be properly valued under these guidelines, the Vice Chancellor for University Advancement will determine the value, if any, to be reported in the campaign totals. In making such a determination, the Vice Chancellor may use information from counsel or other independent sources that can provide as fair and accurate an assessment of a gift’s value as is practicable.
Campaign Counting Guidelines Reviewed and Approved
February 21, 2013
The following applies to the comprehensive fundraising campaign to be conducted between July 1, 2013, and June 30, 2021. NC State will adhere to the CASE Reporting Standards & Management Guidelines, 4th edition, with the following exceptions, considerations, and amplifications:

- The University Advancement Committee of the Board of Trustees has approved a separate policy for counting gifts made prior to the official campaign period. The criteria under which pre-campaign gifts and commitments will be included in the campaign are those which are:
  
  - part of a transformational gift that names a department or college, or otherwise equals or exceeds $10,000,000, are made within three years of the campaign start date, and are referenced as counting in the campaign in the documented gift agreement(s) executed by both the donor and the University
  
  - major gifts ($25,000+ payable over no more than 5 years) from donors knowledgeable of the impending campaign by their affiliation with NC State, are made within one year prior to the campaign start date, and are made either toward endowment or facility projects which are expected to be priorities or objectives of the campaign

- Government funds will be excluded as per CASE, with the exception of Tobacco Trust Fund and Nickels for Knowhow North Carolina State government pass-through payments

- Pledge payment period
  
  - The CASE suggested 5-year payment period will be honored. Exceptions for leadership gifts will be taken to the Chancellor and Vice Chancellor for University Advancement for approval
  
  - If longer pledges are approved, they can be extended no more than 5 additional years (10 years total).
• Revocable gifts (i.e. bequest expectancies)
  o These must be documented either by a copy of the portion of the will mentioning NC State or an affiliated entity, or a properly executed bequest intention form. MOUs outlining specific purposes for use of the bequest must be executed during the campaign period. Other prior bequests will not be counted, although additions to those provisions made during the campaign will as long as they are supported by the above documentation. If a specific dollar amount is not stipulated (percentage allocation or “rest and residue”), there must be due diligence to validate the amount estimated for counting. Campaign credit will be at full face value regardless of the donors age.
  o Bequests realized during the campaign will not be counted if an expectancy was recorded prior to July 1, 2013, even if the amount realized is greater than originally excepted. If, however, a donor amends an earlier expectancy during this campaign to reflect a larger specific amount or percentage, that increase will be counted
• Deferred gifts
  o Will be reported and counted at both face and present (IRS deductible) values, with separate goals developed for both amounts
• Conditional pledges, bequest commitments, & gifts
  o Will not be counted
CALL TO ORDER
Susan Ward, Committee Chair

ROLL CALL

READING OF STATE GOVERNMENT ETHICS ACT CONFLICT OF INTEREST STATEMENT

1. AGENDA
   A. Approval of September 18, 2014 University Affairs Committee Minutes

2. DISCUSSION ITEMS
   A. Strategic Plan Implementation (Fiscal Years 2015 - 2017)
      Presenters: Warwick A. Arden, Provost and Executive Vice Chancellor
                  Margery F. Overton, Vice Provost for Academic Strategy
                  7.2A
   B. Annual Report on Intercollegiate Athletics
      Presenter: Jermaine Holmes, Director, Academic Support Program for Student Athletes
                  7.2B

3. REQUESTED ACTION
   A. Consideration of Campus Initiated Tuition Increase and Student Fees
      Presenters: Chancellor W. Randolph Woodson, Provost and Executive Vice Chancellor
                  Warwick Arden and Vice Chancellor Dean Michael Mullen
      7.3A
   B. Request for Authorization to Plan New Degree Programs
      a. Ph.D. in Geospatial Analytics
      b. Master of Statistics (Distance Education)
      c. B.S. in Biomedical and Health Sciences Engineering (Joint Degree Program)
      d. B.A. in Biological Sciences
      7.3B
   C. Application to open a Cooperative Innovative High School: With NC State University as a Partner Institution
      7.3C
D. Proposed New Policy: POL 05.00.04 Political Activities 7.3D

Presenter: Eileen S. Goldgeier, Vice Chancellor and General Counsel

Rationale: This Policy supplements and is adopted in accordance with UNC Policy Manual, Chapter 300.5.1, Political Activities of Employees, which was revised on April 11, 2014 and required each campus Board of Trustees to adopt a policy. The Policy will be effective after final approval from the UNC President.

E. Revisions to Policy 05.20.02 Emeritus/Emerita Status for Faculty and Senior Administrators 7.3E

Presenter: Warwick A. Arden, Provost and Executive Vice Chancellor

Rationale: Revised (added what is now section II.3) to clarify the responsibilities and privileges for senior administrators given this honorific title.

F. Request for Authorization to Establish the Center for Educational Informatics (CEI) 7.3F

Presenter: Terri Lomax, Vice Chancellor for Research, Innovation & Economic Development

G. Request for Authorization to Continue the Small Business and Technology Development Center (SBTDC) 7.3G

Presenter: Terri Lomax, Vice Chancellor for Research, Innovation & Economic Development

4. INFORMATIONAL REPORTS TAB 7.4

A. December, 2014 Commencement Speaker (no materials)
   Presenter: Chancellor W. Randolph Woodson 7.4B

B. Faculty Senate Report
   Presenter: David Zonderman, Chair 7.4C

C. Staff Senate Report
   Presenter: Robert Davis, Chair 7.4C

D. Provost Update 7.4D
   Presenter: Warwick A. Arden, Provost and Executive Vice Chancellor
   b. Distinguished Professorship Update
   c. Faculty Retention Data

5. CLOSED SESSION TAB 7.5

A. Personnel Matters 7.5A

B. Honorary Awards 7.5B

RECONVENE OPEN SESSION

ADJOURN

Requires Full Board Approval
The University Affairs Committee of the Board of Trustees of North Carolina State University met September 18, 2014 at 2:45 p.m. in the Winslow Hall Conference Room.

Members Present:  Susan Ward, Committee Chair  
Tom Cabaniss  
Rusty Mau  
Barbara Mulkey  
Jim Owens  
Ron Prestage  
Ben Jenkins, Board Chair

Others Present:  Randy Woodson  
Warwick Arden  
Barbara Carroll  
Robert Davis  
Eileen Goldgeier  
Wyona Goodwin  
Maureen Grasso  
David Hinks  
Marc Holt  
Amy Jinnette  
Sarah Lannom  
Terri Lomax  
Mike Mullen  
Christy Scheid  
Deborah Yow

Chair Ward called the meeting to order. A quorum was present.

She reminded all members of their duty to avoid conflicts of interest and appearances of conflicts of interest under the State Government Ethics Act and inquired as to whether there were any known conflicts of interest or appearances of conflict with respect to any matters coming before the University Affairs Committee at this meeting. Hearing none, Chair Ward proceeded with the Committee agenda.

Chair Ward asked if there were corrections to the July 10, 2014 open and closed session committee minutes. Hearing none, she declared the minutes stand approved as drafted.

Provost Arden provided a brief review of the committee’s responsibilities as outlined in the Board of Trustees Bylaws 01.05.01 – Appendix 1, Section V.

Chair Ward and Provost Arden discussed the committee’s plan of work for the 2014-2015 academic year. Chair Ward reminded the committee that this is a working document and would be adjusted as needed during the year.

Senior Vice Provost Louis Hunt presented preliminary Fall enrollment information. The data presented showed that NC State’s Class of 2018 is the most academically prepared class ever admitted to the university. Over 20,000 applications were received for Fall 2014, which represented all North Carolina counties, all 50 states, and over 100 countries. The incoming freshman class included 270 students that graduated as valedictorian or salutatorian in their high school class, and over 660 children of alumni.

Vice Chancellor Terri Lomax presented requests to continue the Center for Integrated Fungal Research (CIFR) and the Institute for Transportation Research and Education (ITRE), both of which have received external five-year reviews. The Center for Integrated Fungal Research is being
recommended for continuation with a formal review of its progress after three years. The Institute for Transportation Research and Education is being recommended for continuation with a formal review of its progress after five years. Based upon these recommendations, a motion was made by Dr. Owens, and seconded by Mr. Mau, to approve the Requests for Authorization to Continue the Center for Integrated Fungal Research and the Institute for Transportation Research and Education. The motion carried.

Student Body President Rusty Mau referred to his report included in the materials as he highlighted Student Government initiatives underway both on our campus and at the national level. By way of campus events, he mentioned the upcoming Primetime with the Pack and Campout event to be held on October 17. This event is hosted by Student Government and the Wolfpack Men’s Basketball team. He also referenced the campus events held in August in conjunction with Wolfpack Welcome Week. On the national level, he reported that NC State Student Government is partnering with the National Campus Leadership Council (NCLC) on various initiatives throughout the year. In conjunction with the NCLC and student body presidents from across the country, NC State Student Government will be working with the White House on a campaign to prevent sexual assault and raise awareness on college campuses.

In the Provost’s update, the committee received information about new graduate certificates in Statistics Education and Applied Statistics and Data Management and a new undergraduate certificate in Leadership in the Public Sector. Provost Arden shared information about the 2014-2015 faculty salary ranges and provided updates on the Chancellor’s Faculty Excellence Program and the University Faculty Scholars Program. An update on the Strategic Plan was also given. NC State has completed its first 3-year implementation plan, covering Fiscal Year 2014 to Fiscal Year 2017. The new implementation plan, as well as an overview of accomplishments under the previous plan, will be shared with the Board of Trustees in November. Provost Arden also informed the committee that five-year leadership and program reviews were completed last academic year in the College of Humanities and Social Sciences and the Poole College of Management resulting in the reappointment of both Dean Braden and Dean Weiss. Finally, Provost Arden introduced two newly appointed Deans: Dr. Maureen Grasso, Dean of the Graduate School, and Dr. David Hinks, Interim Dean of the College of Textiles.

A motion was made by Ms. Ward to go into closed session to establish or instruct the staff or agent concerning the negotiations of the amount of compensation or other terms of an employment contract and to consider the qualifications, competence, performance, condition of appointment of a public officer or employee or prospective public officer or employee. Ms. Mulkey seconded the motion. The motion carried.

After coming out of closed session, Ms. Ward announced the meeting in open session.

Ms. Mulkey made a motion, seconded by Mr. Mau, to approve the personnel actions discussed in Closed Session including an employment agreement, two non-salary compensation requests, and conferral of tenure to four new faculty members. The motion carried.

With no further business, Chair Ward announced the meeting adjourned at 4:19 p.m.

_______________________________________
Susan P. Ward, Chair
### THE PATHWAY TO THE FUTURE
#### OVERVIEW of the FY2015 – FY2017 Implementation Plan

<table>
<thead>
<tr>
<th>OVERARCHING ACTIONS</th>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CULTIVATE EXCELLENCE &amp; CONTINUE INVESTING IN AREAS OF EMPHASIS</strong></td>
<td>Enhance opportunities for interdisciplinary education, research and scholarship.</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>→</td>
<td>✔ ✔</td>
</tr>
<tr>
<td></td>
<td>Enhance commitment to a diverse university.</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Increase the number of tenured and tenure-track faculty.</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>→</td>
<td>✔ ✔</td>
</tr>
<tr>
<td></td>
<td>Encourage focused campus partnerships to foster excellence in global engagement.</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>→</td>
<td>✔ ✔</td>
</tr>
<tr>
<td><strong>ENHANCE STUDENT, FACULTY &amp; STAFF SUCCESS</strong></td>
<td>Improve student success through improved admissions, enrollment and retention.</td>
<td>✔ ✔ ✔</td>
<td>→</td>
<td>✔ ✔</td>
</tr>
<tr>
<td></td>
<td>Provide integrated student support services: One Stop Shop–Student Central.</td>
<td>✔ ✔</td>
<td>→</td>
<td>✔ ✔</td>
</tr>
<tr>
<td></td>
<td>Promote undergraduate student success through high impact experiences.</td>
<td>✔ ✔ ✔</td>
<td>→</td>
<td>✔ ✔</td>
</tr>
<tr>
<td></td>
<td>Promote higher-order skills in critical and creative thinking: THINK – a quality enhancement program.</td>
<td>✔ ✔</td>
<td>→</td>
<td>✔ ✔</td>
</tr>
<tr>
<td></td>
<td>Explore the establishment of a University College to better serve the needs of undergraduate students.</td>
<td>✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Promote graduate student and post-doctoral success.</td>
<td>✔ ✔</td>
<td>→</td>
<td>✔ ✔</td>
</tr>
<tr>
<td></td>
<td>Create a culture of continuing professional development for staff and faculty.</td>
<td>✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Enhance institutional pride.</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td><strong>IMPROVE INSTITUTIONAL EFFECTIVENESS WHILE GROWING &amp; REALIGNING RESOURCES</strong></td>
<td>Improve institutional data integration and analytic capacity.</td>
<td>✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Regularly review the effectiveness and efficiency of administrative processes</td>
<td>✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Regularly review the effectiveness and efficiency of academic programs.</td>
<td>✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Improve processes for providing support to the research enterprise.</td>
<td>✔ ✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Align campus physical infrastructure improvements and utilization with strategic plan.</td>
<td>✔ ✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Develop resource generation, cost-cutting and reallocation strategies to support the strategic plan.</td>
<td>✔ ✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Enhance private support to the University.</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>→</td>
<td>✔</td>
</tr>
</tbody>
</table>
THE PATHWAY TO THE FUTURE
FY 2015 – FY 2017 Implementation Plan

Goal 1: Enhance the success of our students through educational innovation.
Goal 2: Enhance scholarship and research by investing in faculty and infrastructure.
Goal 3: Enhance interdisciplinary scholarship to address the grand challenges of society.
Goal 4: Enhance organizational excellence by creating a culture of constant improvement.
Goal 5: Enhance local and global engagement through focused strategic partnerships.

<table>
<thead>
<tr>
<th>OVERARCHING ACTIONS</th>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enhance opportunities for interdisciplinary education, research and scholarship.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Initiate a call for proposals for the second round of Chancellor’s Faculty Excellence Program for four to six new clusters.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Expand disciplinary doctoral funding to include targeted cross-disciplinary initiatives.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Evaluate appropriate number and mix of cross-college umbrella degree programs in the biological sciences and health systems.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Evaluate administrative structure required to support cross-college environment and sustainability programs inclusive of interdisciplinary research and teaching.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Nurture other emergent campus based-initiatives arising from our interdisciplinary culture.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Explore new undergraduate degree programs to encourage multi/interdisciplinary focus.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Coordinate efforts in communication of science and citizen science emerging in the colleges.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Provide funding for seed grants that support interdisciplinary research and engagement.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>VC Research &amp; Innovation</td>
</tr>
<tr>
<td></td>
<td>Enhance commitment to a diverse university.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>VC University Advancement Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Ensure central communication efforts represent the importance of a diverse campus community.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Continue targeted efforts to recruit and retain a critical mass of diversity representation in students, faculty and staff so the campus community better represents the publics served by NC State.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Create programs to more fully integrate international and domestic non-residents as NC State community members.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>Provost &amp; Executive VC</td>
</tr>
</tbody>
</table>

Actions that started in first 3 years of the strategic plan and are continued.
<table>
<thead>
<tr>
<th>OVERARCHING ACTIONS</th>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase the number of tenured and tenure-track faculty.</td>
<td>✔️ ✔️ ✔️ ✔️</td>
<td>❔</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Assess, improve and institutionalize effective diverse faculty recruiting approaches (e.g., consideration of unconscious bias and efforts to expand the recruitment pool).</td>
<td>✔️ ✔️ ✔️ ✔️</td>
<td>⚫</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Continue monitoring faculty retention and use feedback to improve faculty retention efforts.</td>
<td>✔️</td>
<td>❔</td>
<td>Provost &amp; Executive VC VC Research &amp; Innovation VC Finance &amp; Business</td>
</tr>
<tr>
<td>CULTIVATE EXCELLENCE &amp; CONTINUE INVESTING IN AREAS OF EMPHASIS</td>
<td>Continue to refine financial models for the recruitment of tenured and tenure-track faculty and develop centralized and distributed models for funding and cost-sharing.</td>
<td>✔️ ✔️</td>
<td>❔</td>
<td>Provost &amp; Executive VC VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Focus fundraising efforts on new endowed professorships and chairs as well as existing programs such as University Faculty Scholars.</td>
<td>✔️ ✔️</td>
<td>❔</td>
<td>VC University AdvancementProvost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Determine strategic disciplinary areas of growth and develop college specific targets for additional tenured and tenure track faculty.</td>
<td>✔️ ✔️</td>
<td>❔</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Encourage focused campus partnerships to foster excellence in global engagement.</td>
<td>❔ ❔ ❔ ❔ ❔ ❔ ❔ ❔ ❔ ❔ ❔ ❔ ❔ ❔</td>
<td>❔</td>
<td>Provost and Executive VC VC for Research &amp; Innovation</td>
</tr>
<tr>
<td></td>
<td>Establish a coordinated process to identify opportunity for and procedures to develop international grants.</td>
<td>✔️ ✔️ ✔️</td>
<td>❔</td>
<td>Provost &amp; Executive VC VC for Research &amp; Innovation</td>
</tr>
<tr>
<td></td>
<td>Effectively communicate NC State’s global network to campus partners to create synergies.</td>
<td>✔️ ✔️ ✔️</td>
<td>❔</td>
<td>Provost &amp; Executive VC VC University Advancement</td>
</tr>
<tr>
<td></td>
<td>Assess global engagement activities through improved tracking and monitoring systems.</td>
<td>✔️ ✔️ ✔️</td>
<td>❔</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td>OVERARCHING ACTIONS</td>
<td>INITIATIVES SUPPORTING THE STRATEGIC PLAN</td>
<td>GOALS</td>
<td>START YEAR</td>
<td>RESPONSIBILITY</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>-------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>Improve student success through improved admissions, enrollment, and retention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop alternative pathways for admissions through the community college system.</td>
<td>✓</td>
<td>✓</td>
<td>→ ●</td>
</tr>
<tr>
<td></td>
<td>Centrally manage all internal and external transfer admissions.</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Analyze capacity drivers and resource constraints for high-demand undergraduate programs and recommend solutions to remove constraints.</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Develop new and effective intervention strategies to retain students</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Monitor and improve efforts to increase the yield of underrepresented students.</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Monitor and improve the ratio of graduate to undergraduate students as needed.</td>
<td>✓✓</td>
<td></td>
<td>→ ●</td>
</tr>
<tr>
<td></td>
<td>Develop strategies to improve graduate student recruitment (e.g., cross-college first year doctoral programs in targeted areas).</td>
<td>✓✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>ENHANCE STUDENT, FACULTY &amp; STAFF SUCCESS</td>
<td>Provide integrated support services: One Stop Shop—Student Central.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Co-locate cashier’s office, registration and records and office of scholarship and financial aid to provide a unified face to student services.</td>
<td>✓✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Cross train staff in high demand services (e.g., student accounts, financial aid and registration as well as admissions, dining, &amp; housing).</td>
<td>✓✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Create a physical space and complementary virtual space consistent with NC State’s brand.</td>
<td>✓✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Promote undergraduate student success through high impact experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement first year Interdisciplinary Life Sciences Program.</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Develop and Implement first year Interdisciplinary Environmental Sciences Program.</td>
<td>✓✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Continue development of interdisciplinary first year inquiry courses linked to living and learning villages/learning communities.</td>
<td>✓✓</td>
<td></td>
<td>→ ●</td>
</tr>
<tr>
<td></td>
<td>Continue to grow undergraduate research and internship opportunities.</td>
<td>✓✓</td>
<td></td>
<td>→ ●</td>
</tr>
<tr>
<td></td>
<td>Increase student participation in immersive, high-impact study abroad, service-learning, global internships, and other local and global learning activities.</td>
<td>✓✓</td>
<td></td>
<td>→ ●</td>
</tr>
<tr>
<td></td>
<td>Assess and improve as needed the network of professional advisors across campus.</td>
<td>✓</td>
<td></td>
<td>→ ●</td>
</tr>
</tbody>
</table>

17 October 2014

Actions that started in first 3 years of the strategic plan and are continued.
<table>
<thead>
<tr>
<th>OVERARCHING ACTIONS</th>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Promote higher-order skills in critical and creative thinking: THINK – a quality enhancement program.</td>
<td></td>
<td>FY12-14</td>
<td>VC &amp; Dean DASA Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Deliver workshops and create a faculty learning-community to provide support in developing classroom experiences for students that enhance higher-order thinking skills.</td>
<td>✓</td>
<td>FY15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement pedagogical strategies designed to cultivate students’ higher-order thinking competencies in first-year courses across campus.</td>
<td>✓</td>
<td>FY16</td>
<td>VC &amp; Dean DASA Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Explore the implementation of THINK in second-year and upper-division courses based on assessment data and faculty engagement.</td>
<td>✓</td>
<td>FY17</td>
<td>VC &amp; Dean DASA Provost &amp; Executive VC</td>
</tr>
<tr>
<td>ENHANCE STUDENT, FACULTY &amp; STAFF SUCCESS</td>
<td>Explore the establishment of a University College to better serve the needs of undergraduate students through the following initiatives.</td>
<td></td>
<td></td>
<td>Provost &amp; Executive VC VC &amp; Dean DASA</td>
</tr>
<tr>
<td></td>
<td>Provide enhanced advising coordination for all undecided students, those needing more assistance, and those considering or actively transferring into new majors.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide a uniform administrative environment for all unaffiliated academic departments and their faculty in DASA.</td>
<td>✓ ✓</td>
<td></td>
<td>Provost &amp; Executive VC VC &amp; Dean DASA</td>
</tr>
<tr>
<td></td>
<td>Serve as an incubator and, where appropriate, administrative home for interdisciplinary undergraduate curricula, minors and certificates creating a place for shared experiences and sense of identity across colleges.</td>
<td>✓</td>
<td></td>
<td>Provost &amp; Executive VC VC &amp; Dean DASA</td>
</tr>
<tr>
<td></td>
<td>Promote graduate student and post-doctoral success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pursue opportunities to increase doctoral completion and reduce time-to-degree.</td>
<td>✓ ✓ ✓</td>
<td></td>
<td>Provost &amp; Executive VC VC Research &amp; Innovation VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Develop common set of expectations for and develop and implement best practices for regular review of Graduate Faculty status.</td>
<td>✓ ✓</td>
<td></td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Assess and improve the impact of workshops, as needed, for post-doctoral scholars, faculty, and staff on effective mentoring.</td>
<td>✓ ✓</td>
<td></td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Develop assessment tools for faculty mentoring of doctoral students.</td>
<td>✓ ✓</td>
<td></td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td>OVERARCHING ACTIONS</td>
<td>INITIATIVES SUPPORTING THE STRATEGIC PLAN</td>
<td>GOALS</td>
<td>START YEAR</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>-------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Create a culture of continuing professional development for staff and faculty.</td>
<td>Provide ongoing leadership and management training for department and unit heads.</td>
<td>✓</td>
<td>→</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>Develop ongoing education programs and compliance communications for staff, faculty and administrators to enable them to do their jobs effectively.</td>
<td>✓</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>Develop financial training modules to inform unit leaders on strategic resource awareness and new funding allocation models.</td>
<td>✓</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>Expand opportunities for professional development for faculty (e.g., training in grant development, leadership skills, and effective networking.)</td>
<td>✓</td>
<td>→</td>
<td>•</td>
</tr>
<tr>
<td>Enhance institutional pride.</td>
<td>Continue the effective roll-out of the University's refreshed brand to elevate the university's reputation.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Utilize the University's refreshed brand when communicating internally and externally the success of our diverse community of students, faculty and staff.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Continue to utilize approaches to university events that promote pride in place for students, faculty, staff and alumni.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Develop shared spaces to inspire community, collaboration and innovation.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Expand alumni outreach and engagement in key areas in NC, the US and the world.</td>
<td>✓</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

Actions that started in first 3 years of the strategic plan and are continued.
<table>
<thead>
<tr>
<th>OVERARCHING ACTIONS</th>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve institutional data integration and analytic capacity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create an institutional data hub that allows campus users to process and seamlessly integrate information from multiple data sources across the university.</td>
<td>✔</td>
<td>FY12-14</td>
<td>Provost &amp; Executive VC Information Technology</td>
</tr>
<tr>
<td></td>
<td>Establish an analytic research agenda to explore and explain significant institutional planning issues (e.g., resource allocation strategies, faculty retention, and course demand).</td>
<td>✔</td>
<td></td>
<td>Provost &amp; Executive VC Information Technology</td>
</tr>
<tr>
<td></td>
<td>Regularly review the effectiveness and efficiency of administrative processes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain an effective strategic risk management process.</td>
<td>✔</td>
<td></td>
<td>Executive Officers</td>
</tr>
<tr>
<td></td>
<td>Develop and maintain an effective organizational compliance and ethics program.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to review and recommend improvements in administrative processes.</td>
<td>✔</td>
<td>→</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue the strategic implementation of shared services that provide effective and efficient business processes.</td>
<td>✔</td>
<td>→</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regularly review the effectiveness and efficiency of academic programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to refine procedures for academic program review.</td>
<td>✔</td>
<td>→</td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Work with internal stakeholders to properly link data management procedures and analytic information needs.</td>
<td>✔</td>
<td></td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Devise new tools to assist units throughout the review and assessment processes, including documentation of accreditation requirements, policy context and best practices.</td>
<td>✔</td>
<td></td>
<td>Provost &amp; Executive VC</td>
</tr>
<tr>
<td></td>
<td>Improve processes for providing support to the research enterprise.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expand and unify proposal development efforts across campus.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Continue to streamline regulatory processes that affect research.</td>
<td>✔</td>
<td>✔</td>
<td>→</td>
</tr>
<tr>
<td></td>
<td>Improve pre- and post-award services provided to researchers from SPARCS and Contracts &amp; Grants by aligning and streamlining research administration processes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to implement online process for gathering input and prioritizing the acquisition of high end, specialized equipment for shared facilities and service centers.</td>
<td>✔</td>
<td>✔</td>
<td>→</td>
</tr>
<tr>
<td></td>
<td>Continue development of improved processes for funding shared equipment and facilities.</td>
<td>✔</td>
<td>✔</td>
<td>→</td>
</tr>
</tbody>
</table>

17 October 2014

Actions that started in first 3 years of the strategic plan and are continued.
<table>
<thead>
<tr>
<th>OVERARCHING ACTIONS</th>
<th>INITIATIVES SUPPORTING THE STRATEGIC PLAN</th>
<th>GOALS</th>
<th>START YEAR</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Align campus physical infrastructure improvements and utilization with strategic plan.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Research &amp; Innovation, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Connect grant &amp; start-up needs with space.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Renovate and re-purpose space while rewarding innovation and new ideas.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Provide consistent technology and support in classroom.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Improve classroom and class lab utilization considering innovative pedagogy and scheduling efficiency.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Develop resource generation, cost-cutting and reallocation strategies to support the strategic plan.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Refine funding allocation models to incentivize strategic investments at the unit-level.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Develop allocation models for enrollment change funding that will distribute financial impacts and incentivize the delivery of courses needed by students for progress toward degrees.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Explore the use of specific program enhancement fees charged to students to enhance their educational experience.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Strategically target additional master's programs to be considered for premium tuition.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Conduct a market analysis exploring opportunities to strategically grow doctoral enrollment.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Evaluate 2014 doctoral stipend program and GSSP program relative to incentives for external funding and make recommendations to improve funding potential.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Continue evaluation and refinement of ideas through the Strategic Resource Management process.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Enhance private support to the University.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Continue to refine top fundraising priorities with a focus on alignment to the Strategic Plan.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Continue to build out the University's advancement infrastructure to effectively implement a successful fundraising campaign.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Focus on principal, leadership and major gifts during nucleus phase leading to a public launch of the campaign.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Launch public phase of campaign.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td>Provost &amp; Executive VC, VC Finance &amp; Business</td>
</tr>
</tbody>
</table>

17 October 2014

Actions that started in first 3 years of the strategic plan and are continued.
UNC Intercollegiate Athletics Survey: 2013-14 (Draft Preview)

1) No information required

2) Contact Information for Trey Standish

3) Enrolled Freshmen, Recruited Freshmen Student-Athletes, and UNC Minimum Course Requirements

<table>
<thead>
<tr>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of enrolled freshmen</td>
</tr>
<tr>
<td>Total number of enrolled freshmen receiving MCR exceptions</td>
</tr>
<tr>
<td>Total number of enrolled recruited freshmen student-athletes</td>
</tr>
<tr>
<td>Total number of enrolled recruited freshmen student-athletes receiving MCR Exceptions</td>
</tr>
</tbody>
</table>

Created by Office of Institutional Research and Planning
July 30, 2014
S:\UPA\IR\Athletics\GA\2014\GA Tables.xlsx
4) **Student-Athletes, Minimum Admissions Requirements (MARs), and Minimum Course Requirements**

<table>
<thead>
<tr>
<th>Question 4</th>
<th># of RFSAs by Sport</th>
<th># of RFSAs below minimum HS GPA only (2.5)</th>
<th># of RFSAs below minimum SAT or ACT only (800 or 17)</th>
<th># of RFSAs receiving an MCR exception only</th>
<th># of RFSAs below more than one requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Baseball</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>4</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Men's Football</td>
<td>28</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Men's Golf</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Men's Soccer</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Men's Swimming</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Men's Tennis</td>
<td>3</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Men's Track &amp; Cross Country</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Men's Wrestling</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>3</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Women's Gymnastics</td>
<td>3</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Women's Softball</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women's Soccer</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Women's Swimming</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Women's Track &amp; Cross Country</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women's Volleyball</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Mixed Rifle</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

*Due to the small cohort, FERPA privacy may implicated if further disclosed. Therefore, this data will be shared separately to ensure confidentiality.

Created by Office of Institutional Research and Planning
October 8, 2014
S:\UPA\IR\Athletics\GA\2014\GA Tables.xlsx
## 5) Student-Athlete Academic Profile

<table>
<thead>
<tr>
<th>Sport</th>
<th>Total Number of RFSA</th>
<th>Average HS Core Course GPA</th>
<th>Average SAT</th>
<th>Average ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's Basketball</td>
<td>4</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Men's Football</td>
<td>28</td>
<td>3.04</td>
<td>950</td>
<td>*</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>3</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

*Due to the small cohort, FERPA privacy may implicated if further disclosed. Therefore, this data will be shared separately to ensure confidentiality.*

Created by Office of Institutional Research and Planning

October 8, 2014

S:\UPA\IR\Athletics\GA\2014\GA Tables.xlsx
6) Majors of Student Athletes

<table>
<thead>
<tr>
<th>Question 6</th>
<th>Number of Declared Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 - agriculture, agriculture operations, &amp; related sciences</td>
<td>8</td>
</tr>
<tr>
<td>04 - architecture &amp; related services</td>
<td>4</td>
</tr>
<tr>
<td>05 - area, ethnic, cultural, gender, &amp; group studies</td>
<td>4</td>
</tr>
<tr>
<td>09 - communication, journalism, &amp; related programs</td>
<td>27</td>
</tr>
<tr>
<td>11 - computer and information sciences &amp; support services</td>
<td>6</td>
</tr>
<tr>
<td>13 - education</td>
<td>6</td>
</tr>
<tr>
<td>14 - engineering</td>
<td>35</td>
</tr>
<tr>
<td>15 - engineering technologies &amp; engineering-related fields</td>
<td>2</td>
</tr>
<tr>
<td>16 - foreign languages, literatures, &amp; linguistics</td>
<td>2</td>
</tr>
<tr>
<td>23 - English language and literature/letters</td>
<td>5</td>
</tr>
<tr>
<td>26 - biological &amp; biomedical sciences</td>
<td>31</td>
</tr>
<tr>
<td>27 - mathematics and statistics</td>
<td>1</td>
</tr>
<tr>
<td>30 - multi/interdisciplinary studies</td>
<td>17</td>
</tr>
<tr>
<td>31 - parks, recreation, leisure, &amp; fitness studies</td>
<td>94</td>
</tr>
<tr>
<td>38 - philosophy &amp; religious studies</td>
<td>6</td>
</tr>
<tr>
<td>40 - physical sciences</td>
<td>4</td>
</tr>
<tr>
<td>42 - psychology</td>
<td>8</td>
</tr>
<tr>
<td>44 - public administration &amp; social service professions</td>
<td>3</td>
</tr>
<tr>
<td>45 - social sciences</td>
<td>23</td>
</tr>
<tr>
<td>50 - visual &amp; performing arts</td>
<td>4</td>
</tr>
<tr>
<td>52 - business, management, marketing, &amp; related support services</td>
<td>43</td>
</tr>
<tr>
<td>54 - history</td>
<td>10</td>
</tr>
<tr>
<td>XX - undecided</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>358</strong></td>
</tr>
</tbody>
</table>

Created by Office of Institutional Research and Planning
July 30, 2014
S:\UPA\IR\Athletics\GA\2014\GA Tables.xlsx
7) **Academic Success Rate**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Men's GSR</th>
<th>Men's Fed Rate</th>
<th>Women's Sport</th>
<th>Women's GSR</th>
<th>Women's Fed Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>75</td>
<td>34</td>
<td>Basketball</td>
<td>86</td>
<td>71</td>
</tr>
<tr>
<td>Basketball</td>
<td>89</td>
<td>64</td>
<td>Bowling</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CC/Track</td>
<td>92</td>
<td>73</td>
<td>CC/Track</td>
<td>93</td>
<td>63</td>
</tr>
<tr>
<td>Fencing</td>
<td>-</td>
<td>-</td>
<td>Crew/Rowing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Football</td>
<td>64</td>
<td>57</td>
<td>Fencing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Golf</td>
<td>100</td>
<td>89</td>
<td>Field Hockey</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>-</td>
<td>-</td>
<td>Golf</td>
<td>100</td>
<td>56</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>-</td>
<td>-</td>
<td>Gymnastics</td>
<td>100</td>
<td>85</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>-</td>
<td>-</td>
<td>W. Ice Hockey</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mixed Rifle</td>
<td>100</td>
<td>100</td>
<td>Lacrosse</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Skiing</td>
<td>-</td>
<td>-</td>
<td>Skiing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Soccer</td>
<td>91</td>
<td>70</td>
<td>Soccer</td>
<td>90</td>
<td>68</td>
</tr>
<tr>
<td>Swimming</td>
<td>89</td>
<td>81</td>
<td>Softball</td>
<td>94</td>
<td>81</td>
</tr>
<tr>
<td>Tennis</td>
<td>63</td>
<td>40</td>
<td>Swimming</td>
<td>87</td>
<td>73</td>
</tr>
<tr>
<td>Volleyball</td>
<td>-</td>
<td>-</td>
<td>Tennis</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Water Polo</td>
<td>-</td>
<td>-</td>
<td>Volleyball</td>
<td>88</td>
<td>45</td>
</tr>
<tr>
<td>Wrestling</td>
<td>60</td>
<td>43</td>
<td>Water Polo</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Men's Non-NCAA Sponsor. Sports</td>
<td>-</td>
<td>-</td>
<td>Women's Non-NCAA Sponsor. Sports</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

8) **Academic Integrity Regulations**

   a. Please attach a short description summarizing the campus review process and how your campus determined “irregularities.”

   Enrollment Management and Services (EMAS) created a custom SQL script using SAS Business Analytics software to identify and analyze all courses taken by student athletes. This process has been used at NC State for over a decade.

   The first step of this process identifies all students with athletic participation codes in PeopleSoft (non-participating students, such as managers and trainers are excluded). Once the athlete population is identified, a “course enrollment data set” is created. This data set aggregates course performance data by term and course section and calculates GPA data for athlete and non-athlete populations enrolled in each section. The following data elements are loaded into an MS-Excel spreadsheet for review:
b. Please provide a summary of findings for the analysis of course sections.

For the current reporting period, 3332 course sections were reviewed. An initial review flagged 18 sections of USC 103/104 (Intro to University Education – Varsity Student Athletes I/II), but those sections were removed as they had similar grade distributions as the USC 101/102 courses intended for non-athletes. The sections for athletes include information about NCAA regulations, etc. Similarly, HESS 271 (Varsity Sports and Military Conditioning) was removed, as it is a one-hour PE course targeted toward student athletes and ROTC cadets.

The overall process and findings were discussed at the Athletics Roundtable, but no sections were flagged as irregular. Membership of the Athletics Roundtable includes the following: Provost, Vice Chancellor of Academic and Student Affairs, Athletic Director,
c. Please provide summary data on findings of student-athlete transcript reviews.

Using course enrollment data created in step one of this review, students athletes that had enrolled in two or more courses where enrollment of student athletes accounted for 25% or more of the total were flagged for transcript review. Using this criterion, 141 transcripts were flagged for review. The University Registrar conducted the review and results were shared with the Athletics Roundtable.

The review attempted to identify patterns of course taking behavior that was inconsistent with the student’s curricular intent; courses with unusually high grades; and students that were near NCAA eligibility thresholds. The review process was discussed at the Athletics Roundtable, but no transcript irregularities were found.

d. Please provide the results of your campus analysis of Overall Student-Athlete GPA and Non-Student Athletes GPA (see UNC Regulation 700.6.1[R]).

<table>
<thead>
<tr>
<th>2014 UNC-GA Athletics Report</th>
<th>OIRP Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 8.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Athlete GPA - Spring 2014</td>
<td>Non-Student Athlete GPA - Spring 2014</td>
</tr>
<tr>
<td>Average Cumulative GPA for Spring 2014 only</td>
<td>2.920</td>
</tr>
</tbody>
</table>

Created by Office of Institutional Research and Planning
July 30, 2014
S:\UPA\IR\Athletics\GA\2014\GA Tables.xlsx
9) Other Athletics Related Reporting Requirements

a. Please upload an explanation of your institution’s reporting structure for athletics compliance and whether and to whom the athletics compliance director reports outside of the department of athletics.
b. Please upload a document containing any especially effective practices employed at your institution that reinforce the integral connection between academics and athletics.

See attachment ‘Practices Employed by Institution.pdf’.
c. Please upload the most recent financial information provided to your Board of Trustees regarding “booster” club activities.

See attachment ‘NC State Student Aid Association, Inc..pdf’.

d. Please upload a PDF copy of the annual audit review of your “booster” club organization.

See attachment ‘Practices Employed by Institution.pdf’.

10) Chancellor’s Approval (form will be provided separately)

See attachment “Chancellor’s Athletics Certification Memo.doc”.
Attachments:

The financial report and procedures for cash handling and disbursements are included in the Audit, Risk Management and Finance Committee materials.
MEMORANDUM

TO: NC State University Board of Trustees

FROM: W. Randolph Woodson, Chancellor

SUBJECT: Recommendations for 2015-2016 and 2016-2017 Campus Initiated Tuition Increases (CITI) and Student Fees

DATE: November 5, 2014

In accordance with the University of North Carolina Board of Governors’ policy and the NC State Tuition and Fee adjustment process, a Tuition Review Advisory Committee (TRAC), co-chaired by Provost and Executive Vice Chancellor Warwick Arden, and Student Body President Rusty Mau, and Fee Review Committee (FRC), co-chaired by Vice Chancellor and Dean for Academic and Student Affairs Mike Mullen and Student Senate President Alexander Grindstaff, were appointed. The Tuition Review Advisory Committee (Attachment A) and the Fee Review Committee (Attachment B) forwarded their recommendations to me.

The Tuition Review Advisory Committee prepared a recommendation for the biennial 2015-2016 and 2016-2017 as mandated by UNC GA.

The Tuition Review Advisory Committee recommends that tuition for NC State students for the 2015-2016 and 2016-2017 academic years be increased as follows:

For 2015-16
- ($ 182 CITI = 3%) Undergraduate Residents
- ($1278 CITI = 6%) Undergraduate Nonresidents
- ($ 229 CITI = 3%) Graduate Residents
- ($ 640 CITI = 3%) Graduate Nonresidents

For 2016-17
- ($ 187 CITI = 3%) Undergraduate Residents
- ($1355 CITI = 6%) Undergraduate Nonresidents
- ($ 236 CITI = 3%) Graduate Residents
- ($ 659 CITI = 3%) Graduate Nonresidents

The Committee further recommends that the additional CITI revenues be used each year of the biennial to:
- improve the quality and accessibility of the NC State educational experience: suggest allocating 81.6% in 2015-16 and 81.8% in 2016-17
- provide funding for faculty promotional increases: suggest allocating $750,000 [which equals 8.2% in 2015-16 and 7.7% in 2016-17]
- provide funding to the Graduate Student Support Plan: suggest allocating 10.3% in 2015-16 and 10.5% in 2016-17]
The Committee also reviewed premium tuition proposals from the Poole College of Management, and the Institute for Advanced Analytics. The Tuition Review Advisory Committee recommends the following:

For the College of Management:
✓ Increase tuition premium by $2500 spread out over 3 years [.$750 for Fall 2015, $750 for Fall 2016, $1,000 for Fall 2017] for the following degree program:
  o Master of Accounting

For the Institute for Advanced Analytics:
✓ Increase tuition premium by $1000 [effective for Fall 2015] for the following degree program:
  o Master of Science in Analytics

The Fee Advisory Committee’s review included the change in the process mandated by UNC GA from a one-year to a two-year review and the 5% cap on Student Activity Fees.

The Fee Advisory Committee recommended the following fees for NC State students for the 2014-2015 academic year:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Proposed Increase</th>
<th>Approved Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Activity Board</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Publications/Media</td>
<td>$1.10</td>
<td>$1.10</td>
</tr>
<tr>
<td>Student Government</td>
<td>$0.65</td>
<td>$0.65</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>$2.50</td>
<td>$2.50</td>
</tr>
<tr>
<td>Student Center Operations</td>
<td>$5.73</td>
<td>$5.73</td>
</tr>
<tr>
<td>Student Center Programs DASA</td>
<td>$13.00</td>
<td>$7.56</td>
</tr>
<tr>
<td>Student Programming OIED</td>
<td>$3.95</td>
<td>$2.10</td>
</tr>
<tr>
<td>Recreational Sports</td>
<td>$8.85</td>
<td>$4.95</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>$29.50</td>
<td>$29.50</td>
</tr>
<tr>
<td>Sustainability</td>
<td>$1.00</td>
<td>$1.00</td>
</tr>
<tr>
<td>Educational &amp; Technology</td>
<td>$8.59</td>
<td>$6.37</td>
</tr>
<tr>
<td>Transit</td>
<td>$11.00</td>
<td>$11.00</td>
</tr>
<tr>
<td>Total Fee Increases Requested within the 5% Increase cap</td>
<td>$74.87 (4.77%)</td>
<td>$61.46 (3.91%)</td>
</tr>
<tr>
<td>TOTAL FEE INCREASE</td>
<td>$85.87</td>
<td>$72.46</td>
</tr>
</tbody>
</table>
### Student fee increase recommendations subject to the 5% cap for 2016-17

<table>
<thead>
<tr>
<th>Fee</th>
<th>Proposed Increase</th>
<th>Approved Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Activity Board</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Publications/Media</td>
<td>$0.60</td>
<td>$0.60</td>
</tr>
<tr>
<td>Student Government</td>
<td>$0.65</td>
<td>$0.65</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>$0.50</td>
<td>$0.50</td>
</tr>
<tr>
<td>Student Center Programs</td>
<td>$8.39</td>
<td>$8.00</td>
</tr>
<tr>
<td>Student Programming DASA</td>
<td>$14.00</td>
<td>$7.98</td>
</tr>
<tr>
<td>Student Programming OIED</td>
<td>$1.35</td>
<td>$1.35</td>
</tr>
<tr>
<td>Recreational Sports</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>$32.50</td>
<td>$32.50</td>
</tr>
<tr>
<td>Sustainability</td>
<td>$0.50</td>
<td>$0.50</td>
</tr>
<tr>
<td>Educational &amp; Technology</td>
<td>$11.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Transit</td>
<td>$8.00</td>
<td>$8.00</td>
</tr>
<tr>
<td>Total Fee Increases Requested within the 5% increase cap</td>
<td>$69.49 (4.26%)</td>
<td>$57.08 (3.50%)</td>
</tr>
<tr>
<td><strong>TOTAL FEE INCREASE</strong></td>
<td><strong>$77.49</strong></td>
<td><strong>$65.08</strong></td>
</tr>
</tbody>
</table>

I want to offer my sincere thanks to both committees for their thorough and thoughtful work. I concur with the recommendations put forth by both the TRAC and the FRC and recommend them to you for your consideration.

The decisions we make continue to be guided by our Strategic Plan which assists us in allocating our resources in a way that best assures continued student success. Our improvements in quality are ongoing and we continue research and implement long-term, sustainable solutions that benefit the entire NC State community.

Thank you for your consideration of my 2015-2016 and 2016-2017 CITI and fee recommendations.

Attachments

cc:     Provost Warwick Arden  
       Vice Chancellor Charles Leffler  
       Vice Chancellor Mike Mullen
MEMORANDUM

TO: W. Randolph Woodson
Chancellor

FROM: Warwick A. Arden
Provost and Executive Vice Chancellor
Russell W. Mau
President, Student Body

SUBJECT: Report of the 2014-15 Tuition Review Advisory Committee

DATE: October 10, 2014

The Tuition Review Advisory Committee (the Committee) submits the following campus initiated tuition increase (CITI) and premium tuition proposal for the 2015-16 and 2016-17 biennial.

The Committee recognizes that final authority for recommending tuition increases to the North Carolina Legislature rests with UNCG General Administration and the UNC Board of Governors. During its cycle of meetings, the Committee verbally received information contained in the following documents:

- "The University of North Carolina Tuition and Fees: A four-Year Plan for Academic Years 2015-16 through 2018-19"
- Charles Perusse’s 9/19/14 memo with subject “Proposals for 2015-16 and 2016-17 Campus-Initiated Tuition and Fee Adjustments”

Consequently, throughout its deliberations, the Committee remained aware of President Ross’ and the UNC-Board of Governors 5% cap on campus-initiated tuition increase for resident undergraduate students during the span of the four year plan. In addition, the Committee learned that its work during this cycle must result in 1) a recommendation for the biennial 2015-16 and 2016-17 plus 2) a recommendation for a campus plan for future tuition increases over a period of five years. Considering its letter of charge and Charles Perusse’s 9/19/14 guidelines, the Committee proceeded with the CITI review and recommendation process focusing on tuition rates for resident and nonresident undergraduate students and for resident and nonresident graduate students. Furthermore, as charged, the Committee considered premium tuition increase requests.

Four committee meetings were scheduled [September 4, 10, 24 and October 1]. These meetings were well attended, and members engaged in thorough deliberations during each meeting. Members reviewed and discussed relevant information relating to tuition, evaluated available data, and thoughtfully formulated CITI recommendations for the 2015-16 and 2016-17 biennial. The comparative Fall 2014 preliminary tuition/fees data for NC State’s peer institutions sparked a discussion about NC State’s tuition which remains the third lowest for resident and nonresident undergraduate students and second lowest for resident and nonresident graduate students among the 16 peers. Having been informed of a goal for campuses to set nonresident tuition rates at or above the third quartile of public peers (discussed in Charles Perusse’s 9/19/14 memo) the Committee explored tuition-increases that would advance NC State towards that goal. While the Committee understood the importance of remaining a good value, it also recognized and discussed the importance of continuing to move the university forward and the importance of tuition revenue in that regard.
Vigorous discussion ensued as the Committee weighed the perceived advantages and disadvantages of moving nonresident tuition too aggressively toward the third quartile. The Committee agreed that taking a reasonable and conservative approach to increasing tuition is rational and, depending on the percent increase, can move NC State towards the third quartile in four to five years. Ultimately, the percentages the Committee recommends are ones that comply with the 5% cap for resident undergraduate students and conservatively move nonresident tuition towards the third quartile of peers over a four to five year period.

Because NC State University currently exceeds the 15% cap on total tuition dollars that may be used for need-based financial aid, and therefore cannot allocate any money to this category, the Committee discussed and unanimously proposed that CITI allocations be used to support quality and accessibility, faculty promotional increases, and the graduate student support plan.

The Committee includes 14 voting members and 5 non-voting members. At the September 24th meeting members heard presentations from administrators representing the College of Management and the Institute for Advanced Analytics regarding premium tuition proposals for two graduate programs.

At this September 24th meeting, the Committee voted on the premium tuition proposals that had been presented earlier during the meeting; 12 out of 14 voting members cast votes. With respect to the proposals, members voted to recommend the following:

**For the College of Management:**
- ✓ Increase tuition premium by $2500 spread out over 3 years ($750 for Fall 2015, $750 for Fall 2016, $1,000 for Fall 2017) for the following degree program:
  - Master of Accounting

**For the Institute for Advanced Analytics:**
- ✓ Increase tuition premium by $1000 [effective for Fall 2015] for the following degree program:
  - Master of Science in Analytics

At the Committee’s October 1st meeting, 9 out of 14 voting members were in attendance, and members voted to recommend the following campus initiated tuition increase for 2015-16 and 2016-17:

For 2015-16
- ($ 182 CITI = 3%) Undergraduate Residents
- ($1278 CITI = 6%) Undergraduate Nonresidents
- ($ 229 CITI = 3%) Graduate Residents
- ($ 640 CITI = 3%) Graduate Nonresidents

For 2016-17
- ($ 187 CITI = 3%) Undergraduate Residents
- ($1355 CITI = 6%) Undergraduate Nonresidents
- ($ 246 CITI = 3%) Graduate Residents
- ($ 669 CITI = 3%) Graduate Nonresidents

The Committee further recommends that the additional CITI revenues be used each year of the biennial to:
- improve the quality and accessibility of the NC State educational experience: **suggest allocating 81.6% in 2016-17 and 81.6% in 2016-17**
- provide funding for faculty promotional increases: **suggest allocating $750,000 [which equals 8.2% in 2015-16 and 7.7% in 2016-17]**
- provide funding to the Graduate Student Support Plan: **suggest allocating 10.3% in 2015-16 and 10.5% in 2016-17**

**NOTE:** The Tuition Review Advisory Committee acknowledged that all three allocation categories can be considered quality and accessibility. The percent-allocation to support the GSSP could therefore be increased if needed in 2015-16 and 2016-17 up to a total of $2M to hold the state funded portion of the GSSP totally harmless to this campus initiated tuition increase (CITI).
The Committee recognizes that the additional tuition will make attending NC State more expensive for students than in the past, and yet affirms that an NC State education is still an exceptional value. The Committee wishes to maintain and improve the quality of that education for the benefit of our students and the state and region which we serve. Tuition Review Advisory Committee members voiced strong agreement that the recommended tuition increases are necessary and rationally conservative.

If you have questions or would like further information, please let us know.

WAAVRWM/rhc

Impact statements regarding the premium tuition proposals include the following:

Institute for Advanced Analytics proposal states: “The Master of Science in Analytics (MSA) is currently the country’s preeminent graduate degree in analytics. The proposed change will only serve to maintain and improve the quality of the program. The tuition premium provides students with experiences and opportunities that are critical ingredients in their education and later professional success. Examples include:
- intensive professional communications training in small group settings, helping students to present data and the message it represents, visually, effectively, and clearly;
- software training and the opportunity to earn valuable certification credentials;
- instruction in professionalism, business networking, etiquette;
- secure and private group collaboration spaces to work with industry practicum sponsors using proprietary data;
- opportunities to travel to practicum sponsor locations;
- conference participation
The proposed premium increase will help [the program] to continue to extend these opportunities to MSA students, even as the space required for additional students commands more resources.

The College of Management proposal states: NC State’s Master of Accounting (MAC) program has been consistently ranked as a top 40 program nationally for the last 10 years. The Public Accounting Report annually surveys accounting professors about the nation’s top accounting programs. In the most recent 32nd annual survey the NC State MAC Program tied for 32nd overall and 17th in the big school category, which includes programs with 22 or more full-time accounting faculty members. This national ranking could not have been achieved without support from campus initiated tuition increase (CITI). These funds support all career services for the MAC program. They also support admissions staff and marketing. There has been a clear payoff from these efforts. Before CITI, NC State’s MAC program had never appeared in the Public Accounting Report National rankings. The admissions and marketing initiative has been very successful. MAC enrollment increased from 51 in fall 2002 to 106 in fall 2014.

To remain competitive the MAC program needs to invest in student engagement opportunities with the business community, workshops on special topics in accounting and management, career services, and recruitment activities. The proposed increase in CITI would address these concerns.
NC State University  
Final CITI Recommendations for 2015-2016

<table>
<thead>
<tr>
<th>Student Categories:</th>
<th>Projected 2015-16 FTEs</th>
<th>10/1/2014 TRAC</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Row</strong></td>
<td><strong>Rate</strong></td>
<td><strong>Revenue Generated</strong></td>
</tr>
<tr>
<td>Undergraduate Residents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Residents per G.S. 116-143.6</td>
<td>A1</td>
<td>18,544</td>
<td>182</td>
</tr>
<tr>
<td>Undergraduate Nonresidents</td>
<td>A1a</td>
<td>67</td>
<td>182</td>
</tr>
<tr>
<td>Graduate Residents</td>
<td>A2</td>
<td>2,466</td>
<td>1,278</td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>A3</td>
<td>3,849</td>
<td>229</td>
</tr>
<tr>
<td>Total</td>
<td>A4</td>
<td>2,775</td>
<td>640</td>
</tr>
<tr>
<td>Total</td>
<td>A5</td>
<td>27,701</td>
<td></td>
</tr>
</tbody>
</table>

**Proposed Use:**

<table>
<thead>
<tr>
<th></th>
<th><strong>% Allocation</strong></th>
<th><strong>Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Need-based Financial Aid</td>
<td>0.0%</td>
<td>$0</td>
</tr>
<tr>
<td>Graduate Student Support Program (GSSP)</td>
<td>10.3%</td>
<td>$943,791</td>
</tr>
<tr>
<td>Improve Quality &amp; Accessibility</td>
<td>81.6%</td>
<td>$7,502,380</td>
</tr>
<tr>
<td>Faculty Promotional Increases</td>
<td>8.2%</td>
<td>$750,000</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>$9,196,171</td>
</tr>
</tbody>
</table>

**Graduate Student Support Plan**

<table>
<thead>
<tr>
<th>Students</th>
<th><strong>Rate</strong></th>
<th><strong>Increased Cost</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Supported Graduate Students</td>
<td>D1</td>
<td>1,641</td>
</tr>
<tr>
<td>Differential in Tuition Remission</td>
<td>D3</td>
<td>1,382</td>
</tr>
<tr>
<td>Total</td>
<td>D4</td>
<td>3,023</td>
</tr>
</tbody>
</table>

**Summary**

<table>
<thead>
<tr>
<th>Tuition 2014-15</th>
<th>Increase Amts</th>
<th>Percents</th>
<th>Tuition 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,038</td>
<td>$182</td>
<td>3.0%</td>
<td>$6,220</td>
</tr>
<tr>
<td>$21,293</td>
<td>$1,278</td>
<td>6.0%</td>
<td>$22,571</td>
</tr>
<tr>
<td>$7,623</td>
<td>$229</td>
<td>3.0%</td>
<td>$7,852</td>
</tr>
<tr>
<td>$21,311</td>
<td>$640</td>
<td>3.0%</td>
<td>$21,951</td>
</tr>
</tbody>
</table>

Differential in graduate resident and non-resident tuition has an impact on GSSP  
$13,688 ($411) $14,099

**NOTE:** The Tuition Review Advisory Committee acknowledged that all three allocation categories can be considered **quality and accessibility**. The percent-allocation to support the GSSP could therefore be increased if needed in 2015-16 and 2016-17 up to a total of $2M to hold the state funded portion of the GSSP totally harmless to this campus initiated tuition increase (CITI).

- Projected FTEs are taken from enrollment planning process final determinations in October, 2014.
- GSSP headcounts are next year estimates (projections) based on best current information.
- FTEs do not include DE.
- Color cells are entered by hand to drive rest of calculations
### NC State University

**Final CITI Recommendations for 2016-2017**

#### Student Categories:

<table>
<thead>
<tr>
<th>Row</th>
<th>2016-17 FTEs</th>
<th>Rate</th>
<th>Revenue Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>18,652</td>
<td>187</td>
<td>$3,487,924</td>
</tr>
<tr>
<td>A1a</td>
<td>65</td>
<td>187</td>
<td>$12,155</td>
</tr>
<tr>
<td>A2</td>
<td>2,480</td>
<td>1,355</td>
<td>$3,360,400</td>
</tr>
<tr>
<td>A3</td>
<td>3,969</td>
<td>236</td>
<td>$936,684</td>
</tr>
<tr>
<td>A4</td>
<td>2,870</td>
<td>659</td>
<td>$1,891,330</td>
</tr>
<tr>
<td>A5</td>
<td>28,036</td>
<td></td>
<td>$9,686,493</td>
</tr>
</tbody>
</table>

#### Proposed Use:

<table>
<thead>
<tr>
<th>% Allocation</th>
<th>10/1/2014 TRAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>$0</td>
</tr>
<tr>
<td>10.5%</td>
<td>$1,014,893</td>
</tr>
<tr>
<td>81.8%</td>
<td>$7,923,600</td>
</tr>
<tr>
<td>7.7%</td>
<td>$750,000</td>
</tr>
</tbody>
</table>
**Total**     | **$9,686,493**|

#### Graduate Student Support Plan

<table>
<thead>
<tr>
<th>Students</th>
<th>Rate</th>
<th>Increased Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>1,714</td>
<td>$404,504</td>
</tr>
<tr>
<td>D3</td>
<td>1,443</td>
<td>$610,389</td>
</tr>
</tbody>
</table>
**Total** |       | $1,014,893     |

#### Summary:

<table>
<thead>
<tr>
<th>Tuition 2015-16</th>
<th>Increase Amts</th>
<th>Percents</th>
<th>Tuition 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,220</td>
<td>$187</td>
<td>3.0%</td>
<td>$6,407</td>
</tr>
<tr>
<td>$22,571</td>
<td>$1,355</td>
<td>6.0%</td>
<td>$23,926</td>
</tr>
<tr>
<td>$7,852</td>
<td>$236</td>
<td>3.0%</td>
<td>$8,088</td>
</tr>
<tr>
<td>$21,951</td>
<td>$659</td>
<td>3.0%</td>
<td>$22,610</td>
</tr>
</tbody>
</table>

**NOTE:** The Tuition Review Advisory Committee acknowledged that all three allocation categories can be considered *quality and accessibility*. The percent-allocation to support the GSSP could therefore be increased if needed in 2015-16 and 2016-17 up to a total of $2M to hold the state funded portion of the GSSP totally harmless to this campus initiated tuition increase (CITI).

- Projected FTEs are taken from enrollment planning process final determinations in October, 2014.
- GSSP headcounts are next year estimates (projections) based on best current information.
- FTEs do not include DE.
- Color cells are entered by hand to drive rest of calculations.
MEMORANDUM

TO: W. Randolph Woodson, Chancellor

FROM: Mike Mullen, Co-Chair
       Alexander Grindstaff, Co-Chair

DATE: October 6, 2014

RE: 2015-16 and 2016-17 Student Fee Review Committee Recommendations

In accordance with your charge to the 2015-16 and 2016-17 Student Fee Review Committee, the Committee met to review all student fees and make recommendations concerning continuation of existing fees and proposed increases for 2015-16 and 2016-17. In accordance with the Board of Governor’s policy, recommendations for fee requests subject to the Board of Governor’s cap are not to exceed 5.0%.

The members of the Student Fee Review Committee members were:

Alexander Grindstaff, Co-Chair, Student Senate President
Mike Mullen, Co-Chair, Vice Chancellor and Dean, Academic and Student Affairs
John Deans Eatman, Undergraduate Student Representative
Krista Domnick, Director, Scholarships and Financial Aid
David Fiala, Graduate Student Association President
Steve Keto, Associate Vice Chancellor, Finance and Resource Management
Jerome Lavelle, Associate Dean, Academic Affairs, College of Engineering
Russell Mau, Student Body President
Paul Williams, Professor, Accounting, Poole College of Management
Barbara Moses, Budget Office (non-voting)
Vicki Pennington, Provost’s Office (non-voting)

The Committee met on August 21, September 5, September 12, September 22, and October 3. At the initial meeting on August 21, Mike Mullen and Barbara Moses provided an overview of the process and a review of each Student Fee Request for the committee. This review included the change in the process mandated by UNC GA from a one-year to a two-year review and the 5% cap on Student Activity Fees. This information was also made available on the Student Fee Review Committee website. Ms. Moses did an overview of each fee, including rate history, revenue sources, expenditure types, cash balances, and any concerns. Areas requesting increases included:
<table>
<thead>
<tr>
<th>Table 1. Student Fee Proposed Requests</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Activity Board</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Media</td>
<td>$1.10</td>
<td>$0.60</td>
</tr>
<tr>
<td>Student Government</td>
<td>$0.65</td>
<td>$0.65</td>
</tr>
<tr>
<td>Student Legal</td>
<td>$2.50</td>
<td>$0.50</td>
</tr>
<tr>
<td>Student Center Operations</td>
<td>$5.73</td>
<td>$8.39</td>
</tr>
<tr>
<td>Student Center R&amp;R</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Center Programming – DASA</td>
<td>$13.00</td>
<td>$14.00</td>
</tr>
<tr>
<td>Student Programming OIED</td>
<td>$3.95</td>
<td>$1.35</td>
</tr>
<tr>
<td>Sustainability</td>
<td>$1.00</td>
<td>$0.50</td>
</tr>
<tr>
<td>Recreational Sports</td>
<td>$8.85</td>
<td>$0</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>$29.50</td>
<td>$32.50</td>
</tr>
<tr>
<td>Education &amp; Technology</td>
<td>$8.59</td>
<td>$11.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$74.87</strong></td>
<td><strong>$69.49</strong></td>
</tr>
</tbody>
</table>

The Committee met September 5 to discuss the fee area requests and to determine which groups should be asked to future meetings for a question/answer period. It was noted that there were no fee increase requests for the Union Activity Board, Student Association, Student Center R&R, Association of Student Governments, and Intercollegiate Athletics. Mr. Keto made a motion that those fees continue at their current level with no increase for 2015-16 and 2016-17. Russell Mau seconded the motion. The motion passed unanimously with nine (9) yes votes.

The Committee identified the following groups to be invited to the September 12 meeting for a question and answer period: Sustainability, ETF, Transit, UREC, Student Health Services (including Counseling), Student Center Programs – DASA, and Student Media.

The Committee met September 12 for a question and answer period with the invited groups. Transit was asked several questions pertaining to the Centennial Campus routes. Transit explained that while they had identified routes with low rider turnout and moved them, it was necessary to add routes to Centennial Campus. Additionally, since the bus service is contracted out that Transit had to be prepared for an increase in their charge for additional buses and higher fuel and service cost. The Student Fee group also had questions about the usage of the GoPass Program, and the Park and Ride lots. Transit said that the GoPass was a very viable program, used a lot by students and staff. Adding an additional Park and Ride lot on the east side of campus was very important to easing the congestion on campus and the burden of parking on campus. The question of articulated buses was brought up as an option to carry more students on a route, but a study was done and the articulated buses were too expensive and there were navigational issues caused by buses that long that could not be overcome in some campus areas. Transit will use some of the increase in funds to improve Transit apps such as Transloc. This app will need a GPS on each bus and then the app would show buses in route, route changes, and capacity on a single bus.
The Student Fee group questioned the ETF fee representatives as to how their fee increases would be used. A portion of the fee would be for a testing center. This fee was requested last year, but then withdrawn because a location could not be secured. Online classes have grown over 15% per year and the tuition model change means that more students take DE classes because they don’t have to pay an extra fee. The testing center is basically maxed out during high peak times and students sometimes wait hours for a testing slot to open. Another portion of the fee would give the visually impaired more accessibility. This service is not a choice and must be offered. The third portion of the fee would be to continue upgrading the classtech services. There are still 110 classrooms to complete. The library system percent of the increase would to bring Hill up to something similar to the Hunt rooms with things such as overhead scanners, 3D maker spaces, new equipment and proactive repair of equipment. The students wanted to know if some of the fee would go to staffing and the library says that it will not – that is not covered by ETF monies. The students wanted to know what it would take to have the libraries open longer. To have the library open 24 hours would take an additional $250,000.

Sustainability was asked about their current applications and why all of their money from last year was not spent. It was explained that Sustainability was capable of funding small projects, but that there was not enough money to fund a large projects. Since the program had just started in 2013-14, it was decided to carry-over part of the funding to allow for larger projects to be funded in the future. Sustainability is funded under other UNC system schools, with fees from $6 to $12. With a fee increase, the proposals for larger projects could then be considered.

The SC Programs-DASA fee request included several sub-requests. The Music request was for instrument repair, which should be expected after 2,000 students use the instruments. The Craft Center needs to add instructors in some of the classes. The Wood Shop Studio needs a manager and the Clay Studio needs a manager. When the Stewart Theatre is back online, there will be a cost for extra personnel to support it.

When Talley is finally opened, the 2015-16 cycle will be the most expensive for up fit. This would include the space and up fit for the Student Involvement Center. Without sufficient fees the center will be open less hours. Currently there is a 0.5 FTE and this covers the request for an additional 0.5 FTE for 2016-17. This FTE would cover an IT person. Additionally, there is a request to fund the Student Ombudsperson program.

University Recreation requested an increase in fees for 2015-16 for operating and to add an athletic trainer program to support club sports and intramural sports ($3.90 for the trainer and $8.95 total). An at-large athletic trainer could be offered to all sports, club and intramural. This trainer would be available for injuries in Carmichael and would prevent many of our current EMS calls and transports to the hospital.

The largest fee request is from Student Health/Counseling. From August 2013 to August 2014 Counseling has had a 36% increase in appointments. There is a need to have additional counselors so that the waiting period for appointments is shorter. Currently the wait time is ten days for an intake appointment. Our Counseling staff ratio does not meet national accreditation
standards. The accreditation standard is 1 FTE counselor to 1,000 students. The minimum standard is 1 FTE to 1,500 students and currently NC State does not meet the minimum standard. There has been a 200% increase in intakes for substance abuse. There is a planned expansion of Counseling on the Centennial Campus. There will be a counseling area that will share a waiting area with dental services. The dental services would be available for students, staff and faculty. The dental services charge will cover the cost of the space by Counseling. On the Student Health side there is a need for increased IT and a health informatics area. The Student Health area would like to hire one position that is a nurse practitioner or a PA who has the training in technology to keep Student Health current in updates in software programs.

Student Media is struggling due to a decrease in advertisements. That area was down 33% last year and in November national media decreased advertising by 50%. Additionally, on campus ads are down due to budget cuts that have forced some areas not to advertise. Due to the decrease in income from advertising, The Technician has dropped a day of production and is now down to four days a week.

The Student Fee Committee agreed to add an additional day to discuss the proposed fees and met again on Monday, September 22\textsuperscript{nd}. The first portion of that meeting was to discuss where NC State stands with their counterparts across the system. NC State is still second lowest in student fees. The students are interested in holding student forums to have their voices heard and judge what is important to them. The students would not want presentations from the fee groups in these student forums, but if someone was available from the fee areas to answer possible questions the students felt that would be helpful. The Student Government and Graduate Student Association hosted an event to discuss fees with students on September 22, 2014. There was a motion to open all fees that were previously closed at the September 5\textsuperscript{th} meeting and it was seconded. After a discussion, this motion was put to a vote and the resolution did not carry, 4 in favor, 5 opposed. The Student Fee group then had a discussion of each request area. The discussion also covered the question that if the areas were not given their request, what would that decision mean to them. The Student Fee group decided that their recommendation would be under the 4% cap.

At the final meeting on October 3, 2014 Dr. Mullen welcomed and thanked the committee for their work. Mr. Grindstaff thanked everyone for attending the Student Senate fee review discussion and debate on October 1, 2014. It was noted that all voting members were present. In a brief review of the Graduate School/IRC fee document, Mr. Fiala noted that in the initial round of discussion, Sustainability was decreased, but that in the final debate Sustainability’s fee was fully restored. The Student Government fee request included a $0.50 fee for WolfPack Pickup. Their group decided that they could not support that program, so the Student Government fee was cut to 15 cents. In the SC Programming – DASA fee, it was decided to cut Arts in half, not to add IT tech personnel and cut Student Leadership to $1. The Ombudsperson program lost all funding. OIED was cut to $1 for 2015-16 and 50 cents operating increase for 2016-17. University Recreation’s plan for an athletic trainer was taken out of that fee.
Mr. Keto made a motion to consider each year separately and for 2015-16 to move forward with the Student Senate fee recommendation. Dr. Williams seconded the motion. Dr. Mullen had prepared a slide that showed the Requested Fees, the Student Senate recommendation, the Graduate Student/IRC recommendation and an alternative fee recommendation scenario that included changes in the Student Center Programs fee to reduce the Ombuds fee by 50% and to increase the ETF fee recommendation from $4.22 to $6.37 to fully fund the DELTA Testing Center. After discussing the Student Senate fee, Mr. Keto withdrew his motion to consider using the Student Senate fee recommendation. Dr. Lavelle seconded that motion and it was voted affirmative to withdraw the motion. Dr. Lavelle then made a motion to accept the alternative fee recommendation as the Committee 2015-16 fee recommendation and Dr. Williams seconded that motion. Discussion followed about increasing the SC Operations fee from the recommended $5.25. Mr. Keto made a motion to increase the SC Operations fee to $5.73 and Dr. Lavelle seconded the motion. The motion was called for a vote and it was a unanimous Yes (9 votes). Mr. Mau made a motion to accept the Committee recommendation for 2015-16. Mr. Fiala seconded the motion. After some discussion there was a call for a vote on accepting the Student Fee Committee recommendation and it passed with a unanimous vote of Yes (9 votes).

(The rest of the page is blank intentionally.)
### Table 2. Student fee increase recommendations subject to the 5% cap for 2015-16

<table>
<thead>
<tr>
<th>Fee</th>
<th>Proposed Increase</th>
<th>Approved Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Activity Board</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Publications/Media</td>
<td>$1.10</td>
<td>$1.10</td>
</tr>
<tr>
<td>Student Government</td>
<td>$0.65</td>
<td>$0.65</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>$2.50</td>
<td>$2.50</td>
</tr>
<tr>
<td>Student Center Operations</td>
<td>$5.73</td>
<td>$5.73</td>
</tr>
<tr>
<td>Student Center Programs DASA</td>
<td>$13.00</td>
<td>$7.56</td>
</tr>
<tr>
<td>Student Programming OIED</td>
<td>$3.95</td>
<td>$2.10</td>
</tr>
<tr>
<td>Recreational Sports</td>
<td>$8.85</td>
<td>$4.95</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>$29.50</td>
<td>$29.50</td>
</tr>
<tr>
<td>Sustainability</td>
<td>$1.00</td>
<td>$1.00</td>
</tr>
<tr>
<td>Educational &amp; Technology</td>
<td>$8.59</td>
<td>$6.37</td>
</tr>
<tr>
<td>Transit</td>
<td>$11.00</td>
<td>$11.00</td>
</tr>
<tr>
<td><strong>Total Fee Increases Requested within the 5% increase cap</strong></td>
<td>$74.87 (4.77%)</td>
<td>$61.46 (3.91%)</td>
</tr>
<tr>
<td><strong>TOTAL FEE INCREASE</strong></td>
<td><strong>$85.87</strong></td>
<td><strong>$72.46</strong></td>
</tr>
</tbody>
</table>

Mr. Keto stated that in his experience in higher education of over 44 years that this was the best student effort he had participated in and that the students were to be commended for such a very good and thoughtful process. It was seconded by Dr. Lavelle and the students were given a round of applause.

Mr. Fiala made a motion to accept the Committee recommendation for 2016-17. Mr. Keto seconded the motion. The question was asked about the SC Program-DASA fee being reduced from the Senate recommendation of $10.48 to $7.98. Dr. Mullen stated that this reflected a decrease in Ombud program fee from $5.00 to $2.50 and that he would find resources in his division to fund the other $2.50 for 2016-17. He then said that if permanent funding was not secured, then there would be a request to fully fund the program from student fees in 2017-18.

Mr. Fiala amended the proposal to take $0.39 from ETF and add $0.39 to the SC Operations fee, raising it to $8.39. After discussion, Mr. Fiala withdrew his amendment. Mr. Keto moved that the SC Operations fee should be granted at the full requested amount of $8.39. After
discussion and input from Mr. Tim Hogan from Campus Enterprises who indicated that they could make the $8.00 compromise work, the motion was unanimously voted down.

Mr. Grinstead brought up the subject that the students want more funding for the Arts. He amended the motion to increase the Arts funding. The amendment was seconded by Dr. Mullen. There was discussion on the Arts increase in funding. The students want to keep the Arts affordable and accessible to all students. Further discussion brought up that while Arts needs to be accessible, that the students who actually attend Arts programming should be willing to pay more in their admission fee. A vote was called on the amendment to raise the Arts portion of the SC Program-DASA fee. With no further discussion a vote was taken. There were two (2) Yes votes and seven (7) No votes. The amendment did not pass.

A call was made to vote to accept the Committee recommendation for 2016-17 and it passed with a unanimous vote of Yes (9 votes).

| Table 3. Student fee increase recommendations subject to the 5% cap for 2016-17 |
|---------------------------------------------|------|-------|
| Fee                                         | Proposed Increase | Approved Fee |
| Union Activity Board                        | $0   | $0    |
| Student Publications/Media                  | $0.60| $0.60 |
| Student Government                          | $0.65| $0.65 |
| Student Legal Services                      | $0.50| $0.50 |
| Student Center Programs                     | $8.39| $8.00 |
| Student Programming DASA                    | $14.00| $7.98 |
| Student Programming OIED                    | $1.35| $1.35 |
| Recreational Sports                         | $0   | $0    |
| Student Health Service                      | $32.50| $32.50|
| Sustainability                              | $0.50| $0.50 |
| Educational & Technology                    | $11.00| $5.00 |
| Transit                                     | $8.00| $8.00 |
| Total Fee Increases Requested within the 5% increase cap | $69.49 (4.26%) | $57.08 (3.50%) |
| TOTAL FEE INCREASE                          | $77.49| $65.08 |
Dr. Mullen thanked the committee stating that this had been an incredibly important exercise and perhaps some of the most thoughtful conversation there has been on student fees. Dr. Williams stated that he thought last year was good, but this year had improved dramatically. He also stated that in his opinion he thought it was ridiculous that this committee would not be given an opportunity to revisit the 2016-17 fees. He questioned what would happen if there is an emergency – whether weather related or a health emergency – that would have a definite impact on the Student Fees. Mr. Keto answered that as of right now, there would not be an opportunity not make changes.

The students agreed that there should be a resolution to the Board of Governors to recommend emergency opportunity to revisit the fee decisions in the off years. It was requested that this item be included in the report to the Chancellor so that this concern could be carried to UNC GA.

Mr. Grindstaff stated that these were difficult votes given the importance of keeping education affordable and yet keeping programs running. He stated that the students should be asking the Legislature to provide more funding for higher education. Dr. Williams discussed the State constitutional provisions on funding public higher education and the allocation of State funds to the universities. He stated that NC State has always done more with less and that the past is hurting us going into the future. Mr. Grindstaff felt that it was important to continue connecting and teaching NC State students about the Legislative process and funding issues. He also mentioned that the students needed to be aware of the Student Impact Project. The SIP gave NC State a “C” due to the Legislative down trend in funding for higher education. Mr. Fiala complimented Mr. Mau and Mr. Grindstaff on their efforts on educating the students. He also pointed out that the fee units that they should be forecasting their needs more consistently and ask for modest adjustments rather than putting off needs and then having to ask for a large fee increase to bring services up to where they should be.

Dr. Lavelle made a motion to adjourn and it was seconded by Dr. Mullen. There was a call to vote on the motion and it was passed unanimously with nine (9) Yes votes.

Michael D. Mullen, Co-Chair  
Vice Chancellor and Dean, DASA

Alexander Grindstaff, Co-Chair  
Student Senate President

Attachments:  
cc:  
Dr. Warwick Arden, Provost and Executive Vice Chancellor  
Mr. Charles D. Leffler, Vice Chancellor for Finance and Business  
Student Fee Review Committee  
Student Fee Area Contacts
Resolution to Revisit Bi-Annual Fees

WHEREAS, the University of North Carolina General Administration set the review of student fees proposals on a bi-annual basis; and

WHEREAS, the goal of bi-annual review was to aid in streamlining the process; and

WHEREAS, in reality, the process of making student fee determinations a bi-annual process makes it extremely difficult for the fee areas to determine their needs well over two years in advance and confuses the fee areas and the students; and

WHEREAS, there is no provision in this process to allow for campus adjustments in the second year fee request in the event of major disruption or emergency needs; and

NOW, THEREFORE, BE IT RESOLVED that the Student Fee Review Committee of North Carolina State University does hereby oppose the inability of an emergency revisiting of fees; and

BE IT FURTHER RESOLVED, the Student Fee Review Committee of North Carolina State University does hereby call upon the General Administration of the University of North Carolina system to allow the adoption of an emergency revisiting of the bi-annual fees; and

BE IT FURTHER RESOLVED, a copy of this Resolution shall be sent to the President of the General Administration of the University of North Carolina System.

__________________________
Michael D. Mullen, Co-Chair
Student Fee Review Committee, NC State

__________________________
Alexander Grindstaff, Co-Chair
Student Fee Review Committee, NC State
Student Involvement in Tuition and Fee Setting Process

Campus Name: North Carolina State University
Date: October 6, 2014
Campus Administrator Name: Michael D. Mullen
Campus Administrator Title: Vice Chancellor and Dean
Campus Administrator Signature: 

Student Body President Name: Rusty Mau
Student Body President Signature: 

Collaboration
- Tuition and Fee committee(s) established
- Students were represented on the committee(s)
- Student representatives were appointed by the Chancellor in consultation with the Student Body President

[The chancellor’s designees (via Provost Warwick Arden and Vice Chancellor and Dean Michael Mullen) consulted with the Student Body President and the Student Senate President to confirm student representatives on the Tuition Review Advisory Committee and on the Fee Review Committee.]

- Committees were co-chaired by the Chief Academic Officer and/or Chief Student Affairs Officer or their designee along with the Student Body President and/or Student Senate President.

[The Tuition Review Advisory Committee (TRAC) was co-chaired by Provost Warwick Arden and Student Body President Rusty Mau. The Fee Review Committee (FRC) was co-chaired by Vice Chancellor Michael Mullen and Student Senate President Alex Grindstaff.]

Inclusiveness
- Students on the Tuition and Fee committees were representative of student constituencies: (for example, In-State, Out-of-State, Undergraduate, Graduate, Professional School, Distance Education, etc.)

[The following student constituencies were represented on the 2015-16 and 2016-17 Tuition Review Advisory Committee and the 2014 Fee Review Committee by five individual students: the Student Body, the Student Senate; University Graduate Student Association; and the African American Student Advisory Council, and Undergraduate Students. The Student Body President, Student Senate President and University Graduate Student Association President served on both committees. Each committee included two undergraduate students and two graduate student.]
Student involvement throughout the entire tuition and fee setting process

Four Tuition Review Advisory Committee meetings and five Fee Review Committee meetings were scheduled during the month of September 2014 and early October 2014 in which student representatives attended. The Student Body President and President of the University Graduate School Association attended 100% of the Tuition Review Advisory Committee (TRAC) meetings representing their constituencies. The Student Senate President and Vice Chancellor Mullen attended 100% of the Fee Review Committee (FRC) meetings representing their constituencies. Other student-committee members attended each meeting as their schedules allowed.

Meetings for the Tuition Review Advisory Committee were posted on the university calendar as public, open meetings well in advance of scheduled dates. Meeting agendas and minutes were posted online at the Tuition Review Advisory Committee and the Fee Review Committee websites where students, faculty, staff and the public could access and read the meeting discussions. The websites do not require NC State unity i.d. to access them. Minutes were also emailed to committee members following each meeting.

Student forums were conducted (at least two, one mid-day and one in the evening)

The Student Body President participated in each TRAC meeting and indicated during the first meeting that he serves on the committee as a voice for students. Past experience with low student turnout for tuition forums has sparked other ideas for reaching students such as the online 9-minute video discussed below. No tuition forums were scheduled by TRACS. The Fee Review Committee convened forums with the Graduate Student Association, Inner Residence Council, and the Student Senate.

Transparency

Utilization of social media to reach out to students

[FRC Co-chair Michael Mullen produced and posted a 9 minute video at the Division of Academic & Student Affairs website under the Student Fee Review Committee link titled “NC State Tuition and Fees.” The video included information and graphics which provided a detailed explanation of tuition and fees at NC State and discussed their importance. TRAC Co-chair Rusty Mau and FRC Co-chair Alex Grindstaff tweeted, posted to Facebook, used advertised links.

Utilization of university listserv(s) and website

[Co-chair Mau and Co-Chair Grindstaff used the student body listserves to notify students and the websites.]

Timeliness

Process initiated and completed consistent with the UNC Policy (September 1st through December 1st)
Accountability

☐ Inclusion of Student Involvement form in the campus Tuition & Fee request packet submitted to UNC-General Administration

Additional Information:
### Student Fees Summary

**North Carolina State University**  
FY2015-2016 and FY2016-2017 Proposed Student Fees

<table>
<thead>
<tr>
<th>Description of Fee</th>
<th>2013-14 $</th>
<th>2014-15 $</th>
<th>Proposed Inc./(Dec.) FY15-16 $</th>
<th>Propsoed Inc./(Dec.) FY16-17 $</th>
<th>Proposed Inc./(Dec.) FY16-17 $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Fees - Academic Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Student Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Student Publications/Media</td>
<td>19.20</td>
<td>22.30</td>
<td>1.10</td>
<td>23.40</td>
<td>0.60</td>
</tr>
<tr>
<td>3 Student Government</td>
<td>10.85</td>
<td>13.85</td>
<td>0.65</td>
<td>14.50</td>
<td>0.65</td>
</tr>
<tr>
<td>4 Student Legal Services</td>
<td>11.00</td>
<td>13.50</td>
<td>2.50</td>
<td>16.00</td>
<td>0.50</td>
</tr>
<tr>
<td>5 School (Student Association)*</td>
<td>5.00</td>
<td>5.00</td>
<td>-</td>
<td>5.00</td>
<td>-</td>
</tr>
<tr>
<td>Subtotal General Student Activities Fees</td>
<td>65.18</td>
<td>74.28</td>
<td>4.25</td>
<td>78.53</td>
<td>1.75</td>
</tr>
<tr>
<td>6 Student Center Operations (Campus Enterprises)</td>
<td>111.43</td>
<td>111.43</td>
<td>8.73</td>
<td>117.16</td>
<td>8.00</td>
</tr>
<tr>
<td>7 Student Center Repairs and Renovations (Campus Enterprises)</td>
<td>42.70</td>
<td>43.70</td>
<td>-</td>
<td>43.70</td>
<td>-</td>
</tr>
<tr>
<td>8 Student Center Programming Total</td>
<td>193.65</td>
<td>206.20</td>
<td>9.66</td>
<td>215.86</td>
<td>9.33</td>
</tr>
<tr>
<td>8.1 Student Programming and Arts</td>
<td>177.45</td>
<td>188.00</td>
<td>7.56</td>
<td>195.56</td>
<td>7.98</td>
</tr>
<tr>
<td>8.2 Office of Institutional Equity and Diversity</td>
<td>16.20</td>
<td>18.20</td>
<td>2.10</td>
<td>20.30</td>
<td>1.35</td>
</tr>
<tr>
<td>9 Sustainability</td>
<td>3.60</td>
<td>3.00</td>
<td>1.60</td>
<td>4.00</td>
<td>0.50</td>
</tr>
<tr>
<td>10 Recreational Sports</td>
<td>157.17</td>
<td>162.40</td>
<td>4.85</td>
<td>167.35</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Student Activity Fees</strong></td>
<td>$574.13</td>
<td>$601.01</td>
<td>$25.59</td>
<td>$626.60</td>
<td>$19.58</td>
</tr>
<tr>
<td>11 Association of Student Governments</td>
<td>1.00</td>
<td>1.00</td>
<td>-</td>
<td>1.00</td>
<td>-</td>
</tr>
<tr>
<td>12 Intercollegiate Athletics</td>
<td>232.00</td>
<td>232.00</td>
<td>-</td>
<td>232.00</td>
<td>-</td>
</tr>
<tr>
<td>13 Student Health Services</td>
<td>277.02</td>
<td>310.00</td>
<td>29.50</td>
<td>339.50</td>
<td>32.50</td>
</tr>
<tr>
<td>14 Educational &amp; Technology Fee</td>
<td>409.50</td>
<td>427.91</td>
<td>6.37</td>
<td>434.28</td>
<td>5.00</td>
</tr>
<tr>
<td>15 Transit Operations (Bus Service)</td>
<td>150.00</td>
<td>162.00</td>
<td>11.00</td>
<td>173.00</td>
<td>8.00</td>
</tr>
<tr>
<td>(Fees subject to the 5% cap)</td>
<td>1,492.65</td>
<td>1,570.92</td>
<td>61.46</td>
<td>1,632.38</td>
<td>57.08</td>
</tr>
<tr>
<td>(Increase requests as % of 5% cap base)</td>
<td>3.91%</td>
<td>3.59%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Thompson Hall - Indebtedness (expires FY21-24)</td>
<td>38.00</td>
<td>38.00</td>
<td>-</td>
<td>38.00</td>
<td>-</td>
</tr>
<tr>
<td>17 Student Health Service - Expansion (expires FY12-24)</td>
<td>35.00</td>
<td>35.00</td>
<td>-</td>
<td>35.00</td>
<td>-</td>
</tr>
<tr>
<td>18 Intercollegiate Athletics - Indebtedness (expires FY29-30)</td>
<td>96.00</td>
<td>96.00</td>
<td>-</td>
<td>96.00</td>
<td>-</td>
</tr>
<tr>
<td>19 Carmichael Recreational Center - Indebtedness (expires FY15-16)</td>
<td>45.00</td>
<td>45.00</td>
<td>-</td>
<td>45.00</td>
<td>-</td>
</tr>
<tr>
<td>20 Carmichael Complex - Indebtedness (expires FY27-28)</td>
<td>23.00</td>
<td>23.00</td>
<td>-</td>
<td>23.00</td>
<td>-</td>
</tr>
<tr>
<td>21 Student Center - Expansion (expires FY36-37)</td>
<td>260.00</td>
<td>260.00</td>
<td>-</td>
<td>260.00</td>
<td>-</td>
</tr>
<tr>
<td>22 Carmichael Complex - Expansion (expires FY38-29)</td>
<td>27.50</td>
<td>27.50</td>
<td>-</td>
<td>27.50</td>
<td>0.50</td>
</tr>
<tr>
<td><strong>Total Indebtedness Fees</strong></td>
<td>$524.50</td>
<td>$524.50</td>
<td>-</td>
<td>$524.50</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Student Fees - Undergraduate</strong></td>
<td>$2,168.15</td>
<td>$2,258.42</td>
<td>$72.46</td>
<td>$2,330.88</td>
<td>$65.08</td>
</tr>
<tr>
<td><strong>Percent Increase</strong></td>
<td>3.21%</td>
<td>2.79%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Graduate Student Fee*</td>
<td>11.00</td>
<td>11.00</td>
<td>-</td>
<td>11.00</td>
<td>-</td>
</tr>
<tr>
<td>Total Student Fees - Graduate</td>
<td>$2,179.15</td>
<td>$2,269.42</td>
<td>$72.46</td>
<td>$2,341.88</td>
<td>$65.08</td>
</tr>
<tr>
<td><strong>Percent Increase</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engineering Major</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 COE Program Enhancement Fee</td>
<td>90.00</td>
<td>90.00</td>
<td>410.00</td>
<td>500.00</td>
<td>500.00</td>
</tr>
<tr>
<td><strong>Total Undergraduate Fees - Engineering Major</strong></td>
<td>$2,158.15</td>
<td>$2,248.42</td>
<td>$482.46</td>
<td>$2,310.88</td>
<td>$565.08</td>
</tr>
<tr>
<td><strong>Total Graduate Fees - Engineering Major</strong></td>
<td>$2,159.15</td>
<td>$2,249.42</td>
<td>$482.46</td>
<td>$2,311.88</td>
<td>$565.08</td>
</tr>
<tr>
<td><strong>Professional Golf Management Major</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Professional Golf Management Fee</td>
<td>$600.00</td>
<td>$600.00</td>
<td>50.00</td>
<td>$650.00</td>
<td>50.00</td>
</tr>
<tr>
<td><strong>Total Undergraduate Fees - PGM Major</strong></td>
<td>$2,968.15</td>
<td>$2,858.42</td>
<td>132.46</td>
<td>$2,990.88</td>
<td>115.08</td>
</tr>
<tr>
<td><strong>Application Fees for Admission to NC State</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Undergraduate Student Application Fee - Domestic</td>
<td>75.00</td>
<td>75.00</td>
<td>5.00</td>
<td>80.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Undergraduate Student Application Fee - International</td>
<td>100.00</td>
<td>100.00</td>
<td>-</td>
<td>100.00</td>
<td>-</td>
</tr>
<tr>
<td>28 Graduate Student Application Fee - Domestic</td>
<td>75.00</td>
<td>75.00</td>
<td>-</td>
<td>75.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Graduate Student Application Fee - International</td>
<td>85.00</td>
<td>85.00</td>
<td>-</td>
<td>85.00</td>
<td>10.00</td>
</tr>
<tr>
<td>29 Non Degree Studies Application Fee</td>
<td>25.00</td>
<td>25.00</td>
<td>5.00</td>
<td>30.00</td>
<td>5.00</td>
</tr>
</tbody>
</table>

* The Graduate Student Fee represents both the Graduate Student Fee and the School Fee for a total of $16.00.
** Debt Service fees are project-based, changes will be evaluated annually

---

Chancellor  
Board of Trustees Chair
<table>
<thead>
<tr>
<th>Mandatory Fee</th>
<th>FY15-16 Requested Amount</th>
<th>FY16-17 Requested Amount</th>
<th>Description of Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Activity Board</td>
<td>$ 19.63</td>
<td>$ 19.63</td>
<td>The Union Activities Board is the main programming body for the campus which is responsible for acquiring, scheduling, publicizing, and presenting films, speakers, and special events.</td>
</tr>
<tr>
<td>Student Publications/Media</td>
<td>$ 23.40</td>
<td>$ 24.00</td>
<td>This fee is used to defray the cost of the various campus-wide student publications. At present these include two student newspapers, a yearbook, a radio station, and &quot;The Winsever&quot; (a literary magazine).</td>
</tr>
<tr>
<td>Student Government</td>
<td>$ 14.50</td>
<td>$ 15.15</td>
<td>This fee is allocated to the Student Government for distribution to Campus organizations for activities, they deem, are in the best interest of the student body.</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>$ 16.00</td>
<td>$ 16.50</td>
<td>This fee funds the student legal services program which offers legal services to all students.</td>
</tr>
<tr>
<td>School (Student Association)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduates</td>
<td>$ 5.00</td>
<td>$ 5.00</td>
<td>This fee is used by the student body to support student activities of each of the various schools.</td>
</tr>
<tr>
<td>Graduates</td>
<td>$ 16.00</td>
<td>$ 16.00</td>
<td>This fee is used by the graduate student association to support graduate student activities.</td>
</tr>
<tr>
<td>Student Center Operations (Campus Enterprises)</td>
<td>$ 17.16</td>
<td>$ 125.16</td>
<td>This fee supports the maintenance and operations of the Student Center facilities.</td>
</tr>
<tr>
<td>Student Center Programming Total</td>
<td>$ 215.86</td>
<td>$ 225.19</td>
<td>This fee supports programming for the Student Centers and the Office of Institutional Equity and Diversity.</td>
</tr>
<tr>
<td>Student Center Repairs and Renovations (Campus Enterprises)</td>
<td>$ 43.70</td>
<td>$ 41.70</td>
<td>This fee is used to maintain and upgrade the Talley Student Center, Price Music Center, Witherspoon Student Center and Thompson Theater.</td>
</tr>
<tr>
<td>Sustainability Education and Operations Fee</td>
<td>$ 4.00</td>
<td>$ 4.50</td>
<td>This fee will be used to promote sustainability and green Ambassador efforts</td>
</tr>
<tr>
<td>Recreational Sports</td>
<td>$ 167.35</td>
<td>$ 167.35</td>
<td>This fee is used to defray the cost of operating and maintaining the intramural recreational sports programs and other physical education programs.</td>
</tr>
<tr>
<td>Association of Student Governments</td>
<td>$ 1.00</td>
<td>$ 1.00</td>
<td>This fee is used to support the Association of Student Governments, a coalition of student leaders from across the state.</td>
</tr>
<tr>
<td>Intercollegiate Athletics Fee</td>
<td>$ 232.00</td>
<td>$ 232.00</td>
<td>This fee is used in partial support of intercollegiate athletic programs.</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>$ 378.50</td>
<td>$ 378.60</td>
<td>This fee is used by the University Health Center to offer medical and counseling services to students.</td>
</tr>
<tr>
<td>Educational &amp; Technology Fee</td>
<td>$ 434.28</td>
<td>$ 439.28</td>
<td>This fee is used by colleges and schools to equip and operate libraries and special instructional laboratories which supplement classroom instruction.</td>
</tr>
<tr>
<td>Transit Operations (Bus Service)</td>
<td>$ 173.90</td>
<td>$ 181.00</td>
<td>This fee partially funds the campus transit system.</td>
</tr>
<tr>
<td>Indebtedness Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thompson Hall - Indebtedness (expires FY23-24)</td>
<td>$ 38.00</td>
<td>$ 38.00</td>
<td>This fee is pledged to support renovation for the Thompson Theatre Building.</td>
</tr>
<tr>
<td>Student Health Service - Expansion (expires FY23-24)</td>
<td>$ 35.00</td>
<td>$ 35.00</td>
<td>This fee is pledged to support an addition for the Student Health Services Building.</td>
</tr>
<tr>
<td>Intercollegiate Athletics - Indebtedness (expires FY23-24)</td>
<td>$ 35.00</td>
<td>$ 35.00</td>
<td>This fee is pledged to the Department of Athletics in support of facility improvements, renovations, repairs and maintenance.</td>
</tr>
<tr>
<td>Carmichael Recreational Center - Indebtedness (expires FY15-16)</td>
<td>$ 45.00</td>
<td>$ 45.00</td>
<td>This fee is pledged to the Department of Athletics in support of facility improvements, renovations, repairs and maintenance.</td>
</tr>
<tr>
<td>Carmichael Complex - Indebtedness (expires FY17-28)</td>
<td>$ 23.00</td>
<td>$ 23.00</td>
<td>This fee is pledged to support repairs and renovations of outdated equipment and facilities at Carmichael Complex.</td>
</tr>
<tr>
<td>Student Center - Expansion (expires FY16-37)</td>
<td>$ 260.00</td>
<td>$ 260.00</td>
<td>This fee is pledged to support the renovation of the Student Center Buildings.</td>
</tr>
<tr>
<td>Carmichael Complex - Expansion (expires FY28-29)</td>
<td>$ 27.50</td>
<td>$ 27.50</td>
<td>This fee is pledged to support the Locker Room Renovation and Fitness Center Expansion.</td>
</tr>
<tr>
<td><strong>Total Requested Student Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$ 2,330.88</td>
<td>$ 2,395.96</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>$ 2,341.88</td>
<td>$ 2,406.96</td>
<td></td>
</tr>
<tr>
<td>Major Specific Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE Program Enhancement Fee</td>
<td>$ 500.00</td>
<td>$ 1,000.00</td>
<td>This fee is used for program and infrastructure improvements in the College of Engineering to ensure that students are provided career-ready skills that continue to advance them in the marketplace.</td>
</tr>
<tr>
<td>Professional Golf Management Fee</td>
<td>$ 650.00</td>
<td>$ 700.00</td>
<td>This fee ensures access for students in the PGM program to partnering golf facilities for the use of their golf course and golf practice facilities.</td>
</tr>
<tr>
<td>Application Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student Application Fee - Domestic</td>
<td>$ 80.00</td>
<td>$ 85.00</td>
<td>This fee is used to support costs necessary in the application process.</td>
</tr>
<tr>
<td>Undergraduate Student Application Fee - International</td>
<td>$ 100.00</td>
<td>$ 105.00</td>
<td>This fee is used to support costs necessary in the application process.</td>
</tr>
<tr>
<td>Graduate Student Application Fee - Domestic</td>
<td>$ 75.00</td>
<td>$ 80.00</td>
<td>This fee is used to support costs necessary in the application process.</td>
</tr>
<tr>
<td>Graduate Student Application Fee - International</td>
<td>$ 85.00</td>
<td>$ 90.00</td>
<td>This fee is used to support costs necessary in the application process.</td>
</tr>
<tr>
<td>Non Degree Studies Application Fee</td>
<td>$ 30.00</td>
<td>$ 35.00</td>
<td>This fee is used to support costs necessary in the application process.</td>
</tr>
</tbody>
</table>
### North Carolina State University

**Tuition and Fee Proposals for 2015-16 and 2016-17**

<table>
<thead>
<tr>
<th>Tuition Category</th>
<th>2014-15 Tuition</th>
<th>2015-16 Tuition</th>
<th>2016-17 Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proposed</td>
<td>% Generated</td>
<td>Revenue Rate</td>
</tr>
<tr>
<td></td>
<td>Increase</td>
<td>Change</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Resident</td>
<td>$6,038.00</td>
<td>3.0%</td>
<td>$3,558,104</td>
</tr>
<tr>
<td>Undergraduate Nonresident</td>
<td>21,293.00</td>
<td>6.0%</td>
<td>3,151,548</td>
</tr>
<tr>
<td>Graduate Resident</td>
<td>7,623.00</td>
<td>3.0%</td>
<td>1,069,703</td>
</tr>
<tr>
<td>Graduate Nonresident</td>
<td>21,311.00</td>
<td>3.0%</td>
<td>1,776,000</td>
</tr>
<tr>
<td>Estimated Total Revenue</td>
<td>$9,555,355</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Proposed Expenditures:**

- Inflationary Adjustments: 0 0.0% 0 0.0%
- Faculty and Staff Retention: 750,000 7.8% 750,000 7.4%
- Faculty Promotional Increases: 80.5% 80.8%
- Expanded Institutional Opportunities: 7,691,564 170,000 1.8% 170,000 1.7%
- Libraries: 0 0.0% 0 0.0%
- Technology Improvements: 0 0.0% 0 0.0%
- Other: 943,791 9.9% 1,014,893 10.1%

**Total - Proposed Expenditures:** 9,555,355 100.0% 10,091,079 100.0%

<table>
<thead>
<tr>
<th>General Fees and Debt Service</th>
<th>2014-15 Fees</th>
<th>Proposed Increase</th>
<th>% Change</th>
<th>2015-16 Fees</th>
<th>Proposed Increase</th>
<th>% Change</th>
<th>2016-17 Fees</th>
<th>Proposed Increase</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>$232.00</td>
<td>$0.00</td>
<td>0.0%</td>
<td>$232.00</td>
<td>$0.00</td>
<td>0.0%</td>
<td>$232.00</td>
<td>$0.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Services</td>
<td>310.00</td>
<td>29.50</td>
<td>9.8%</td>
<td>339.50</td>
<td>32.50</td>
<td>9.6%</td>
<td>372.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>601.01</td>
<td>25.59</td>
<td>4.3%</td>
<td>626.60</td>
<td>19.56</td>
<td>3.1%</td>
<td>646.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational &amp; Technology</td>
<td>427.91</td>
<td>6.37</td>
<td>1.5%</td>
<td>434.28</td>
<td>5.00</td>
<td>1.2%</td>
<td>439.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal - General Fees</strong></td>
<td>1,570.92</td>
<td>61.46</td>
<td>3.9%</td>
<td>1,632.38</td>
<td>57.08</td>
<td>3.5%</td>
<td>1,689.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service *</td>
<td>524.50</td>
<td>0.0%</td>
<td></td>
<td>524.50</td>
<td>**</td>
<td>N/A</td>
<td>524.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Proposed UG Fees</strong></td>
<td>$2,095.42</td>
<td>$61.46</td>
<td>2.9%</td>
<td>$2,156.88</td>
<td>$57.08</td>
<td>2.6%</td>
<td>$2,213.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Proposed UG Resident Tuition and Fees:**

- $8,376.88

*The debt service line should capture the total debt service fee (all debt projects) and the total proposed increases.

**2016-17 debt service fee increases will be submitted in December 2015.**
## Agenda

**Tuition Request Form**

*North Carolina State University*

Regular Campus-Initiated Tuition Increases for 2015-16 & 2016-17

<table>
<thead>
<tr>
<th>Requested Campus-Initiated</th>
<th>2015-16 Tuition Increases</th>
<th>2016-17 Tuition Increases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Increase</td>
<td>Reg. Term Annual Increment</td>
<td>DE Rate (SCH)</td>
</tr>
<tr>
<td>Undergraduate Residents</td>
<td>$182.00</td>
<td>$6.15</td>
</tr>
<tr>
<td>Undergraduate Nonresidents</td>
<td>$1,278.00</td>
<td>$11.23</td>
</tr>
<tr>
<td>Graduate Residents</td>
<td>$229.00</td>
<td></td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>$640.00</td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>18,544.00</td>
<td>27,789.00</td>
</tr>
<tr>
<td>SCH</td>
<td>2,466.00</td>
<td>67.00</td>
</tr>
<tr>
<td>UG Resident per G.S. 116-143.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Residents</td>
<td>3,849.00</td>
<td>16,766.00</td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>2,775.00</td>
<td></td>
</tr>
<tr>
<td>Projected Revenues</td>
<td>$3,375,008</td>
<td>$170,902</td>
</tr>
<tr>
<td>Undergraduate Residents</td>
<td>$3,151,548</td>
<td>0</td>
</tr>
<tr>
<td>Undergraduate Nonresidents</td>
<td>12,194</td>
<td>0</td>
</tr>
<tr>
<td>UG Resident per G.S. 116-143.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Residents</td>
<td>881,421</td>
<td>188,282</td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>1,776,000</td>
<td>1,776,000</td>
</tr>
<tr>
<td>Total</td>
<td>9,196,171</td>
<td>359,184</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Expenditures</th>
<th>Inflationary Adjustments</th>
<th>Other Critical Needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inflationary Adjustments</td>
<td>$0</td>
<td>1. Faculty &amp; Staff Retention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Expanded Instit. Opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Student Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Academic Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Libraries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Technology Improvements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Other (provide details below)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

"Other" Expenditure Explanation:

- Graduate Student Support Plan (GSSP): approximately 10.5% to fund GSSP

In addition to this form, please submit a detailed justification for the requested increases. This can be a word document or contained in the letter from the Chance
TUITION INCREASE REQUEST FORM
FOR PROFESSIONAL SCHOOLS
2015-16 and 2016-17

North Carolina State University
Master Science in Advanced Analytics
110802

<table>
<thead>
<tr>
<th>Requested School-Based Tuition Increase</th>
<th>2015-16 Annual Increment</th>
<th>2016-17 Annual Increment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Residents</td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>$1,000.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Residents</td>
<td>66.00</td>
<td></td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>44.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>110.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Projected Revenues

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Residents</td>
<td>$66,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>$44,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total</td>
<td>$110,000.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Projected Expenditures

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>$110,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>$110,000.00</td>
</tr>
</tbody>
</table>

Does your campus intend to charge students in this program the requested graduate CITU plus the SBTI? (respond yes or no in the box) Yes
Campus Request for Authorization to Change Tuition

Date: September 2, 2014
Institution: NC State University
Degree Program CIP: 11.0802
Level: Graduate
Type of Degree: Master of Science in Analytics (MSA)

Proposed Date of Implementation:
Semester: Fall
Year: 2015

The Institute for Advanced Analytics proposes to increase in its annual tuition premium from the current $9,000 to $10,000 beginning in Fall 2015. The increase will underwrite the cost of renting new facilities on Centennial Campus to enable the expansion of the MSA annual enrollment from 80 to 120 students.

Board of Governors Criteria

1. **Projected impact of a proposed change in tuition on access for North Carolina residents:**

   The impact of the proposed increase is anticipated to be minimal with respect to access for North Carolina residents.

2. **The availability of student financial aid for students with economic need, or plans to ensure that such funding will be available.**

   MSA program has a sufficient pool of financial aid to address the challenge of students with economic need.

3. **The extent to which current and prospective students have the ability to afford possible increases in tuition, measuring by a variety of factors including:**

   a) **Actual indebtedness levels of graduates:**

      The average indebtedness of the MSA Class of 2014 was $25,612.

   b) **The availability of cost reimbursement by employers:**

      The MSA is a full-time intensive 10-month program. Seldom is it that students are reimbursed by an employer, unless the employer is fully sponsoring their attendance (typically about 5% of our students are sponsored by their employer).

   c) **Starting salaries of recent graduates:**

      The average base salary offer in 2014 was $96,600. The average signing bonus was $12,200. The average student had between 3 and 4 job offers, and 100% were placed in jobs prior to graduation.
**AVERAGE BASE SALARY**
(Not including signing bonuses or other one-time compensation)

The MSA program has an unparalleled track record for placing 90% or more of its students in employment by graduation each year since its inception.

**JOB PLACEMENT BY GRADUATION**
The MSA has proven itself to be an excellent educational investment for its graduates. The MSA Class of 2014 has a projected payback period of 19 months for NC residents and 26 months for non-residents. The proposed tuition premium would lengthen the payback period by approximately one week for the average graduate.

**ESTIMATED STUDENT RETURN ON INVESTMENT (ROI)**

\[
\text{Payback period (months)} = \frac{(\text{Pre-MSA Salary} + \text{Tuition}) - \text{Signing Bonus}}{(\text{Post-MSA Salary} - \text{Pre-MSA Salary})} \times 12
\]

<table>
<thead>
<tr>
<th></th>
<th>NC Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-MSA Salary*</td>
<td>$51,800</td>
<td>$58,900</td>
</tr>
<tr>
<td>(+) Tuition &amp; Fees</td>
<td>$22,900</td>
<td>$39,400</td>
</tr>
<tr>
<td>(-) Signing Bonus</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Total Investment</strong></td>
<td><strong>$69,700</strong></td>
<td><strong>$88,300</strong></td>
</tr>
<tr>
<td>Post MSA Salary</td>
<td>$95,600</td>
<td>$99,500</td>
</tr>
<tr>
<td>(-) Pre-MSA Salary</td>
<td>$51,800</td>
<td>$58,900</td>
</tr>
<tr>
<td><strong>Net Salary Increase</strong></td>
<td><strong>$43,800</strong></td>
<td><strong>$40,600</strong></td>
</tr>
<tr>
<td>Payback Period</td>
<td>19 months</td>
<td>26 months</td>
</tr>
<tr>
<td><strong>Net 3-Year ROI</strong></td>
<td><strong>$138,400</strong></td>
<td><strong>$131,800</strong></td>
</tr>
</tbody>
</table>

*Average salary based on graduates with full-time employment prior to program entry.

4. The anticipated impact of a proposed change on institutional quality:

The MSA is currently the country's preeminent graduate degree in analytics. The proposed change will only serve to maintain and improve the quality of the program. The tuition premium provides students with experiences and opportunities that are critical ingredients in their education and later professional success. Examples include:

- intensive professional communications training in small group settings, helping students to present data and the message it represents, visually, effectively, and clearly;
- software training and the opportunity to earn valuable certification credentials;
- instruction in professionalism, business networking, etiquette;
- secure and private group collaboration spaces to work with industry practicum sponsors using proprietary data;
- opportunities to travel to practicum sponsor locations;
- conference participation

The proposed premium increase will help us to continue to extend these opportunities to MSA students, even as the space required for additional students commands more resources.

5. The relationship of projected tuition revenue to institutional costs:

The MSA program is run on a balanced budget that must limit operating costs and stay within annual tuition receipts.
6. Tuition and fees charged by comparable institutions:

The MSA program is benchmarked against student outcomes from every other major university with published data. It consistently outperforms all other programs, even though MSA tuition is well below the average for comparable programs.

**COST OF ANALYTICS / DATA SCIENCE DEGREES**

(Total cost of degree in tuition and fees)

- NYU
- Carnegie Mellon
- Denver
- Rochester
- Miami
- Minnesota
- Washington St. Louis
- Drexel
- Notre Dame
- George Washington
- Georgia Tech
- RPI
- Northwestern
- Stevens Inst of Tech
- Arizona State
- Southern Methodist
- Rutgers
- Tennessee-Knoxville
- Southern California
- Chicago
- Illinois Inst of Tech
- Worcester Polytech
- San Francisco
- NC State
- UT Austin
- Virginia
- Michigan State
- Georgia State
- Fordham
- George Mason
- Louisiana State
- Bowling Green State
- Cincinnati

Non-resident tuition premium

7. The intended use of additional tuition receipts:

The MSA program plans to increase its enrollment capacity from 80 to 120 students. In order to expand, the program will require additional dedicated and secure classroom and office space on Centennial Campus. The cost of adding new space will represent an increase in the rent being paid to occupy the current facility. The proposed tuition premium is necessary to cover the rental costs of the additional space, while still providing the educational enhancements that help our students succeed and enhance our standing with industry recruiters and partners.

8. Documentation of evidence to balance revenue needs with attention to cost management and containment, including efforts to cut costs and increase productivity:

The MSA program is run by a lean organization that operates on a self-contained business model, with costs carefully managed to stay within the annual tuition receipts earned through enrollment.
# TUITION INCREASE REQUEST FORM FOR PROFESSIONAL SCHOOLS 2015-16

**NC State University**

*Institute for Advanced Analytics / MS in Analytics (MSA)*

<table>
<thead>
<tr>
<th>Requested School-Based Tuition Increase</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Residents</strong></td>
<td>$1,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Graduate Nonresidents</strong></td>
<td>$1,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td>66.00</td>
<td>72.00</td>
<td>90.00</td>
<td>108.00</td>
</tr>
<tr>
<td><strong>Graduate Residents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Nonresidents</strong></td>
<td>44.00</td>
<td>48.00</td>
<td>60.00</td>
<td>72.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>110.00</td>
<td>120.00</td>
<td>150.00</td>
<td>180.00</td>
</tr>
</tbody>
</table>

**Projected Revenues**

| Graduate Residents | $66,000.00 | $72,000.00 | $90,000.00 | $108,000.00 |
| Graduate Nonresidents | $44,000.00 | $48,000.00 | $60,000.00 | $72,000.00 |
| **Total**           | $110,000.00 | $120,000.00 | $150,000.00 | $180,000.00 |

**Projected Expenditures**

| Need-Based Financial Aid (Not Required) | $0.00 | $0.00 | $0.00 | $0.00 |
| Rent | $110,000.00 | $120,000.00 | $150,000.00 | $180,000.00 |
| **Total** | $110,000.00 | $120,000.00 | $150,000.00 | $180,000.00 |

Does your campus intend to charge students in this program the requested graduate CITI plus the Professional Program Premium Tuition? (respond yes or no in the box)

**YES**
# TUITION INCREASE REQUEST FORM
FOR PROFESSIONAL SCHOOLS
2015-16 and 2016-17

North Carolina State University
Master of Accounting
520301

<table>
<thead>
<tr>
<th>Requested School-Based Tuition Increase</th>
<th>2015-16 Annual Increment</th>
<th>2016-17 Annual Increment</th>
<th>2017-18 Annual Increment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Residents</td>
<td>$750.00</td>
<td>$750.00</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>$750.00</td>
<td>$750.00</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>FTE</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Residents</td>
<td>81.00</td>
<td>81.00</td>
<td>81.00</td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td>Total</td>
<td>103.00</td>
<td>103.00</td>
<td>103.00</td>
</tr>
</tbody>
</table>

Projected Revenues

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Residents</td>
<td>$60,750.00</td>
<td>$60,750.00</td>
<td>$81,000.00</td>
</tr>
<tr>
<td>Graduate Nonresidents</td>
<td>$16,500.00</td>
<td>$16,500.00</td>
<td>$22,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>$77,250.00</td>
<td>$77,250.00</td>
<td>$103,000.00</td>
</tr>
</tbody>
</table>

Projected Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real World Engagement</td>
<td>$24,000.00</td>
<td>$24,000.00</td>
<td>$32,000.00</td>
</tr>
<tr>
<td>Technology Support - emphasis online resources</td>
<td>$18,250.00</td>
<td>$18,250.00</td>
<td>$21,000.00</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$35,000.00</td>
<td>$35,000.00</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>$77,250.00</td>
<td>$77,250.00</td>
<td>$103,000.00</td>
</tr>
</tbody>
</table>

Does your campus intend to charge students in this program the requested graduate CITI plus the SBTI? (respond yes or no in the box)

Yes
Campus Request for Authorization to Change Tuition

Date: September 5, 2014
Institution: NC State University
Degree Program CIP: 52.0305
Level: Masters
Degrees covered: Master of Accounting

Proposed Date of Implementation:
Semester: Fall
Year: 2015

Proposed tuition increase:

The current premium tuition rate for this program is $10,500 per academic year for a full-time student. We propose to increase it to $11,250 in fall 2015, $12,000 in fall 2016, and $13,000 in fall 2017. This premium tuition increase will make the MAC premium tuition consistent with the MBA, MGIM and MSCEM programs after phase-in.

Board of Governors Criteria

1. **Projected impact of a proposed change in tuition on access for North Carolina residents:**

   The Master of Accounting (MAC) program is a one year program with tuition levels in-line with what many peer universities charge. Additionally over half NC State’s MAC students receive tuition assistance and/or graduate assistantships. The department receives significant support from alumni and organizations that recruit MAC graduates. Over $582,000 total financial support will be provided to 84 (out of 106) students in the 2015 MAC class through the department, alumni, and business organizations. The program will remain accessible for North Carolina residents.

2. **The availability of student financial aid for students with economic need, or plans to ensure that such funding will be available.**

   Students in all professional masters programs in the College of Management are eligible to apply for need-based subsidized and unsubsidized federal loans (Perkins and Stafford), and the federal PLUS program. International students may apply for loans through the Graduate Management Admission Council’s international loan program.

   The department will provide, approximately $381,000 as scholarships and fellowships to students in the 2015 MAC class from department, alumni and business organization sources.
5. The relationship of projected tuition revenue to institutional costs:

The state budget for the Department of Accounting was $5.1 million for 2013-14, which covers the cost of instruction for approximately 440 undergraduates and 100 graduate students. Premium tuition for the MAC program generates about $1.2 million toward this budget.

This proposal would generate $77,250 in 2015-16 based on fall 2014 enrollment levels. It would generate an additional $77,250 in 2016-17 and an additional $103,000 in 2017-18 (for a cumulative annual total of $257,500 by 2017-18). With funding tied to enrollment, the proposal also guarantees that the service level can keep up with future growth in the program.

6. Tuition and fees charged by comparable institutions:

We examined tuition for MAC programs at 14 of NC State’s peer institutions, plus UNC Chapel-Hill, University of Virginia and Wake Forest University (University of Virginia and Wake Forest University are the two primary universities that NC State competes for MAC students). Median in-state tuition at these 17 universities was $11,250 compared to NC State’s tuition of $10,227. NC State’s in-state tuition was below 10 of the 17 schools. (See Appendix A for complete details.)

The comparison is similar for out-of-state MAC tuition. Median out-of-state tuition at these 17 schools is $17,815, which again is above NC State’s out-of-state tuition of $17,040. NC State’s out-of-state tuition is below 9 of the 17 benchmark schools.

7. The intended use of additional tuition receipts:

Investment priorities
- Development and management of courses that increase engagement with organizations addressing real world opportunities and challenges
- Provide technology support for all MAC students, but with special emphasis for online resources
- Financial aid – will be increased to attract high quality students to the program
- Support faculty positions to remain competitive in attracting new faculty and retain key faculty

8. Documentation of evidence to balance revenue needs with attention to cost management and containment, including efforts to cut costs and increase productivity:

For the coming fiscal year, we are cutting back on expenses associated with marketing and outside vendors.
The department also provides from $1,000 to $3,000 graduate assistantship stipends per semester for almost all students requesting support. In fall 2014, 53 students (out of roughly 106) were receiving some type of graduate assistantship totaling $201,000.

3. The extent to which current and prospective students have the ability to afford possible increases in tuition, measuring by a variety of factors including:

   a) Actual indebtedness levels of graduates:

      54 of the 101 student graduates for the class of 2014 borrowed through the university financial aid office. The average federal loan for the 54 students in the one year program was $17,316.

   b) The availability of cost reimbursement by employers:

      The MAC is a full-time program where students are not expected to be employed while completing the program.

   c) Starting salaries of recent graduates:

      Students graduating with a MAC degree earned $52,000 on average upon graduation in 2014. This salary is comparable to graduates of other MAC programs.

4. The anticipated impact of a proposed change on institutional quality:

   NC State’s MAC program has been consistently ranked as a top 40 program nationally for the last 10 years. The Public Accounting Report annually surveys accounting professors about the nation’s top accounting programs. In the most recent 32nd annual survey the NC State MAC Program tied for 32nd overall and 17th in the big school category, which includes programs with 22 or more full-time accounting faculty members.

   This national ranking could not have been achieved without CITI support. CITI funds support all career services for the MAC program. They also support admissions staff and marketing. There has been a clear payoff from these efforts. Before CITI, NC State’s MAC program had never appeared in the Public Accounting Report National rankings. The admissions and marketing initiative has been very successful. MAC enrollment increased from 51 in fall 2002 to 106 in fall 2014.

   To remain competitive the MAC program needs to invest in student engagement opportunities with the business community, workshops on special topics in accounting and management, career services, and recruitment activities. The proposed increase in CITI would address these concerns.
Appendix A. Tuition and fees per semester for full-time MAC students at NC State, 14 peer institutions, UNC-Chapel Hill, University of Virginia and Wake Forest University

<table>
<thead>
<tr>
<th>Institution</th>
<th>MAC In-state</th>
<th>MAC Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake Forest Univ</td>
<td>22,819</td>
<td>22,819</td>
</tr>
<tr>
<td>Univ Maryland</td>
<td>21,975</td>
<td>26,475</td>
</tr>
<tr>
<td>Ohio State</td>
<td>16,113</td>
<td>25,385</td>
</tr>
<tr>
<td>Univ North Carolina - Chapel Hill</td>
<td>16,002</td>
<td>24,158</td>
</tr>
<tr>
<td>Univ Virginia</td>
<td>14,720</td>
<td>17,815</td>
</tr>
<tr>
<td>Michigan State</td>
<td>12,750</td>
<td>22,695</td>
</tr>
<tr>
<td>Rutgers-New Brunswick</td>
<td>11,973</td>
<td>14,229</td>
</tr>
<tr>
<td>Univ Arizona</td>
<td>11,619</td>
<td>20,110</td>
</tr>
<tr>
<td>Univ Illinois</td>
<td>11,250</td>
<td>14,500</td>
</tr>
<tr>
<td>Purdue</td>
<td>11,209</td>
<td>21,092</td>
</tr>
<tr>
<td><strong>NC State</strong></td>
<td><strong>10,227</strong></td>
<td><strong>17,040</strong></td>
</tr>
<tr>
<td>Penn State</td>
<td>9,941</td>
<td>16,693</td>
</tr>
<tr>
<td>Colorado State</td>
<td>9,002</td>
<td>15,589</td>
</tr>
<tr>
<td>Univ Florida</td>
<td>7,926</td>
<td>18,797</td>
</tr>
<tr>
<td>Univ Wisconsin-Madison</td>
<td>7,160</td>
<td>13,908</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>6,797</td>
<td>12,227</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>6,793</td>
<td>12,942</td>
</tr>
<tr>
<td>Iowa State</td>
<td>4,850</td>
<td>11,296</td>
</tr>
</tbody>
</table>
# North Carolina State University

## Five-Year Tuition Projections

For submission with CITI materials

### Base CITI Tuition Rates and Projected Increases

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Tuition Rates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate Resident Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15 Base Rate</td>
<td>$6,038</td>
<td>182</td>
<td>187</td>
<td>192</td>
<td>198</td>
<td>204</td>
</tr>
<tr>
<td>Total Increase</td>
<td>6,038</td>
<td>6,220</td>
<td>6,407</td>
<td>6,599</td>
<td>6,797</td>
<td>7,001</td>
</tr>
<tr>
<td>% Increase</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Undergraduate Nonresident Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15 Base Rate</td>
<td>$21,293</td>
<td>1,278</td>
<td>1,355</td>
<td>1,436</td>
<td>1,522</td>
<td>1,613</td>
</tr>
<tr>
<td>Total Increase</td>
<td>21,293</td>
<td>22,571</td>
<td>23,926</td>
<td>25,362</td>
<td>26,884</td>
<td>28,497</td>
</tr>
<tr>
<td>% Increase</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Graduate Tuition Rates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Resident Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15 Base Rate</td>
<td>$7,623</td>
<td>229</td>
<td>236</td>
<td>243</td>
<td>250</td>
<td>258</td>
</tr>
<tr>
<td>Total Increase</td>
<td>7,623</td>
<td>7,852</td>
<td>8,088</td>
<td>8,331</td>
<td>8,581</td>
<td>8,839</td>
</tr>
<tr>
<td>% Increase</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Graduate Nonresident Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15 Base Rate</td>
<td>$21,311</td>
<td>640</td>
<td>659</td>
<td>679</td>
<td>699</td>
<td>720</td>
</tr>
<tr>
<td>Total Increase</td>
<td>21,311</td>
<td>21,951</td>
<td>22,610</td>
<td>23,289</td>
<td>23,988</td>
<td>24,708</td>
</tr>
<tr>
<td>% Increase</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>
## FEE REQUEST FORM

### North Carolina State University

**Health Services Fee**
**2015-16 and 2016-17**

<table>
<thead>
<tr>
<th>Estimated Student FTE</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable to Fee -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16 &amp; 2016-17 Fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual 2013-14</td>
<td>$277.02</td>
<td>$29.50</td>
</tr>
<tr>
<td>Projected 2014-15</td>
<td>$310.00</td>
<td>$339.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>5,327,202</td>
<td>4,829,918</td>
</tr>
<tr>
<td>Revenues:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fee Revenues</td>
<td>8,139,328</td>
<td>5,915,251</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>5,165,657</td>
<td>5,915,251</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>13,304,985</td>
<td>15,442,300</td>
</tr>
<tr>
<td>Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>5,890,475</td>
<td>10,294,200</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>2,975,550</td>
<td>2,958,000</td>
</tr>
<tr>
<td>Current Services</td>
<td>1,825,287</td>
<td>1,930,000</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>92,447</td>
<td>147,900</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>300,000</td>
<td>150,000</td>
</tr>
<tr>
<td>Other*</td>
<td>-56,390</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>13,427,359</td>
<td>15,490,100</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>5,204,918</td>
<td>4,782,118</td>
</tr>
<tr>
<td>FTE (associated with fee)</td>
<td>110.53</td>
<td>110.53</td>
</tr>
</tbody>
</table>
| FY15-16 (total 0.00FTE): 3.0FTE EPA Counselors to provide clinical services to students, 1.0FTE SPA Clinician/Health Informatics to serve as the content/functional expert for the electronic medical records, 2.0FTE training positions for doctoral level psychology internship program.
| FY16-17 (total 0.00FTE): 3.0FTE to provide clinical services to students, 2.0FTE training positions for doctoral level psychology internship program, 1.0FTE Physician to provide health services to students, 1.0FTE Registered Nurse and 1.0FTE Administrative Support Specialist to provide administrative support to Centennial Clinic.

**Justification for Proposed Fee Increase (include additional information on Form D tab if needed)**

FY15-16 increase will be used to support the Counseling Center and Student Health. The Counseling Center is requesting 3.0FTE for additional licensed mental health professionals to provide clinical services to our students. The request addresses several continuing factors: (1) increased demand for mental health services and crisis response, (2) compliance with accreditation ratios for FTE to student population and (3) growing needs of Centennial Campus. Additionally 2.0FTE training positions are being requested. The Counseling Center has implemented a doctoral level psychology internship program to be accredited by the American Psychological Association (APA) in 2014/15. This type of training program is a best practice model for large institutions that allows the center to partner with academic units and add staff positions at a significant savings while, at the same time, better meeting the needs of the student body. Finally, the need for psychiatric care continues to grow through assessing high-risk students, more complicated psychological issues, and prevalence of students using psychotropic medications. Student Health is requesting a 1.0FTE Clinician who will work 50% as a provider and 50% as a Health Informatics Specialist. This position, hired as a Nurse Practitioner or Physician Assistant, will serve as the content/functional expert for the electronic medical records system. Health Informatics is a new specialty that has allowed end users to utilize their skill sets in varying capacities. Student Health does not have a clinical trainer to assist with the development of templates, on-boarding for new clinical users on the system, and achieving full functionality of the software as it is intended. Through this position, greater operational efficiency can be attained while adding 50 clinical appointments per week, thus reducing student wait times. FY16-17 justification on Form D.

**Please discuss the effect on the overall student experience if the fee increase request is denied**

Student wait times for services will continue to be an issue. The doctoral level training program will not be fully implemented. We will be unable to realize the full functionality of the electronic medical records system. Further, we will be unable to expand services to Centennial Campus.
Additional Justification for Proposed Fee Increase

North Carolina State University

Student Health
2015-16 & 2016-17

Explanation of Fee/Justification for Proposed Fee Increase
The FY16-17 requested increase will be used to support the Counseling Center and Student Health. We are requesting additional licensed mental health professionals to provide clinical services to our students. This request continues to address the factors mentioned in 2015/16. We are also requesting to add training positions as part of the growing doctoral-level psychology internship program. Student Health in anticipated growth of Centennial Campus will require the addition of clinical providers. Centennial Campus houses Engineering, Textile and Design students, among others, who are challenged with access to care due to location and hours of operation at the main campus clinic. By partnering with campus leaders to access existing space, Student Health and Counseling will be positioned to deliver the same high-quality and convenient services to this growing population, albeit on a smaller scale. A shared position between Student Health and Counseling will provide administrative support to the Centennial Clinic.
## FEE REQUEST FORM

**North Carolina State University**

**Student Activities Fee**
**2015-16 and 2016-17**

<table>
<thead>
<tr>
<th>Estimated Student FTE Applicable to Fee - 2015-16 &amp; 2016-17</th>
<th>2015-16 Proposed</th>
<th>2016-17 Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14 Fee</td>
<td>$25.59</td>
<td>$19.58</td>
</tr>
<tr>
<td>2014-15 Fee</td>
<td>$626.00</td>
<td>$646.18</td>
</tr>
<tr>
<td><strong>27,000.00</strong></td>
<td><strong>$574.13</strong></td>
<td><strong>$601.01</strong></td>
</tr>
<tr>
<td>Projected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16 With Increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15 Without Increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>27,000.00</strong></td>
<td><strong>8,105,469</strong></td>
<td><strong>8,105,469</strong></td>
</tr>
<tr>
<td>Projected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16 With Increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15 Without Increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7,409,355</strong></td>
<td><strong>7,991,088</strong></td>
<td><strong>7,991,088</strong></td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Revenues:**

- **Fee Revenues:**
  - 2015-16: $15,681,042
  - 2016-17: $17,121,683
- **Other Revenues:**
  - 2015-16: $2,146,462
  - 2016-17: $2,596,400
- **Total Revenues:**
  - 2015-16: $17,827,504
  - 2016-17: $19,718,083

**Expenditures:**

- **Personnel:**
  - 2015-16: $9,743,785
  - 2016-17: $11,651,199
- **Supplies & Materials:**
  - 2015-16: $1,316,846
  - 2016-17: $1,104,153
- **Current Services:**
  - 2015-16: $4,742,484
  - 2016-17: $5,401,968
- **Fixed Charges:**
  - 2015-16: $310,991
  - 2016-17: $377,087
- **Capital Outlay:**
  - 2015-16: $162,032
  - 2016-17: $752,500
- **Technology:**
  - 2015-16: $779,455
  - 2016-17: $805,973

**Total Expenditures:**

- 2015-16: $20,609,464
- 2016-17: $20,408,897

**Ending Fund Balance:**

- 2015-16: $8,181,266
- 2016-17: $8,105,469

**FTE (associated with fee):**

- 2015-16: 105.74
- 2016-17: 105.74

### FY 15/16: ARTS NC STATE 1.5 FTE

### FY 16/17: ARTS NC STATE 1.0 FTE, Student Leadership & Engagement 0.5 FTE, Student Ombuds Services Program 0.5 FTE

### Justification for Proposed Fee Increase (Include additional information on Form D tab if needed)

**Student Publications:** FY 15-16 and FY 16-17 increase is to sustain current operations.

**Student Government:** FY 15-16 and FY 16-17 increase will fund the Wolfpack Pick-Up Program. This program provides rides across campus for students with temporary or chronic mobility and disability challenges.

**Student Legal:** FY 15-16 and FY 16-17 increases will fund salary equity adjustments instituted in FY2014-15 and continued annual salary increases for FY2015-16. Salaries currently lag behind those in the specialty area of student legal services and are significantly below market rates.

**Student Center Operations:** FY15-16: Talley Student Union will be fully operational in FY15-16. We will have increases in the cost of doing business to operate the Student Centers. We are requesting $2.50 to cover the increase in staff benefits and $2.50 to cover the increase in utilities. We anticipate the Gregg Museum opening in FY2016 and need to request funds to support its maintenance and operation. When the Gregg was in Talley Student Center the average M&O costs were $51,796. We project this cost to increase to $248,907 per year. We are requesting $2.50 to support the Gregg as we open for a partial year.

**FY16-17:** The Gregg Museum will be fully operational. We are planning for increases in the cost of doing business to operate the Student Centers. The request will cover the increase in staff benefits and the increase in utilities. Also the request will help to support the Gregg Museum maintenance and operations. Continued on Form D

### Please discuss the effect on the overall student experience if the fee increase request is denied

If funding for annual cost increases is not provided, Student Media programs and services may need to decrease in order to absorb increased costs to maintain staffing and operations. The Wolfpack Pick-Up program initiated by Student Government will be discontinued effective FY 15-16. Student Legal will need to reevaluate the salaries and staffing levels. Without competitive salaries, staff retention and attracting the best attorneys will be difficult. Service levels and range of services may have to decrease without adequate funding. Student Center Operations will need to reduce operating hours within the University Student Centers facilities and will be unable to open the Gregg Museum without the support for expenses related to utilities, housekeeping, maintenance and operation of the facility. Student Center Programming will be unable to provide enhanced programming and staffing in new, expanded facilities including the Talley Student Union and the Gregg Museum. Further, program reductions are a possibility if annual cost increases in salaries, benefits, and operations are not fully funded. Student programming and resources would be negatively impacted, as funding for the majority of programming within some of the centers (particularly the GLBT Center and the Women's Center) rely solely on student fee funding. The sustainability fund is designed to support projects large and small. A lesser allocation forces the committee to act upon much smaller programs, thus reducing the impact of project work. A smaller pool of money limits the ability to offer larger grants. Recreational programs and services may need to decrease in order to absorb increased costs to maintain staffing, facilities, and operations.
Additional Justification for Proposed Fee Increase

North Carolina State University

Student Activities
2015-16 & 2016-17

Explanation of Fee/Justification for Proposed Fee Increase

Student Center Programming (ARTS NC STATE): The FY15-16 increase will provide additional resources for ARTS NC STATE programs to maintain and enhance programs, facilities and equipment. Enhancements for ARTS NC STATE programs will target areas of greatest need/demand and include enhanced staffing (1.5 FTE) and program enhancements within the six arts programs. The 15/16 request will also increase support in Student Leadership and Engagement to maintain and enhance programming associated with the reopening of Talley which includes the new Student Involvement Center. Further, additional funding for Information Technology staffing will ensure expanded staff, students, programs and spaces are fully supported. Finally, annual cost increases are included at a rate of 1-2% per year for salary, benefits, and to maintain programs in light of increasing costs. The FY16-17 increase will provide partial support (0.5 FTE and program costs) to continue the NC State Student Ombuds Services program on a recurring basis. In addition, funding will be provided for ARTS NC STATE programs to target areas of greatest need/demand including staffing (1.0 FTE), program enhancements within the six arts programs, and new facilities including the Talley Student Union and the Gregg Museum. Funding for Student Leadership and Engagement is requested for 0.5 FTE (to increase a position from 0.5FTE to 1.0FTE) and to maintain and enhance programming associated with the reopening of Talley Student Union, including the new Student Involvement Center. Finally, annual cost increases are assumed at a rate of 1-2% per year for salary, benefits and to maintain programs in light of increasing costs.

Student Center Programming (Multicultural, GLBT and Women’s Center): FY15-16 increase to fund the inflationary increases with the ongoing cost of doing business and expanding center programmatic needs (additional technology, equipment and resources) to meet student and customer needs, and with the transition to the new Talley. FY16-17 increase to fund the inflationary increases with the ongoing cost of doing business, expanding programmatic resources in order to meet student and customer needs.

Sustainability: The Sustainability Fee was put into place by the students of NC State to fund small and large sustainability projects on campus that support sound sustainable practices. This year’s allocations include a solar trash compactor pilot project, a sculptural solar array that allows students to charge their laptops and devices in the open air on Centennial Campus, the expansion of a pilot bike sharing program, and an apiary and community garden. The fee increases in FY16 ($1.00) and FY17 ($0.50) will increase the size of the FY16 RFP to support up to $120,000 in spending during FY17. The FY17 increase will support up to a $130,000 FY17 RFP for spending during FY16. These fee increases will allow the Board to provide funding for large-scale projects along with continued support for small projects. The Sustainability Fund Advisory Board selects projects annually in the spring that will best further sustainability goals and practices on campus, and the increased fees will allow the committee to consider projects at a similar scale to those funded by sustainability fees at peer institutions that may exceed $100,000. Larger projects allow for a much larger impact on campus, and are therefore extremely desirable for the sustainability fee to support to make the largest possible impact on campus sustainability.

Recreational Sports: The FY15-16 University Recreation Fee request is to provide funding for annual cost increases (salary, benefits, equipment, facilities, operations) to continue services at current levels. No new programs are included in this fee request.
### FEE REQUEST FORM

**North Carolina State University**

**Educational & Technology Fee**

**2015-16 and 2016-17**

<table>
<thead>
<tr>
<th>Estimated Student FTE</th>
<th>Prior Years</th>
<th>2015-16 Proposed</th>
<th>2016-17 Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable to Fee -</td>
<td>2015-16</td>
<td>2016-17</td>
<td>2016-17</td>
</tr>
<tr>
<td>2015-16 &amp; 2016-17</td>
<td>Fee</td>
<td>Increase</td>
<td>Increase</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>Requested</td>
<td>Requested</td>
</tr>
<tr>
<td></td>
<td>Fee</td>
<td>Fee</td>
<td>Fee</td>
</tr>
</tbody>
</table>

- **2015-16**: $409.50, $427.91
- **2016-17**: $6.37, $434.28

<table>
<thead>
<tr>
<th><strong>Projected</strong></th>
<th><strong>2015-16</strong></th>
<th><strong>2016-17</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>with increase</td>
<td>332,045</td>
<td>485,426</td>
</tr>
<tr>
<td>without increase</td>
<td>332,045</td>
<td>485,426</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Beginning Fund Balance</strong></th>
<th><strong>2013-14</strong></th>
<th><strong>2014-15</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>449,643</td>
<td>992,525</td>
</tr>
<tr>
<td>Projected</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Revenues:</strong></th>
<th><strong>2013-14</strong></th>
<th><strong>2014-15</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee Revenues</td>
<td>12,490,614</td>
<td>13,000,000</td>
</tr>
<tr>
<td>Other Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenues</td>
<td>12,490,614</td>
<td>13,000,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditures</strong></th>
<th><strong>2013-14</strong></th>
<th><strong>2014-15</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>3,635,334</td>
<td>3,540,480</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>4,592,130</td>
<td>5,551,931</td>
</tr>
<tr>
<td>Current Services</td>
<td>1,680,094</td>
<td>2,031,251</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>1,099,147</td>
<td>1,328,880</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>999,113</td>
<td>1,207,938</td>
</tr>
<tr>
<td>Other*</td>
<td>-58,065</td>
<td></td>
</tr>
</tbody>
</table>

Expenses in other category are charges in accounts payable and change in accounts receivable to convert fund balance to cash basis accounting method.

<table>
<thead>
<tr>
<th><strong>Total Expenditures</strong></th>
<th><strong>2013-14</strong></th>
<th><strong>2014-15</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11,947,732</td>
<td>13,660,480</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ending Fund Balance</strong></th>
<th><strong>2013-14</strong></th>
<th><strong>2014-15</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>992,525</td>
<td>332,045</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FTE (associated with fee)</strong></th>
<th><strong>2013-14</strong></th>
<th><strong>2014-15</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29.57</td>
<td>29.57</td>
</tr>
</tbody>
</table>

Justification for Proposed Fee Increase (include additional information on Form D tab if needed)

FY15-16 increase will be used to support the DELTA Testing Center Expansion. The expansion plan for DELTA Testing Services provides comprehensive testing services for NC State faculty who teach both campus and Distance Education (DE) courses. This expansion will also provide additional facilities for accessibility testing for the Disability Services Office, which badly needs these services for our students with disabilities. Proctors administer online and paper-based exams in a secure testing environment that authenticates student identity and safeguards the integrity of the test administration through camera, computer screen capture and in-person monitoring. Expanded hours to include more evening and weekend hours will be provided, based upon demand. Currently, students can wait from one to three hours to receive test proctoring during busy times. DELTA Testing Services averaged annual increases of 30% over the past five years and this past fall, demand was up 95%, but resource limitations preclude expansion of services in the future without additional funding to support projected growth of the testing services. Growth in this service is impelled by student demand for the schedule flexibility provided by DE courses to meet their degree requirements. Exams administered in DELTA testing facilities support instructor assessment of student learning through testing outcomes provided by secure testing facilities. Another factor in providing centrally-managed testing services is U.S. Department of Education and SACS requirements that institutions verify student identity to ensure that the person who receives credit for a course is the same person who takes the exams in fulfillment of course requirements. A primary and reliable means for student authentication is to produce a picture ID when students appear in person to take exams, a requirement for all students taking exams in DELTA testing facilities.

Please discuss the effect on the overall student experience if the fee increase request is denied

If denied, the DELTA Testing Center expansion will be delayed. This would further complicate matters for student wait times, and would potentially force students to utilize private testing services off-campus, at significant expense and inconvenience. If this fee request is denied, students will be directly affected. Classroom updates simply will not occur, and the libraries will be forced to delay the acquisition of new equipment, as well as the upgrade of aging equipment.
Additional Justification for Proposed Fee Increase

North Carolina State University

Educational and Technology Fee
2015-16 & 2016-17

Explanation of Fee/Justification for Proposed Fee Increase
FY16-17 increase will be used to support Office of Information Technology (OIT) and Library technology-rich spaces. The Office of Information Technology was awarded an increase in the ETF fee of $1.50 per student, beginning in the FY2016-17 academic year. This increase would provide funding to move an additional five to seven 110-Classrooms into the group of classrooms supported by OIT's ClassTech group. ClassTech currently supports 150 110-Classrooms. This additional funding would fund ongoing support and periodic refresh for technology equipment in classrooms.

The NCSU Libraries operates the two most heavily used buildings on campus, the D.H. Hill and James B. Hunt Jr. Libraries. Both main libraries, along with the three branch libraries, serve students in all disciplines over long hours each day in a safe, secure, and comfortable environment. Student demand for technology-rich spaces for study and collaboration, as well as the creation and use of digital media, visualization/simulation environments, and 3D prototypes, is very strong and continuing to increase. The Libraries were awarded $3.50 per student to further support their growing list of unmet needs.

• Following are examples of currently unmet ETF-eligible needs to which an addition of approximately $98,000 to the Libraries' recurring ETF base budget could be applied. (1) Equipping the Graduate Student Commons at D.H. Hill Library with computer workstations ($40,000); (2) Outfitting three group study rooms and one seminar room in the Graduate Student Commons with collaborative A/V technology ($35,000); (3) Replacing up to five heavily used overhead bookscanners located at the Hill, Hunt and branch libraries ($52,000), plus annual maintenance costs in subsequent year; (4) Providing computers to drive the 3D printers and scanners in the new Makerspace at the D.H. Hill Library, a facility that supports rapid prototyping and entrepreneurship ($20,000). All of this equipment would need to be refreshed in subsequent years. The fee increase will not meet the entire list of needs outlined above.
## FEE REQUEST FORM
North Carolina State University
Application Fee (Undergraduate)
2015-16 and 2016-17

<table>
<thead>
<tr>
<th>Estimated Student FTE</th>
<th>Prior Years</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14 Fee</td>
<td>2014-15 Fee</td>
<td>2015-16 Proposed Fee</td>
</tr>
<tr>
<td>Applicable to Fee - 2015-16 &amp; 2016-17</td>
<td>$75.00</td>
<td>$75.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>22,013.00</td>
<td>$100.00</td>
<td>$100.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>2014-15</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>29,255</td>
</tr>
<tr>
<td>Revenues:</td>
<td></td>
</tr>
<tr>
<td>Fee Revenues</td>
<td>1,754,526</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>1,899,840</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>1,754,526</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>1,097,099</td>
<td>1,196,889</td>
<td>1,208,257</td>
<td>1,208,132</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>91,942</td>
<td>103,810</td>
<td>87,301</td>
<td>115,867</td>
</tr>
<tr>
<td>Current Services</td>
<td>588,207</td>
<td>482,671</td>
<td>544,978</td>
<td>458,309</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>29,924</td>
<td>37,966</td>
<td>42,796</td>
<td>36,034</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>Other*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Expenditures | 1,746,383 | 1,809,468 | 1,899,841 | 1,789,776 |
| Ending Fund Balance | 37,398 | 1 | 0 | 0 |

| FTE (associated with fee) | 17.11 | 17.11 | 17.11 | 17.11 | 17.11 | 17.11 |

No new positions are expected to be established with these funds.

### Justification for Proposed Fee Increase (include additional information on Form D tab if needed)
Projected expenditures for 2015/16 through 2016/17 reflect the following assumptions:

- EPA and SPA salary increases of 1% a year due to unfunded legislative increases and market-related position adjustments (current staff processes more applications per person than any other UNC system institution and the generic Assistant Director salaries are below market).
- Current prospective student recruitment and application processing costs are higher than the continuing Undergraduate Admissions budget. Due to continuing budget reductions and to address the need to effectively address other student needs, it will be difficult for the Division to subsidize this operation and the projected operating expenditures reflect what is now needed to successfully perform this role.

Please discuss the effect on the overall student experience if the fee increase request is denied.

The Undergraduate Admissions application fee supports costs necessary in the application process. This includes staff, materials, and outreach efforts to attract and admit potential students interested in attending NC State University. Prospective students and their parents expect sophisticated communication and marketing from the leading public institution in the state. The competition for recruiting students has never been more intense and increased revenue will be needed for more intensive recruiting efforts. Unfunded legislative salary increases and recurring State budget reductions continue to reduce the Undergraduate Admissions operating budget and although NC State will continue to find ways to effectively reduce costs and streamline processes, without additional funding, application processing times may decline and the ability to recruit international, out-of-state and under-represented students may suffer.
### FEE REQUEST FORM

**North Carolina State University**  
Application Fee (Graduate)  
2015-16 and 2016-17

<table>
<thead>
<tr>
<th>Estimated Student FTE</th>
<th>Prior Years</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,260.00</td>
<td>$75.00</td>
<td>$75.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>11,445.00</td>
<td>$85.00</td>
<td>$85.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning Fund Balance</th>
<th>Actual 2013-14</th>
<th>Projected 2014-15</th>
<th>2015-16 With Increase</th>
<th>2016-17 With Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>229,825</td>
<td>748,509</td>
<td>748,509</td>
<td>748,456</td>
<td>748,456</td>
</tr>
</tbody>
</table>

**Revenues:**
- Fee Revenues: 1,309,471  
- Other Revenues: 1,374,195  
- Total Revenues: 1,442,325  

**Expenditures:**
- Personnel: 341,798  
- Supplies & Materials: 26,010  
- Current Services: 215,372  
- Fixed Charges: 185,136  
- Capital Outlay: 22,471  
- Other*: 22,639  

*Provide explanation

<table>
<thead>
<tr>
<th>Total Expenditures</th>
<th>790,787</th>
<th>1,374,195</th>
<th>0</th>
<th>1,442,378</th>
<th>1,699,650</th>
<th>1,514,264</th>
</tr>
</thead>
</table>

| Ending Fund Balance | 748,509 | 748,509 | 0 | 748,456 | 668,181 | 676,517 |

| FTE (associated with fee) | 10.73 | 10.73 | 10.73 | 10.73 | 10.73 |

---

### Justification for Proposed Fee Increase (include additional information on Form D tab if needed)

The application fee supports a broad array of costs necessary in the recruiting, application, admissions, and faculty review process. This includes staff, information technology, materials and outreach efforts to attract, review, and admit potential students interested in attending NC State's Graduate School.

The proposed application fee increase for FY16-17 is an increase in the base fee for all degree-seeking applicants of $10, from $75 to $85. The additional $10 surcharge service fee for international applicants will still apply, resulting in a per application charge to international applicants of $95.

The following factors justify an admissions application fee increase:
- The Graduate School received 8.6% more applications for the Fall term, compared to the same time last year. The cost of processing applications has risen, as we continue to see an increase in the amount of applications received annually.
- Additional cost factors will be introduced into the NC State business model
- Additional software application programming personnel to extend the graduate admissions information technology solution, which will include the addition of real-time decision processing and notification to applicants.
- Additional fees associated with the implementation of improved application software. The feature is critical in order to provide customization at the University program level, which has been requested for several years.

Please discuss the effect on the overall student experience if the fee increase request is denied

If this fee is not approved, applicants and students will notice a significant delay in processing of the applications, including the amount of time to receive an admission decision. This could cause the University to lose their top candidates for Graduate School.
## Fee Request Form

### North Carolina State University

**Application Fee (Non-Degree Studies)**

#### 2015-16 and 2016-17

<table>
<thead>
<tr>
<th>Estimated Student FTE</th>
<th>Prior Years</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,603.00</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>0</td>
<td>8,120</td>
<td>8,120</td>
<td>8,109</td>
</tr>
<tr>
<td>Revenues:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fee Revenues</td>
<td>8,120</td>
<td>113,945</td>
<td>138,090</td>
<td>115,075</td>
</tr>
<tr>
<td>Other Revenues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenues</td>
<td>8,120</td>
<td>113,945</td>
<td>138,090</td>
<td>115,075</td>
</tr>
</tbody>
</table>

| Expenditures                |                 |                  |                  |                  |
| Personnel                   | 51,280          | 51,793           | 51,793           | 52,311           |
| Supplies & Materials        | 10,895          | 15,006           | 11,004           | 10,940           |
| Current Services            | 38,036          | 52,387           | 38,416           | 67,021           |
| Fixed Charges               | 13,734          | 18,915           | 13,871           | 24,199           |
| Capital Outlay              |                 |                  |                  |                  |
| Other*                      |                 |                  |                  |                  |

*Provide explanation*

| Total Expenditures          | 0               | 113,945          | 138,101          | 115,084          |
| Ending Fund Balance         | 8,120           | 8,120            | 8,109            | 8,111            |

FTE (associated with fee) 1.00 1.00 1.00 1.00 1.00

No new positions are expected to be established with these funds.

**Justification for Proposed Fee Increase** (include additional information on Form D tab if needed)

Projected expenditures for 2015/16 through 2016/17 reflect the following assumptions:

- 1.0 FTE SPA salary increase of 1% a year due to estimated unfunded legislative increases
- The on-going goal of the Non-Degree Studies Program is to provide marketable courses and enhanced customer service to our current and prospective non-degree students. To accomplish this task, higher operating costs tied to marketing and system improvements are needed.

Please discuss the effect on the overall student experience if the fee increase request is denied

Registration and Records uses these funds to attract and retain non-degree students. In addition, non-degree revenues are needed to continuously enhance and modify the non-degree student registration system. Because recurring State budget cuts and unfunded legislative salary increases have eroded the funds available to effectively support this population, without increased revenues, like other fee supported units, it will be difficult to cover these staffing, equipment and service costs going forward. The overall student experience may suffer, less non-degree applicants would be expected, a lower non-degree student retention rate may materialize and it will be harder to maintain an effective and accurate system of records for this population.
## FEE REQUEST FORM

**North Carolina State University**  
Professional Golf Management  
2015-16 and 2016-17

<table>
<thead>
<tr>
<th>Estimated Student FTE</th>
<th>Prior Years</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable to Fee -</td>
<td>2013-14</td>
<td>2014-15</td>
<td>Proposed</td>
</tr>
<tr>
<td>2015-16 &amp; 2016-17</td>
<td>Fee</td>
<td>Fee</td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Requested</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fee</td>
</tr>
<tr>
<td>80.00</td>
<td>$600.00</td>
<td>$600.00</td>
<td>$50.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$650.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual</th>
<th>Projected</th>
<th>2015-16</th>
<th>2016-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>-966</td>
<td>2,087</td>
<td>2,087</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenues:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee Revenues</td>
<td>54,730</td>
<td>48,000</td>
<td>52,000</td>
<td>48,000</td>
<td>56,000</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>1,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenues</td>
<td>55,930</td>
<td>48,000</td>
<td>52,000</td>
<td>48,000</td>
<td>56,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>1,589</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Services</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>51,622</td>
<td>48,000</td>
<td>52,000</td>
<td>52,000</td>
<td>52,000</td>
<td>52,000</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other*</td>
<td>-375</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Expenditures in other category are changes in accounts payable and change in accounts receivable to convert fund balance to cash basis accounting method |

| Total Expenditures    | 52,877      | 48,000  | 52,000  | 52,000  | 52,000  | 52,000  |
| Ending Fund Balance   | 2,087       | 2,087   | 2,087   | -1,913  | 6,087   | 2,087   |

| FTE (associated with fee) |             |

*If new positions are being created, please document the specific positions and related responsibilities.*

### Justification for Proposed Fee Increase (include additional information on Form D tab if needed)

Greens fees have increased approximately 8% over the last six years. The fees at the courses student have access to have not increased in the past couple of years. The current rates are:

- **Lonnie Poole Golf Course:** $275 per student per semester
- **Wildwood Green:** $1,000 per semester (covers all students)

The current fee of $600 per semester barely covers the course access costs and does not provide any buffer should rates increase. Increase the fee by $25 per student/semester ($50 total) allows for a modest increase to be absorbed within the program without having a negative impact and insuring all the student in the program have access to a golf course.

### Please discuss the effect on the overall student experience if the fee increase request is denied

In accordance with the standards for accreditation of NC State University's Professional Golf Management program by the Professional Golfers' Association (PGA) of America, all PGM students must have access to a golf course and golf shop operation. Without this increase, our students may have limited access to golf courses and golf practice facilities and will adversely affect their ability to graduate.
## FEE REQUEST FORM

**North Carolina State University**

**COE Program Enhancement Fee**

**2015-16 and 2016-17**

<table>
<thead>
<tr>
<th>Estimated Student FTE</th>
<th>Prior Years</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,765.00</td>
<td>$90.00</td>
<td>$90.00</td>
<td>$410.00</td>
</tr>
<tr>
<td></td>
<td>8,765,000</td>
<td>4,382,500</td>
<td>8,765,000</td>
</tr>
</tbody>
</table>

### Beginning Fund Balance

<table>
<thead>
<tr>
<th>Actual 2013-14</th>
<th>Projected 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>40,400</td>
<td>50,630</td>
</tr>
<tr>
<td>16,319</td>
<td>16,319</td>
</tr>
<tr>
<td>2,175</td>
<td>2,175</td>
</tr>
</tbody>
</table>

### Revenues:

- Fee Revenues: 784,656 | 788,850
- Other Revenues: 4,382,500 | 788,850

### Total Revenues: 784,656 | 788,850

### Expenditures:

- Personnel: 559,487 | 633,583
- Supplies & Materials: 127,835 | 107,000
- Current Services: 61,067 | 50,000
- Fixed Charges: 3,903 | 10,578
- Capital Outlay: 22,134 | 22,000
- Other*: 1,635,000 | 634,000

* Provide explanation

### Total Expenditures: 774,426 | 823,161

### Ending Fund Balance: 50,630 | 16,319

### FTE (associated with fee)

| 7.04 | 8.00 | 26.00 | 8.00 | 43.50 | 26.00 |

If new positions are being created, please document the specific positions and related responsibilities.

### Justification for Proposed Fee Increase (include additional information on Form D if needed)

For NC State to be a preeminent technological research university, it must have a preeminent College of Engineering able to provide its students with the highest quality engineering education possible. We propose expanding and enhancing the current Engineering Computer Fee to a College of Engineering Program Enhancement Fee beginning in fall 2015 to generate additional financial resources necessary to ensure our engineering students are provided career-ready skills that continue to advantage them in the marketplace. The engineering industry is a rapidly evolving one and these investments are essential if we wish to continue producing some of the most qualified and highly-sought-after engineering graduates in the country.

The current Engineering Computer Fee is charged to support student computing in the specialized engineering computer environment, including computing labs, hardware, software, help desk and other costs. The proposed College of Engineering Program Enhancement Fee would continue to cover these needs and would provide revenues for expanding capacity in existing educational enhancement programs, the development of new student-oriented engineering programs and critical and currently unaddressed infrastructure needs. This fee request also includes specialized support personnel such as technical support staff, professional development facilitators, co-op and internship coordinators. Continued on Form D.

### Please discuss the effect on the overall student experience if the fee increase request is denied

Without the proposed COE program enhancement fee, NC State will be unable to grow and enhance the quality and excellence of the College of Engineering and NC State University for the benefit of the students and the people of North Carolina. At present, NC State’s College of Engineering has one of the highest returns on investment for its students. Our students have significant earning potential and are among the top recruits for business and industry, helping to drive economic development. Engineering innovation drives change and best practices of educational innovation in engineering are not static. The engineering disciplines are rapidly evolving and failing to invest in the College’s infrastructure and programs will increasingly disadvantage our students, diminishing their potential success in the workplace and lessening their overall impact on North Carolina and its economy.
Additional Justification for Proposed Fee Increase

North Carolina State University

COE Program Enhancement Fee
2015-16 & 2016-17

Explanation of Fee/Justification for Proposed Fee Increase

Revenue generated by the COE Program Enhancement Fee would allow us to offer innovative education experiences to a significantly greater number of our students, both undergraduate and graduate. Programs to be expanded would include Research Experiences for Undergraduates, our Engineering Entrepreneurs Program, our Grand Challenges Scholars Program, International Internships, Study Abroad and Women In Engineering (WIE) and Minority Engineering Programs (MEP). We also would be able to add new offerings such as professional development programs for graduate and undergraduate students designed to improve their competitive edge as they move into the workforce. Additionally, these funds would provide increased, reliable and continued support for graduate research assistantships at competitive levels.

We would invest in new and existing infrastructure and critical upgrades to laboratories and equipment to ensure we have state-of-the-art research facilities, which are critical to the undergraduate and graduate research experience and to the world-class faculty who mentor these students. Engineering innovation driven by top faculty researchers provides an enormous benefit to our students, as new knowledge generated through the research programs in the College filters into the classroom, assuring that our students have the most technologically-advanced engineering education possible.

The fee would be raised to $1,500 over the next three years, beginning in fall 2015. The current pro-rated credit hour fee structure used for the Engineering Computer Fee would remain the same for the proposed College of Engineering Program Enhancement Fee. The fee would be charged for all students, undergraduate and graduate, who are majoring in engineering-related programs, including Biological and Agricultural Engineering, Textile Engineering and Paper Science and Engineering. The increase would be realized over three years with the first year set at $500 per year for fall 2015, then $1,000 per year in 2016, and the full $1,500 in fall 2017. We understand that we are making a biennium request and we will submit a request in the following biennium to cover the final $500 increase in fall 2017.
APPENDIX A
UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: June 13, 2014

Constituent Institution: North Carolina State University

CIP Discipline Specialty Title: Systems Science and Theory


Exact Title of the Proposed Program: Geospatial Analytics

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): Ph.D.

Does the proposed program constitute a substantive change as defined by SACS? Yes

The current SACS Substantive Change Policy Statement may be viewed at:

If yes, please briefly explain.

This proposed new degree represents the next evolutionary step in the maturation of interdisciplinary Geospatial Sciences. It is the first such program in the United States and is the culmination of several decades of theory development, the extension of spatial analysis applied to related disciplines, and the opportunity to significantly advance scientific understanding of spatial phenomena.

Proposed date to enroll first students in degree program: Month August Year 2015

1. Provide a summary of the status of this proposal in your campus review processes.

   a. List the campus bodies that reviewed and commented on this Appendix A proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

   This proposal was reviewed and endorsed, recommended, or approved by:
   Graduate GIS Faculty
   Head, Department of Parks, Recreation and Tourism Management
   Head, Department of Forestry and Environmental Resources
   College of Natural Resources Graduate Studies Committee (unanimous approval)
   Dean, College of Natural Resources
   Council of Deans (unanimous approval)
   Administrative Board of the Graduate School
   Dean of the Graduate School
   Provost
   Chancellor

Proposal Tracking Number: GR13/14 010
b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

All reviews of this Appendix A proposal were favorable. The Deans of the Colleges of Natural Resources and Sciences recommended expanding the role of the Statistics department in the planning process. In response, we met with the Statistics department head and selected faculty and subsequently added several additional members of the Statistics faculty to the curriculum planning team.

2. Describe the proposed new degree program. The description should include:

a. A brief description of the program and a statement of educational objectives

This is a unique degree focused on preparing outstanding geospatial scientists skilled in developing novel, trans-disciplinary understanding of spatial phenomena and relationships and applying this new knowledge to societies' grand challenges. The specific objectives are:

1) Provide a rigorous core curriculum in spatial theory, advanced analytics, and sophisticated computational methods
2) Provide opportunities for outstanding doctoral research in the application of geospatial science to complex spatial problems
3) Engage the students with multiple trans-disciplinary research experiences particularly those linked to other Chancellor's Faculty Excellence initiatives (e.g., data driven science, bioinformatics, forensic sciences, etc.)

The curriculum will consist of an intense first year of geospatial science theory and modelling, advanced computational skill development, and appropriate statistical and research design methods. These initial courses be a combination of existing courses in Advanced GIS, Statistics, Computer Science, and Advanced Analytics and three new courses developed by our lead Geospatial faculty. The second through fourth years would focus on advanced study and research in one of the core science areas of the faculty. These research frontiers include Environmental Remote Sensing, Geospatial Intelligence and Data Mining, Spatial-Temporal Modelling, Geovisualization, and advanced applications in one of the 15+ disciplines represented in the program.

b. The relationship of the proposed new program to the institutional mission

This degree is fully aligned with the science and technology mission of the University and is designed to markedly enhance both the basic and applied research portfolios of the University. In addition, it addresses a national need for geospatial analytic scientists.

c. The relationship of the proposed new program to existing programs at the institution and to the institution's strategic plan

This program extends the educational success of our two Professional Science Masters' degrees in Geospatial Information Science and Technology and Advanced Analytics. It is the logical extension of the Chancellor's Faculty Excellence Program (CFEP) cluster in Geospatial Analytics. In addition, it enhances the existing research scope of both the Laboratory for Analytic Sciences and the Data Driven Sciences CFEP initiative with the addition of geospatial analytics.

The new degree directly enhances progress on several of the University's strategic goals including: 1) enhancing interdisciplinary scholarship through the combination of geospatial science with our program in computational science and analytics, 2) enhancing student success by addressing a national workforce need for geospatial scientists, 3) enhancing
faculty scholarship and research by adding geospatial analytics to the suite of expert strengths available to our CFEP initiatives, and 4) enhancing the University's strategic partnerships.

d. Special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program

NC State has assumed a leadership role in the region with the establishment of the very successful Master of Geospatial Science and Technology (MGIST) degree, the Graduate Certificate in Geographic Information Systems, and the graduate minors in Geographic Information Systems and Remote Sensing. The success of these programs, both in enrollment and student placement (e.g., 95%+ for the MGIST students), and the related success of the research program (e.g., 4 million dollars in active grants in 2013 in the Center for Geospatial Analytics alone) illustrate the great potential for international impact by NC State in this area. In addition, NC State already has in place a recognized and active Graduate Geographic Information Science Faculty that connects over 35 faculty spanning 16 different departments and 7 colleges.

Perhaps most importantly, with the establishment of the Geospatial Analytics initiative as part of the CFEP project (three new faculty hires) and the corresponding expansion of the students and staff in the Center for Geospatial Analytics, NC State will immediately become a premier institution for research and scholarship in computational geospatial analytics.

The proposed program aligns exactly with NC State’s strategic goal to enhance interdisciplinary scholarship to address the grand challenges of society.

3. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Evidence of student demand should reflect likely applicant pools (local, regional, statewide, national, or global) and could include:

a. Surveys of potential enrollees (such as students or alumni of feeder programs, community college enrollees, etc.).

Surveys of potential enrollees have not been conducted. However, faculty and staff of the Center for Geospatial Analytics receive an average of five to eight inquiries per month from individuals interested in obtaining a doctoral degree in geospatial science. These inquiries come from current NC State students as well as from students and professionals studying and working in North Carolina, in other states, and throughout the world.

Likely applicant pools include students who have graduated from baccalaureate and Master’s degree programs in related disciplines as well as national and international professionals seeking to develop or expand their research credentials in geospatial science.

b. Enrollment data from existing minor, concentration or certificate programs on your campus.

Demand for the proposed Ph.D. degree is evidenced by the very high levels of student enrollment and graduation in our existing professional science master’s degree and graduate certificate programs. With little or no advertising, our current Master of Geospatial Information Science and Technology degree program, launched in Fall 2010, has graduated 44 students and current enrollment is 126 students. Our current master’s degree program in Natural Resources/Spatial Information Sciences has graduated over 100 students. A total of 147 students have completed our Graduate Certificate in Geographic Information Systems, with 135 students currently in process. For the last few years, our
introductory geographic information science course has been fully subscribed with over 100 students per semester.

c. Enrollment data from similar programs in UNC, the state, or country.

No other institutions of higher education in North Carolina offer a program similar to the proposed degree program. The George Mason University web site for their Ph.D. degree program in Earth Systems and GeoInformation Sciences lists 49 currently active students. The University of California at Santa Barbara reports 26 students currently enrolled in their Geography Ph.D. program in which Modeling Measurement and Computation (including spatial statistics, remote sensing, GIS, and visualization) is one of three areas of focus. Since 2011, the University of Texas at Dallas has graduated two students per year from their Geospatial Information Sciences Ph.D. program. Enrollment data for other similar programs in the United State, of which there are very few, are not available.

4. Provide evidence of societal demand and employability of graduates from as many of the following sources as feasible unless a good reason exists why such evidence cannot be obtained and similar evidence is presented from sources not listed here.

a. Labor market information (www.ncworks.gov) – Current and projected industry and occupational data by region and statewide from the NC Department of Commerce. Available data include (but are not limited to):

1) Area, occupation, and industry profiles.

   Occupational Profile information available from the NC Department of Commerce (www.ncworks.gov) indicates a “bright outlook nationally” for Geospatial Information Scientists and Technologists and reports that the 2013 estimated median annual wage for Geospatial Information Scientists and Technologists in North Carolina was $80,230.

2) NC occupational and employment projections.

   The NC Department of Commerce (www.ncworks.gov) projects an average of 360 openings per year for Geospatial Information Scientists and Technologists and closely related occupations in North Carolina for the period 2010-2020. (Closely related occupations include Geographic Information Systems Technicians, Geoscientists, Remote Sensing Scientists and Technologists, and Transportation Planners.)

   Occupation information for Geospatial Information Scientists and Technologists posted on the U.S. Department of Labor, Employment and Training Administration sponsored web site mySkills myFuture (www.myskillsmyfuture.org) shows current employment in North Carolina of 3,618, 100 projected job openings per year, and typical annual salary of $59,800 - $95,500.
3) Job postings.

The following job search web sites were accessed on 05/23/2014:

NCWorks Online (www.ncworks.gov) listed 239 “GIS” job openings, 141
“Geospatial” job openings, and 7,907 job openings for the related occupational
group Computer and Mathematical Occupations.

A search of the U.S. Department of Labor, Employment and Training
Administration sponsored website mySkills myFuture
(www.myskillsmymfuture.org) found 500 job listings for Geospatial Information
Scientists and Technologists in North Carolina.

GeoSearch Inc. (www.geosearch.com) listed 152 full time GIS, GPS, and Geospatial
jobs in North Carolina, 84 of which are classified as senior level positions.

4) Economic and demographic indicators.

In December 2012, the National Geospatial Advisory Committee issued a paper
addressing the role of geospatial information technology in supporting cost-effective
government and stimulating economic growth through job creation. The authors
pointed out that:

“U.S.-based geospatial companies, which generate technical, high-paying jobs in the
United States, help drive the American economy by providing goods and services
that are sold worldwide. A recent study by the Center for Strategic and
International Studies estimated that geospatial-related companies generate $30
billion annually. The geospatial sector has grown steadily, with the commercial
side growing at an accelerated rate. The U.S. Department of Labor has predicted
that the geospatial industry will be one of the technology areas that will create the
most jobs in the coming decade. Yet this industry faces a serious shortage of
qualified and skilled workers to meet the demands of the fast growing field,
potentially providing an opportunity for trained American workers.”
(www.fyde.gov/ngac/meetings/december-2012/NGAC Geospatial Strategy
Paper.pdf)

Moreover, according to the 2014-2016 National Spatial Data Infrastructure Strategic
Plan:

“In recent years, the availability and usage of geospatial information and products
have dramatically expanded as software has matured and high-quality data
became available...The geospatial technology and services industry is a growing
and important factor in the United States and world economies, driving significant
benefits and providing high-wage jobs. A 2012 study by the Boston Consulting
Group (BCG) estimated that the U.S. geospatial industry generated approximately
$73 billion in revenues in 2011 and comprises at least 500,000 high-wage jobs...In
addition, the U.S. Department of Labor recently identified the geospatial technology
sector as one of the three technology areas that would create the greatest number of
new jobs over the next decade.”
(www.fyde.gov/nsdi-plan/nsdi-strategic-plan-
2014-2016-FINAL.pdf)
b. National occupational and industry projections (http://www.bls.gov/data) – National, regional and state outlook for occupations, also including wage data.

In 2006, the National Research Council Mapping Science Committee observed that “geographic information systems have become central to the ways thousands of government agencies, private companies, and not-for-profit organizations do business. However, the supply of GIS/GIScience professionals has not kept pace with the demand generated by growing needs for more and improved geographic information systems and for more robust geographic data.” (The Mapping Science Committee, National Research Council, Beyond Mapping: Meeting National Needs Through Enhanced Geographic Information Science, www.nap.edu/catalog/11687.html)

In its High Growth Industry Profile for Geospatial Technology (updated March 2010), the Employment and Training Administration of the U.S. Department of Labor noted that: “Because the uses for geospatial technology are so widespread and diverse, the market is growing at an annual rate of almost 35 percent, with the commercial subsection of the market expanding at the rate of 100 percent each year.” (www.doleta.gov/brg/indprof/geospatial_profile.cfm)

In 2010, the U.S. Bureau of Labor Statistics estimated that nearly 425,000 geospatial professionals were employed in the United States and that almost 150,000 additional positions would be created by 2020. (www.esri.com/news/arcnews/summer12articles/strengthening-the-gis-profession.html)

Reporting that employment of geographers is expected to grow 29 percent from 2012 to 2022, the Occupational Outlook Handbook, 2014-15 edition (U.S. Department of Labor, Bureau of Labor Statistics), states and that “those with advanced degrees...and experience working with geographic technologies, such as GIS, should have the best job prospects.” (www.bls.gov/ooh/life-physical-and-social-science/geographers.htm#tab-6)

Following are state and national employment projections and wage data from a sampling of public agencies and private organizations:

- The U.S. Department of Labor, Employment and Training Administration sponsored web site mySkills myFuture (www.myskillsmypartime.org) shows current employment in North Carolina of 3,618 Geospatial Information Scientists and Technologists, 100 projected job openings per year in the state, and typical annual salary of $59,800 - $95,500. (Web site accessed 04/07/2014)


- Indeed (www.indeed.com), a worldwide job search site reports average annual salaries of $85,000 for Geospatial Analysts in the U.S. and $83,000 for GIS Data Analysts in the U.S. (Web site accessed 05/22/2014)

c. Wages and employment of graduates in NC – Percentage of graduates of UNC programs employed in North Carolina and wages paid to graduates of UNC programs employed in North Carolina.

The proposed degree is not currently offered in North Carolina.
d. Wages and employment of graduates nationally when these data become available (see http://www.doleta.gov/performance/pfdocs/wris2_status_state_optin.pdf) – Wages paid to graduates of UNC programs employed nationally (North Carolina partnership in WRIS2 forthcoming).

The proposed degree is not currently offered in North Carolina.

e. Job posting analyses.

A brief overview of the numbers of jobs posted on a sample of job search web sites (accessed 05/23/2014):


- mySkills myFuture (www.myskillsmyfuture.org) sponsored by the U.S. Department of Labor, Employment and Training Administration: in North Carolina, 500 job listings for Geospatial Information Scientists and Technologists.

- GeoSearch Inc. (www.geosearch.com): in North Carolina, 152 full time GIS, GPS, and Geospatial jobs; 84 classified as senior level positions.

- Indeed (www.indeed.com): in the United States, 5,123 full time GIS jobs and 918 full time Geospatial Analyst positions.

- Geojobs.biz (www.geojobs.biz): in the United States, nearly 1,800 GIS Information Technology jobs.


f. Projections from professional associations or industry reports.

In the January 2012 Geospatial Workforce Development White Paper, the National Geospatial Advisory Committee reported that:

“The United States is a world leader in geospatial technology and research, an area that represents a multi-billion [dollar] sector of the US economy. This vital industry faces a serious workforce development challenge. A shortage of qualified and skilled workers exists to meet the demands of this fast growing industry. Efforts must be undertaken across all levels of government, private sector, academic community, and professional associations to prepare workers to take advantage of new geospatial job opportunities in high demand and economically vital sectors of the American economy.” (www.fdgc.gov/ngac/ngac-geospatial-workforce-development-paper-final.pdf)

g. Data concerning employment and wages for graduates of a particular program area from the UNC alumni survey when this survey and data become available.

Although no UNC alumni survey data are available, student placement of our MGIST graduates has exceeded 95% since the inception of the program in 2010. Graduates of the MGIST program are employed throughout the state and nation in GIS firms (some of which they own); banks; federal, state and local government agencies; environmental engineering companies; NGO’s; planning firms; development companies; academic institutions; and more. Their positions include CEO’s, department managers, customer service managers, educational consultants, GIS analysts, environmental engineers, city planners, software
engineers, environmental modelers, information technology specialists, cartographers, research analysts, and university faculty. A sample of firms that currently employ our graduates include:

- American Forest Management, Inc.
- Battelle
- Bechtel Corporation
- City of Charlotte, North Carolina
- City of Raleigh, North Carolina
- City of Rock Hill, North Carolina
- City of Southport, North Carolina
- DeKalb County, Georgia
- Duke Progress Energy
- East Carolina University
- Esri
- Federal Bureau of Investigation
- Federal Emergency Management Agency
- Fort Bragg, North Carolina
- General Dynamics
- Geographic Technologies Group
- Greenhorne and O'Mara
- Hazen and Sawyer
- Hyundai
- IBM
- Johnston County, North Carolina
- Jones Edmunds
- NC Center for Geographic Information and Analysis
- NC Department of Agriculture
- NC Division of Parks and Recreation
- NC General Assembly
- NC State University
- SAS
- Seymour Johnson Air Force Base
- SunGard HTE, Inc.
- Technicolor
- Town of Cary, North Carolina
- University of Tennessee
- US Environmental Protection Agency
- US Fish and Wildlife Service
- US Department of Agriculture
- USDA Animal and Plant Health Inspection Service
- USDA Forest Service
- USDI National Park Service
- US Geological Survey
- Wachovia Bank
- Wake County, North Carolina
- Wake Technical Community College
- Walt Disney World
- Wisconsin State Parks

5. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery.

No other public or private institutions of higher education in North Carolina offer a program similar to the proposed degree program.

a. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

Not Applicable - No other UNC institutions offer a similar program.
b. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

With the addition of the three new CFEP hires, each of which will teach in the new program, and the intended replacement of three additional core faculty due to retirement, we will have a nationally competitive core curriculum. We have initiated contact with other cognate programs at UNC Chapel Hill (e.g., Geography and Regional Planning) and Duke (e.g., Geology) and will direct individual students to courses at those institutions as appropriate to their research areas.

The major NC State cognate programs, with which we will continue to collaborate closely, are the programs in Advanced Analytics, Statistics, Marine Earth and Atmospheric Science and Computer Science as well as the multiple CFEP Initiatives in “big data” research areas.

c. Present evidence that establishment of this program would not create unnecessary program duplication.

Given that no similar degree program is offered by any UNC institution, establishment of the proposed program would not create any program duplication.

6. Are there plans to offer all or a portion of this program to students off-campus or online?  **No**

7. Estimate the total number of students that would be enrolled in the program during the first year of operation:  **Full-Time: 5  Part-Time: 0**

Estimate the total number of students that would be enrolled in the program during the fourth year of operation:  **Full-Time: 25  Part-Time: 0**

8. Will the proposed program require development of any new courses:  **Yes**

   If yes, briefly explain.

   The new faculty hired through the CFEP will bring additional areas of expertise. New courses will be developed around these topics. For example, numerical geospatial modeling, geospatial data mining, and geovisualization courses will be developed as part of the core curriculum.

   Numerous existing graduate courses would provide depth in a variety of disciplines (e.g., civil engineering, computer science, electrical engineering, Earth science, environmental sciences, forestry, landscape architecture, soil science, and statistics).
9. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)

a. New Faculty:  

The new graduate faculty hires in Geospatial Modelling, Computational Geospatial Analytics, and Large System Remote Sensing made under the Geospatial Analytics Initiative in the CFE, when added to the existing Graduate Geographic Information Science Faculty (35+), will provide an extensive research and teaching base faculty for the new degree.

b. Additional Library Resources:

The expansive Visualization and Geospatial staff, facilities, literature and data collections of the Hunt and Hill Libraries, in combination, provide an unparalleled environment for research and study in this field.

c. Additional Facilities and Equipment:

The Center for Geospatial Analytics, as part of both the College of Natural Resources’ Strategic Plan and the CFE, has created an outstanding new graduate teaching and research facility in Jordan Hall to support the proposed program. In addition, the university has joined with the NC Museum of Natural Resources in establishing the Earth Observation and Biodiversity Lab in the new Nature Research Center which will provide both facilities and outreach for the new degree program.

d. Additional Other Program Support:  
(For example, additional administrative staff, new Master’s program graduate student assistantships, etc.)

An additional ½ time graduate administrative support position will be required to manage student applications and other administrative support functions for the program. Funding for this position will come from reallocation of College or University funds. It is anticipated that the majority of students will be funded through external grants particularly as the new faculty arrive (e.g., Dr. Meentemeyer brought six new fully funded graduate students with him). In addition, some students will be funded through teaching assistantships supported by the MGGT program. However, for the program to reach its potential, base support of eight research assistantships will be required over the first three from reallocation of College or University funds. This number of additional assistantships will allow the immediate establishment of the program as a pre-eminent institution, will create a very competitive application pool, and will provide initial support for our new Faculty Excellence hires as they establish their individual research prominence. These assistantships will be rolled over quickly to grant sponsored positions and will likely be phased out as the program reaches a steady state of 25 students by year five.

In an effort to take full advantage of NC State’s extensive expertise in Analytics and to coordinate the Geospatial research with these programs, it is anticipated that three or more of the first year students will simultaneously enroll in the MS program in the Advanced Analytics Institute. This will require an additional cost of $11,000/student per year to cover the premium tuition for that program. The Institute Director has assured that enrollment slots will be reserved for Geospatial Analytics PhD students.
10. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should growth funding be unavailable? Letters of commitment should be provided.

While enrollment growth funding is desirable, the program could be established via reallocation of College and University funds.

11. For graduate programs only:

   Does the program require a tuition differential or program specific fee in order to be implemented and sustained? No

   a. If yes, state the amount of tuition differential or fee being considered and give a brief justification.

      Not Applicable

   b. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment should be provided.

      Not Applicable

12. For doctoral Programs only:

   a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.

      The Center for Geospatial Analytics will be the core unit supporting the new degree program. This interdisciplinary research and teaching facility connects faculty from across the campus in a network of geospatial research investigations and graduate course and degree programs. Currently the Center supports over 25 in-residence graduate students. The students and research projects are spread among multiple departments and colleges but linked by combinations of faculty co-investigators, shared facilities, and graduate advisors. It is anticipated that in addition to the Geospatial Analytics students, the existence of advanced geospatial courses, outstanding new faculty, and excellent research facilities will attract additional exceptional PhD students to NC State’s existing research and doctoral programs. This will yield even stronger interdisciplinary teams of faculty and students working on vital research relevant to societal needs.

      The Center is the home of the new CFEP in Geospatial Analytics and correspondingly has added three new graduate faculty positions.
The Center’s core research strengths include:

- **Environmental remote sensing**: This involves designing and evaluating airborne and spaceborne remote sensing instruments as well as techniques for analyzing the data they collect. These results are applied to a wide variety of fields ranging from the Earth sciences, physical geography, and oceanography to engineering, archeology, and the social sciences and humanities. Center faculty are currently engaged in remote sensing studies aimed at developing new classification algorithms and data fusion techniques with applications in natural resource inventories, environmental management and monitoring, and climate change. The faculty are also participating in the University’s new initiative in Unmanned Aerial Vehicles (UAV) research, specifically, in developing algorithms to process and interpret UAV-collected data.

- **Geospatial intelligence and data mining**: NC State is the home of the newly created Department of Defense Laboratory for Analytic Sciences, a multimillion dollar research facility focused on developing the basic science that supports the U.S. National Security Agency. Center faculty are partnered with this group to connect geospatial data to these efforts. In addition, faculty and students are engaged with the very successful Institute for Advanced Analytics, the Intuitive Information Fusion and Visualization Project, the Unmanned Aerial Vehicle Initiative, and the CFEP in Data Driven Science, all of which are engaged in research and education in “Big Data” management and intelligence derivation.

- **Geovisualization**: Geovisualizations are graphical representations and interaction tools for complex and dynamic multidimensional geospatial data. The Center’s geovisualization research program currently includes: 1) Tangible Geospatial Modeling Systems that allow users to manually alter physical terrain models of natural and built environments and dynamically visualize the consequences (e.g., potential flooding impacts of homes, roads, and hydrologic flow), 2) Immersive Virtual Geovisualization Systems that deploy high resolution panoramic imagery to investigate behavioral questions involving spatial cognition and perception, landscape preferences, and contingent responses to alternative environmental stimuli, and 3) Physical Geospatial Perception Measurement and Analysis, a research initiative using eye tracking technology to evaluate the effectiveness of various display and immersion technologies on human visual perception. These studies are focused on representing geospatial phenomena and large spatial-temporal datasets.

- **Spatial-temporal modeling**: Center faculty are developing new and complex simulation models to understanding spatial temporal phenomena that involve complex social and environmental processes across multiple scales. Current research projects include analyses of urban sprawl and landscape fragmentation related to the provision of ecosystem services; spatial patterns and dynamics of erosion, sediment transport and deposition; the geographic spread of infectious diseases; and an extensive program developing new models of eastern wildfire behavior and occurrence. Of particular note, one of the new models (FUTURES) is being used by the State of North Carolina to evaluate new urban growth management policies.

- **Open source solutions**: NC State’s Center for Geospatial Analytics was recently designated as the initial North American Research and Educational Laboratory for the International Open Source Geospatial Sciences Program. Center faculty and students are actively involved in developing software, applications, and educational material for open source GIS with special focus on environmental modeling, geovisualization, spatial-temporal simulations, and multi-temporal LiDAR data analysis.
In addition, the Center is the administrative home of the Graduate Geographic Information Science Faculty. Active members, listed below, include faculty from 16 different departments and 7 different colleges.

**College of Agriculture and Life Sciences:**
- David Crouse (Soil Science)
- Ron Heiniger (Crop Science)
- Gary Roberson (Biological and Agricultural Engineering)
- Jeffrey White (Soil Science)

**College of Design:**
- Eugene Bressler (Landscape Architecture)
- Arthur Rice (Landscape Architecture)

**College of Engineering:**
- Christopher Healey (Computer Science-Engineering)
- Hamid Krim (Electrical & Computer Engineering)
- Margery Overton (Civil, Construction and Environmental Engineering)
- William Radoslov (Civil, Construction and Environmental Engineering)
- Robert St. Amant (Computer Science-Engineering)
- Henry Trussell (Electrical & Computer Engineering)
- Benjamin Watson (Computer Science-Engineering)
- Raju Vatsavoi* (Computer Science-Engineering)

**College of Humanities and Social Sciences:**
- David Garson (Public & International Affairs)
- William Smith (Sociology & Anthropology)
- Michael Vass (Public & International Affairs)
- Stephen Wiley (Communication)

**College of Natural Resources:**
- Ferver Baran (Parks Recreation and Tourism Management)
- Bronson Bullock (Forestry and Environmental Resources)
- Glenn Catiss (Forestry and Environmental Resources)
- Heather Cheshire (Forestry and Environmental Resources)
- John Coulston (Forestry and Environmental Resources)
- Hugh Devine (Parks Recreation and Tourism Management)
- George Hess (Forestry and Environmental Resources)
- Roland Kays (Forestry and Environmental Resources)
- Siamak Khorraram (Forestry and Environmental Resources)
- Frank Koch (Forestry and Environmental Resources)
- Yu-Fai Leung (Parks Recreation and Tourism Management)
- Ross Meentemeyer* (Forestry and Environmental Resources)
- Stacy Nelson (Forestry and Environmental Resources)
- Jordan Smith (Parks Recreation and Tourism Management)
- Laura Tateosian (Center for Geospatial Analytics)

**College of Sciences:**
- Del Bohnenstiehl (Marine Earth and Atmospheric Sciences)
- Helena Mitasova (Marine Earth and Atmospheric Sciences)
- Karl Wegmann (Marine Earth and Atmospheric Sciences)
- Sandra Yuter (Marine Earth and Atmospheric Sciences)
- Erin Hestir* (Marine Earth and Atmospheric Sciences)

**College of Veterinary Medicine:**
b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.

The Center for Geospatial Analytics faculty have a long record of securing external research funding to support graduate students (currently over 25). This is expected to continue particularly as the degree program matures. In addition, program faculty have been augmented by three new positions all of which have graduate student grant support as part of their assignment.

A minimum of three teaching assistantships will be generated by MGIST funds and will be used to support Ph.D. students as they assist with teaching in that program.

Operational support will be primarily generated by the core faculty via their grants and from resource allocations from their respective colleges. In addition, required teaching facilities and administrative costs will be shared with the MGIST program.

However, in order to initiate the Ph.D. program and to allow for anticipated program growth into new research initiatives, support for eight Ph.D. students will be required incrementally over the first three years.

In addition, support for a 1/2 time administrative position will be required.

To sustain the program, some program generated enrollment growth funds (e.g., 40-60%) will be required for operational expenditures and student support.

c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

As noted above, the majority of students in the program will be funded with external research dollars generated by the core faculty. However, eight assistantship stipends ($30,000/year) with full tuition (possibly including an additional $11,000 Advanced Analytics differential fee for the student’s first year) and health insurance will be required. Funds for those students could be generated through College and University reallocations and possibly through program associated enrollment growth funds.
13. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Ross Meentemeyer  
Director, Center for Geospatial Analytics  
Phone: 919 513-2372  
E-mail: ross_meentemeyer@ncsu.edu

Hugh Devine  
Associate Director, Center for Geospatial Analytics  
Phone: 919 515-3682  
E-mail: hugh_devine@ncsu.edu

Helena Mitasova  
Associate Professor, Marine Earth and Atmospheric Sciences  
Phone: 919 513-1327  
E-mail: helena_mitasova@ncsu.edu

Laura Tateosian  
Research Assistant Professor, Center for Geospatial Analytics  
Phone: 919 515-3435  
E-mail: lgtateos@ncsu.edu

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor ____________________________________________ Date __________________________
APPENDIX F

THE UNIVERSITY OF NORTH CAROLINA
NOTIFICATION OF INTENT TO PLAN A NEW DISTANCE EDUCATION DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a distance education degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. This notification, and the planning activity to follow, does not guarantee that authorization to establish will be granted.

Date: February 14, 2014

Constituent Institution: North Carolina State University
CIP Discipline Specialty Title: Statistics
CIP Discipline Specialty Number: 27.0501 Level: B M X I D
Exact Title of the Proposed Program: Master of Statistics
Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., C.A.S.): MR

Will this sequence of courses be completely individual access (e.g. Internet, videocassette):
Yes X No
If “yes,” what will be the mode of delivery? Internet
If “no”, list proposed sites:

If short-based, length of time to complete the program (e.g., 1 year, 18 months):

SACS/COC substantive change questions (1=Procedure One; 2=Procedure Two)

Site-based (where the instructor is present):

Is the institution initiating instruction where the student may earn more than 25% and less than 50% of credits toward a degree at a site 30 miles or more from the campus?
(2) Yes___ No X___

Is the institution initiating an (additional) off-campus site at which students may earn at least 50% of an educational program? (1) Yes___ No X___

Is the institution adding significantly different degree programs at a currently approved site?
(2) Yes___ No X___

Distance learning (where instructor and student are geographically separated):

Is the institution offering its first credit courses via technology-based instruction by which students can obtain at least 25% of credits toward a degree program? (2) Yes___ No X___

Is the institution expanding a previously reported program from less than 50% of credits to 50% or more of a degree program? (2) Yes X___ No___

Is the institution adding a significantly different program from previously reported programs offered via technology-based instruction? (2) Yes___ No X___

(Rev. 8/10)
If this action constitutes a substantive change, by what date should SACS be notified?

None Date March 1, 2015

1. Briefly describe the proposed program and intended audience.

*With the rise in access to data in today’s information-rich world, the Department of Statistics has experienced a large increase in demand for its graduate programs. Many working professionals see the need to make data-based decisions to better perform in the workplace and advance in their careers. For these reasons, the department is proposing to offer its existing Master of Statistics program online to better accommodate potential students with travel restrictions or limited access to a physical classroom.*

2. Describe the proposed instructional delivery systems (e.g., on-site instruction, interactive video, Internet, etc., including combinations of these).

*The proposed online program will use both asynchronous and synchronous communication systems. To deliver course material, prerecorded lectures or recordings of live classes will be posted to the Moodle course management system. Other course materials such as lecture notes will also be posted to Moodle. Moodle forums will be used to facilitate discussion in online courses. Technologies such as Skype, Google Hangouts and other Web conferencing tools will also be used to generate real-time interactions between students and instructors.*

3. Describe need for the program (referencing results of surveys or special studies). If site-based, is any other institution (public or private) offering a similar program in the location(s)? If individual access, is any other UNC institution offering a similar individual access program?

*The department had already requested and received DE program planning and development support from NCSU’s Distance Education and Learning Technology Applications (DELTAs). DELTA’s role is to foster the integration and support of learning technologies for NCSU’s academic programs, both on the campus and at a distance. In addition to this, DELTA coordinates funding and production of all distance-based credit programs and courses for the university. DELTA has conducted a thorough market analysis by collecting data on competitive programs and interviewing top decision makers at several Fortune 500 companies. The full DELTA report is attached. As part of their key findings, DELTA found that there was a significant need for this type of graduate program among working professionals and DELTA also determined that the Department of Statistics at NCSU is primed to meet this need for statistical training. Very successful online Masters programs in Statistics already exist at peer institutions such as Texas A&M University and Penn State University.*

4. Projected total annual enrollment:

- Year 1: 60
- Year 2: 111
- Year 3: 153

(Rev. 8/10)
Year 4 186
Year 5 190

This intent to plan a new distance education degree program (or program site) has been reviewed and approved by the appropriate campus committees and authorities, including the Chief Academic Officer.

Yes

Contact Name  Webster West

Contact Title  Professor of Statistics

Contact Email Address  websterwest@ncsu.edu
APPENDIX G

THE UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DISTANCE EDUCATION DEGREE PROGRAM OR SITE
(THROUGH WHICH 50% OR MORE OF A DEGREE PROGRAM IS PROVIDED)

INSTRUCTIONS: Fill in the appropriate blanks and expand the electronic version of this form as required to include other more extensive information. Please submit three copies of the proposal to General Administration. As of January 1, 2010 submission of proposals will be electronic.

Date: ______________________

Constituent Institution: North Carolina State University (NCSU)

CIP Discipline Specialty Title: Statistics

CIP Discipline Specialty Number: 27.0501 Level: B M X I D

Exact Title of the Proposed Program: Master of Statistics

Degree Abbreviation: MR Proposed Date of Initiation: month 08 year 2015

Will this program be completely individual access (e.g., online, videocassette)? Y X N

If “yes,” primary mode of delivery: Internet

If “no,” list proposed sites (use additional lines as needed):

(1) (city) (county) (state)

(street address)

(2) (city) (county) (state)

(street address)

If cohort-based, length of time to complete the program (e.g., 18 mos., 2 years) __________

List any other UNC institutions that offer similar programs in the same location (if requesting a site-based program) or a similar program online or by individual access (if requesting an individual access program):

None

(Rev. 8/10)
For the following question, please consult "Guidelines for Alternative, Online, or Distance Education Delivery of approved Degree Programs" from the UNC Policy Manual available on the UNC GA Academic Planning website.

Which SACS COC substantive change procedure applies? (SACS policy on substantive change: http://www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf)

One ___ (prior authorization from SAC; both Appendix F and G should be submitted to COC of SACS by the institution, if applicable)

Two ___ (prior notification to SACS; Appendix F should be submitted to COC of SACS by the institution, if applicable)

Based on the SACS policy on substantive change, by what date should the campus be notified by UNC-GA of authorization to establish? March 1, 2015

The following items conform to the information required for SACS Substantive Change Procedure One.

1. Abstract (limit to one page or less)
   Describe the proposed change; its location; initial date of implementation; projected number of students; description of primary target audience; projected life of the program (single cohort [indicate number of years] or ongoing); and instructional delivery methods.

The Department of Statistics at North Carolina State University wishes to establish an online version of the existing Master of Statistics program beginning in August 2014. The primary purpose of this online offering is to meet the increased demand for our graduate programs at the Masters level, which has been driven in large part by the need for better-trained data scientists in the workplace. Many professionals realize the importance of statistical training once they encounter significant issues collecting and interpreting data in the modern workplace. These professionals often times are restricted from receiving this training in a face-to-face setting due to their work requirements, geographic location or other life issues. The Department of Statistics at North Carolina State University is well positioned to meet the needs of such individuals with the proposed online Master of Statistics offering.

The proposed online program will be ongoing starting with roughly 20 students in its first semester and growing to approximately 200 active students over the next five years. The goal of the program is to recruit 20 students per semester (Fall, Spring and Summer). The program will use lecture capture technologies and online systems such as Moodle and Blackboard Collaborate for asynchronous and synchronous delivery of course materials. The department had already requested and received DB program planning and development support from NCSU’s Distance Education and Learning Technology Applications (DELTA). The department will work closely with DELTA staff to develop the proposed program. DELTA’s role is to foster the integration and support of learning technologies for NCSU’s academic programs, both on the campus and at a distance. In addition to this, DELTA coordinates funding and production of all distance based credit programs and courses for the university. DELTA promotes high quality education by extending the reach of the faculty and collaboratively applying expertise in technology and pedagogy in an efficient, effective, and service orientated environment. Through supportive services, DELTA Testing Services provides local proctoring services and facilities remote proctoring for students to take exams in a professional, secure, and monitored setting. These facilities are in compliance with SACS Distance and Correspondence Education Policy, which ensures student authentication. This effort is closely connected with NCSU student registration services to confirm student identification. Remote testing services for students are offered through DELTA as well. It also provides assessment of faculty and student services.
2. **Background information**
   Provide a clear statement of the nature and purpose of the change in the context of the institution’s mission, goals, and strategic plan; evidence of the legal authority for the change (*to be provided by UNC General Administration in authorization letter*).

   *The online Master of Statistics program will allow an increased number of students to pursue careers in the statistics discipline. This program will not change the existing institution’s mission, goals, or strategic plan, but rather increase its impact in part by reaching a larger number of students.*

3. **Assessment of need and program planning/approval**
   Discuss the rationale for the change, including intended audience and an assessment of need (*include results of surveys or special studies*), evidence of inclusion of the change in the institution’s ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

   *The demand for a flexible, yet rigorous graduate program from NCSU’s Statistics department has grown significantly over the last several years. The department recognized this demand and formed an online program committee almost two years ago to oversee the development of online degree programs. This committee developed this proposed online Master of Statistics program to appeal to working professionals from a variety of fields including research and development, education, government and technology. The committee acquired input from faculty and disseminated information back to the faculty via regular reports at departmental faculty meetings throughout the process. DELTA conducted a thorough market analysis of the proposed program and determined that the Department of Statistics was primed to meet the statistical training needs for the intended audience. The results of the DELTA market analysis are attached to this application.*

   Provide projected annual headcount enrollment:

   | Individual access: | Years | 1 | 60 | 2 | 111 | 3 | 353 | 4 | 186 | 5 | 190 |
   |                  | Site 1: | | | | | | | | | | |
   |                  | Site 2: | | | | | | | | | | |

   | Projected total SCHs (all sites): |
   | Year 1 | Student Credit Hours |
   | Program Category | UG | Master’s | Doctoral |
   | Category I | | | |
   | Category II | | | |
   | Category III | | | |
   | Category IV | | | |

   | Year 2 | Student Credit Hours |
   | Program Category | UG | Master’s | Doctoral |
   | Category I | | | |
   | Category II | | | |
   | Category III | | | |
   | Category IV | | | |

   | Year 3 | Student Credit Hours |
   | Program Category | UG | Master’s | Doctoral |
   | Category I | | | |
   | Category II | | | |
   | Category III | | | |

(Rev. 8/10)
4. Description of the substantive change (as required by SACS)

Provide a description of the proposed change, including description of the proposed program, specific outcomes and learning objectives and curriculum and schedule of proposed course offering.

The proposed online Master of Statistics program will be the same as NCSU’s existing on campus version with the exception that these classes will now be offered both online and on campus. A Master of Statistics degree requires a minimum of 30 semester hours. This includes 21 hours of common course work made up of the following courses:

- ST501 Fundamentals of Statistical Inferences I
- ST502 Fundamentals of Statistical Inferences II
- ST503 Fundamentals of Linear Models and Regression
- ST517 Statistical Methods I
- ST518 Statistical Methods II
- ST555 Statistical Programming I
- ST542 Statistical Consulting

Note that ST517/518 is a new statistical methods sequence that will be developed for the department’s Master of Statistics program. This sequence is currently taken as ST511/512. ST542 also represents a new statistical consulting course to be developed for the program. Nine hours of electives can be selected from any 500-level and above statistics courses. Supporting electives outside of statistics courses may also be allowed and many qualifying courses are already offered online at NCSU. It is anticipated that most students in the online program will take one course per semester to complete the program. The proposed schedule of online courses shown below provides a sample path that an entering student in Fall 2014 might take to complete the program over 10 consecutive semesters.

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td>ST517</td>
</tr>
<tr>
<td>2015</td>
<td>ST555</td>
<td>ST556</td>
<td>ST501</td>
</tr>
<tr>
<td>2016</td>
<td>ST502</td>
<td>ST518</td>
<td>ST503</td>
</tr>
<tr>
<td>2017</td>
<td>ST531</td>
<td>ST520</td>
<td>ST542</td>
</tr>
</tbody>
</table>

For more detailed information on the learning objectives of the program, please see section 9.

Describe and provide rationale for any differences in admission, curriculum, or graduation requirements for students enrolled online or at the new site(s), or any special arrangements for grading, transcripts, or transfer policies.

There will be no differences in admission, curriculum or graduation requirements for students enrolled in the online version of the program compared to those in the face-to-face version of the program.

Describe administrative oversight to ensure the quality of the program or services to be offered.
The administrative oversight for the proposed online Master of Statistics degree will be the same as the current on-campus version. Dr. Webster West, head of the Department of Statistics online committee and director of the department's online programs, will oversee the online Master of Statistics program. Dr. West has past experience developing similar programs in the Department of Statistics at Texas A&M University. His curriculum vita is attached to this application. The department's course and curriculum committee will also be involved in the proposed program's oversight.

5. Faculty and support staff
   Please Provide:
   Number of faculty expected to deliver instruction: full-time faculty 9, part-time faculty 0.

   A complete roster (using the SACS "Roster of Instructional Staff" form) of those faculty employed to teach in the program, including a description of those faculty members' academic qualifications and course load in the proposed program, as well as course work taught in other programs currently offered;

   See attached roster and curricula vitae for key faculty in Appendix 1.

   Evidence that adequate number of faculty members are assigned to support the program;

   The same faculty members are responsible for the core courses of the Master of Statistics degree taught on campus.

   Impact of the initiative on faculty workload; and

   DELTA has provided funding that has allowed department faculty to develop the online content of the appropriate classes for the proposed program. The initial classes offered as part of the program will be offered under existing faculty commitments with distance sections of on campus courses counting as a full course towards the teaching loads of associated faculty. As the program grows, a portion of the profits from the proposed program will be used to hire additional faculty and graduate students to handle the workload. See section 8 for more details.

   Number and responsibilities of support staff (e.g., program coordinator).

   The Department of Statistics has an Online Program Coordinator to support faculty and graduate assistants for the proposed program. Responsibilities will include converting classes into online, working with DELTA’s support staff and distance education coordinator.

   Describe means by which the institution will provide support services for students enrolled at the site(s) or online (e.g., admissions, skills assessment, course registration, academic advising, counseling, etc.).

   Distance education students will be offered the same type of communication as on campus students, which includes email communication, telephone contact, and virtual office hours along with meetings with faculty members.

6. Library and learning resources
   Describe library and information resources to support the program, including staffing and services in place to support the initiative.

   Distance education students will have all services available to them through North Carolina State University. The University receives funding from the state legislature for library support of distance education students. Students can order books and articles at no charge from the library. Books are sent via express delivery to the students while articles are delivered via the Internet. Electronic resources that are available to students include a database finder, E-journal finder and course reserves for supplementary course materials. A website targeting distance education students...
describing NC State libraries services is located at http://www.lib.ncsu.edu/distance. Distance education libraries are available during the most days and evening hours, seven days per week, via phone (toll-free number), chat and email.

NC State libraries offers workshops and additional services for classes that are distance education courses in a face-to-face setting. NC State libraries will offer help for literature reviews, citations as well as individual research project needs. The library's Student Advisory Board which is open to all students meets several times a year to offer guidance on topics of student interest to the Vice Provost and Director of Libraries.

Describe cooperative agreements with other institutions and include a copy of such agreements in the appendix.

N/A

Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty.

Faculty and students will be able to access information directly through the course website or through the NCSU library website. Training will also be offered for faculty and students through DELTA workshops, personal help sessions with librarians, via telephone, chat, or email. DELTA offers workshops for teachers and graduate students via various applications such as Wolfram, WebAssign and the like.

7. Physical resources
Describe physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

Most classes will be computer-based using such technology programs as Moodle Wolfram and Blackboard Collaborate. These systems currently handle many thousands of students each semester. Even at maturity, the proposed program will not have a significant impact on these systems.

For off-campus facilities:
Name of the agency or organization that is providing the space.
Rental, lease, or other arrangements involved in obtaining use of this space including rates.
Describe any agreements or understandings with the organization providing the space.

N/A

8. Financial support
Describe financial resources to support the change, including the budget for the first year of the proposed program. Include projected revenues (including tuition and fees receipts, state appropriations based on projected S&Hs, grants, etc.) and expenditures, as well as amount of resources going to institutions or organizations for contractual or support services.

Since the target audience for the online program is nontraditional students who work full time, it is anticipated that students will enter the program continuously throughout the academic year in the Fall, Spring and Summer semesters. The online Master of Statistics program hopes to recruit approximately 20 new students in each of these semesters for a total of 60 per year. Based on current applications and the director's past experience at Texas A&M University, this is a fairly conservative recruitment figure. For the budget projections that follow, it is assumed that 80% of the students recruited will be residents of North Carolina (where the NCSU brand is the strongest) and 20% will be out of state students. The College MOU with DELTA provides $644 per SCH for North Carolina residents and $242 per SCH for non-residents, based on the 2013-14 North Carolina funding parameters. These figures lead to the expected funding of $1932 per North Carolina

(Rev. 8/10)
resident and $846 per non-North Carolina students for each three-hour course taken. It is also anticipated that the workload of students will restrict them to taking only one course per semester on average. For projection purposes, it is assumed that the semester-on-semester retention rate will be 90% and that the typical student who completes the program will do so in about 3.3 years (10 sequential semesters).

In terms of expenses, the department has hired a new Teaching Assistant Professor (TAP) and an online program coordinator, Dr. Donna Barton, using DELTA funds while the program has been under development. By covering six courses per year, this TAP position provides the extra flexibility in scheduling that is required for the department to begin to offer more online courses. Using this TAP position as leverage, the department can easily offer four online courses to kick off the program in year one. Faculty teaching distance course are given full credit in terms of their teaching load for each distance section that they teach. As the program grows, the number of online courses will need to increase to seven in year two and up to 11 in year four. Therefore, one additional TAP position (covering six more courses per year) will be required in year two so that the department can offer the proper number of online courses for students to complete the program. Each TAP costs the department roughly $80,000 in salary. As the program coordinator, Dr. Barton will be heavily involved in the administration of the program and in the recruiting of students. At a cost of $75,000 per year salary, Dr. Barton will manage the marketing of the program and the industrial contacts to support the career development of students using an annual budget of roughly $20,000. This amount should also cover any material costs the program incurs annually. A small summer allotment is also required for the faculty director to manage the program over this time period. Funding has also been added for teaching assistants to help with the technology and administration of the online courses. Each teaching assistant will be compensated at approximately $25,000 in salary with standard GSSP support. The proposed program will begin with one technology teaching assistant and increase the number to four by adding one each year over the first four years of the program. Note that benefits for program staff are excluded from these department-level calculations as they are currently paid from a central university pool.

With these assumptions in place, projected resources required, expenses, revenues and profits for the program in its first four years of operation are shown below. It is anticipated that the program will reach a steady state by year four. After operating at a deficit in its first year, the proposed program quickly becomes profitable in year two and the annual profits grow to approximately $406,000 annually by year four. DELTA has agreed to cover the year one deficits with bridge funding as the program gets off the ground. Some of the profit in later years may be needed to add additional faculty to cover online courses, but the bulk of this profit should be available to provide a stable source of support for the departments other initiatives such as its large PhD program. The department sees this as the primary tool for supporting more students to grow the PhD program, which is currently strapped for financing. It is also important to note that the department is developing two four-course online certificate programs, which are based on a subset of the Master of Statistics courses. While these certificate programs will undoubtedly be a great source of revenue, these projections assume only revenue from the online Masters of Statistics program for all of the department’s online initiatives, which makes the already impressive profit projections very conservative.
### Program Expenditures Per Academic Year

<table>
<thead>
<tr>
<th>Description</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Courses Offered</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAPs</td>
<td>$80,000</td>
<td>$160,000</td>
<td>$160,000</td>
<td>$160,000</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
</tr>
<tr>
<td>Director of Online Programs</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>Marketing/Materials</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>$25,000</td>
<td>$50,000</td>
<td>$75,000</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$207,000</td>
<td>$312,000</td>
<td>$337,000</td>
<td>$362,000</td>
</tr>
</tbody>
</table>

### Program Funding Per Academic Year

<table>
<thead>
<tr>
<th>Description</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Students</td>
<td>60</td>
<td>111</td>
<td>153</td>
<td>186</td>
</tr>
<tr>
<td>SCHs</td>
<td>339</td>
<td>771</td>
<td>1122</td>
<td>1344</td>
</tr>
<tr>
<td><strong>Department Revenue</strong></td>
<td>$193,700</td>
<td>$440,414</td>
<td>$641,118</td>
<td>$768,158</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-$13,300</td>
<td>$128,414</td>
<td>$304,118</td>
<td>$406,158</td>
</tr>
</tbody>
</table>

### Program Loss/Gain Per Academic Year

Student credit hours (SCHs) delivered to non-North Carolina residents receiving instruction outside the boundaries of North Carolina are not eligible for State-provided enrollment funding and these SCHs should not be reported on the funding matrix. The institution must set the rate charged for these SCHs at a level sufficient to cover the cost of instruction, which should be at least double the official in-state tuition rate. Indicate the average number of SCHs per semester that will be delivered to non-NC residents receiving instruction outside the boundaries of NC and the tuition that will be charged per-SCH for this instruction:

SCHs per semester delivered to non-NC residents receiving the instruction outside of NC boundaries:

Per-SCH charge, tuition and fees, for this out-of-state instruction to non-NC residents:

If a site-based degree program is to be offered out of state, a more detailed justification is required. Please provide the rationale for offering the program out-of-state and the how resources will be secured to support the program, and indicate whether any State-supported resources will be used in the program.

N/A

9. Evaluation and assessment

Describe the means used by the institution to monitor and ensure the quality of the degree program and off-campus site(s).

Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations.
In accordance with accreditation requirements, the institution will ensure that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

The online Master of Statistics program will use the same evaluation plan as the current on-campus degree program and be subject to the same accreditation measures. All data will be tracked in the NCSU Graduate Student Online Advising and Reporting System (GSOARS) as well as NCSU’s Infoweb. Additionally, all courses are systematically evaluated each semester. The University assesses academic support services associated with distance education courses each term. These various assessment processes allow the program faculty and associate deans to monitor student learning, knowledge, and competencies; evaluate effectiveness of instruction across all modalities; and incorporate improvements for the program as a whole. The specific program objectives and learning outcomes are listed below.

Objective: To enable students to develop into successful professionals for employment in desirable positions in academia, government and industry.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data</th>
<th>Data Source</th>
<th>Collection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will attain a high level of expertise in the theory and practice of Statistics.</td>
<td>Performance in core courses, performance in consulting course</td>
<td>Course instructors;</td>
<td>Annually</td>
</tr>
<tr>
<td>Students will develop oral and written communication skills for addressing both technical and non-technical audiences.</td>
<td>Class projects; final oral exams for the program</td>
<td>Instructors; advisory committees</td>
<td>After Course Completion</td>
</tr>
</tbody>
</table>

Objective: To enhance the visibility and stature of our graduate programs, while maintaining and improving their quality.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data</th>
<th>Data Source</th>
<th>Collection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department will recruit, enroll and retain high-quality graduate students.</td>
<td>Quality measures of applicants and of enrolled students</td>
<td>Apply Yourself; SIS (DGP’s will collect)</td>
<td>Annually</td>
</tr>
<tr>
<td>The Department will enhance graduate education with advanced and special topics courses</td>
<td>Courses offered, performance in elective courses</td>
<td>Instructors; DGP</td>
<td>Annually, After Course Completion</td>
</tr>
</tbody>
</table>

Objective: To advise and mentor students to help them be successful.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data</th>
<th>Data Source</th>
<th>Collection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have opportunities to learn about research and job opportunities.</td>
<td>Opportunities provided to students</td>
<td>DGP</td>
<td>Annually</td>
</tr>
</tbody>
</table>

10. Attachments
Attachments may include items such as (1) vitae of key faculty; (2) selected letters of support; (3) copies of library and other cooperative agreements, etc.
Name, title, telephone, and e-mail of contact person to respond to questions:

Webster West, Professor of Statistics, (919) 515-1954, websterwest@ncsu.edu

This request to establish a new distance education degree program (or program site) has been reviewed and approved by the appropriate campus committees and authorities.

Chief Academic Officer ________________________________
SYNOPSIS: UNIVERSITY OF NORTH CAROLINA & NORTH CAROLINA STATE UNIVERSITY REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW JOINT DEGREE PROGRAM

Degree Request: The Joint Department of Biomedical Engineering (spanning the University of North Carolina at Chapel Hill (UNC-CH) and North Carolina State University (NC State)) requests permission to establish a joint B.S. degree program in Biomedical and Health Sciences Engineering. This proposal creates the umbrella degree under which the Joint Department’s undergraduate (UG) programs will be housed. This proposed joint degree program is the initial step in the planned merger of the UNC-CH and NC State UG biomedical engineering programs under the auspices of the Joint Department of Biomedical Engineering (referred to hereafter as JBME). The creation of the umbrella program with a different name from NC State ABET accredited BME program is the most straightforward approach to create a joint degree program while protecting the ABET accreditation of the NC State BME program.

Introduction to the Joint Department of Biomedical Engineering: The JBME operates as a single unit spanning two universities and three colleges/schools. Faculty and staff in the department are not distinguished as UNC or NC State faculty but rather as JBME faculty. Faculty and staff have duties spanning both universities and a physical presence at each university. Departmental priorities and initiatives always span and encompass both campuses. Educational and service duties are shared across the universities and all JBME faculty participate in the direction, planning and execution of the UG programs on both campuses. All course work offered in the Department is considered by the JBME as joint NC State-UNC courses and part of a joint education since all curricula, educational objectives, and course content are developed by the JBME faculty. The proposed joint B.S. degree will be seated within this environment.

Major milestones and attributes of the joint B.S. degree program:

1. 2015: Joint B.S. degree is granted.
   - All new UG students in JBME in a B.S. degree program without ABET accreditation are required to enter the joint B.S. degree.
     - Students enrolling through UNC-CH enter the joint B.S. degree program which is seeking ABET accreditation.
     - Students enrolling through the NC State B.S. BME do not enter the joint B.S. degree program since the NC State BME degree program is ABET accredited.
     - Students in the joint B.S. degree program are enrolled in JBME classes all of which are joint NC State-UNC classes since the courses are taught by JBME faculty and offered by the joint department.
     - NC State plays a critical role in preparation for ABET accreditation.
   - NC State and UNC-CH agree that students meet the general education guidelines established at their home institution.
   - NC State and UNC-CH agree that admissions, registration, and fees for students entering into the joint B.S. degree program will continue to follow the guidelines at their home institution.
   - NC State and UNC-CH agree that all students enrolled in the JBME will receive a joint NC State-UNC-CH diploma at a joint graduation ceremony.
   - NC State and UNC-CH agree to initiate plans for joint record keeping and transcript management.
   - NC State and UNC-CH agree to work together to solve any unanticipated challenges.

2. 2015-2016: Joint B.S. degree program seeks ABET accreditation
   - Planning is initiated for the tracks within the joint B.S. on the two campuses.
   - Joint B.S. degree curricula evolves and the first steps toward a full merger with the NC State B.S degree program are initiated. All curricula changes are approved by curriculum committees at both universities.
   - NC State and UNC-CH continue working together to meet the challenges of the joint B.S. degree.

3. Joint B.S. degree program is ABET-accredited (earliest possible date is 2017):
   - All newly admitted UG students in the JBME must enter the joint ABET-accredited B.S. degree program.
   - The joint B.S. degree program offers tracks based at UNC and NC State. All degree requirements can be met without physically traveling between universities.
   - JBME UG students have a broad array of options and unprecedented opportunities spanning North Carolina’s two flagship universities.
   - A name change for the degree program to B.S. in Biomedical Engineering is submitted.

4. Post ABET-accreditation (earliest possible date is 2018):
   - The joint program continues to evolve creating a transformative UG educational experience.
   - Joint tracks with courses at both universities are added to the existing tracks with approval of both university curriculum committees and offered to interested students.
APPENDIX C

UNIVERSITY OF NORTH CAROLINA & NORTH CAROLINA STATE UNIVERSITY
REQUEST FOR AUTHORIZATION TO ESTABLISH
A NEW JOINT DEGREE PROGRAM

EXECUTIVE SUMMARY

The Joint Department of Biomedical Engineering (spanning the University of North Carolina at Chapel Hill (UNC-CH) and North Carolina State University (NC State)) requests permission to establish a joint B.S. degree program in Biomedical and Health Sciences Engineering. The proposed joint degree program is part of the initial step in the planned merger of the UNC-CH and NC State undergraduate biomedical engineering programs under the auspices of the Joint Department of Biomedical Engineering (referred to hereafter as JBME).

*Forbes Magazine* ranked BME as the number one college major in its list of the “Fifteen Most Valuable College Majors” in 2012. Reflecting its importance in meeting today’s needs, *CNN Money* ranked BME the number one best job in America in 2013. In 2010, the U.S. Labor Department accurately predicted the discipline of biomedical engineering would add jobs faster than any other sector of the economy with a growth rate of greater than 60 percent through 2020. The demand for solutions to basic health science and clinical needs is driving this rapid growth, and a steady supply of highly trained life science engineers is critical to meet the demands of our society to develop cutting-edge research and devices. This workforce is well positioned to bring innovative technologies to market and in the process, enhance not only healthcare, but also the international competitiveness of the State of North Carolina. The JBME is at the forefront of meeting these demands and is uniquely positioned to leverage the assets of the state’s two flagship universities to supply the state’s needs for highly trained life science engineers.

The proposed joint B.S. degree program will position the JBME to fully capitalize on the extensive resources of both institutions by initiating a multi-step process leading to the full merger of the two undergraduate degree programs UNC-CH and NC State and to the existence of a single undergraduate degree program in the JBME. In this first step, the undergraduate Applied Sciences degree program (BME minor) in place at UNC-CH in the JBME will be moved into a new joint B.S. degree program in Biomedical and Health Sciences Engineering. This undergraduate program is already leveraging the engineering assets at NC State as well as the engineering expertise of the combined BME faculty by virtue of it being housed within the JBME. Thus, this degree will formalize activities and collaborations already ongoing between the two Universities and is a natural first step in the full merger of the JBME’s undergraduate programs to create a single umbrella B.S. degree in the JBME. The proposed joint degree program will seek to be accredited by ABET (the Accreditation Board for Engineering and Technology) in 2016 or shortly thereafter. An eventual outcome of the granting of this degree will be that
all undergraduate students in the JBME receive an accredited degree. Since the JBME is already operating in a joint and collaborative manner across the two Universities, the proposed change in the degree to a joint B.S. program entails no changes to degree requirements, nor any additional courses, faculty, facilities or resources. The JBME will continue to use the existing infrastructure and facilities at the Universities as well as course work already ongoing at the Universities. The current joint faculty members will serve the joint B.S. degree program so we do not anticipate the need for any additional resources at this time. The new degree will not affect enrollment in other programs at UNC-CH or NC State since both universities already have existing undergraduate programs. Since the NC State BME undergraduate program is already ABET accredited, we do not anticipate NC State students selecting this degree program as their degree of choice until the new joint degree program in Biomedical and Health Sciences Program is ABET-accredited. At this time, newly admitted BME students at NC State will enter the joint degree program with legacy students receiving the option to make the transition if they so desire. As with all degree programs, the joint program is expected to evolve steadily over time as the Universities develop this high-impact, collaborative effort. The JBME has extensively consulted with the administration of both universities to chart a pathway forward with acquisition of the proposed joint degree program identified as the first milestone.

We believe that this is the opportune time to launch this proposed joint degree program request. The Joint B.S. degree program in Biomedical and Health Sciences Engineering will be an integral part of the JBME and as discussed, a core component of the future plans for the undergraduate BME programs at both UNC-CH and NC State. The partnership between the two institutions will not only enrich our students but will also benefit the local and national communities. The synergy between these two great research universities will produce the highest quality biomedical engineers providing foundational education in math, science, engineering, and the humanities. Furthermore, the proposed joint B.S. degree program is a significant step forward in creating a Department of Biomedical Engineering that is a fully joint department at all levels cementing the ties between UNC-CH and NC State. This transformative inter-institutional model will break ground for other collaborative efforts across these two universities as well as with other universities in North Carolina.
APPENDIX C
UNIVERSITY OF NORTH CAROLINA & NORTH CAROLINA STATE UNIVERSITY
REQUEST FOR AUTHORIZATION TO ESTABLISH
A NEW DEGREE PROGRAM

INSTRUCTIONS: Each proposal should include a 2-3 page executive summary. The signature of the
Chancellor is required. Please submit one hard copy and an electronic copy of the proposal to the Office
of the Senior Vice President of Academic Affairs at UNC General Administration.

Date: __August 1, 2014____

Constituent Institution: University of North Carolina at Chapel Hill, College of Arts and Sciences &
North Carolina State University, College of Engineering

CIP Discipline Specialty Title: Biomedical Engineering

CIP Discipline Specialty Number: 14.0501 Level: B __X__ M ____ Res. Doc. ____ Prof. Doc. _____

Exact Title of the Proposed Degree: Bachelor of Science in Biomedical and Health Sciences Engineering

Exact Degree Abbreviation (e.g., B.S., B.A., M.A., M.S., Ed.D., Ph.D.): B.S.

Does the proposed program constitute a substantive change as defined by SACS? Yes __X__ No ___

The current SACS Substantive Change Policy Statement may be viewed at:

If yes, please briefly explain.

The proposed joint-nature of the degree is the only aspect of the proposal that falls under the current
SACS Substantive Change Policy.

Proposed date to enroll first students in degree program: Month __May__ Year __2015__

Note: At UNC-CH, current students in the “applied sciences: biomedical engineering track”
program will be given the option to receive the new degree if the requirements are completed as of
May 2015. Incoming first-year students in fall 2015 will be required to receive the new degree. Upon
receipt of ABET accreditation for the joint degree program, NC State students will have the option
to receive the new degree if they fulfill the requirements in place at that time. After receipt of ABET
accreditation, incoming students at NC State will be required to receive the new degree.

Are there plans to offer 50% or more of program credit hours
to students off-campus or online? Yes _____ No __X__

If yes, complete the form to be used to request establishment of a distance education program and submit
it along with this request.

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative,
online, or distance delivery must wait until BOG program approval is received. (400.1.1[R], page 3)
Provide a summary of the status of this proposal in your campus review processes.

a. List the campus bodies that reviewed and commented on this Appendix C proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

The Appendix C proposal was reviewed by faculty and full-time professional administrative staff at UNC-CH. This includes 1) the Administrative Boards of the General College and the College of Arts and Sciences, 2) professional administrative staff in the Office for Undergraduate Education, including the Curriculum Director, 3) the dean and senior associate deans for the College of Arts and Sciences, 4) members of the advisory board (or “Administrative Boards”) in the School of Medicine, 5) faculty in the JBME, and 6) UNC-BME undergraduate curriculum committee.

The Appendix C proposal was also reviewed and discussed by faculty and full-time professional administrative staff at North Carolina State University. This includes: 1) the Provost’s Office, 2) the College of Engineering administration (Dean of Engineering as well as the Associate Dean for Academic Affairs), 3) College of Engineering Curriculum Committee, 4) NCSU campus-wide curriculum committee, and 6) NCSU-BME undergraduate curriculum committee. The Chancellor of NC State has also commented on the proposal.

b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

The following concerns/questions were raised:

1. It would be more logical and straightforward with respect to the Joint Department’s ultimate goal to convert this degree request to a joint B.S. degree originating from both NC State and UNC-CH rather than a standalone UNC-CH degree.

We agree with this suggestion and have therefore converted this application to a joint degree request from UNC-CH and NC State. As background, our original Appendix A proposed a standalone UNC-CH degree program that would exist for a lifetime of 3-5 years. Once ABET accredited, this standalone UNC-CH degree program would then be merged with the standalone NC State B.S. BME degree program into a single joint degree program (ABET-accredited). It was anticipated that another new degree request would be required for the final merger of the two degree programs. However, in response to the feedback above, we have converted the request from a standalone UNC-CH degree into a joint B.S. degree from NC State and UNC-CH. This eliminates the need for a second degree request and ultimately enables the JBME to reach its final goal of a combined undergraduate program and joint degree much sooner. We also believe that this request acknowledges and formalizes events already well underway in the JBME i.e. the sharing of faculty and resources across the undergraduate programs at the Universities. As examples, the JBME operates a shared undergraduate summer research program (Lucas Scholars program), currently shares lectures for the undergraduate design courses as well as other undergraduate courses across the two Universities, and operates joint design projects across NC State and UNC-CH. Faculty at one University frequently teach courses at the other University or conduct their course at both the Universities. Course work completed at NC State can substitute for core courses in the UNC-CH degree. Staffing is also now increasingly shared across the Universities. Thus key attributes of the undergraduate programs are already joint (Fig. 1). Granting of the joint degree will further enhance these interactions and greatly facilitate the Department’s ability to leverage the assets of the Universities to ultimately build a transformative undergraduate educational experience.
Examples of Ongoing UNC-NC State BME UG Partnership

2004 UNC and NC State collaborate to implement design courses in their curriculum

2004 UNC and NC State collaborate to develop UNC BS with concentration in BME Initiate discussions for a joint NCState/UNC BS degree

2009 BME Chair becomes Director of UNC UG Curriculum offering an Applied Science BS with a concentration in BME

2011 NC State and UNC jointly form Lucas Scholars Program- joint courses with clinical research experiences at UNC for NCState and UNC UG students

2011 NC State and UNC begin holding joint UG BME design symposia

2012 NC State and UNC begin sharing committee members for UG Affairs and Curricula

2013 (Summer) NC State and UNC draft Joint Program Educational Objectives for UG programs in BME

2013 (Fall) Joint BME Dept. Holds strategic planning initiative placing a joint NC State/UNC UG program as one of the Joint Department's highest priorities

2014 (Spring) NC State and UNC hold joint UG Advisory Board meeting with UNC-NC State UG focus groups

2014 (Spring) Joint BME Dept begins mapping the steps to a joint BS degree NC State and UNC form joint UG team for Coulter College

2014 (Fall) NC State and UNC hold joint lectures for senior design courses NC State and UNC form joint senior design teams

Fig. 1. Examples of the ongoing collaborations between the Universities at the UG level in the JBME

2. How does the degree in question interface with the undergraduate degree in Biomedical Engineering that is housed at NC State in the Joint Department of Biomedical Engineering.

We have modified the document to clearly show that the current application for the joint B.S. in Biomedical and Health Sciences Engineering is the first step in the full merger of the undergraduate biomedical engineering programs at NC State and UNC-CH into an umbrella B.S. degree (Fig. 1). Since the new joint degree would not initially be ABET-accredited, the NC State students would be disadvantaged relative to their current ABET-accredited degree if forced to immediately transition to the new joint degree. However, once ABET-accredited, new incoming NC State students will be required to enter the joint degree program. The old standalone NC State degree will be discontinued after all legacy students have completed the old degree or converted to the new degree (if they so desire).

The JBME formed in 2003 has continued to grow and prosper over time as a partnership between NC State and UNC-CH enabling high-impact discoveries and technology development at the interface of engineering and medicine. The ultimate goal for the JBME is to fully combine the two undergraduate programs (NC State and UNC-CH) so that the Department offers a single joint ABET-accredited program. By combining the assets of the state’s two flagship Universities, the Joint Department will create an
undergraduate educational experience that fully exploits the state’s investments in these institutions to benefit the students at both Universities.

4. Is this degree an endorsement of independent engineering degree programs at UNC-CH or independent human clinical medicine programs at NC State?

As described above, this is a joint degree request that is part of the ongoing biomedical engineering partnership between UNC-CH and NC State and should not be construed as support for any other activities in the area of human clinical medicine at NC State or engineering at UNC-CH.

5. Will the B.S. degree in Applied Sciences with a BME concentration continue to be part of the UNC-CH Academic Inventory?

The B.S. in Applied Sciences with a BME track will be discontinued once the joint degree is granted. The B.S. in Applied Sciences (non-BME track) will remain in the UNC-CH Academic Inventory but with no students enrolled for the time being. At some point in the future, the Dept of Applied Physical Sciences at UNC-CH may offer a B.S. in Applied Sciences but there will be no BME track.

6. With respect to the UNC-CH-based students, will changing majors from another science major to BME in years 2 or 3 put the student at an extreme disadvantage with course credit not counting for the new major?

During the first two years, our curriculum has significant overlap with those of other science and math majors. This makes it easier for our students to switch in or out of our major to a science or math major. There are a significant number of students who do this each year. We also believe that the joint degree program will enable students to more easily switch into the BME major since a plethora of engineering electives will be more readily available to meet their degree requirements.

7. With respect to the UNC-CH-based students, is this major/degree possible for a junior transfer student? Or a sophomore transfer student?

We have a few students each year who join the UNC-CH undergraduate program as sophomore or junior transfer students. It is a challenge for those students to complete the current degree program, especially for the junior transfer students. However, these students are particularly motivated and with careful advising and course selections, they have been able to successfully complete the major.

In recent years, we have been able to offer additional sections of some of our required courses so that they are taught in both fall and spring. We also plan to offer two courses in the summer starting in 2015. This will provide our students (both transfer students and others) with additional flexibility in course planning. We also believe that the joint degree will enable students to more easily transfer into the BME major since a plethora of engineering electives will be more readily available to meet their degree requirements. In general, the joint degree would greatly increase flexibility enhancing the student’s ability to complete their degrees in a timely fashion.

I. Description of the Program
   A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

As a discipline at the bachelor degree level, biomedical engineering has a strong and growing identity nationwide. There are currently 87 accredited programs around the country, and that number increases each year. In most cases, these B.S. degrees are offered within a standing BME department. The degrees
are variously titled as biomedical engineering, bioengineering, health sciences engineering at different universities among others but all describe essentially the same or similar curricula.

The UNC-CH/NC State Joint Department of Biomedical Engineering, which spans the University of North Carolina at Chapel Hill (UNC-CH) and North Carolina State University (NC State), proposes to create a joint B.S. degree program in Biomedical and Health Sciences Engineering. For simplicity, we refer to this as the joint B.S. in BME for the rest of this document. The JBME was launched in 2003 and was initially housed within the School of Medicine at UNC-CH and the College of Engineering at NC State. Since July 2013, the BME Department has also been housed in a third entity, the College of Arts & Sciences at UNC-CH. Currently, the JBME supports a joint BME graduate degree program (MS and PhD) at UNC-CH and NC State. Graduate students receive a jointly-issued degree, are required to enroll in coursework at both campuses, and spend time during their graduate work on each campus. The JBME offers an ABET-accredited undergraduate program at NC State offering a B.S. degree in BME, and an undergraduate curriculum at UNC-CH offering a B.S. degree in Applied Sciences (BME track). The UNC-CH Applied Sciences BME track has been in place at UNC-CH since 1999, has been under the leadership of the JBME since 2011 and was formally incorporated into the JBME on July 1, 2013. The proposed degree moves the Applied Sciences (BME track) into a jointly offered B.S. degree and is the initial step in the full merger of the UNC-CH and NC State undergraduate programs in the JBME (Fig. 2). Presently, the UNC-CH and NC State programs each leverage resources at the partner institution in a way that makes a merger the natural next step.

The JBME operates as a single unit spanning the two Universities and three Colleges/Schools. The Joint Department does not distinguish faculty as based at UNC or NC State but rather as based in the JBME. Faculty and staff have duties spanning both Universities and a physical presence at each University. The expectations and workloads for faculty are identical across the two Universities. Departmental committees bridge across the two campuses directing departmental activities in a single-minded and cohesive manner. Service duties are shared across the Universities and all JBME faculty participate in the direction, planning and execution of UG programs on both campuses. All course work offered in the Department is considered by the JBME as joint NC State-UNC courses and part of a joint education since all curricula, educational objectives, and course content are developed by the JBME faculty. The proposed joint B.S. degree will be seated within this environment.

As described above, departmental priorities and initiatives always span and encompass both campuses; so much so that increasingly the only distinction attributable to faculty and staff is the institution issuing their pay check. This manner of operation is in great contrast to that of the vast majority of joint BME departments in which one partner dominates in all aspects or in which the partnership is primarily focused on research. The "true jointness" of the UNC/NC State BME Department also drives the definition of "joint" with respect to the undergraduate degree programs. The Department has already begun to leverage its common assets irrespective of the originating University to define and shape the undergraduate programs in BME. Current examples include the sharing of course work, staff, faculty, and facilities (Fig. 1). Thus the definition of a "joint degree" in the JBME is very different from that of a typical joint degree in which the partners are assigned rigid roles and duties in the shared degree program.

The eventual full merger of the JBME's undergraduate programs which will utilize the currently requested joint degree program will permit the JBME to fully capitalize on its repertoire of faculty and staffing expertise as well as its unique infrastructure at the Universities. Currently the JBME accesses many of its unique attributes for the undergraduate programs in an ad hoc fashion and in an inefficient manner with respect to time and resources. The merged program with joint degree will enable the JBME to fully leveraging its existing resources providing a higher quality education for the students, eliminating resource duplication, and achieving efficiencies not otherwise possible.
With the JBME spanning into the College of Arts and Sciences at UNC-CH and assuming responsibility for the operation of the Applied Sciences BME track, this is an ideal time to begin planning the future of the Department’s undergraduate programs. A necessary component of these future plans is the transition of the UNC-CH Applied Sciences BME track to a Joint B.S. degree program within the JBME. This new degree program will have a Biomedical Engineering CIP code and will enable us to pursue accreditation by ABET. We plan to pursue accreditation in collaboration with NC State, at the same time that the NC State College of Engineering takes its full roster of programs through re-accreditation. Accreditation by ABET provides “proof that a collegiate program has met certain standards necessary to produce graduates who are ready to enter their professions.” Accreditation will also help to recruit the brightest students to our Joint Department, and help our students to get the best jobs, as graduation from an ABET-accredited program is a prerequisite for employment by a large percentage of companies hiring biomedical engineers. Once the Joint B.S. degree program is accredited, the JBME will then phase out the standalone BME degree at NC State so that a single JBME ABET-accredited undergraduate program is present in the Department. A hypothetical timeline for the process shown in Figure 2. Granting of the Joint B.S. degree in Biomedical and Health Sciences Engineering is viewed as a necessary first step in this multi-stage process. This joint degree program will initially build off of the UNC-CH Hill curriculum since this program requires a name change and new CIP code in order to seek ABET-accreditation. The JBME in conjunction with the CAS and COE believe that the final undergraduate merger of the two undergraduate programs i.e. full inclusion of the NC State students can only occur after the joint degree program is ABET-accredited. Thus necessary steps in this process are shown in Fig. 2 in the right panel. The UNC-CH degree already utilizes assets at NC State, requires a name change, and is not ABET-accredited currently so this program benefits from all aspects of the multistep process without risk to the students. In contrast, the NC State B.S. in BME is ABET accredited so that it is not desirable for the NC State-based students to move into the joint B.S. degree program until it is accredited. Upon ABET accreditation, the NC State students will achieve significant benefit by moving into the joint degree program. This would be expected to occur in Fall of 2017 so that NC State students would not enter the joint degree until this time. This delay also gives the JBME significant time to plan and implement the logistics of the fully merged undergraduate program. This step-wise process enables the JBME to fully capitalize on the assets of both UNC-CH and NC State to ultimately create a transformative joint undergraduate program across the universities. Further, this strategy permits

---

Page 8 of 34
a risk-free approach with respect to students currently enrolled in the ABET-accredited NC State program. This strategy has been formulated in consultation with the COE, CAS, and SOM administrations. The current Appendix C focuses on the immediate near-term plans for the joint B.S. degree rather than projecting out to longer timescales for the fully merged undergraduate program.

It is of note that the current UNC-CH undergraduate program has been and is fully supported by the JBME faculty and staff with a full roster of courses including laboratories (described below). For this reason, the current proposed change in the degree, from a “track” to a Joint B.S. degree program, entails no change in degree requirements, nor any additional courses, faculty, facilities or resources from either University. Instead it formalizes the collaboration already taking place, converts the program to an ABET-accreditible program, and initiates the merger between the UG BME programs at the two Universities.

B. List the educational objectives of the program.

In the biomedical engineering track, students learn to apply engineering principles to solve medical and biological problems. This is a discipline of great breadth that incorporates the fields of medical imaging, informatics, prosthetics, medical devices, tissue engineering and genomics, and applications of signal processing and control. Due to the rapid advances in the fields of medicine and technology, the curriculum in biomedical engineering must necessarily be flexible and responsive to the changing needs of the community.

The curriculum, as for all sciences, is vertically structured, with experience and knowledge from each course serving as a foundation for subsequent courses. The first two years of study have many courses in common with B.S. degree programs in chemistry, physics, computer science, and mathematical sciences. In the last two years, students take advanced engineering courses in a variety of fields and four elective courses in biomedical engineering. A unique aspect of both the UNC-CH and NC State curricula is a design sequence, taken during the last three years. This sequence culminates in a capstone design experience in which the students design and implement medical devices based on their needs assessment research at the local hospitals. The specific requirements are listed below in a year-by-year curriculum plan.

The educational objectives for the Bachelor of Science in Biomedical and Health Sciences Engineering program are:

- Our graduates will be prepared to pursue advanced studies in biomedical engineering or in other disciplines.
- Our graduates will meet or exceed the expectations of their employers in the biomedical engineering workplace or in other professional careers.
- Our graduates will continue to learn and to adapt to evolving technology and changing career opportunities.

It is notable that the undergraduate BME programs at both Universities have identical educational objectives.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of:

1. Courses
2. Faculty
3. Facilities, and
4. Other resources
The field of biomedical engineering is concerned with the application of engineering principles to develop technologies and materials that enhance human health and health care. This differentiates BME from other engineering disciplines which do not have such a dominating biology/medical focus. The BME curriculum does have some overlap with curricula in biology, chemistry, physics and mathematics, mostly at the introductory level with classes typically taken by first and second year students. For example, the BME curriculum has students taking core course sequences in biology, chemistry, physics, computer science, and mathematics. A similar scenario exists for BME and the other engineering disciplines i.e. overlap only at lower level introductory courses.

As an engineering discipline, BME is distinct from the natural sciences in its emphasis on design and development of systems that have applications in medicine and biology. This specialization is accomplished partially through a set of four design courses in the curriculum. We also have design projects integrated in other courses throughout the curriculum, all with applications in medicine and biology. The BME degree demands a more rigorous and comprehensive mathematical background than the biological and chemical sciences, and a more extensive biological, medical, electrical circuit and materials background than the physics and mathematical sciences.

The only other engineering degree offered at UNC-CH is in the Department of Environmental Sciences and Engineering. That program is distinct from BME, as there is little overlap between these fields. A multitude of engineering degrees are offered at NC State but again the BME degree is distinct from the other engineering programs with respect to the large numbers of biological and clinical/health-based courses required. All design courses in BME are also focused on identifying problems and developing solutions for clinical medicine and patient care as opposed to the predominance of projects not related to human health found in other engineering disciplines.

Courses:

In the early years of the joint degree program, the courses required for the new degree will be the same as those currently required for the UNC-CH Applied Sciences BME track. A template course outline that allows completion of the degree within four academic years is shown in Section III. D below. Many of these courses including the design courses are jointly conducted at the two Universities.

Faculty:

The Joint B.S. in Biomedical and Health Sciences Engineering will be supported through existing faculty in the JBME. In addition, UNC-CH has already allocated resources for an additional six faculty in the JBME to support the undergraduate programs. Additional faculty are also promised at NC State for the JBME (5 over the next 2 years and additional hires after that time span). The resources are independent of this joint degree program request.

All faculty are expected to be active participants in teaching as well as mentoring, advising, professional activities, and service to the Department, Colleges/Schools, and Universities. Teaching assignments are made by the Department Chair in consultation with the Associate Chairs. Graduate students assist with labs and give supplemental lectures or presentations but only in conjunction with faculty. The faculty teaching load is 2 courses/year (one graduate and one undergraduate). Faculty performance in teaching is assessed by soliciting student feedback on the course as well as by peer review by other faculty. Tenure/tenure-track faculty are expected to support significant research activities funded through extramural sources. This significant base of extramural funding also supports research opportunities for the BME undergraduates.

The JBME faculty are expected to participate in formal academic advising and informal mentoring of undergraduates. Our students are assigned to an advisor in the spring of their sophomore year, but often
students have already been working with a faculty member prior to that point. This is due to the fact that our students begin their pre-requisite courses and courses for their major early in their undergraduate career. Faculty are responsible for assisting students with course planning and offering career advice. Students are responsible for working with their faculty advisors to ensure they are making proper progress and taking the appropriate courses.

Facilities:

At UNC-CH in the College of Arts and Sciences, the JBME currently has one dedicated undergraduate laboratory, our undergraduate design lab, located in Phillips Hall. The space is comprised of two separate lab areas in rooms 114B and 116A Phillips Hall with the former covering 693 square feet and the latter covering 456 square feet. Both rooms are configured in a workstation format with each bench suitable for two students working together at a lab bench. This space is used for many of our required courses particularly the design courses. This space has a variety of equipment and supplies used for engineering design and development, including:

- Electronics equipment (power supplies, function generators, oscilloscopes, microcontroller programming hardware, etc.)
- Rapid prototyping equipment (3-D printers, laser cutter, etc.)
- Mechanical tools (hand saws, drills, etc.)

At UNC-CH, we are in the midst of renovating the undergraduate laboratory space in the basement of Phillips Hall to provide a total of >3,000 square feet. This is due to be completed by spring 2016, and funds have already been allocated by UNC-CH for this project independent of this degree request. This will provide increased space, separated into three different laboratories, plus additional space for storage and group study areas.

At UNC-CH in the School of Medicine, the JBME operates a lab in the new field of Synthetic Biology Engineering which available for use by undergraduate classes. In addition to teaching fundamental research techniques and methodologies, this resource forms the basic support mechanism for an undergraduate iGEM (International Genetically Engineered Machines) team. As an undergraduate-focused competition, iGEM is the premiere undergraduate Synthetic Biology Engineering competition. Student teams are given a kit of biological parts at the beginning of the summer and then, working at their own schools over the summer, they use these parts and new parts of their own design to build biological systems and operate them in living cells. With over 300 sq. ft. of space, this laboratory is fully equipped for studies in this new research field, including a -80°F freezer, nano drop spectrophotometer, gel imager, Evis fluorescent microscope, centrifuges, incubator, heated shaker and all other needed equipment. Finally, design labs (approximately 2,300 square feet) have already been incorporated into the planned renovation of the Mary Ellen Jones Building in the center of the UNC-CH School of Medicine. When completed, these labs will provide additional design space for the undergraduates based at both Universities for their collaborative projects with clinicians in the UNC-CH School of Medicine.

At NC State in the College of Engineering, the JBME has extensive undergraduate teaching space available in Engineering Building 3 (EB3). These facilities include:

<table>
<thead>
<tr>
<th>ER Room #</th>
<th>Usage</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>4201A</td>
<td>Cell Culture Lab</td>
<td>236</td>
</tr>
<tr>
<td>4201B</td>
<td>Wet Lab</td>
<td>236</td>
</tr>
<tr>
<td>4321</td>
<td>Microbiology</td>
<td>217</td>
</tr>
<tr>
<td>4321B</td>
<td>Microbiology</td>
<td>230</td>
</tr>
<tr>
<td>4321C</td>
<td>Microbiology</td>
<td>285</td>
</tr>
<tr>
<td>4413</td>
<td>Equipment/Autoclave</td>
<td>475</td>
</tr>
<tr>
<td>4114</td>
<td>Physiology Teaching Lab</td>
<td>782</td>
</tr>
</tbody>
</table>
4118  Bio Instrumentation Teaching Lab  782
4416  Fabrication Lab  684
4201  Senior Design Lab  1882

These labs are extensively equipped including tools such as: Instron Universal Testing Machines with data acquisition computer, Nicolet 660EFT, Vibrational Exciter, Preamplifiers, Electronic Balance and Micrometers, Viscometers, Helium Pycnometer, Thermal Conductivity Probe, and PC-based data acquisition/simulation systems, tools for both metal and wood fabrication, circuit bread-boarding stations, function generators, multimeters, oscilloscopes, biosafety cabinets, CO2 incubators, chemical fume hoods, centrifuges, inverted microscope with heated stage and camera, microplate reader, real-time thermal cycler, electrophoresis and electroblotting apparataus, centrifuges, and inverted and fluorescent microscopes

Other Resources:

Many of the resources at both UNC-CH and NC State are available to faculty and students and granting of the joint B.S. degree with subsequent merger of the undergraduate programs would greatly facilitate access for the members of the JBME. In the current setting without a joint degree, collaborative software and educational resources are difficult to access for joint ventures at the undergraduate level due to restrictions in secure collaborative tools. Granting of a joint degree would enable greatly facilitated access to collaborative resources that would provide additional enrichment to the undergraduate programs.

II. Justification for the Program – Narrative Statement

A. Describe the proposed program as it relates to:
   1. Institutional mission
   2. Strategic plan
   3. Student demand. Provide any update to the documented evidence of student demand presented in Appendix A.
   4. Societal demand and employability of graduates. Provide any update to the documented evidence of societal demand and employment opportunities presented in Appendix A.

Institutional Mission:
Since the JBME spans both the University of North Carolina at Chapel Hill and the North Carolina State University, the Department and its programs abide by the mission statements of both universities.

The UNC-CH Mission Statement is as follows (http://www.unc.edu/ugradbulletin/mission.html):

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.

The NC State Mission Statement is as follows (http://upa.ncsu.edu/univ/miss):

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 unifying 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.

The Mission of the UNC-CH/NC State Joint Department of Biomedical Engineering is:

Combine engineering and medicine to improve lives.

The new Joint Bachelor of Science in Biomedical and Health Sciences Engineering will fit into the mission of the Department and the universities in that this program will teach a diverse community of undergraduate students to become a next generation of leaders in the advancement of biomedical technologies to save lives in North Carolina, the USA, and throughout the world.

Strategic Plan:

UNC System Strategic Plan:
The new Joint Bachelor of Science in Biomedical and Health Sciences Engineering directly addresses a number of the “Solutions to North Carolina’s Biggest Challenges” as listed in “The Commitment to North Carolina” (p. 11) in Our Time, Our Future: The UNC Compact with North Carolina (http://www.northcarolina.edu/sites/default/files/strategic_directions_2013-2018_0.pdf). Discussed below are examples of how the new degree is responsive to the UNC Strategic Directions plan which states that:

- We will pursue and share knowledge and research that advance the State’s economy and improve the quality of life for all North Carolinians;
- We will support and reward faculty who demonstrate an entrepreneurial spirit and seek new frontiers of knowledge, commercialize technology, and create opportunities for students;
- We will support faculty and other university researchers in tailoring research and knowledge in ways that advance the state’s economy;
- We will nurture and protect the University’s culture of inquiry, innovation, the free exchange of ideas, and commitment to academic freedom;
- We will rededicate ourselves to improving the health of all North Carolinians;
- We will engage businesses, nonprofits, state agencies, and others in a continuous effort to improve North Carolina’s competitiveness;
- We will identify social, scientific, and economic trends that affect the state’s well-being.

Responsive to the need to advance the State’s economy, BME is a highly entrepreneurial and innovative field. Current BME core faculty have been involved in 22 startup companies and impart this experience to their students. The design series of classes, part of the joint B.S. degree curriculum, are specifically structured around innovation and promotion of entrepreneurship. These classes often lead to invention disclosures, and have led to several startup companies organized by the students themselves.
Responding to the improvement of the health of North Carolina’s citizens, biomedical engineers focus on applying engineering principles to medicine with the expressed goal of improving healthcare in North Carolina and preparing a significant portion of its graduates to pursue professional degrees in the health field.

To share knowledge and research, the Biomedical and Health Sciences Engineering will be housed within the JBME and the first step in further joining of the BME Department across the two universities. The JBME and its undergraduate programs represent a unique inter-institutional and interdisciplinary collaboration between UNC-CH and NC State creating opportunities for our students at both universities.

In regards to identifying trends in science and the economy that impact the State, *Our Time, Our Future* (p. 18) points out that biomedical engineering jobs are the one engineering career expected to continue to see substantial growth (NC Biotech Center 2012 Report on STEM Occupations (EMSI) 2001-2011).” This trend imparts a necessity and importance both on a state and national basis to appropriately train our students to meet the growing need for life science engineers for cutting-edge biomedical research and clinical device invention. If the Research Triangle Park is to continue to be an economic engine for the State, we must provide the highly skilled workers to maintain competitiveness at the national and international level.

The **UNC-CH Strategic Plan** specifically mentions biomedical engineering as a future focus area for investment. The plan specifically emphasizes pharmacoengineering, which is the newest of the five research strengths of the BME Department, and a collaboration with the UNC-CH School of Pharmacy. Specifically, “Targeted investment in pharmacoengineering within the UNC system will build on the success of medicine and life science at UNC-CH and engineering at NC State, and will leverage the success of the existing Joint Department of Biomedical Engineering between those institutions. This investment will be focused on building collaborations among UNC-CH’s Schools of Medicine and Pharmacy, its College of Arts and Sciences, and NC State’s Colleges of Engineering, Agriculture and Life Sciences, Science, and Veterinary Medicine, as well as with private companies and nonprofits such as the NC Biotechnology Center.” The new joint B.S. degree will thus integrate precisely with the UNC-CH Strategic Plan.

The **UNC-CH Strategic Plan** also speaks to maximizing efficiencies and coordination between universities as Goal 4. By incorporating this degree within the UNC-CH/NC State Joint Department of Biomedical Engineering, significant efficiencies are created from the partnership between UNC-CH and NC State. The complete merger of the UNC-CH/NC State BME undergraduate programs further implements the UNC-CH strategic plan leveraging the resources of two great universities to build the BME partnership. The know-how, resources, and facilities within the combined Department are being brought to bear for curricula development as well as research and training experiences for the students without unnecessary duplication between the two universities. The Department is well positioned to develop synergistic experiences and programs for the undergraduates taking advantage of the best opportunities at both UNC-CH and NC State. The JBME is an exemplary collaborative effort between UNC-CH and NC State, and is well positioned to serve as a model for future cooperative efforts between North Carolina’s universities.

---

2 UNC Strategic Directions 2013-2018.
The North Carolina State University Strategic Plan\(^3\) shares similar goals with the UNC-CH Strategic Plan related to interdisciplinary scholarship. Goal 5 from the NC State plan states the following:

"The history and mission of NC State call for us to address the major challenges that confront the world. Addressing complex problems with many disciplinary aspects requires assembling teams of scholars with varied skills and diverse perspectives. We will maximize the impact of NC State’s research by concentrating our research resources in areas where we have strategic strengths and by creating a culture of collaboration and interdisciplinarity that will enrich not only our research activities, but also our teaching and engagement."

The JBME creates a unique partnership between UNC-CH and NC State and also spans and connects various disciplines including engineering and medicine. The joint degree and subsequent completed merger between the UNC-CH and NC State UG programs will further contribute to this inter and cross-disciplinary collaboration between the two universities and strengthen the resources available to our students through program, course, and research collaboration among other various forms of interconnectedness between the two universities.

Furthermore, the joint B.S. degree program is also well aligned with Goal 5 from the NC State plan, which focuses on enhancing local and global engagement through focused strategic partnerships. Goal 5 specifically states the following:

"As the world has changed, NC State’s reach has expanded beyond our borders and across the globe, challenging us to be locally responsive to the needs of our community and our state while globally engaging in solving the grand challenges facing our global community."

One of the strategies provided to achieve Goal 5 relates to the enhancement of active and sustainable partnerships locally, regionally, and globally. As previously mentioned, biomedical engineers work to apply engineering principles to the field of medicine, which contributes to healthcare improvement in the state of North Carolina and beyond. The joint B.S. will also contribute to the overall partnership between UNC-CH and NC State by providing access to the UNC-CH School of Medicine and forging partnerships across disciplines and schools.

The Joint Department of BME initiated an extensive strategic planning initiative conducted from August 2013 through January 2014. The BME Strategic Planning Task Force was comprised of BME faculty, students and staff and included a strategic planning consultant from the UNC-CH Kenan-Flagler School of Business. Additionally, a BME Strategic-Planning Advisory Committee met twice during the process to review, critique, and provided feedback as the strategic plan was developed. This Advisory Committee included members of the UNC-CH and NC State Board of Trustees, representatives from the UNC-CH and NC State Chancellor and Provost Offices, the Deans and their associates from the COE, CAS and SOM, industry representatives as well as other stake holders in BME from across the Triangle Region (RTI, NC Biotech).

The BME Strategic Planning Project identified as its Priority 1- Building an Inter-Institutional Collaboration Model. A major goal in this priority was the enabling of truly joint departmental

---

\(^3\) North Carolina State Strategic Plan 2011-2020.
personnel & students at all levels. Priority 2 was Creation of Global Impact. A key effort in this component was the education of a high quality workforce by creating a transformative joint undergraduate BME program. We are on a path to accomplish the priorities laid out by the UNC-CH/NC State BME Strategic Planning Effort and this Appendix is one segment of this path.

Student Demand:
Biomedical engineers use engineering expertise to analyze and solve problems in biology and medicine with the goal of providing an overall enhancement in health care. A biomedical engineer often works with other health care professions, such as physicians, nurses, therapists, and technicians to design instruments, devices, and software, to bring together knowledge from many technical sources to develop new procedures or to conduct research needed to solve clinical problems. According to the Biomedical Engineering Society (BMES), many students choose the biomedical engineering field to be of service to people, to partake of the excitement of working with living systems, and to apply advanced technology to the complex problems of medical care.

The United States Department of Labor Occupational Outlook Handbook (2013) reports that the number of biomedical engineering jobs is rapidly increasing and projected to increase at 62% from 2010-2020 - substantially faster than all other occupations (projected at 14%). This rapid rise in biomedical engineering jobs in part due to an aging U.S. population and the increasing demand for improved medical devices and systems.

Specific to North Carolina, between 2002 and 2012, North Carolina gained 21% in population, but only 0.3% in jobs. Furthermore, data indicates that North Carolina suffered an 8.7% job loss for engineers as a whole between 2001 and 2011, with the exception of biomedical engineers. On the contrary, biomedical engineering jobs increased. Thus, there is an immediate need to provide a skilled labor force for this increasing job sector in North Carolina.

Nationally, BME student enrollment from 2000-2012 has grown steadily – with an increase of 9% cumulative annual growth for BME graduate students, and 12% cumulative annual growth for BME undergraduates. These national trends are recapitulated in the JBMES with ever increasing numbers of students at both NC State and UNC-CH declaring their major as BME.

Societal Demand and Employability of Graduates:
There has been massive growth of technology in medicine in the past four decades. While initial advances consisted largely of the application of existing technology to medical purposes, more recent medical applications have been a major driving force for the development of new technologies. Medical devices, bionics, signal and image processing, informatics, and telemedicine, as well as biocompatible materials and substrates are just a few of the numerous applications of engineering in medicine which comprise the field.

---

of biomedical engineering. This is a very young field that has experienced unprecedented expansion and has contributed significantly to the ongoing technological revolution in our society. It is reasonable to anticipate that biomedical engineering will be a major driving force in the economic development at the local (RTP), state and, national level for many years to come.

Forbes Magazine ranked BME the number one major in its list of the "Fifteen Most Valuable College Majors" in 2012. Reflecting its importance in meeting today's needs, CNN Money ranked BME the number one job in America in 2013. The demand for solutions to health science and clinical needs is driving this rapid growth and the Department of Biomedical Engineering at UNC-CH and NC State is at the forefront of meeting these demands. In 2010, the U.S. Labor Department accurately predicted the discipline of biomedical engineering would add jobs faster than any other sector of the economy with a growth rate of greater than 60 percent through 2020. A steady supply of highly trained life science engineers is critical to meet the demands of our society to develop cutting-edge research and devices. This workforce will bring innovative technologies to market and in the process, enhance not only healthcare, but also the international competitiveness of the State of North Carolina and our Nation.

Our undergraduate program in biomedical engineering prepares our students for a position in industry, for graduate studies, and for professional degree programs in the health sciences. In the past 5 years, approximately 40 percent of our graduates have obtained jobs in the biotech, pharmaceutical, and medical instrumentation industries, among others. The companies that employ our graduates include IBM, GlaxoSmithKline, Epic Systems, Stryker, and Teleflex Medical. Another 40 percent of graduates entered graduate school programs in Biomedical Engineering, Engineering Management or other engineering-related programs. Our alumni have studied at many top-ranked graduate programs in Biomedical Engineering, including Duke University, Georgia Tech/Emory, Johns Hopkins, and University of California – San Diego. The remaining 20 percent have matriculated into professional degree programs such as medicine, nursing, and dentistry at schools such as University of North Carolina and Brown University. The opportunities for students in BME remain robust with a diverse and growing array of opportunities post-graduation.

The Joint BME department is committed to educating a new generation of biomedical engineers expressly equipped to meet the complex, yet vital, societal challenges impacting the health of our Nation. To accomplish this, our educational mission is to train students in a translational culture focused on bringing ideas to market. We are leveraging the extensive resources of both UNC-CH and NC State to provide students with a foundational education in math, science, engineering, and the humanities; moreover, they receive training in situations where invention to solve real-world problems both here and abroad is the focus.

B. Provide any update to the discussion of similar degree programs and opportunities for collaboration presented in Appendix A. Discuss here the feasibility of a joint or collaborative degree program with one or more UNC institutions.

The JBME will ultimately combine the two undergraduate programs into a single joint ABET-accredited program in biomedical engineering with a timeline for the proposed merger shown in Figure 1. Granting of the Joint B.S. degree in Biomedical and Health Sciences Engineering is viewed as a necessary first step in this process. The JBME in conjunction with the CAS and COE believe that the merger of the two undergraduate programs is best conducted as a staged process so that both programs are ABET-accredited at the time of the completed merger. Thus, necessary first steps are receipt of the joint B.S. degree followed by the ABET review of the joint B.S. degree program. This step-wise process enables sufficient time for undergraduate program planning across the two universities so that the JBME fully capitalizes on the assets of both UNC-CH and NC State to create a truly transformative merged undergraduate program across the universities. Further, this strategy permits a risk-free approach with respect to the ABET-accreditation of the current NC State program.
UNC-CH and NC State have agreed to work together on the institutional processes described below for the joint degree program as proscribed by UNC-GA (https://www.northcarolina.edu/apps/policy/index.php?pg=vs&sid=81879). A number of procedural and practical issues have been anticipated. The proposals listed below will be subject to committee and administration approval at both universities. Unanticipated issues will be worked out by joint faculty committees and upper level administrative supporters of the joint program. As the joint program evolves, issues will be identified and solutions will be discovered and approved. Graduation requirements will satisfy the requirements of the school on the campus at which the student resides. Decisions on any student questions for which a policy statement does not exist will be made by the BME Chair and Directors of Undergraduate Studies on the two campuses with approval through the appropriate administrative review processes at both campuses. Attempts will be made to coordinate the BME departmental and student policies on both campuses with the goal of making them uniform.

1. Admission process- Initially, we anticipate that admissions will occur through each University’s current admission process with students entering the College of Arts and Sciences or College of Engineering as they have for the current standalone undergraduate programs. The students would follow the guidelines at their respective University as to when the student declares his or her major as BME. Our vision in the future is to implement a combined admissions process into JBME at the undergraduate level. However admission into JBME would only occur after the students are admitted into NC State or UNC-CH. Admission into JBME would then be considered by a single undergraduate admissions committee formed from the JBME faculty. We will work with the administrations at both Universities to implement a combined admissions strategy in the future that enables a wise use of resources and manpower in the JBME.

2. Registration and enrollment process for students- Initially, students will be based at either UNC-CH or NC State and will register and enroll using the existing processes on the campus in which they are based (their “home” institution). In these early steps in building the joint program, students will continue to have access to courses at the other campus (on which they are not based) through inter-institutional enrollment. In the future, to fully leverage the assets of both Universities, the JBME will work with the registrars and administration at both Universities to implement a joint registration and recording keeping process for the students in the joint program. The faculty of the JBME firmly believe that the undergraduate students must have full access to the resources at both Universities for the joint program to reach its full potential and offer a transformative educational experience. However the JBME faculty understand that implementation of joint registration for the students must be accomplished in a step-wise fashion through a collaborative inter-university process. Upon the granting of this joint degree, both Universities will immediately begin construction of an MOU for the registration and enrollment for JBME students at UNC-CH and NC State.

3. Committee process for graduate students- not applicable

4. Plan for charging and distributing tuition and fees- Students will pay appropriate fees and tuition for the campus on which they are based, as is the case for the existing joint graduate degree program in BME. Funds accruing from fees and tuition collected on a campus will be distributed on that campus as per that campus’s funding formulas and guidelines. Each University will be responsible for maintaining their respective facilities and providing infrastructure and staffing support sufficient for the numbers of students based at that campus. Students entering the joint BME program will be granted full access to facilities at both institutions significantly increasing the collaborative abilities of students across institutions and encouraging courses that feature joint group work such as Senior Design. Some efforts or initiatives that are combined between the Universities, for example, the Biomedical Engineering Club, are expected to be supported jointly by the institutions. The expectation is that support will be proportional to the percentage of students based at that University. The BME Chair and Directors of Undergraduate Studies will work with the campuses to acquire support for these types of shared projects.
5. Management of transcripts and permanent records- In the first 2-3 years after the granting of the joint degree, all students in the joint program are expected to be based at UNC-CH so that UNC-CH will have primary responsibility for maintaining transcripts and records during these initial years. However upon the granting of this joint degree, both Universities will immediately begin development of a protocol and construction of an MOU for the sharing of records and transcripts for JBME students between UNC-CH and NC State. This MOU will be in place prior to the accreditation of the joint B.S. degree and entry of NC State students into the joint B.S. degree.

6. Participation in graduation- Currently the JBME holds a single, combined, departmental graduate graduation ceremony on the NC State campus. However, a departmental undergraduate graduation ceremony is held on each campus. For the joint degree, we expect to hold a single ceremony for all JBME graduates at a location midway between UNC and NC State if a sufficiently large facility can be identified. We have found that parents of graduates often wish to tour the campus and facilities as well as to participate in other activities at the Universities. Thus the joint graduation ceremony may be followed by tours or receptions on each campus for students and their families. Currently JBME faculty and staff participate in the graduation ceremonies held on each campus and we expect that this would continue for the joint graduation ceremonies. Both UNC-CH and NC State hold graduation on the same weekend every year and JBME ceremonies would also be held on that same weekend.

7. Design of diploma- The degree will be awarded with a joint diploma containing seals of both universities as well as appropriate signatures from both institutions. The diploma will be similar to that granted for the joint Ph.D. and M.S. diplomas in BME but with changes appropriate for the this new degree. A mockup of the diploma follows:

The University of North Carolina at Chapel Hill

And

North Carolina State University at Raleigh

By authority of the Board of Governors of the University of North Carolina, the Faculty and Trustees have conferred upon

Jonathan Sample Name

the Degree of

Bachelors of Science

In Biomedical and Health Sciences Engineering

In recognition of the satisfactory fulfillment of the prescribed requirements for this Degree with all the rights and privileges pertaining thereto.

Given in ___________ North Carolina, this the ___________ day of ___________ 200__

[Signatures]

[Seals]
C. Enrollment (baccalaureate programs should include only upper division majors, that is, juniors and seniors).

Please indicate the anticipated first year and fourth year steady-state enrollment (head count) for the proposed program.

Year 1: Full Time 80 (UNC-CH)___ Part-time 0__ Total 80
This total does not include the students in the NC State BME program (160 students).

Year 4: Full-time 110 (UNC-CH) 160 (NC State)___ Part-time 0__ Total 270

III. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

At the undergraduate level, the JBME has an ABET-accredited undergraduate BME program based within the College of Engineering at NC State as discussed extensively previously.

Across the state of North Carolina, other universities that offer a B.S. degree in BME are Duke University, the Joint Department at Virginia Tech-Wake Forest University, and the Bioengineering program at NC A&T, which just established its undergraduate BME program this year. East Carolina University offers a B.S. degree in Engineering with a concentration in BME. Given the expansion of the biomedical sciences, their economic importance, and the need for a well-trained workforce of North Carolina citizens, it is extremely important that we make every effort to expand the educational opportunities in this engine of economic growth to meet current and future demands.

2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

Please see the prior section on the Strategic Planning Exercise conducted by the JBME.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

In these early stages, we do not envision a separate admissions process at UNC-CH. Once NC State students are admitted to the program (~2017), NC State and UNC will work to develop a joint admissions process consistent with both University's process.

2. Documents to be submitted for admission (listing or attach sample).

N/A

C. Degree requirements. List the following:
1. Total hours required. State requirements for Major, Minor, General Education, etc.

For specific course requirements, please see section D below. The total number of hours is 127.

2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

None

For graduate programs only, please also list the following:

3. Proportion of courses open only to graduate students to be required in program

4. Grades required

5. Amount of transfer credit accepted

6. Language and/or research requirements

7. Any time limits for completion

D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

We list the curriculum in several different ways. The majority of our incoming students begin with some college credit through Advanced Placement courses or other means. Therefore, the first schedule shows a possible path for a student who has by-exam (BE) credit for both MATH 231 and CHEM 101/101L. The second schedule shows a possible path for a student who comes to the program with no BE credit. In this case, a student will need to attend at least one summer session to get through all of the requirements. Finally, the last schedule shows what we use for advising our students, which accounts for the variety of incoming credit that the student may have, and makes it clear that students have the option for taking courses in different semesters or in the summer.

This curriculum incorporates several changes that are being submitted for approval. We propose to replace PHYS 351 and 352, Electronics I and II, in our current curriculum with BMME 350, Electronics for BME, and BMME 490, Human Physiology and Biological Measurements. The latter course BMME 490 will have a new course number that we will propose with the formal course submission this fall. These changes are more in line with the existing requirements at NC State. Indeed BMME 351, Human Physiology and Biological Measurements is modeled after the NC State-equivalent course, demonstrating another area of ongoing jointness and collaboration between the UNC and NC State-based undergraduate programs.

Biomedical and Health Sciences Engineering, Sample
## Schedule 1
A possible path through the curriculum for a student who has by-exam (BE) credit for both MATH 231 and CHEM 101/101L

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Units</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>MATH 232</td>
<td>3</td>
<td>MATH 233</td>
</tr>
<tr>
<td>Chem 102/L</td>
<td>4</td>
<td>COMP 116</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>3</td>
<td>PHYS 118</td>
</tr>
<tr>
<td>Foreign language level 2</td>
<td>3</td>
<td>Approaches (PH)</td>
</tr>
<tr>
<td>Approaches (LA)</td>
<td>3</td>
<td>Foreign language level 3</td>
</tr>
<tr>
<td>BMME 190 (strongly recommended)</td>
<td>1</td>
<td>LFIT</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Units</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BMME 160</td>
<td>3</td>
<td>BMME 150</td>
</tr>
<tr>
<td>MATH 383</td>
<td>3</td>
<td>BIOL 202</td>
</tr>
<tr>
<td>PHYS 119</td>
<td>4</td>
<td>BMME 210</td>
</tr>
<tr>
<td>BIOL 101/L</td>
<td>4</td>
<td>Approaches (VP)</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Approaches (HS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Units</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BMME 350 <em>(PHYS 351)</em></td>
<td>4</td>
<td>BMME 490* (PHYS 352)</td>
</tr>
<tr>
<td>BMME 310</td>
<td>2</td>
<td>BMME 465</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>4</td>
<td>BMME 410</td>
</tr>
<tr>
<td>MATH 528</td>
<td>3</td>
<td>BME specialty elective 1</td>
</tr>
<tr>
<td>Approaches (HS/SS)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Units</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BMME 697</td>
<td>2</td>
<td>BMME 698</td>
</tr>
<tr>
<td>BMME 341 or 455 or 475</td>
<td>3</td>
<td>BMME specialty elective 3</td>
</tr>
</tbody>
</table>
**Agenda**

<table>
<thead>
<tr>
<th>BME specialty elective 2</th>
<th>3</th>
<th>BMME specialty elective 4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 600 or STOR 435 or 455</td>
<td>3</td>
<td>General elective</td>
<td>3</td>
</tr>
<tr>
<td>Approaches (HS/SS)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Total Hours</td>
<td>121</td>
</tr>
</tbody>
</table>

*This course was on the new degree proposal, but it’s not a current requirement in BME.

**BE credit for Chem 101/L, Math 231**

**Total w/ BE**

7

128

---

**Biomedical and Health Sciences Engineering, Sample Schedule 2**

A possible path through the curriculum for a student who arrives with **no** BE credit

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Units</strong></td>
</tr>
<tr>
<td>MATH 231</td>
<td>3</td>
</tr>
<tr>
<td>Chem 101/L</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language level 1</td>
<td>3</td>
</tr>
<tr>
<td>Approaches (LA)</td>
<td>3</td>
</tr>
<tr>
<td>BMME 190 (strongly recommended)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Units</strong></td>
</tr>
<tr>
<td>MATH 233</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language level 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sophomore Year</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Units</strong></td>
</tr>
<tr>
<td>BMME 160</td>
<td>3</td>
</tr>
<tr>
<td>MATH 383</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 119</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Units</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BIOL 101/L</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BMME 350 * (PHYS 351)</td>
<td>4</td>
</tr>
<tr>
<td>BMME 310</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>4</td>
</tr>
<tr>
<td>MATH 528</td>
<td>3</td>
</tr>
<tr>
<td>Approaches (HS/SS)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BMME 697</td>
<td>2</td>
</tr>
<tr>
<td>BMME 341 or 455 or 475</td>
<td>3</td>
</tr>
<tr>
<td>BME specialty elective 2</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 600 or STOR 435 or 455</td>
<td>3</td>
</tr>
<tr>
<td>Approaches (HS/SS)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
</tr>
</tbody>
</table>

*This course was on the new degree proposal, but it’s not a current requirement in APPL.

BE credit (none) 0
Total 128

**Biomedical and Health Sciences Engineering, Sample Schedule 3**
This is the schedule that we use for advising our students, which accounts for the variety of incoming credit that the student may have, and makes it clear that students have the option for taking courses in different semesters or in the summer.

**First two years**

**Fall:**

*BME 160 Statics 3*
# Agenda

**BMME 190.01** Frontiers of Biomedical Engineering

## Spring:
- **BMME 150** Introduction to Material Sciences

### Either semester, or in the summer:
- **BMME 210** BME Design and Manufacturing I
- **BIOL 101, 101L** Principles of Biology with Lab
- **BIOL 202** Molecular Biology and Genetics
- **CHEM 101, 101L** General Chemistry I and Lab
- **CHEM 102, 102L** General Descriptive Chemistry II and Lab
- **COMP 116** Introductory Programming
- **ENGL 105/105L** English Composition and Rhetoric
  - Foreign Language 3
- **MATH 231** Calculus of Functions of One Variable
- **MATH 232** Calculus of Functions of One Variable II
- **MATH 233** Calculus of Functions of Several Variables
- **MATH 383** Linear Algebra and Differential Equations (lab section is optional)
- **PHYS 116/118** Mechanics
- **PHYS 117/119** Electromagnetism and Optics
  - Approaches class #1 (note 1)
  - Approaches class #2 (note 1)
  - Approaches class #3 (note 1)
  - Lifetime Fitness

## Fall:
- **BMME 350** Fundamentals of Biomedical Electronics

## Spring:
- **BMME 490.xxx** Human Physiology and Biological Measurements (note 2)
- **BMME 465** Biomedical Instrumentation
- **BMME 410** Signals and Systems

### Either semester:
- **BMME 310** BME Design and Manufacturing II
- **BIOL 252** Fund. Of Hum. Anatomy and Physiol.
- **MATH 528** Mathematical Methods
  - Approaches class #4 (note #1)
- **BMME Specialty Elective 1**

---

**The UNC Policy Manual**
- **400.1.15(G)**
- Adopted 05/23/12
- Amended 04/16/14

**Page 25 of 34**
Senior year

Fall:
*BMME 697 Senior Design Project

Spring:
*BMME 698 Senior Design Project

Courses available either semester:
*Choose one of the following:
  BMME 341 Thermodynamics 3
  BMME 455 BioFluid Mechanics 3
  BMME 475 Transport Processes 3

*You must take each of the following courses:
  BMF Specialty Elective 2 3
  BMF Specialty Elective 3 3
  BMF Specialty Elective 4 3
  Statistics Elective (choose from STOR 435, 455 or BIOS 600) 3
  *Approaches class #5 (note #1) 3
  *Approaches class #6 (note #1) 3

Notes:
1. The 6 Approaches classes must satisfy all UNC General Education requirements in Social and Behavioral Sciences and Humanities/Fine Arts (the Physical and Life Sciences requirements will be satisfied by the other required courses in BME)
2. This is a temporary course number for this new class. It will receive a new course number starting in the 2015/2016 academic year.

Sampling of BME electives:
BMME 485 Biotechnology
BMME 445 Systems Neuroscience
BMME 510 Biomaterials
BMME 550 Medical Imaging
BMME 580 Microcontroller Applications
BMME 505 Biomechanics
BMME 470 Tissue Engineering
BMME 460 Analytical Microscopy

BMME courses are taught by faculty in the Joint Department of Biomedical Engineering.

IV. Faculty
(For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

The following faculty will support the Joint B.S. degree and curriculum:

Nancy Allbritton: Professor and Chair; UNC-CH/NC State Joint Dept of Biomedical Engineering

Ted Bateman: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Lianne Cartee: Teaching Associate Professor; Director of Undergraduate Studies at NC State; UNC-CH/NC State Joint Dept of Biomedical Engineering

Ke Chang: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Jacqueline Cole: Assistant Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Paul Dayton: Professor and Associate Chair; UNC-CH/NC State Joint Dept of Biomedical Engineering

Robert Dennis: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Andrew DiMeo: Associate Professor of the Practice; UNC-CH/NC State Joint Dept of Biomedical Engineering

Kenneth Donnelly: Lecturer; UNC-CH/NC State Joint Dept of Biomedical Engineering

Matthew Fisher: Assistant Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Caterina Gallippi: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Michael Gamcsik: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Shawn Gomez: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Richard Goldberg: Research Associate Professor; Director of Undergraduate Studies at UNC-CH; UNC-CH/NC State Joint Dept of Biomedical Engineering

Edward Grant: Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

He Huang: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Devin Hubbard: Lecturer; UNC-CH/NC State Joint Dept of Biomedical Engineering

David Lalush: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Frances Ligler: Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

Elizabeth Loboa: Professor and Associate Chair; UNC-CH/NC State Joint Dept of Biomedical Engineering

Jeffrey MacDonald: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering
Roger Narayan: Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering
Hatice Ozturk: Teaching Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering
Gianmarco Pinton: Assistant Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering
Gregory Sawicki: Assistant Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering
Steve Soper: Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering
Anne Taylor: Assistant Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering
Mark Tommerdahl: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering
Glenn Walker: Associate Professor; UNC-CH/NC State Joint Dept of Biomedical Engineering

B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. Provide complete information on each faculty member’s education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

We do not anticipate the need for new faculty members for this new degree. The Department will continue to utilize our current faculty members as well as the additional hires already allotted to the Joint department of BME.

D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

Our current faculty (and the new hires that will join the Department) will retain their existing course loads, public services activities, and scholarly research. Creation of the joint B.S. does not alter the Department’s faculty or staff workloads.

V. Library

A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

Students in the JBME will have access to very robust libraries at UNC-CH and NC State that provide them with the many resources needed to supplement their academic experience. Our students can utilize the BME bus running between NC State Centennial campus and UNC-CH Medical School to travel between the two campuses.
The **UNC-CH Health Sciences Library (HSL)** is the primary library for the UNC-CH Schools of Public Health, Medicine, Dentistry, Nursing, Pharmacy, and UNC Hospitals. It contains 342,748 total volumes and receives 4,354 serial titles. Hundreds of electronic journals and databases such as PubMed, CINAHL, ISI Citation Databases, BIOSIS, PsycINFO, eFacts, Lexi-Comp are available through the Library's website. Faculty, staff, and students can access electronic resources from home. A total renovation of the library building was completed in early 2005. The library is now fully wireless and equipped with 42 public computer workstations, 19 small group study rooms, one Media Studio, two teaching labs with a total of 45 workstations, and a campus equipped computer lab with 28 workstations. Seating capacity of the entire library is now 716 and our students will be able to access this library.

NC State is served by two main libraries: the **D.H. Hill Library on Main Campus, and the James B. Hunt Jr. Library** located within walking distance to the JBME department on Centennial Campus. Together the two libraries provide seating for approximately 10% of the total student population. 1750 of these seats are at the Hunt Library where students have access to 128 computer workstations and to almost 100 group study rooms and collaborative spaces. Both libraries offer technology-equipped spaces that support large-scale visualization, simulation, and interactive computing. Facilities that support creating and working with digital media include two Media Production studios and four Music rooms at the Hunt Library and the Digital Media Lab at the D.H. Hill Library. A Makerspace program offers services and tools for rapid prototyping such as 3D printing, 3D scanning, and electronic kits. Engineering librarians are available to provide instructional support and assistance with research and patent questions.

With extensive research materials in the areas of engineering, science, and technology, NCSU Libraries' holdings number nearly 5 million volumes, including 550,000 e-books and more than 70,000 serial subscriptions (99% online). Full-text online resources in engineering and science include IEEE/Xplore, Compendex, Web of Science, BIOSIS Previews, PubMed, journals and journal backfiles, print books, and electronic books from providers such as Knovel, Safari, Springer, Wiley, and ebrary. Membership in the Triangle Research Libraries Network provides access to a combined collection of more than 17 million volumes, including more than 125,000 journal subscriptions. For materials not owned by NCSU Libraries, free interlibrary loan is available through Tripsaver from libraries and vendors around the world. Students also have access to a textbooks reserve collection containing required textbooks for every course at NC State.

B. **State how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?**

No improvements are needed.

C. **Discuss the use of other institutional libraries.**

Our students also have the option of reserving materials (books, journal articles, videos, etc.) at UNC-CH, NC State, and Duke University libraries through the interlibrary loan program that is in place among the universities. This program allows our students access to even more materials throughout the Triangle that benefit their academic endeavors and further study.

VI. **Facilities and Equipment**

A. **Describe facilities available for the proposed program.**
The current laboratory facilities were described above in section I.C.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

At UNC-CH, the JBME has already been allocated extensive new space in Phillips Hall and the Mary Ellen Jones Bldg. independent of this degree request. At NC State, the JBME occupies extensive new space on the 4th floor of Engineering Building 3. Currently the JBME is in the enviable position of having unused, open space at both Universities. The JBME expects to completely fill this space over the next 5 years at which time the department expects to have reached steady state with respect to student, faculty, and staff numbers. Thus the Department projects that our existing space will be adequate in administering the proposed degree program for the foreseeable future.

C. Describe information technology and services available for the proposed program

As part of the College of Arts & Sciences, the Department receives IT services from OASIS and ITS. At NC State, the Department receives IT services from ITECS and OITS. In addition, we have a BME Systems Administrator and IT staff in the Department.

D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

We anticipate that our existing IT services will be adequate during the next decade. As part of the Joint Department of Biomedical Engineering, students have access to both UNC-CH and NC State infrastructure and IT services. This infrastructure includes a high-speed, high-capacity gigabit Ethernet fiber optic data network as well as a technology-rich environment for students that include learning spaces (Learning Commons and Digital Media Lab). Students in the JBME can also access the award-winning Virtual Computing Lab. This service is powered by the Apache Software Foundation and provides students remote access service that allows them to reserve a computer and desired software over the Internet. Applications including Matlab, Maple, SAS, Solidworks, among others are available for student use.

VII. Administration

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The proposed program will be administered through the Joint Department of Biomedical Engineering. The undergraduate programs at UNC-CH and NC State as well as the Joint Graduate Program, the administrative offices, and research and faculty at the two universities report to Nancy Allbritton, Chair of the Joint Department of Biomedical Engineering. Dr. Allbritton, reports to the Dean of the College of Engineering at NC State, the Dean in College of Arts and Sciences at UNC-CH and the Dean of the UNC-CH School of Medicine. The three deans oversee all aspects of the Joint Departments operation including the undergraduate programs. As a show of the universities support for the BME collaboration, both the NC State and UNC Provosts have agreed to meet with the three Deans and the BME Chair to form a BME Leadership Team. The Team will meet twice a year in the Fall and Spring semesters starting with the Fall of 2014. This Leadership Team will be responsible for creating a shared vision to bring the universities together in a seamless partnership that will serve as the prototypical
model of inter-institutional cooperation. The team will handle complex topics spanning the two universities such as resource allocation and leverage institutional resources to create a top-tier joint BME department.

The organizational chart for the Joint Department of Biomedical Engineering follows.

VIII. Accreditation and Licensure

A. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

ABET is the organization that accredits undergraduate engineering programs across the country. The joint B.S. degree program curriculum is compatible with the ABET Criterion 5. We have also implemented a system for program outcomes assessment. The last requirement needed to be eligible for ABET accreditation, is the requested joint degree program and the addition of the engineering CIP code. This is a collaborative effort with the College of Engineering at NC State.

B. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

We plan to seek accreditation by ABET, in coordination with the ABET re-accreditation of our Biomedical Engineering program at NC State in 2016 or shortly thereafter.

C. If the new degree program meets the SACS definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACS on time?
A joint degree is a substantive change that SACS would need to approve.
Before submitting to SACS, UNC-GA approval must be received.
SACS will require a full prospectus to be submitted six months in advance and approval is required before students can enroll in the degree program.
If the program is being planned to start in fall 2015, the prospectus must be sent to SACS in January, 2015.
The two institutions (UNC-CH and NC State) are responsible for filing their own requests for approval to SACS separately.

D. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to “sit” for the licensure exam.

Our alumni do not require licensure to hold jobs in biomedical engineering. However, if they do choose to pursue licensure in general engineering, accreditation by ABET will enable them to do so.

IX. Supporting Fields

Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

Since this proposed degree is essentially the renaming and conversion of an existing program into a Joint B.S. degree program, the infrastructure and support necessary for implementation and success are already present and in place.

X. Additional Information

Include any additional information deemed pertinent to the review of this new degree program proposal.

None.

XI. Budget

A. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

No additional funds are being requested for this proposed degree.

B. Based on the campus’ estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc), will the campus:
   1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.
   2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
a. State the amount of tuition differential or program-specific fees that will be requested.
b. Describe specifically how the campus will spend the revenues generated.
c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

No additional funds are being requested for this proposed degree.

C. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Please elaborate and provide documentation of campus commitments where appropriate.

No additional funds are being requested for this proposed degree.

XII. Evaluations Plans
All new degree program proposals must include an evaluation plan, which includes:

A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

For ABET accreditation, it is necessary that we extensively evaluate our program on an ongoing basis and meet all components of the following ABET criteria:8

- Criterion 1. Students
- Criterion 2. Program Educational Objectives
- Criterion 3. Student Outcomes
- Criterion 4. Continuous Improvement
- Criterion 5. Curriculum
- Criterion 6. Faculty
- Criterion 7. Facilities
- Criterion 8. Institutional Support

For Criterion 3, ABET requires all graduates to achieve the following student outcomes:

(a) an ability to apply knowledge of mathematics, science, and engineering
(b) an ability to design and conduct experiments, as well as to analyze and interpret data

---

8 ABET Criteria For Accrediting Engineering Programs
(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
(d) an ability to function on multidisciplinary teams
(e) an ability to identify, formulate, and solve engineering problems
(f) an understanding of professional and ethical responsibility
(g) an ability to communicate effectively
(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
(i) a recognition of the need for, and an ability to engage in life-long learning
(j) a knowledge of contemporary issues
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

We have developed a plan to assess the achievement of these student outcomes by our graduates. We have mapped each of these outcomes to at least one required course in the curriculum to assess them directly. We will use student work and relevant rubrics to demonstrate whether the students have successfully achieved these outcomes.

Integral to the ABET process, we must constantly evaluate our program and make improvements as needed. This is accomplished through our reviews of our ongoing course assessment, as well as the feedback from students, faculty, alumni and the external advisory board for the undergraduate program. The BME curriculum committee meets monthly during the academic year, and will use this feedback to make improvements.

XIII. Reporting Requirements

Institutions will be expected to report on new program productivity as a part of the biennial low productivity program review process.

XIV. Attachments

Attach the final approved Appendix A as the first attachment following this document.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

UNC-CH Chancellor: _______________________________ Date: __________________

NC State Chancellor: _______________________________ Date: __________________
Bachelor of Arts in Biological Sciences – Executive Summary

The B.A. in Biological Sciences will serve as a companion program to the B.S. in Biological Sciences that is already offered at NC State University and will take advantage of resources currently available at NC State. Together with the new Life Sciences First Year Program (started in Fall 2014), the proposed B.A. in Biological Sciences is part of a comprehensive initiative designed to enhance student success and improve time-to-degree in the biological/life sciences. The proposed program is designed not to recruit new students, but to provide an alternative path to degree for students already attending NC State – a path to graduation that better serves their interests and career goals.

The educational objectives of the proposed B.A. in Biological Sciences are:

- to provide students with a broad, introductory base of biological knowledge at the molecular, cellular, organismal, and ecological levels.
- to provide students with the opportunity to select the area(s) of biology they explore in more depth.
- to provide students with the opportunity to choose and explore a second, complementary discipline in depth.
- to expose students to a wide range of academic disciplines and provide them the opportunity to integrate this knowledge with concepts, theories, and information learned in their major curriculum.
- to encourage students to gain relevant experience outside of the classroom through an experiential learning opportunity.

The B.A. in Biological Sciences will prepare students for a variety of careers and graduate or professional study in areas that require a strong foundation in the biological sciences. Students will explore biology in depth, but will also be required to choose a focal area in a complementary discipline. Accordingly, the B.A. in Biological Sciences will provide an enhanced opportunity for students to take an interdisciplinary or multidisciplinary approach to their undergraduate studies, consistent with NC State’s mission and its niche within the UNC system.

The proposed program also fits well within the strategic goals of the newly formed College of Sciences, formed in part to build on NC State’s strengths in convergent science. The College of Sciences currently offers B.A. degrees in geology, chemistry, and physics -- degrees that were designed to enable science students to double major in areas such as education without extending time to degree. Rather than establishing individual B.A. degrees in the array of biological/life science programs at NC State (including Biochemistry, Genetics, Microbiology, Nutrition Science, Plant Biology, and Zoology), we propose this single degree program to serve as an umbrella B.A. in those disciplines. As such, the B.A. in Biological Sciences has been developed with extensive input from faculty representing various undergraduate programs in life sciences.

The B.A. in Biological Sciences will serve a number of student populations at NC State, including:

- students who desire a rigorous foundation in the biological sciences in combination with a second major in areas such as education, psychology, statistics, management, engineering, political science, or communication. Students in the B.A. in Biological Sciences will study
biology in depth and will study a second discipline (outside of the life sciences) in depth, exposing them to different ways of thinking, problem-solving, and communicating. Depending on their second area of emphasis, students will be well positioned to pursue careers in areas such as education, health management, environmental law, and science communication, as well as graduate study in interdisciplinary areas such as bioinformatics and biopsychology.

- students interested in health careers that do not require as much of a background in the supporting sciences (i.e., chemistry, physics, mathematics) as typically required by medical, dental, and veterinary schools. Students completing the B.A. in Biological Sciences will be well-positioned for additional study leading to careers as physical therapists, physician assistants, occupational therapists, nurses, etc.
- transfer students from other institutions. This flexible new degree can help address a growing concern regarding the difficulty faced by some transfer students in completing a science degree in a timely manner after they transfer to NC State.
- students interested in studying abroad for a year. Many study abroad opportunities are difficult for science students to incorporate in a four-year plan because of the difficulty of taking equivalent science courses during their time abroad. Students in the B.A. in Biological Sciences could more easily plan to take courses toward their secondary discipline while studying abroad.

The B.A. in Biological Sciences is expected to serve primarily students already at NC State, including some who would otherwise enroll in the B.S. in Biological Sciences and some who would otherwise minor in Biological Sciences. Surveys of current NC State students indicate substantial interest in the proposed B.A. in Biological Sciences, and this is reinforced by conversations with students during advising sessions through which we have identified numerous students for whom this degree program would be an excellent option. For these students, the requirements of the B.A. in Biological Sciences, including depth of studies in biology combined with depth of studies in a second, complementary discipline (chosen by the student in consultation with their advisor), will better prepare them for advanced study and employment in a variety of allied health fields and other areas.

The proposed B.A. in Biological Sciences maintains the rigor of extensive studies in biology, while allowing flexibility for students to add extensive studies in a second, complementary discipline. This flexibility in curriculum requirements will allow students to select upper division courses that best serve their interests and career goals. It will also make it more feasible for students to complete a double major in biology and in a complementary field, while earning their degrees in a timely manner.
APPENDIX A
UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: 15 October 2014

Constituent Institution: North Carolina State University

CIP Discipline Specialty Title: Biology, General

CIP Discipline Specialty Number: 260101 Level: B X M Res. Doc. Prof. Doc.

Exact Title of the Proposed Program: Bachelor of Arts in Biological Sciences

Exact Degree Abbreviation (e.g., B.S., B.A., M.A., M.S., Ed.D., Ph.D.): B.A.

Does the proposed program constitute a substantive change as defined by SACS? Yes ___ No X

The current SACS Substantive Change Policy Statement may be viewed at:

If yes, please briefly explain.

Proposed date to enroll first students in degree program: Month August Year 2015

1. Provide a summary of the status of this proposal in your campus review processes.
   a. List the campus bodies that reviewed and commented on this Appendix A proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.
   b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

1. a. campus bodies involved in review

The concept of this degree program was first formally proposed by The Life Sciences Task Force in May of 2012, which included faculty leaders from nine different baccalaureate degree programs. This group "strongly endorses the development and implementation of a common first year program for life science students." Among the highlights of the Life Sciences First Year Program, as listed in the task force report, was "A B.A. in Life Sciences option for students who prefer more emphasis on liberal arts." The report included a draft curriculum for a B.A. program, which has since been modified based on discussion with multiple groups on campus. The Life Sciences First Year Program brought in its first class of freshmen in Fall 2014; the intent was to have a B.A. option available to these students by their second year.
To work on development of the current proposal, a task force consisting of faculty from three departments and two colleges (College of Agriculture and Life Sciences and College of Sciences) was convened. All members of this group are leaders in the undergraduate degree programs within their departments (spanning six baccalaureate degree programs), and many of them are closely involved with the new Life Sciences First Year Program as well. This group felt it was important to create an alternative path to degree for the many students interested in the life/biological sciences (the terms are used interchangeably in this document) at NC State – one that has greater flexibility than the companion B.S. in Biological Sciences and other life sciences programs already available – and modified the original draft curriculum provided by the Life Sciences Task Force.

The concept of a B.A. degree to serve as a companion to the B.S. in Biological Sciences was presented at the February 2014 Dean’s Council by Dr. Jo-Ann Cohen. No concerns were raised and the deans were in full (unanimous) support of proceeding with development of the new degree program.

When the proposed program was described to the Academic Policies Committee of the Faculty Senate, members of that committee were fully supportive (no vote) – those in attendance included representatives of four colleges (CALS, CHASS, Engineering, and Sciences).

To date, the proposed curriculum has also been vetted by faculty on the Department of Biological Sciences Undergraduate Programs Committee (approved by unanimous consent) and The College of Sciences Undergraduate Academic Advisory Committee (approved by unanimous consent). The Associate Deans were asked to disseminate the proposal for consultation within their colleges. In addition, Associate Vice Provost Carrie Zelna, Director of the Office of Assessment, was consulted regarding assessment of student learning outcomes in the proposed program.

1.b. issues and revisions

Issues discussed throughout the process of developing the proposed degree program included (1) creating a sufficient level of rigor while maintaining enough flexibility to facilitate interdisciplinary studies that best serve each student, (2) incorporating a requirement for hands-on experience outside of the classroom, (3) the fit with university and system strategic goals, (4) the importance of strong advising to help students make the most of their choice of a secondary discipline, and (5) the challenge of assessing student learning outcomes in a program that will serve students with diverse interests and upper division course selections.

To maintain a high level of rigor, the B.A. in Biological Sciences requires a substantial amount of biology coursework (similar to the B.S. in Biological Sciences), specifies a minimum number of credit hours in biology that must be completed at the 300-level or higher (upper division coursework), requires that advisors must approve the student’s plan for a second disciplinary area outside of the life sciences, specifies a minimum number of credit hours in the secondary discipline that must be completed at the 300-level or higher, and requires one more semester each of physics and chemistry than similar degree programs at UNC-CH and Duke University.

In response to discussions, an experiential learning requirement was included in the proposed program. There is also an opportunity for students to use an additional experiential learning opportunity toward graduation requirements. Experiential learning requires students to work outside of the classroom in a setting that allows them to (1) gain hands-on experience that can help them determine their preferred career path and (2) acquire experience that will better prepare them for their future career. This can be a formal internship, a research experience in a laboratory setting, or practical experience in any of a number of other professional settings (e.g., hospital, classroom, law office). A contract must be approved in advance that describes the nature of the experience as well as the expectations and requirements.
To facilitate interdisciplinary studies, the B.A. in Biological Sciences requires students to identify a second disciplinary focus in addition to biology. To encourage depth of study in this second discipline, a minimum number of the required credit hours must be taken at the 300-level and higher. Encouraging (and providing a path for) interdisciplinary studies at the undergraduate level is consistent with the NC State mission and niche within the UNC system. It also fits well within the strategic goals of the new College of Sciences at NC State.

To allow flexibility, students can select courses within biology that are appropriate to their interests and career goals. They can also select a second discipline that best serves their interests and goals. For example, students interested in a career in elementary education might select biology courses that span a variety of sub-disciplines within biology and choose education as their secondary discipline. In contrast, students interested in a career in physical therapy would select biology courses appropriate to PT programs (with an emphasis on anatomy and physiology) and might choose to focus either on psychology as a second discipline to meet other PT pre-requisites or on Spanish to strengthen their application to PT programs, their future employability, and their ability to serve an underrepresented population. Students interested in pursuing graduate programs in biomathematics or biostatistics would also have the ability to select a combination of biology and quantitative courses that would best fit their interests and program prerequisites. The design of the B.A. in Biological Sciences enables students to pursue interdisciplinary studies within a four year career at NC State.

The B.A. in Biological Sciences will take advantage of the strong advising programs available at NC State -- within the new Life Sciences First Year Program, centrally in Academic Advising Services, and within the departments.

To enable appropriate assessment of student learning outcomes, an additional (new) course requirement (Capstone Project) was included in the final semester. This course will require all students in the B.A. in Biological Sciences to complete a project during their senior year that will be used as a basis for assessment of student learning outcomes. The project will be reviewed using a rubric written specifically to assess student learning outcomes for the program.

2. Describe the proposed new degree program. The description should include:
   a. A brief description of the program and a statement of educational objectives;
   b. The relationship of the proposed new program to the institutional mission;
   c. The relationship of the proposed new program to existing programs at the institution and to the institution's strategic plan; and
   d. Special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program.

2. a. description and objectives

The proposed B.A. in Biological Sciences will serve as a companion program to the B.S. in Biological Sciences already offered at NC State.

The B.A. in Biological Sciences will serve students who
- desire a strong educational foundation in the biological sciences in combination with studies in a second degree program, perhaps in the humanities, social sciences, applied sciences, arts, mathematical sciences, physical sciences, management, engineering, or education
- are interested in health careers that do not require as broad or as deep a background in the supporting sciences (i.e., chemistry, physics, and calculus) as typically required by medical, dental, and veterinary schools
For students in the first category, studies in the life/biological sciences and in a second discipline would position them well for additional education or careers in a variety of areas, such as health management, science education, biomathematics, physical anthropology, health policy, bioinformatics, science communication, environmental policy, biopsychology, and environmental law. Students in the second category would be well-positioned for additional studies leading to careers as physical therapists, physician assistants, occupational therapists, nurses, nurse practitioners, etc.

For all of these students, the B.A. in Biological Sciences will provide an alternate path to graduation in a scientific discipline. Compared to the B.S. in Biological Sciences and similar programs at NC State, requirements in the B.A. in Biological Sciences will include no less biology coursework, slightly less required coursework in chemistry, physics, and calculus, and an increase in the required coursework in a complementary discipline chosen by the student (e.g., education, English, political science, Spanish, chemistry, mathematics, communication, statistics, management). The B.A. in Biological Sciences also includes an experiential learning requirement.

The B.A. in Biological Sciences may also serve (1) transfer students from other institutions looking for greater flexibility in degree requirements to facilitate their graduation from NC State in a timely manner or (2) students who would like to study abroad for one year. Serving transfer students in this way would address a growing concern regarding the difficulty faced by transfer students in trying to complete a science degree in a timely manner after they transfer to NC State. And many study abroad opportunities are difficult for science students to incorporate into a four-year plan because of the difficulty of taking equivalent science courses at those institutions. Many students in the B.A. in Biological Sciences could more easily plan to take courses toward their secondary discipline while studying abroad.

The educational objectives of the proposed B.A. in Biological Sciences are:
- to provide students with a broad, introductory base of biological knowledge at the molecular, cellular, organismal, and ecological levels.
- to provide students with the opportunity to select the area(s) of biology they explore in more depth.
- to provide students with the opportunity to choose and explore a second, complementary discipline in depth.
- to expose students to a wide range of academic disciplines and provide them the opportunity to integrate this knowledge with concepts, theories, and information learned in their major curriculum.
- to encourage students to gain relevant experience outside of the classroom through an experiential learning opportunity.

2. b. relationship to institutional mission

"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...." --NC State Mission Statement

The proposed B.A. in Biological Sciences fits well with the emphasis on inter- and multidisciplinary approaches to problem solving found in the NC State mission statement. It will provide an alternative path to degree completion in the life sciences that will make it possible for students to complete a degree in biology and an additional, complementary program without extending their time to degree completion. This degree program will facilitate the efforts of students in STEM fields to better prepare themselves for addressing societal challenges that require interdisciplinary and/or multidisciplinary approaches.

2. c. existing programs and NCSU strategic plan

One goal of the NC State strategic plan is to enhance interdisciplinary scholarship to address the grand challenges of society. Through its flexible degree requirements and through the requirement that
students explore in depth both biology and a second discipline, the B.A. in Biological Sciences will provide an enhanced opportunity for students to take an interdisciplinary approach to their undergraduate studies.

A second goal of the NC State strategic plan focuses on enhancing student success. The proposed B.A. in Biological Sciences is one part of a comprehensive program to enhance student success and improve time-to-degree in the life sciences. As part of the realignment of the new College of Sciences and the existing College of Agriculture and Life Sciences, NC State created a cross-college program to serve incoming freshmen in the life sciences in both colleges. The Life Sciences First Year Program includes a proactive/intrusive advising program focused on first year students, a common core curriculum, peer mentoring, a new critical and creative thinking first-semester course, and programs to introduce students to the wide variety of life science disciplines represented at NC State. Students will apply to join a degree program based on coursework they complete in their first year of college. At present, many students who desire a career in the health care sector see the B.S. in Biological Sciences as their only logical choice of a major; through appropriate advising and an intentional exploration of different areas within the life sciences, the Life Sciences First Year Program is designed to help students find their best academic fit and best career fit as quickly as possible in their college career. The proposed B.A. in Biological Sciences will provide an important alternative path for these students, one that will be a more appropriate fit for a substantial number of them. The B.A. in Biological Sciences will therefore provide a nice complement to the existing and very popular B.S. in Biological Sciences program, as well as other B.S. degree programs in the life sciences at NC State (i.e., Biochemistry, Genetics, Microbiology, Nutrition Science, Plant Biology, and Zoology).

The proposed B.A. in Biological Sciences will serve as an alternative path to existing NC State B.S. degrees in the life sciences, including the B.S. in Biological Sciences, while taking advantage of the faculty, advisors, and other resources available at NC State in this area. For many students, it will complement other existing degree programs, such as mathematics, education, anthropology, psychology, engineering, foreign languages, and many more, by offering a more flexible life science degree program that facilitates in-depth studies across two disciplines. It is designed not to recruit new students, but to provide an important alternative path to degree to our existing students.

2. d. special conditions that make NC State a desirable, unique, or cost effective place to initiate such a degree program

NC State University serves a large number of students pursuing a degree as preparation for a career in health care. Our B.S. in Biological Sciences, which currently serves the majority of these students, requires 4 semesters chemistry, 1 semester biochemistry, 2 semesters physics, and 2 semesters calculus—requirements that exceed those of many programs our students are interested in pursuing. The proposed B.A. in Biological Sciences will provide these students an alternative path that will allow them to customize their coursework as they prepare for their health care career of choice (physician assistant, nurse, physical therapist, occupational therapist, etc.), while still being required to demonstrate a depth of understanding in the field of biology.

The proposed B.A. in Biological Sciences will also serve students who wish to double major in biology and another discipline, such as anthropology, chemistry, mathematics, statistics, education, communication, international studies, psychology, management, etc. These students will have greater flexibility to customize their undergraduate studies to prepare themselves for graduate programs and careers in inherently interdisciplinary fields (e.g., biomathematics, bioinformatics, science education, computational biology, biopsychology) without extending their time to degree. As just one example, with the strength of NC State’s College of Education, a program like the proposed B.A. in Biological Sciences, which provides the opportunity for students to double major in elementary education and in a scientific discipline, will help NC State better prepare its students to teach science, addressing a critical state and national need.
NC State has recently created a new College of Sciences that brings together faculty and students in the biological sciences with their colleagues in the chemical and physical sciences, the mathematical and statistical sciences, and the marine, earth, and atmospheric sciences. The College of Sciences will emphasize multidisciplinary collaboration, or convergent science, and was formed in part "to facilitate the transdisciplinary mode that characterizes much of today's high-impact science." As a new degree program that facilitates studies across disciplines at the undergraduate level, the B.A. in Biological Sciences will be a signature degree program in this new college. With our strengths in biological sciences, a new synergy with other departments in the College of Sciences, an NSF-funded program to develop courses in biomathematics, and strong colleges across campus, NC State is well-positioned to develop the model for a 21st century B.A. in Biological Sciences.

With the creation of the new Life Sciences First Year Program, NC State has also put into place an enhanced advising program for first year students interested in the life/biological sciences. This program will help new freshmen identify the best degree path for their interests and goals, and the B.A. in Biological Sciences will provide an important new option for these students.

3. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Evidence of student demand should reflect likely applicant pools (local, regional, statewide, national, or global) and could include:

a. Surveys of potential enrollees (such as students or alumni of feeder programs, community college enrollees, etc.).

b. Enrollment data from existing minor, concentration or certificate programs on your campus.

c. Enrollment data from similar programs in UNC, the state, or country.

3. a. Surveys of potential enrollees

We expect the primary audience for the B.A. in Biological Sciences to be drawn from students already at NC State. As is the case at other North Carolina universities, the B.A. in Biological Sciences would provide an alternative path to students who otherwise might pursue the B.S. in Biological Sciences or a minor in Biological Sciences. Rather than looking to serve a large, new population, the proposed program will better serve our existing students by allowing them to customize their studies (within the framework provided) to better match their interests and career goals.

We conducted two surveys of students who we think might be interested in the proposed degree program: students in our new Life Sciences First Year Program (LSFY) and students who have declared a minor in Biological while majoring in a non-life science discipline. LSFY students are freshmen who entered NC State with a stated interest in majoring in one of our life/biological science disciplines, and they are currently exploring their options during their first semester of study. The minors in Biological Sciences we surveyed are a population of students who have indicated an interest in combining studies in biology with studies in a discipline outside of the life/biological sciences.

LSFY students are still contemplating their choice of a degree, and the proposed new degree program is not one that they had previously considered. In this group, 64% of those who responded indicated an interest in the B.A. in Biological Sciences. Without prompting, several students volunteered the second discipline that they would be interested in pursuing – areas included foreign language, history, psychology, philosophy, and management. It is probable that those most interested in the B.A. in Biological Sciences are the most likely to respond, so the percentage of students who responded positively undoubtedly over-represents the
level of interest. However, based on this survey and on conversations with individual students, the B.A. in Biological Sciences will be seen as a desirable alternative path to graduation by many of our life science students.

The second population surveyed was students who have combined a major outside of the life sciences with a minor in Biological Sciences. The proposed B.A. in Biological Sciences would make it easier (i.e., shorter time to degree) for these students to complete a second major in biology. We asked these students if they would have been interested in a second major using the B.A. in Biological Sciences if it had been available to them. Response rate was higher than for the freshmen surveyed and 79% indicated that they would have been interested in the B.A. in Biological Sciences as a second major. As expected, many students will see the B.A. in Biological Sciences as a way to strengthen their studies in biology, while also earning a degree in their primary discipline.

Although students were asked only for a yes/maybe/no response, one student wrote that he would have preferred to take more courses in biology and to combine a second major in the proposed B.A. with his chemical engineering degree.

Three other students volunteered the following:

"Many students love the idea of double majoring in Biology but simply decline due to the heavy emphasis on advanced Chem and Physics requirements, which are often unnecessary for their career goals. Furthermore, students who are pre-medical career (PT, PA, RN, OT, etc) would certainly love to receive a degree in recognition of all the hard work put into the many pre-requisites required by medical programs above and beyond their primary major requirements. I for one have taken a rather extensive amount of courses beyond my major. This occurred for multiple unforeseen reasons, some were by choice out of passion for the subjects and others were due to a lack of structure and understanding of the proper way to navigate my degree path. Had there been a BA-Bio curriculum I could have followed under MyPack Portal's "Degree Audit" system, I feel this path would have been a much smoother one. I am highly passionate about both the mind and body, and double majoring in both psychology and biological sciences would have been my ideal choice, and simply makes sense."

"I definitely would have been interested in double majoring in the BA bio sci degree and anthropology. I think the anthropology department has a great selection of courses for both cultural and biological anthropology, but ultimately I was not able to "major" in physical anthropology which is what I hope to go to grad school for. I think double majoring in those fields would have been what I did if I had been given the chance. There are a few of us humanities people that don't quite fit, but we don't quite fit in science either. I feel like we are a combination of both and we've chosen several different pathways to meet our end goal of hybridizing those fields."

"Honestly, a BA in Bio Sci would be great for people in Environmental Technology and Management as we don't need to be experts in the science but we have to know more than just the basics in order to be effective in many positions that we may hold after graduation. It would also allow a student to specialize a bit more before graduation as ETM is a fairly broad program and being able to specialize would make a more marketable graduate."

3.b. enrollment data on campus

NC State University offers a number of degree program options within the broad area of biology (i.e., Biochemistry, Biological Sciences, Genetics, Microbiology, Nutrition Science, Plant Biology, and Zoology), but all are B.S. degrees. These programs have proven to be very popular, as
evidenced by the numbers of applications from students wishing to enter these degree programs. For the Fall 2010 semester, NC State received over 2500 applications from potential freshmen wanting to major in one of these programs. By Fall of 2013 that number had risen to over 2900, with an increase each year. Together, these seven programs in Fall 2013 had 2,619 majors enrolled (1,598 at the JR and SR levels). The B.S. in Biological Sciences alone had 1,561 majors (951 at the JR and SR levels).

Many of these students are interested in health care careers. The health career path opportunities for our students include much more than medical, dental, and veterinary school, but our B.S. degree requirements are designed with those schools in mind. Many of our students would be better served by the B.A. in Biological Sciences, which would allow them to customize their coursework to align with the requirements of their desired graduate program (e.g., physician assistant, physical therapist, occupational therapist, nurse) and to focus on a second discipline that would enhance their preparation for the workforce (e.g., Spanish, management, psychology). These students would gain strong preparation in the biological sciences, the necessary preparation in supporting fields and the flexibility to strengthen their preparation in a field of their choosing.

Additional students find an interest in areas like health management or environmental law – areas in which they would benefit from a strong background in biological sciences, but for which their primary focus would be in another discipline (e.g., management, political science). The B.A. in Biological Sciences would make it easier for such students to complete a second degree in biology to complement their primary discipline, allowing them to better prepare and compete for jobs in these areas. These jobs might include, for example, positions as sales representatives, laboratory technicians, food/dairy quality controllers, technical service representatives, botanical technicians, environmental technicians, and consultants. Possible employers might include research companies, hospitals, non-profits, schools, government agencies, environmental companies, agricultural firms, museums, zoos, aquaria, veterinary offices, and pharmaceutical companies.

Likewise, students who pursue careers in education would also benefit (as would their future students) from strong preparation in science. The B.A. in Biological Sciences would provide them with an opportunity to more easily add a second major in biology.

We expect the primary audience for the B.A. in Biological Sciences to be drawn from students already at NC State – students most likely to be interested are those who are either enrolled as majors in the B.S. in Biological Sciences with a second major or minor in a non-life/biological sciences discipline or those who are enrolled as majors in those other disciplines with a minor in a life/biological sciences area. These numbers are estimates (not all students pursuing these options have officially declared their intentions), but they give an idea of how many students might be interested in the B.A. in Biological Sciences as an alternative to the B.S. in Biological Sciences, given their expressed interest in a second discipline. We do not expect all such students to pursue the B.A., but expect these to be the current students most likely to consider it.

There are some 113 current NC State students who have declared a minor in one of the life/biological sciences while in a major that does not overlap extensively with the minor. This includes 36 in the Humanities and Social Sciences (primarily psychology), 31 in non-life science STEM disciplines, 29 in applied sciences (e.g., agricultural sciences, natural resources), and 17 in accounting or management fields.

There are some 180 majors in the B.S. in Biological Sciences (not including related life science majors) who have declared a minor outside of the life/biological sciences. This includes 53 in the Humanities, 41 in the Social Sciences (a majority in psychology), 24 in non-life science STEM
disciplines, 39 in applied sciences, 17 in accounting or management fields, and 6 in the performing arts.

There are currently some 77 majors in the B.S. in Biological Sciences (not including related life science majors) who have declared a second major outside of the life/biological sciences. This includes 40 in the Humanities and Social Sciences, 17 in non-life science STEM disciplines, 10 in applied sciences, 4 in science education, 3 in accounting or management, and 3 in art or design.

All of these (almost 400) students have shown evidence of an interest in combining studies in the life/biological sciences with studies in a second discipline outside of the life sciences. Some would be interested in converting from a major and minor to two majors with the B.A. in Biological Sciences (see survey above). Those with double majors may find that using the B.A. rather than the B.S. in Biological Sciences allows them to graduate more quickly, while still achieving their goals for an interdisciplinary path of study at the undergraduate level. The proposed degree program offers an alternative that will serve the interests and goals of many of our students.

As noted above, a survey of current freshmen in the life sciences indicates that we can also expect a number of students to pursue the B.A. in Biological Sciences instead of the B.S. in Biological Sciences because it better meets their particular interests and career goals, especially with regard to the allied health professions.

3.c. enrollment data

Enrollment data are provided in section 5 (below).

4. Provide evidence of societal demand and employability of graduates from as many of the following sources as feasible unless a good reason exists why such evidence cannot be obtained and similar evidence is presented from sources not listed here.
   a. Labor market information (www.neworks.gov) – Current and projected industry and occupational data by region and statewide from the NC Department of Commerce. Available data include (but are not limited to):
      (1) Area, occupation, and industry profiles.
      (2) NC occupational and employment projections.
      (3) Job postings.
      (4) Economic and demographic indicators.
   b. National occupational and industry projections (http://www.bls.gov/data/) – National, regional and state outlook for occupations, also including wage data.
   c. Wages and employment of graduates in North Carolina. – Percentage of graduates of UNC programs employed in North Carolina and wages paid to graduates of UNC programs employed in North Carolina.
   d. Wages and employment of graduates nationally when these data becomes available (see http://www.doleta.gov/performance/pftdocs/wris2_status_state_optin.pdf) – Wages paid to graduates of UNC programs employed nationally (North Carolina partnership in WRIS2 forthcoming).
   e. Job-posting analyses.
   f. Projections from professional associations or industry reports.
g. Data concerning employment and wages for graduates of a particular program area from the UNC alumni survey when this survey and data become available.

Amid growing calls locally and nationally for universities to focus more on preparing students for the workplace, it is important to know what potential employers view as the most important attributes, skills, and abilities in new graduates. In several recent surveys (some are listed after this paragraph), business leaders (and others surveyed) repeatedly emphasized the value of broadly applicable skills (like communication, problem solving, critical thinking, and creative thinking) over more narrow training and job-specific skills. In other words, most potential employers value what the Association of American Colleges and Universities terms a “21st-century liberal education” that produces well-rounded graduates. They ranked as highly valued: STEM degrees, skills in communication and critical thinking, and experiential learning.¹ Employers called upon colleges to do a better job preparing students in terms of their communication skills and problem-solving abilities, and emphasized the importance of work and internship experiences.² As one survey concluded, “The majority of employers agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is most important for recent college graduates to achieve long-term career success.” Business leaders emphasized a need for greater emphasis in areas like critical thinking, problem solving, effective communication, and real-world experience.³

³ “It Takes More Than a Major: Employer Priorities for College Learning and Student Success,” Association of American Colleges and Universities, April, 2013

The proposed B.A. in Biological Sciences will provide an opportunity for students at NC State to develop a depth of understanding in biology and in a second discipline of their choice, while also fulfilling general education requirements to further their development as well-rounded graduates, and still graduate within four years. The requirement for students to select a focal area outside of the life sciences, to complement their studies in biology, will result in students exploring a second disciplinary area in depth — in greater depth than is required by our General Education Program. Students in the B.A. in Biological Sciences will therefore be exposed in depth to two different ways of thinking and problem-solving, enhancing their opportunities to develop critical and creative thinking skills, as well as their ability to communicate in different contexts. Students will also have a requirement for experiential learning as part of earning their B.A. degree in Biological Sciences. This approach to a college degree aligns well with what employers say they want in college graduates.

The B.A. in Biological Science is not a degree program that will serve any single industry or occupation. Students in fields as disparate as chemical engineering, education, allied health services, anthropology, biopsychology, biomathematics, and environmental technology and management have already expressed their interest in the B.A. in Biological Sciences either as an alternative path to graduation or as a second major. They see it as a program that will strengthen their preparation for a desired career, but the specific careers fall into a number of different labor market categories.

The growth in applications to biology and related degree programs at NC State University coincides with a growing interest in health related career options. Many of our students indicate an intention to pursue a career in the health professions and this is an area that is growing in employment opportunities. Even during the recent economic downturn, jobs in health care have grown (by 25% between 2000 and 2010) while jobs in other areas have declined. The Bureau of Labor Statistics projected growth in health care jobs of as much as 30% between 2010 and 2020. Each year (in recent years), we have approximately 550-600 students applying to graduate programs in health care fields. Many of these students enter allied health fields that do not require the chemistry, physics, and calculus required by medical, dental, and veterinary schools. Many of these fields appear on the list of fastest growing occupations, 2012 and
projected 2022 (http://www.bls.gov/data/), including physician assistants, physical therapists, physical therapy assistants, genetics counselors, health specialty teachers, and nurse practitioners; median annual wages for these occupations range from $52,000 to $90,000, according to the same report. On one day in October, 2014, www.ncworks.gov indicated that there were over 160,000 jobs advertised in North Carolina. A search of these jobs indicated 547 jobs in the category of healthcare practitioner and 2,299 in the category of healthcare support.

A second area of likely interest for students in the B.A. in Biological Sciences might be education; a search for jobs using the keywords “educator or teacher” indicated 618 jobs. Projections for the educational services sector also indicate growth, although not as strong as in the health care sector (Table 1 at http://www.bls.gov/opub/mlr/2013/article/industry-employment-and-output-projections-to-2022-1.htm). We commonly hear calls for more science teachers with a strong background in a scientific discipline that allows them to truly master the content they are teaching. The B.A. in Biological Sciences would enable students interested in a double major to more easily combine greater depth in studies in biology with their degree in education. Such training that combines depth in studies both in biology and in education will enhance preparation of science teachers for North Carolina (and other) schools, helping to improve the quality of science education in our schools.

There are many other areas in which a strong background in biology, although not required, would make our students better qualified for a given position. These include sales/marketing, health services management, agricultural and conservation workers, some financial and legal positions, natural science management, some areas of engineering, and many government/policy positions. In addition, there are graduate programs in which students would benefit from adding a strong background in biology. As one example, bioinformatics is an area of growing strength within the new College of Sciences at NC State University, and the ability to handle large amounts of data is a skill identified by employers as being of value. The proposed B.A. in Biological Sciences will facilitate planning and time-to-degree for students who are interested in graduate programs and careers that are inherently multidisciplinary, like bioinformatics, which requires strong training in both the biological sciences and in the mathematical and statistical sciences.

5. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery.

a. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
</tr>
<tr>
<td>Degrees-awarded</td>
<td></td>
</tr>
</tbody>
</table>
b. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

c. Present evidence that establishment of this program would not create unnecessary program duplication.

The following North Carolina institutions offer a B.A. in life/biological sciences. We did not note any that were online degree programs.

<table>
<thead>
<tr>
<th>institution</th>
<th>Biological/Life Sciences degree(s)</th>
<th>public or private</th>
<th>location and distance from NCSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>B.A. B.S.</td>
<td>public</td>
<td>Boone, 190 mi</td>
</tr>
<tr>
<td>Barton College</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Wilson, 50 mi</td>
</tr>
<tr>
<td>Belmont Abbey College</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Belmont, 175 mi</td>
</tr>
<tr>
<td>Catawba College</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Salisbury, 130 mi</td>
</tr>
<tr>
<td>Duke University</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Durham, 20 mi</td>
</tr>
<tr>
<td>Elon University</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Elon, 60 mi</td>
</tr>
<tr>
<td>Guilford College</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Greensboro, 80 mi</td>
</tr>
<tr>
<td>High Point University</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>High Point, 90 mi</td>
</tr>
<tr>
<td>Lenoir-Rhyne College</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Hickory, 170 mi</td>
</tr>
<tr>
<td>Meredith College</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Raleigh, 2 mi</td>
</tr>
<tr>
<td>Methodist University</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Fayetteville, 70 mi</td>
</tr>
<tr>
<td>Queens University of Charlotte</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Charlotte, 150 mi</td>
</tr>
<tr>
<td>Salem College</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Winston-Salem, 100 mi</td>
</tr>
<tr>
<td>St. Andrews University</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Laurinburg, 100 mi</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>B.A. B.S.</td>
<td>public</td>
<td>Chapel Hill, 25 mi</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>B.A. B.S.</td>
<td>public</td>
<td>Charlotte, 150 mi</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>B.A. B.S.</td>
<td>public</td>
<td>Greensboro, 75 mi</td>
</tr>
<tr>
<td>UNC Wilmington</td>
<td>B.A. B.S.</td>
<td>public</td>
<td>Wilmington, 125 mi</td>
</tr>
<tr>
<td>Wake Forest University</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Winston-Salem, 110 mi</td>
</tr>
<tr>
<td>William Peace University</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Raleigh, 2 mi</td>
</tr>
<tr>
<td>Wingate University</td>
<td>B.A. B.S.</td>
<td>private</td>
<td>Wingate, 140 mi</td>
</tr>
</tbody>
</table>
The tables that follow indicate enrollment and degrees-granted data from UNC system schools that offer a B.A. in life/biological sciences.

**Institution: Appalachian State University**

<table>
<thead>
<tr>
<th></th>
<th>2013-</th>
<th>2012-</th>
<th>2011-</th>
<th>2010-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>164</td>
<td>218</td>
<td>227</td>
<td>192</td>
</tr>
<tr>
<td>Degrees-awarded</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Institution: UNC Chapel Hill**

<table>
<thead>
<tr>
<th></th>
<th>2013-</th>
<th>2012-</th>
<th>2011-</th>
<th>2010-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>292</td>
<td>266</td>
<td>222</td>
<td>252</td>
</tr>
<tr>
<td>Degrees-awarded</td>
<td>77</td>
<td>78</td>
<td>67</td>
<td>78</td>
</tr>
</tbody>
</table>

**Institution: UNC Charlotte**

<table>
<thead>
<tr>
<th></th>
<th>2013-</th>
<th>2012-</th>
<th>2011-</th>
<th>2010-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>49</td>
<td>46</td>
<td>50</td>
<td>46</td>
</tr>
<tr>
<td>Degrees-awarded</td>
<td>27</td>
<td>29</td>
<td>26</td>
<td>25</td>
</tr>
</tbody>
</table>

**Institution: UNC Greensboro**

<table>
<thead>
<tr>
<th></th>
<th>2013-</th>
<th>2012-</th>
<th>2011-</th>
<th>2010-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>177</td>
<td>169</td>
<td>164</td>
<td>203</td>
</tr>
<tr>
<td>Degrees-awarded</td>
<td>did not find</td>
<td>25</td>
<td>40</td>
<td>43</td>
</tr>
</tbody>
</table>
Institution: UNC Wilmington

Program Title: B.A. and B.S. in Biology (degrees not separated)

<table>
<thead>
<tr>
<th></th>
<th>2013-</th>
<th>2012-</th>
<th>2011-</th>
<th>2010-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>369</td>
<td>239</td>
<td>312</td>
<td>324</td>
</tr>
<tr>
<td>Degrees-awarded</td>
<td>152</td>
<td>135</td>
<td>136</td>
<td>147</td>
</tr>
</tbody>
</table>

NC State students have opportunities to take courses at other area universities through Cooperating Raleigh Colleges (CRC) and at other UNC system schools through the Inter-Institutional Program and UNC Online. These programs enable NC State students to explore areas that may not be well-represented at NC State. The B.A. in Biological Sciences, with its flexibility in the choice of a second disciplinary area of study, will make it easier for students to take advantage of these opportunities while still making progress toward their degree at NC State. We will reach out to these institutions to identify specific areas of study that they would like us to advertise to our students, as well as to gauge their interest in possible interdisciplinary projects that could involve students and faculty from more than one campus.

Our enrollment projections are based primarily on our surveys of NC State students and on conversations with our students. While we can try to predict enrollment based on other institutions, it is likely that our student population is different from that at other institutions. Accordingly and since we expect this program to serve primarily students who would otherwise have enrolled at NC State, it seems more accurate to base enrollment projections on data from our own students. The wide range in enrollment numbers among UNC campuses (40-290 at Charlotte, Greensboro, and Chapel Hill) also makes it difficult to use these data as a basis for enrollment projections.

Nevertheless, we did adjust our initial (survey-based) projections by considering the percentage of biology students at Chapel Hill who are in the B.A. (rather than the B.S.) program. Total (B.A. and B.S. in Biology) enrollment at UNC Chapel Hill grew from approximately 900 in Fall 2010 to approximately 1100 in Fall 2013. In most years, the number of students in the B.A. has been 24-30% of the total majoring in biology at UNC CH. Enrollment in the B.S. in Biological Sciences at NC State is currently approximately 1200 students. If 24-30% of those students chose instead to major in the B.A. in Biological Sciences, that would result in an enrollment of 288 to 360 students. This is higher than we anticipated based on our surveys, and our revised steady state enrollment projections reflect a compromise between the two estimates. Final enrollment numbers, of course, will also depend on applications, admissions, and yield rates each year. What is certain is that the proposed B.A. in Biological Sciences will serve a substantial number of NC State students with a program better suited to their interests and goals, and will reduce enrollment in the B.S. in Biological Sciences.

Many of our peer institutions also offer a Bachelor of Arts option in biology. Specifically, Michigan State University, Ohio State University, the University of Florida, the University of Arizona, and Texas A & M all offer programs similar to what we are proposing, although with some variations in the exact courses required and with none of those programs requiring that students focus on a second discipline in addition to biology. In addition, UC Davis offers a B.S. in Natural Sciences that has goals and requirements similar to the proposed B.A. in Biological Sciences, although students in their program can focus either on biology or on other areas of science. Rutgers also offers a B.A. in Biology option (joint with the New Jersey Institute of Technology), but their requirements are closer to the B.S. in Biology than to what we are proposing here, so it is not a comparable program.
A B.A. companion program to B.S. programs in biology clearly meets a need for students at institutions that offer this option, including many of our peer institutions. Although the specific details vary by institution, in most cases the B.A. is one that requires less coursework in the supporting (cognate) sciences (chemistry, calculus, and/or physics) and allows greater flexibility in selecting courses to meet student needs and support student goals. Our surveys of students and our many conversations with students indicate that the same will be true at NC State – that the B.A. in Biological Sciences will provide a valuable alternative path to our students.

6. Are there plans to offer all or a portion of this program to students off-campus or online?

There currently are no plans to offer this program off-campus or online, although sections of some courses will be available online.

7. Estimate the total number of students that would be enrolled in the program during the first year of operation: Full-Time 40 Part-Time

   Estimate the total number of students that would be enrolled in the program during the fourth year of operation: Full-Time 260 Part-Time

8. Will the proposed program require development of any new courses: Yes ___ No ___ X

   If yes, briefly explain.

9. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)
   a. New Faculty: Yes ___ No ___ X
   b. Additional Library Resources: Yes ___ No ___ X
   c. Additional Facilities and Equipment: Yes ___ No ___ X
   d. Additional Other Program Support: (for example, additional administrative staff, new Master’s program graduate student assistantships, etc.) Yes ___ No ___ X

10. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

   No need for enrollment growth is needed for the proposed program – the primary goal of this program is to provide an alternative path to degree for students currently in other life science degree programs at NC State.

11. For graduate programs only: NA

12. For doctoral programs only: NA
13. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Stephanie Curtis, PhD  
Director, Undergraduate Program in Genetics  
Department of Biological Sciences  
securetis@ncsu.edu, 919-515-5747

Sarah Ash, PhD  
Coordinator, Undergraduate Program in Nutrition Science  
Department of Food, Bioprocessing, and Nutrition Sciences  
sla@ncsu.edu, 919-515-4043

James Brown, PhD  
Coordinator, Program in Microbiology  
Interim Associate Department Head, Department of Biological Sciences  
brownjw@ncsu.edu, 919-515-8803

John Godwin, PhD  
Coordinator, Concentration in Integrative Physiology and Neurobiology  
Department of Biological Sciences  
godwin@ncsu.edu, 919-513-2936

William Grant, PhD  
Coordinator, Program in Biological Sciences  
Department of Biological Sciences  
wgrant@ncsu.edu, 919-513-3928

Chad Jordan, PhD  
Coordinator, Program in Plant Biology  
Department of Plant and Microbial Biology  
cvjordan@ncsu.edu, 919-515-2222

Jane Lubischer, PhD  
Director, Life Sciences First Year Program  
Assistant Department Head, Department of Biological Sciences  
jjlubisc@ncsu.edu, 919-515-2587

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: ____________________________ Date: ____________________________
LEA# 94z  LEA Name  Northeast Regional School of Biotechnology and Agriscience
School Name  Northeast Regional School of Biotechnology and Agriscience
Partner Institution  North Carolina State University & Martin Community College

State Funding Requested?  ☒ Yes  ☐ No

Cooperative Innovative High Schools

Application to open a Cooperative Innovative High School in accordance with NC G.S. 115C-238.50 – 238.55

2014-15 Application Cycle Applications due October 1, 2014

North Carolina State Board of Education North Carolina State Board of Community Colleges University of North Carolina Board of Governors
Cooperative Innovative High School Program Application

Directions for Completion – please read carefully

- Read carefully the information contained on this and the following pages prior to completing the application.
- The application must be submitted jointly by a local board of education and the governing board of a post-secondary institution.
- Applicants must complete the entire application including any additional exemption requests beyond the standard exemptions provided with program approval.
- An electronic version of the entire application packet, including the completed signature page, must be submitted via e-mail to CIHS@dpi.nc.gov. Only complete applications will be submitted to the State Board of Education and appropriate Governing Board(s) for action.

In accordance with law, a Joint Advisory Committee shall review the applications and recommend to the appropriate Governing Boards those programs that meet the requirements and that achieve the purposes set out in G. S. 115C-238.50. The Governing Boards may approve other programs that were not recommended. You will be contacted if clarification is needed. Please ensure contact information is provided.

IMPORTANT NOTIFICATION TO APPLICANTS

Cooperative Innovative High School legislation has undergone multiple changes over the last few years. Applicants are strongly encouraged to carefully read and understand the law prior to completing the application. A copy is provided in Appendix A. For legal or programmatic questions or clarifications, please feel free to contact DPI Academic Services and Instructional Support any time at 919.807.3200.

For applications that do not request funding, the approval decisions shall be made no later than June 30, 2015. For applications requesting funding, preliminary approvals shall be completed no later than April 1, 2015, to permit submission of funding requests to the General Assembly.
Cooperative Innovative High School Program Application

Part I – Identification and Signature Page

LEA #: 94z LEA Name: Northeast Reg. School of Biotechnology & Agriscience

School Name: Northeast Regional School of Biotechnology & Agriscience

1. Application partner signatures (signatures of all partners are required):

Chairperson, Local Board of Education

Date 9/22/14

Chairperson, Local Board of Trustees of Community College

Date

Chairperson, Board of Trustees, UNC Campus

Date

Chairperson, Board of Trustees, Independent College/University

Date

Business Partner or County Commissioners

Date

2. Contact for information contained in the application

Name: Hallet S. Davis, Jr. Title: NERSBA Principal

Telephone: (252) 792-0241 E-mail: hsdavis@ncsu.edu

Mailing Address:

Funding Request

K-12: □ None X Position(s) X CIHS Allotment (PRC 055)

Higher Ed: □ None X FTE (CC) X Tuition (UNC)

3. Post-evaluation Signatures (Applicants please leave this area blank)

Application is □ Approved □ Not approved

Chairperson, State Board of Education

Date

Chairperson, State Board of Post-secondary Partner

Date
Part II – Target Population

1. Target population – Please check the population(s) to be served.
   - X High school students at risk of dropping out before acquiring a high school diploma.
   - X High school students who would be defined as “first-generation college students”¹
   - X High school students who would benefit from accelerated academic instruction.

2. Grade levels to be offered – Please check all that apply.
   - Grade 9  X  Grade 10  X  Grade 11  X  Grade 12  X  Grade 13  X

3. Program configuration – Please check the configuration to be implemented.
   - A technical high school – A school that prepares students for specific trades, crafts, or careers at various credential levels.
   - A technical/career center – A school providing hands-on applied learning experiences that build academic knowledge, problem-solving skills, general employment skills and specific career skills that lead to industry credentialing.
   - An early college high school – A 9-12 or 9-13 high school designed to graduate students with a high school diploma and an associate’s degree, or two years of transferable college credit.
   - A middle college high school – An 11-12 or 11-13 high school designed to graduate students with a high school diploma and transferable college credit.
   - X Other (please describe below)

¹ US Department of Education (USED) defines a first-generation college student as a student from a family in which neither parent (whether natural or adoptive) received a baccalaureate degree or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.
For “Other” school configurations, please briefly describe the configuration here. Ensure the description indicates whether the school will or will not be located on the campus of an institution of higher education. (For all other configurations, leave this space empty.)

The Northeast Regional School of Biotechnology & Agriscience serves as a statewide model for STEM education in agriscience and biotechnology. The school is located in Jamestown, NC and is approximately 15 minutes from Martin Community College. The school was developed and is supported under a partnership among five local school districts, the NC State University College of Agriculture and Life Sciences, the NC State Board of Education, and the NC New Schools with additional key support from the NC Department of Agriculture, the NC Biotechnology Center and the JOBS Commission. The local school districts are Beaufort, Martin, Pitt, Tyrrell and Washington counties. Many more partnerships will be formed both within these counties and across the state and country as this new school becomes a model for STEM education.

Part III – Programmatic Information
(1) Please describe the program briefly, addressing all relevant purposes outlined in G.S. 115C-238.50, sub-sections (a) and (b). Limit description to 150 words.

The Northeast Regional School of Biotechnology and Agriscience (NERSBA) is a regional high school serving scholars from five different counties: Beaufort, Martin, Pitt, Tyrrell and Washington.

Since inception in August 2012, scholars are accepted annually with a focus on first generation college students. Scholars are recruited through middle school presentations within the five districts NERSBA serves. Encouragement for parental involvement begins with the interview process.

The goal of NERSBA is to prepare students for entry into the workforce or up to two years of college credits (associates degree/continuation for university) through a rigorous, technology-enriched environment that focuses on biotechnology and agriscience. The scholars begin college courses in the ninth grade and continue through grade thirteen.

NERSBA’s main campus is located in Jamestown, NC with a satellite campus at the Vernon James Research and Extension Center where scholars are provided hands-on opportunities to work alongside the researchers of NC State University.
(2) Please explain how the school relates to the Economic Vision Plan adopted by the regional economic development commission for the economic development region where the school will be located.

The December 2013 North Carolina Jobs Plan developed through the North Carolina Economic Development Board highlights several goals relative to the economic vision for Northeastern North Carolina.

- Develop and retain globally competitive workforce with the knowledge and skills for high quality, sustainable jobs.
- Spread prosperity, jobs and investment to the rural areas of the state.
- Identify at county and zone level, targeted industries within agriculture, forestry, food and bio pharmaceuticals to attract, retain and expand.

Despite its natural attributes and pockets of economic innovation, northeastern North Carolina suffers from some of the highest rates of poverty in the state and low levels of academic achievement. In the five counties served by NERBSA, the median household income ranges from $32,000 to $40,000 a year; the poverty rate ranges from 21 percent to 29 percent, and in a region many miles removed from North Carolina’s Research Triangle Park and its three major universities, fewer than two out of every 10 residents holds a college degree. In the past, many of the jobs available in the region were available in farming or production, so college seemed less necessary.

The educational opportunities at NERBSA prepare scholars for a globally competitive workforce during the 21st century. As a STEM-focused school, the courses and experiences provided will challenge scholars through rigorous curricula and project-based learning with a focus on biotechnology and agriscience. There are high expectations for all scholars.

Through our partnership with the Vernon G. James Research Center and the NC State University researchers, NERBSA scholars are given the opportunity to participate in real world lab and field experiences at the Research Center. Scholars gain first-hand knowledge about agriscience research that is taking place at the Center. These experiences are an investment in the communities as scholars are prepared for jobs focused on agriculture, forestry and food within the rural counties of North Carolina.

Scholars form a connection with NC State through a variety of experiences including: online classes (beginning in the Spring 2015), hands-on experiences during a visit to the College of Agriculture & Life Sciences and participating in FFA competitions and events. These experiences allow scholars to gain the knowledge and skills needed for high quality, sustainable jobs.

Our scholars are also provided opportunities to participate in lab experiences at the Pitt Community College Biotechnology Center. These lab experiences reinforce concepts they learn in the classroom and give them more exposure to the biotechnology field and job opportunities available within northeastern North Carolina.
Through our partnership with NC New Schools, we have developed a Northeast Regional School / Bertie Early College Education-Industry Council which will help facilitate site visits to local businesses, job shadowing, internships and work-based learning opportunities. A goal of our school is to expose scholars to college campuses and businesses in agriscience and biotechnology. We want to cultivate a collegiate culture amongst our scholars and expose them to as many careers as possible, especially those available in northeastern North Carolina, so they can make the best choice for their future. NERSBA is uniquely positioned to be a bridge between high school, college and the workforce.

(3) Please describe the facilities to be used by the program and how administrative services will be provided. Note: if the school is not located on an institution of higher education campus, a location waiver must be requested from the appropriate higher education partner board(s). Please see Section 12.

The Northeast Regional School of Biotechnology and Agriscience (NERSBA) currently serves scholars through two sites. The main campus of NERSBA is located at the former Jamesville Middle School, 1215 Saint Andrews Street, Jamesville NC. The facilities in Jamesville are leased through Martin County Schools. At this location, the scholars have access to science labs, an auditorium, a gymnasium and a cafeteria. This location allows for scholars to complete experiments and investigations with ample space for all scholars. The auditorium allows scholars a space to make presentations for the community along with NERSBA FFA chapter meetings. The cafeteria allows for all scholars to be served lunch in a timely manner, while receiving a hot lunch and the opportunity to participate in the free or reduced lunch program.

The second site available to scholars at NERSBA is the Vernon James Center in Plymouth, NC. Scholars travel to this site via an activity bus. This site provides scholars with access to current research through the staff with NC State University, lab areas, greenhouses, swine facilities and various types of field crops. The facilities and staff at the Vernon James Center support the curricula provided at the Jamesville site.

NERSBA will provide college coursework through Martin Community College and begin online courses with NC State University in the spring of 2015.

NC State University staff, located at the Vernon James Center in Plymouth, collaborates with the NERSBA staff to provide hands-on opportunities for NERSBA scholars. Scholars also visit the NC State campus in Raleigh NC to see the College of Agriculture and Life Sciences where they participate in mini-workshops relating to soil science, horticulture and crop science.

Martin Community College is collaborating with NERSBA to outline the specifics for college courses available to NERSBA scholars. The facilities at Martin Community College are used by the Northeast Regional School of Biotechnology and Agriscience during “satellite days”. Satellite days are times during the school year where scholars are able to meet within the county they live instead of coming to the NERSBA campus. Staff members of NERSBA join the scholars at MCC to provide instruction.
Satellite day locations also include the Biotechnology Lab at Pitt Community College and Ag Extension Offices in Beaufort County and Pitt County.

(4) List the student academic and career/technical achievement goals and the measures to be used to demonstrate that students have attained the skills and knowledge specified for the listed goals.

(a) Academic goals for students – Please list the academic goals for students, including goal indicators (measures) and the preliminary targets for each indicator.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicator</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn up to two years of college credit or an Associate Degree</td>
<td>Post-secondary courses completed</td>
<td>80% of scholars will earn 2 years of college credit or an Associate Degree</td>
</tr>
<tr>
<td>Honors Credits Earned</td>
<td>Number of Honors Credits Earned</td>
<td>100% of scholars will earn Honors Credit in at least 14 classes</td>
</tr>
<tr>
<td>Percentage of students proficient on EOCs will increase to 70%</td>
<td>NC End-of-Course Test Results</td>
<td>EOC composite scores will maintain at 70% or higher</td>
</tr>
<tr>
<td>College courses will be successfully completed by students (earning a C or higher)</td>
<td>PowerSchool</td>
<td>90% of college courses will be successfully completed</td>
</tr>
<tr>
<td>Students will graduate from NERSBA and continue their education at a college or university with a major in agriscience or biotechnology</td>
<td>Student Survey</td>
<td>50% of students will enroll in a college or university with an agriscience or biotechnology major after graduation</td>
</tr>
</tbody>
</table>

(b) Career/technical goals for students – Please list the career/technical goals for students, including goal indicators (measures) and the preliminary targets for each indicator.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicator</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars will complete a SAE (Supervised Agriculture Experience) project each year.</td>
<td>Agriscience Class Records – AET program</td>
<td>95% of scholars will complete a SAE each year</td>
</tr>
</tbody>
</table>
### Agenda

<table>
<thead>
<tr>
<th>Scholars will complete the requirements for a “State FFA Degree”*</th>
<th>Agriscience Class Records</th>
<th>75% of scholars will earn a “State FFA Degree”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars will become a CTE Concentrator (earn 4 or more credits from the Agriculture, Food and Natural Resources CTE cluster – with 1 being a level 2 class)</td>
<td>%age of CTE Concentrators in a cohort</td>
<td>≥95% of scholars will be CTE Concentrators</td>
</tr>
<tr>
<td>Scholars will earn Industry Recognized Credentials including Workkeys</td>
<td># of industry credentials earned by scholars</td>
<td>≥85% of scholars will earn an Industry Recognized Credential</td>
</tr>
<tr>
<td>Scholars will participate in Job Shadowing and/or Assist the NC State University Researchers</td>
<td># of Hours</td>
<td>≥90% of scholars will have completed a minimum of 20 hours before they graduate</td>
</tr>
</tbody>
</table>

*The State FFA Degree is given to the top members of a State FFA Association.

To receive a State FFA Degree, members must meet the following requirements:

- Received a Chapter FFA Degree.
- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at our above the ninth grade level, which includes an SAE.
- Have earned and productively invested at least $1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
- Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent.
- Participated in the planning and implementation of the chapter’s Program of Activities.
- Participated in at least five different FFA activities above the chapter level.
- Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

(5) Describe the following components of program operations:
(a) Budgeting (describe your annual budget development process only; a pro forma budget and funding plan is required in Section 8.):

The budget for NERSBA is comprised of federal, state and local funding. The majority of NERSBA’s budget is obtained through Annual Daily Membership (ADM) for each scholar in attendance.

The NERSBA Board of Directors has established a finance committee comprised of board members to create a preliminary budget. The previous fiscal data and projected fiscal income (based on predicted scholar enrollment) is reviewed when completing the budget. Once the finance committee has created a budget, then it is submitted to the Pitt County Schools’ Finance Officer. Since NERSBA does not have any central support services, the school contracts with Pitt County Schools for the financial services support. The Pitt County Schools’ Finance Officer reviews the preliminary budget with the principal of NERSBA. Once a budget has been finalized, then it is submitted to the NERSBA Board of Directors for review and approval.

In addition to the finance committee, the NERSBA Board of Directors has formed a “Funding Committee” to focus on fundraising for the operation of the school as well as funds for a new building to be located near the Vernon James Center in Plymouth, NC.

NERSBA has received funding from the Carnegie Foundation and Golden Leaf Foundation, as well as a number of small, local grants.
(b) Curriculum:

1. Please complete a proposed curriculum map for the school. A sample is provided in Appendix B. You may alter the sample to fit your curriculum.

2. Please provide a description of the overall instructional program and how it will introduce innovation into the classroom, and address how the school will ensure graduates are prepared for college and career.

The Northeast Regional School of Biotechnology and Agriscience is a regional school with an innovative approach to education. The focus of the school is to integrate the theme of "biotechnology and agriscience" throughout all areas of the curriculum in grades nine through thirteen. Scientific research, youth development and personalized learning that uses digital technology provides NERSBA scholars with opportunities to connect with researchers and participate in online college courses which promotes individualize instruction for scholars.

Integrated Math courses are taught using the Core Plus Mathematics curriculum. Within these classes, scholars are completing investigations by working in groups with specifically assigned roles. This setting allows the teachers to facilitate the class while scholars "discover" the mathematics involved in each real-world investigation. By working in groups, with a teacher as a facilitator, scholars are being prepared for college courses where they will be responsible for their education and use NERSBA staff as a resource and not a sole provider of information. These classes also prepare scholars for careers where they will be required to work in groups and responsible for their portion of a project.

Scholars will participate in college courses through Martin Community College and agriscience and biotechnology focused courses at North Carolina State University. The courses will be delivered through online coursework and visits to college/university campuses as needed for any lab/hands-on experiences. The curriculum plan is designed to graduate scholars with a two-year degree or two years of transfer credit and prepare them for post-secondary opportunities in agriscience and biotechnology. The majority of the scholars will complete curriculum pathway courses with scholars deviating according to their career pathway.

The science courses completed at NERSBA are supported with hands-on opportunities from the Biotechnology Center with Pitt Community College and NC State researchers at the Vernon James Center. These opportunities allow scholars to see how science is used with current research and through real-world applications.

(c) Student transportation (please include discussion of how the school will ensure no child is denied access due to transportation issues):

Transportation is provided to and from school for all NERSBA scholars via school buses provided through the transportation department of each school district from which our scholars come. No child will be denied access as per Senate Bill 125 (Regional Schools)
which requires each LEA to provide transportation for scholars who live in their county for 185 of the 200 day NERSBA calendar. The remaining 15 days scholars use the NERSBA activity bus or personal transportation for “Satellite Days” and/or field experiences.

“Satellite Days” are when scholars meet at local county facilities via their own transportation. NERSBA staff is divided between the sites to facilitate the activities.

With the dependence of transportation from each school district, scholars are often not able to attend tutoring sessions before/after school. NERSBA participates in the 1:1 initiative that allows scholars a laptop to use at school and at home. The laptops allow scholars to communicate with teachers via webpages, e-mails and Skype sessions for any additional academic assistance that may be needed. The laptops also provide a way for scholars to receive academic assignments on days of inclement weather when the buses are unable to transport scholars to school.

A majority of the college classes provided will be online; however, there will be some classes that require scholars to participate in classes on campus. Scholars who take these courses will be provided transportation via the NERSBA Activity Bus.
(d) School operating procedures, including calendar and hours of operation:

NERBSA operates on a 200-day calendar with four 75-minute class periods daily between the hours of 8:50 a.m. and 2:40 p.m.

This calendar allows our days of operation to coordinate with the college calendars. During the NERSBA school day, scholars who are enrolled in online college courses are provided time during their daily schedule to complete assignments. Through a 1:1 initiative in place, scholars are provided a laptop for use on campus and off campus. This provides them with a resource to complete their assignments during the school day, as well as outside of the school day if needed.

During inclement weather, scholars are able to complete online assignments posted by NERSBA staff. This allows scholars to continue their academic courses from their home without losing valuable class time. NERSBA is able to provide these services through a 1:1 initiative.

The 200 day calendar allows additional days of instruction where scholars have many field experiences and hands-on learning opportunities off campus without sacrificing classroom instruction. These days also provide additional flexibility for our school to partner and collaborate with the researchers to provide authentic learning experiences.

Scholars participate in college courses both online and on campus. Scholars who need transportation for labs or other college courses will be provided transportation via the NERSBA Activity Bus, as well as an adjusted daily schedule to accommodate college courses.

Satellite days are included in our calendar. During these days, scholars meet in designated locations in a partnering county. NERSBA currently partners with the Vernon James Center, the Beaufort County Agricultural Extension, the Pitt County Agricultural Extension/Joyners Library and Martin Community College to provide instruction on each site. The NERSBA staff is divided between the sites.
(6) Please describe how school administrators will promote and measure parent involvement.

School administrators will promote and measure parent involvement in many ways.

- We encourage parents to be active in the education of their child. We offer several evening opportunities for our parents to meet with staff through Open House and Parent Conference Nights. We measure the participation rate based on the sign-in sheets collected on those evenings.
- NERSBA has a Parent Advisory Committee which promotes the involvement of parents with our school functions and helps guide decisions made for our school and scholars. The minutes of these meetings are documented.
- NERSBA has a Technology Night annually for new scholars in which parents must attend with their child to receive his/her laptop for use on campus and off campus. This event makes parents and scholars aware of how to use and take care of the device, as well as awareness on netiquette, cyberbullying and plagiarism. We measure the participation rate based on the sign-in sheets collected at the Tech Night.
- The NERSBA Curriculum Committee has parent representation to ensure that parents are involved with the curriculum decisions made for our scholars. The minutes of these meetings are documented.
- NERSBA has a variety of parents who volunteer in many different ways at our school. We provide a survey annually making parents aware of the various ways they can provide assistance for our school. We have a Parent Log for volunteers and we monitor the percentage of volunteers annually who provide support to NERSBA.
- When NERSBA scholars participate in field experiences, parents are allowed to attend as well if space is available on the bus. This allows our parents to see first-hand the experiences available to each scholar.
- Through the NERSBA Tech Night and additional Parent Meetings, parents are made aware of the college admission process and the course opportunities provided to their child. They are provided with resources to help them understand the academic needs/interests and goals of their child.
- A phone call, each Sunday night, provides the parents with an outline of all of the events scheduled for the current week at NERSBA. This allows for parents to stay informed of upcoming events and field experiences taking place on and off campus at NERSBA.
- All scholars are members of FFA. This organization provides many opportunities for parental involvement. Throughout the school year the FFA chapter has: a Jacket Ceremony (where scholars are provided their official jackets), an FFA Awards Ceremony, Career Development Events, regional meetings and the National Convention.
(7) Please describe the student selection and admission process. Include specific selection criteria.

A cohort of 65 scholars is recruited annually. The NERSBA Career Development Coordinator contacts all of the middle school guidance counselors in our partnering counties to share information about our school and to determine a time to meet with the 8th grade students of their school. To recruit scholars, staff from NERSBA travel to all middle schools in the five participating school districts and share a presentation and information about NERSBA during the fall.

The Principal of NERSBA also presents at local organizational meetings in the five counties including the Rotary Club, Lions Club, County Commissioners’ Meetings, etc. Our goal is to recruit scholars earlier and move the entire application process earlier than has been done in the past. Once all of the school presentations are completed, our school offers a Parent Night for prospective NERSBA scholars and their parents. The applications are due by January of each year. Once the application is received, then the prospective scholar is contacted and an interview time is scheduled.

Student enrollment criteria for NERSBA Scholars includes:

- Resident of one of the partnering school districts
- A rising ninth grader
- Submit an enrollment application
- Student interest in the program of study as indicated by their essay outlined on the application
- Space availability
- Priority will be given to first generation college families, those traditionally underrepresented in higher education and students who may not yet see themselves as college students.

Student interviews are conducted by the school to meet the student and the parent/guardian. Students will have the opportunity to share more about their interest in the school and the scholastic interview team can answer any questions candidates may have.

If more students who meet the enrollment criteria submit an application than available facility space permits, the Northeast Regional School of Biotechnology and Agriscience will hold a lottery. Additionally, a student waitlist will be maintained by the school. The “new” scholars are mailed an invitation to come to NERSBA and are asked to mail a response indicating their choice.

(8) Budget – This section is required for all applications, including self-funded schools for which no state funding, community college FTE, or university tuition funds are requested. Complete all sections – (a) through (c).

For those requesting funds, please note that Average Daily Membership (ADM) and Full-time Equivalents (FTE) shall be calculated according to existing procedures and formulas for determining these budget elements.
(a) Identify the funds and fund sources to be used for school operations. Identify all funds, including CIHS allotments (PRC 055), tuition payments, FTE reimbursements, grant/gift funds, as well as other state and/or local funds.

The Northeast Regional School of Biotechnology and Agriscience will use local and state funding to maintain operations of the school. The principal, 9 teachers, an Instructional Facilitator, an administrative assistant and a Lead Teacher are paid through the standard ADM allotment. The Director of Technology will be paid via a Golden Leaf Foundation Grant for Year 1. For Years 2-5, the Director of Technology will be paid through the ADM allotment.

Funds through PRC 055 will be used to purchase laptops with tool software and virus protection software for scholars so they will have the tools they need to participate in online college courses. PRC 055 funds will also be used to purchase textbooks and other supplies needed for college courses.

A liaison will be employed to assist and support scholars through their college courses. The liaison will help foster the relationship with the college staff, NERSBA staff and NERSBA scholars. He/She will advise and provide support for scholars as they select courses and pathways that align with their goals.

An additional Instructional Facilitator will be employed through NERSBA to provide support for scholars for their college courses. The Instructional Facilitator will collaborate with the liaison to ensure scholars have the support they need to ensure their success.

FTE reimbursements will be needed for college courses taken at the community colleges and North Carolina State University.

Currently, many of our classrooms have single student desks which are not conducive for collaborative group work and online learning. The ADM allotment will be used to purchase furniture and other technology resources that will be needed to support scholars with their coursework.

NERSBA will continue to pursue external funding to support STEM, agriscience and biotechnology experiences for scholars.

(b) How will tuition charges paid to the university partner be determined (if applicable)? Include the tuition charge review and adjustment frequency (annually, biennially, etc.)

Tuition charges for community college courses and North Carolina State University courses taken by NERSBA scholars will be paid via tuition reimbursement as a part of the Cooperative Innovative High School legislation.
(c) Proposed budget – Please use the Excel workbook template provided with this application to provide a proposed annual budget for the first six (6) years of school operations. This is required for all applicants.

(9) Please describe the specific positions and minimum qualifications of employees in the program (e.g. principal or director, support staff, teachers, paraprofessionals/teaching assistants, and clerical).

Principal - The principal will oversee all operations of the school.

Technology Director – The Technology Director will purchase the laptops and software needed for scholars so they will have the technology resources needed for online college courses.

College Liaison – The College Liaison will facilitate the process for enrolling NERSBA students in the college courses. He/She will facilitate scheduling of college courses and oversee the college placement testing. He/She will coordinate schedules and assist scholars with their five-year education plan.

Career Development Coordinator – The Career Development Coordinator will help guide students in may college and career decisions and help students with the transition to college and the workforce.

Instructional Coach – The Instructional Coach will bring evidence-based practices into classrooms by working with teachers and other school leaders. She will act as the liaison with the NC State University Researchers to establish field experiences and hands-on opportunities for our scholars.

Teachers – The Teachers will provide innovative instruction and support to scholars. They will also infuse agriscience and biotechnology within their class instruction and activities.

Instructional Facilitators – The Instructional Facilitators provide support for scholars for their college courses. They will collaborate with the liaison to ensure scholars have the support they need to ensure their success.

Office Support – The Office Assistant will provide support for the operations of the school.

(10) Please estimate how many students will be served using the table below.

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>13th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>65</td>
<td>65</td>
<td>68</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>Year 3</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>Year 4</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Year 5</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Year 6</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>
(11) Please describe how the school, school district, and partner institution intend to measure the school’s effectiveness with respect to meeting the purposes specified in GS 115C-238.50; i.e. accountability results, CTE post-assessment performance, employer surveys, drop out rates, graduation rates, post-secondary college-going rates, etc.

**NERSBA** will measure the school’s effectiveness through various forms of data related to scholars, parents, staff and higher institutions.

**SCHOLARS:**
Scholars will complete plans for grades 9-13 and post-graduation during their first year at NERSBA. These plans will be reviewed with the scholar on an annual basis by teachers and the career development coordinator. Any revisions that are needed will be made during the annual reviews. Scholars and staff will then be able to review the progress of each student on an individual basis.

Scholars will not only take honors courses and college courses, but they will also take Career and Technical Education (CTE) courses within the Agriculture, Food and Natural Resources CTE Cluster. Data will be collected regarding the percentage of scholars who are a CTE concentrator. Data will also be collected on scholars who earn Industry Recognized Credentials.

Data will be collected after scholars graduate to determine the percentage of scholars who continue their education at a college or university with a major in agriscience or biotechnology.

All scholars are expected to complete a SAE (Supervised Agriculture Experience) project each year. Data will be collected to determine the percentage of scholars who achieve a State FFA Degree.

**TEACHERS:**
Teachers will provide a variety of assessments to their scholars (formative, summative, pre- and post-tests, projects, etc.) to measure the effectiveness of their classroom throughout the school year. Assessments will be given in all classrooms, including CTE. Data from all state assessments (End-of-Course, Final Exams and CTE Post-Assessments) will be documented and monitored annually.

Surveys are given to scholars and stakeholders at the end of each school year to measure the effectiveness of each subject area.

**NERSBA:**
As we approach a graduating class of scholars, data will be collected on dropout rates and graduation rates through the use of PowerSchool.

Post-graduation surveys will be given to scholars to measure the number of scholars
entering employment and college/universities.

Teachers are given surveys to evaluate the effectiveness of the school on an annual basis.

HIGHER INSTITUTIONS:
The effectiveness of the partnerships with higher institutions is measured through the success rates of our students in the college courses.
(12) The State Board of Education provides a principal certification waiver automatically upon program approval. You do not need to request this waiver, however, applicants are required to indicate below whether the school, if approved, intends to take advantage of the waiver by hiring a non-certified principal. Please pay special attention to the following condition applied to the use of this waiver: Non-certified principals shall enroll in an accredited principal certification program and shall complete certification within three years.

This school □ will X will not use the SBE Principal Certification waiver.

□ The school system administration understands and agrees to the conditions of the SBE Principal Certification waiver.

Please use the space provided on the following pages to request any additional exemptions from laws and rules applicable to a local board of education, an LEA (local school administrative unit), a community college, a constituent institution of the UNC System, or a local board of trustees, that may be necessary for successful program operation. Space is provided for each governing board; use only the space for the applicable board. Add rows to the table as necessary. Please note that in accordance with law, requests included with the application may or may not be approved by the applicable governing board as part of the approval process. Waiver requests not approved by a governing board will be communicated to the applicant.

Note: if the school is not located on an institution of higher education campus, a location waiver must be requested from the appropriate higher education partner board(s) using the space below.
# STATE BOARD OF EDUCATION

<table>
<thead>
<tr>
<th>Identify the state law, regulation, or SBE policy to be waived (Please provide a specific reference)</th>
<th>Specify the rationale for the exemption (Please include explicit examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# NC COMMUNITY COLLEGE BOARD

<table>
<thead>
<tr>
<th>Identify the state law, regulation, or NCCCS policy to be waived (Please provide a specific reference)</th>
<th>Specify the rationale for the exemption (Please include explicit examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# UNC BOARD OF GOVERNORS

<table>
<thead>
<tr>
<th>Identify the state law, regulation, or UNC GA policy to be waived (Please provide a specific reference)</th>
<th>Specify the rationale for the exemption (Please include explicit examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

END OF APPLICATION; APPENDICES ON FOLLOWING PAGES
APPENDIX A

Part 9. Cooperative Innovative High Schools
The legislative language authorizing the Cooperative Innovative High School program is provided below as a reference for districts and their partners during development of the program application.

FLEXIBILITY FOR HIGH SCHOOL INNOVATION [SL2005-276, section 7.33(a)]
SECTION 7.33.(a) Part 9 of Article 16 of Chapter 115C of the General Statutes reads:

115C-238.50. Purpose.
(a) The purpose of this Part is to authorize local boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities that will expand students' opportunities for educational success through high quality instructional programming. These cooperative innovative high school programs shall target any of the following groups:
   (1) High school students who are at risk of dropping out of school before attaining a high school diploma.
   (1a) High school students with parents who did not continue education beyond high school.
   (2) High school students who would benefit from accelerated academic instruction.
(b) All the cooperative innovative high school programs established under this Part shall:
   (1) Enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, master a certificate or vocational program, or earn up to two years of college credit within five years.
   (1a) Prepare students adequately for future learning in the workforce or in an institution of higher education.
   (2), (3) Repealed by Session Laws 2011-145, s. 7.1A(j), effective January 1, 2012.
   (4) Encourage the cooperative or shared use of resources, personnel, and facilities between public schools and colleges or universities, or both.
   (5) Repealed by Session Laws 2011-145, s. 7.1A(j), effective January 1, 2012.
   (6) Emphasize parental involvement and provide consistent counseling, advising, and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success.
   (7) through (10) Repealed by Session Laws 2011-145, s. 7.1A(j), effective January 1, 2012.
   (11) Develop methods for early identification of potential participating students in the middle grades and through high school and provide outreach to those students to promote academic preparation and awareness of the cooperative innovative high school programs.
   (12) Repealed by Session Laws 2011-145, s. 7.1A(j), effective January 1, 2012.
   (c) through (e) Repealed by Session Laws 2011-145, s. 7.1A(j), effective January 1, 2012.
   (f) Students are eligible to attend these programs as early as ninth grade.

115C-238.50A. Definitions.
The following definitions apply in this Part:
   (1) Constituent institution - A constituent institution as defined in G.S. 116-2(4).
(1a) Cooperative innovative high school. - A high school approved by the State Board of Education that meets the following criteria:
   a. It has no more than 100 students per grade level.
   b. It partners with an institution of higher education to enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, master a certificate or vocational program, or earn up to two years of college credit within five years.
   c. It is located on the campus of the partner institution of higher education, unless the governing Board or local board of trustees for a private North Carolina college specifically waives the requirement through adoption of a formal resolution.

(1b) Cooperative innovative high school allotment. – Funds appropriated by the General Assembly to the Department of Public Instruction to provide additional resources to approved cooperative innovative high schools.

(2) Education partner. - An education partner as provided in G.S. 115C-238.52.

(3) Governing Board. - The State Board of Community Colleges or the Board of Governors of The University of North Carolina.

(3a) Local board of education. - A local board as defined in G.S. 115C-5(5) or a regional school board of directors as defined in G.S. 115C-238.61(5).

(4) Local board of trustees. - The board of trustees of a community college, constituent institution of The University of North Carolina, or private college located in North Carolina.

(5) Partner institution of higher education. – A community college, constituent institution of the University of North Carolina, or private college located in North Carolina.

115C-238.51. Application process.
   (a) A local board of education and at least one local board of trustees shall jointly apply to establish a cooperative innovative high school program under this Part.
   (b) The application shall contain at least the following information:
      (1) A description of a program that implements the purposes in G.S. 115C-238.50.
      (2) A statement of how the cooperative innovative high school relates to the Economic Vision Plan adopted for the economic development region in which the program is to be located.
      (3) The facilities to be used by the cooperative innovative high school and the manner in which administrative services of the school are to be provided.
      (4) A description of student academic and vocational achievement goals and the method of demonstrating that students have attained the skills and knowledge specified for those goals.
      (5) A description of how the cooperative innovative high school will be operated, including budgeting, curriculum, transportation, and operating procedures.
      (6) The process to be followed by the cooperative innovative high school to ensure parental involvement.
      (7) The process by which students will be selected for and admitted to the cooperative innovative high school.
      (8) A description of the funds that will be used and a proposed budget for the first five years of the implementation of the cooperative innovative high school. This description shall identify how the average daily membership (ADM) and full-time equivalent (FTE)
students are counted. If additional funds are requested, a description of how those additional funds will be used shall be submitted. Additional funds may include the cooperative innovative high school allotment and tuition payments. For cooperative innovative high schools that have a community college as their partner institution of higher education, the proposed budget shall include the cost of including their students in calculations of budget full-time equivalent students for the North Carolina Community College System.

(9) The qualifications required for individuals employed in the cooperative innovative high school.

(10) The number of students to be served.

(11) A description of how the cooperative innovative high school’s effectiveness in meeting the purposes in G.S. 115C-238.50 will be measured.

(c) The application shall be submitted to the State Board of Education and the applicable governing Board. If the partner institution of higher education is a private North Carolina college, the application shall be submitted solely to the State Board of Education.

115C-238.51A. Approval process.

(a) The State Board of Education and the applicable governing Board shall appoint a joint advisory committee to review the applications and to recommend approval for those applications that meet the requirements of this Part and achieve purposes set out in G.S. 115C-238.50. The recommendation shall indicate whether additional funds were requested in the application.

(b) No Additional Funds. – For applications which have not requested additional funds, the State Board of Education and the applicable governing Board may approve cooperative innovative high schools. In granting approval, consideration shall be given to the proposed budget and demonstration of sources of sustainable funding for the operation of the cooperative innovative high school. Approvals shall be made by June 30 of each year. No additional State funds, position allotments, earning of budget full-time equivalent students, or payments of tuition shall be provided to cooperative innovative high schools approved under this subsection.

(c) Additional Funds. – For applications which have requested additional funds, the State Board of Education and the applicable governing Board may approve cooperative innovative high schools contingent upon appropriation of the additional funds by the General Assembly. Contingent approval shall be made by April 1 of each year. The contingent approval shall expire if no appropriation is made by the General Assembly for the additional funds within one calendar year. No cooperative innovative high school shall open prior to the appropriation by the General Assembly of the full amount of the additional funds as requested in the application for that school under G.S. 115C-238.51 for the upcoming fiscal year or fiscal biennium, as appropriate. If no appropriation is made by the General Assembly, a revised application may be submitted under subsection (b) of this section.

115C-238.52. Participation by other education partners.

(a) Any or all of the following education partners may participate in the development of a cooperative innovative high school under this Part that is targeted to high school students who would benefit from accelerated academic instruction:

(1), (2) Repealed by Session Laws 2005-276, s. 7.33(a), effective July 1, 2005.

(3) A private business or organization.
(4) The county board of commissioners in the county in which the cooperative innovative high school is located.
(b) Any or all of the education partners listed in subsection (a) of this section that participate shall:
   (1) Jointly apply with the local board of education and the local board of trustees to establish a cooperative innovative high school under this Part.
   (2) Be identified in the application.
   (3) Sign the written agreement under G.S. 115C-238.53(b).

115C-238.53. Program operation.
(a) A cooperative innovative high school approved by the State is accountable to the local board of education.
(b) A cooperative innovative high school approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees, State Board of Education, and applicable governing Board. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the school by the State Board of Education and the applicable governing Board. The agreement may be for a term of no longer than five school years.
(c) A cooperative innovative high school may be operated in a facility owned or leased by the local board of education, the local board of trustees, or the education partner, if any.
(d) A cooperative innovative high school approved under this Part shall provide instruction each school year for at least 185 or 1025 hours days during nine calendar months, shall comply with laws and policies relating to the education of students with disabilities, and shall comply with Article 27 of this Chapter.
(e) A cooperative innovative high school approved under this Part may use State, federal, and local funds allocated to the local school administrative unit, to the applicable governing Board, and to the partner institution of higher education to implement its program. If there is an education partner and if it is a public body, the cooperative innovative high school may use State, federal, and local funds allocated to that body.
(f) Except as provided in this Part and under the terms of the agreement, cooperative innovative high schools:
   (1) Shall have the same exemptions from statutes and rules as charter schools operating under Part 6A of this Article, other than those pertaining to personnel.
   (2) May be exempted by the State Board of Education or by the applicable governing Board from laws and rules applicable to a local board of education, a local school administrative unit, a community college, a constituent institution, or a local board of trustees.

115C-238.54. Funds for programs.
(a) The Department of Public Instruction shall assign a school code for each cooperative innovative high school that is approved under this Part. Notwithstanding G.S. 115C-105.25, once the cooperative innovative high school has been assigned a school code, the local board of education may use these funds for the school and may transfer these funds between funding allotment categories.
(a1) Repealed by Session Laws 2011-145, s. 7.1A(j), effective January 1, 2012.
(b) The local board of trustees may allocate State and federal funds for a cooperative innovative high school that is approved under this Part.

c) An education partner under G.S. 115C-238.52 that is a public body may allocate State, federal, and local funds for a cooperative innovative high school that is approved under this Part.

d) If not an education partner under G.S. 115C-238.52, a county board of commissioners in a county where a cooperative innovative high school is located may nevertheless appropriate funds to a the school approved under this Part.

(e) The local board of education and the local board of trustees are strongly encouraged to seek funds from sources other than State, federal, and local appropriations. They are strongly encouraged to seek funds the Education Cabinet identifies or obtains under G.S. 116C-4.

(f) Students in cooperative innovative high schools shall not be charged tuition for courses taken through the partner institution of higher education.

(g) Students in cooperative innovative high schools that have a community college as their partner institution of higher education and were approved under G.S. 115C-238.51A(c) shall be included in calculations of budget full-time equivalent students for the North Carolina Community College System. Students in cooperative innovative high schools that have a community college as their partner institution of higher education and were approved under G.S. 115C-238.51A(b) shall not be included in calculations of budget full-time equivalent students for the North Carolina Community College System.

(h) The State Board of Education shall reimburse The University of North Carolina for tuition for courses taken by students at cooperative innovative high schools that have a constituent institution of The University of North Carolina as their partner institution of higher education and were approved under G.S. 115C-238.51A(c). Tuition payments shall not exceed the annual Board of Governors-approved undergraduate resident tuition rate calculated on a per credit hour basis and shall not include fees. In addition, the cooperative innovative high school students' credit hours shall be non-fundable under The University of North Carolina Semester Credit Hour Enrollment Change Funding Model. The State Board of Education shall not reimburse The University of North Carolina for tuition for courses taken by students at cooperative innovative high schools that have a constituent institution of The University of North Carolina as their partner institution of higher education and were approved under G.S. 115C-238.51A(b).

(i) The State Board of Education shall reimburse private North Carolina colleges for tuition for courses taken by students at cooperative innovative high schools that have a private North Carolina college as their partner institution of higher education and were approved under G.S. 115C-238.51A(c). Tuition payments shall not exceed the highest undergraduate resident rate approved by the Board of Governors for The University of North Carolina constituent institutions and shall not include fees. The State Board of Education shall not reimburse private North Carolina colleges for tuition for courses taken by students at cooperative innovative high schools that have a private North Carolina college as their partner institution of higher education and were approved under G.S. 115C-238.51A(b).

115C-238.55. Evaluation of programs.

The State Board of Education and the governing Boards shall evaluate the success of students in cooperative innovative high schools approved under this Part. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification
and associate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools. The Boards shall jointly report by January 15 of each year to the Joint Legislative Education Oversight Committee on the evaluation of these schools.
APPENDIX B

Curriculum Guide Template
# Innovative High School – NERSBA

**Associate Degree/College Transfer Credit**

<table>
<thead>
<tr>
<th>High School</th>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Fall 3</th>
<th>Spring 3</th>
<th>Fall 4</th>
<th>Spring 4</th>
<th>Fall 5</th>
<th>Spring 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> (4 units)</td>
<td>Honors</td>
<td>English I</td>
<td>Honors</td>
<td>English II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong> (4 units)</td>
<td>Math</td>
<td>Fundamentals of Alg. OR Honors Math II</td>
<td></td>
<td>Honors Math II OR Honors Math III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong> (3 units)</td>
<td></td>
<td></td>
<td>Honors Earth Science</td>
<td>Honors Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong> (3 units)</td>
<td></td>
<td></td>
<td>Honors World History</td>
<td>Honors Civics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CTE</strong> (4-6 units)</td>
<td>Honors Agriscience Applications</td>
<td></td>
<td>Honors Animal Science I</td>
<td>Honors Animal Science II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong> (12-14 units)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College</strong></td>
<td>Fall 1</td>
<td>Spring 1</td>
<td>Fall 2</td>
<td>Spring 2</td>
<td>Fall 3</td>
<td>Spring 3</td>
<td>Fall 4</td>
<td>Spring 4</td>
<td>Fall 5</td>
<td>Spring 5</td>
</tr>
<tr>
<td><strong>English Composition</strong> (6 sh)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Humanities/Fine Arts</strong> (9 sh)</td>
<td>MUS 110: Music Apprec.</td>
<td>ART III: Art Apprec.</td>
<td>COM 231: Public Speaking</td>
<td>ENG 231: American Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social/Behavioral Sciences</strong> (9 sh)</td>
<td>PSY 150: General Psychology</td>
<td>SOC 210: Intro to Sociology</td>
<td>HIS 131: American History I</td>
<td>HIS 132: American History II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Natural Sciences</strong> (8 sh)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- ENG 111: Expository Writing
- ENG 112: Argument Based Res
- SPA 111: Elem Spanish I
- SPA 112: Elem Spanish II
- HIS 121: Western Civ I
- HIS 122: Western Civ II
### Mathematics (8 sh)

<table>
<thead>
<tr>
<th>Other (21 sh)**</th>
<th>ACA 122: College Success</th>
<th>HEA 110: Personal Health and Wellness</th>
<th>PED 110: Physical Education</th>
<th>NC State Course TBD</th>
<th>NC State Course TBD</th>
<th>NC State Course TBD</th>
</tr>
</thead>
</table>

**Total High School: 32-34<br>Total College: 60-61**

---

**Associate Degree Notes**

1. For each area, scholars will take the number of hours noted in each area. Scholars will have the option to choose within the guidelines for their degree choice and/or career focus.

2. Humanities/Fine Arts – ONE course should be a Literature; TWO courses should be a Foreign Language sequence

3. Social/Behavioral Sciences – ONE course should be a History; HIS 121 & 122 may replace the high school course World History AND HIS 131 & 132 may replace the high school course American History

4. Natural Sciences/ Mathematics – A two-course sequence is required in biology, chemistry, or physics; One course in mathematics must be at pre-calculus level or higher and you may substitute computer science or a statistics class for one math credit;

*The HEA 110: Personal Health and Wellness, along with PED 110: Physical Education will count as dual credit for both high school and college.

*SPA 111: Spanish I and SPA 112: Spanish II will count as dual credit for both high school and college.
## LEA: 94Z NERSBA

### School: Northeast Regional School of Biotechnology and Agri-Science (NERSBA)

<table>
<thead>
<tr>
<th>Category/Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperative Innovative High School Pro-forma Budget - Operational Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salaries and Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Principal PRC 038</td>
<td>52,640.85</td>
<td>52,640.85</td>
<td>52,640.85</td>
<td>52,640.85</td>
<td>52,640.85</td>
<td>52,640.85</td>
</tr>
<tr>
<td>- Technology Director PRC 038 / GL</td>
<td>94,980.73</td>
<td>97,830.15</td>
<td>100,765.06</td>
<td>103,788.01</td>
<td>106,901.65</td>
<td>110,108.70</td>
</tr>
<tr>
<td>- Career Dev. Coord PRC 038</td>
<td>71,035.65</td>
<td>73,166.72</td>
<td>75,361.72</td>
<td>77,622.57</td>
<td>79,951.25</td>
<td>82,349.79</td>
</tr>
<tr>
<td>- Instructional Coach PRC 038 / Carnegie</td>
<td>69,276.32</td>
<td>71,354.61</td>
<td>73,495.25</td>
<td>75,700.11</td>
<td>77,971.11</td>
<td>80,310.24</td>
</tr>
<tr>
<td>- Teachers PRC 038</td>
<td>830,562.46</td>
<td>1,090,479.34</td>
<td>1,173,193.72</td>
<td>1,208,389.53</td>
<td>1,244,641.21</td>
<td>1,281,980.45</td>
</tr>
<tr>
<td>Non-Certified Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instructional Facilitator- PRC 055</td>
<td>47,147.40</td>
<td>48,561.82</td>
<td>50,018.68</td>
<td>51,519.24</td>
<td>53,064.81</td>
<td>54,656.76</td>
</tr>
<tr>
<td>- Instructional Facilitator- PRC 038</td>
<td>47,147.40</td>
<td>48,561.82</td>
<td>50,018.68</td>
<td>51,519.24</td>
<td>53,064.81</td>
<td>54,656.76</td>
</tr>
<tr>
<td>- Office Support PRC 038</td>
<td>35,480.61</td>
<td>36,545.03</td>
<td>37,641.38</td>
<td>38,770.63</td>
<td>39,933.74</td>
<td>41,131.76</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>1,248,271.43</td>
<td>1,519,140.34</td>
<td>1,613,135.33</td>
<td>1,659,950.16</td>
<td>1,708,169.44</td>
<td>1,757,835.30</td>
</tr>
<tr>
<td><strong>Contracted / Operational Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Liaison PRC 055</td>
<td>70,000.00</td>
<td>70,000.00</td>
<td>70,000.00</td>
<td>70,000.00</td>
<td>70,000.00</td>
<td>70,000.00</td>
</tr>
<tr>
<td>Technology Leases (Current) PRC 038</td>
<td>55,000.00</td>
<td>56,650.00</td>
<td>58,349.50</td>
<td>60,099.99</td>
<td>61,902.98</td>
<td>63,760.07</td>
</tr>
<tr>
<td>Technology Replacement PRC 055</td>
<td>38,000.00</td>
<td>68,000.00</td>
<td>68,000.00</td>
<td>68,000.00</td>
<td>68,000.00</td>
<td>68,000.00</td>
</tr>
<tr>
<td>Operational Leases PRC 038</td>
<td>37,500.00</td>
<td>37,500.00</td>
<td>37,500.00</td>
<td>37,500.00</td>
<td>37,500.00</td>
<td>37,500.00</td>
</tr>
<tr>
<td>Financial Support PRC 038</td>
<td>25,300.00</td>
<td>26,059.00</td>
<td>26,840.77</td>
<td>27,645.99</td>
<td>28,475.37</td>
<td>29,329.63</td>
</tr>
<tr>
<td>Liability Insurance PRC 038</td>
<td>13,700.00</td>
<td>14,111.00</td>
<td>14,534.33</td>
<td>14,970.36</td>
<td>15,419.47</td>
<td>15,882.05</td>
</tr>
<tr>
<td>Contracted Custodial Services PRC 038</td>
<td>17,707.47</td>
<td>18,238.69</td>
<td>18,785.85</td>
<td>19,349.43</td>
<td>19,929.91</td>
<td>20,527.81</td>
</tr>
<tr>
<td>Utilities PRC 038</td>
<td>50,529.00</td>
<td>52,044.87</td>
<td>53,606.22</td>
<td>55,214.40</td>
<td>56,870.83</td>
<td>58,576.96</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>307,736.47</td>
<td>342,603.56</td>
<td>347,616.67</td>
<td>352,780.17</td>
<td>358,098.58</td>
<td>363,576.53</td>
</tr>
<tr>
<td><strong>Staff Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops / Professional Dev PRC 038</td>
<td>32,000.00</td>
<td>32,000.00</td>
<td>32,000.00</td>
<td>32,000.00</td>
<td>32,000.00</td>
<td>32,000.00</td>
</tr>
<tr>
<td>Membership Dues PRC 038</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>37,000.00</td>
<td>37,000.00</td>
<td>37,000.00</td>
<td>37,000.00</td>
<td>37,000.00</td>
<td>37,000.00</td>
</tr>
<tr>
<td><strong>Travel - Include event and/or purpose</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Transportation for courses PRC 038 / GL</td>
<td>24,654.21</td>
<td>36,216.03</td>
<td>37,672.89</td>
<td>39,173.45</td>
<td>40,719.02</td>
<td>42,310.97</td>
</tr>
<tr>
<td>Agenda</td>
<td>TAB 7.3C</td>
<td>Page 34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Student Transportation for courses PRC 055 | 49,852.60 | 48,438.18 | 46,981.32 | 45,480.76 | 43,935.19 | 42,343.24 |
| Activity Bus Operations - Field Exper. PRC 038 | 22,789.10 | 16,262.77 | 16,750.66 | 17,253.18 | 17,770.77 | 18,303.89 |
| **Subtotal** | 97,295.91 | 100,916.98 | 101,404.87 | 101,907.39 | 102,424.98 | 102,958.10 |

| Supplies and Materials | **On-Line Learning PRC 038** | 31,000.00 | 31,930.00 | 32,887.90 | 33,874.54 | 34,890.77 | 35,937.50 |
| Instructional Supplies PRC 038 | 118,332.65 | 121,882.63 | 125,539.11 | 129,305.28 | 133,184.44 | 137,179.97 |
| Textbooks PRC 038 | 40,500.00 | 41,715.00 | 42,966.45 | 44,255.44 | 45,583.11 | 46,950.60 |
| Early College Textbooks / Lab Expense PRC 055 | 40,000.00 | 50,000.00 | 60,000.00 | 60,000.00 | 60,000.00 | 60,000.00 |
| Agriscience, Biotech & Engineer Sup. PRC 055 | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 |
| **Subtotal** | 239,832.65 | 255,527.63 | 271,393.46 | 277,435.26 | 283,658.32 | 290,068.07 |

| Equipment | **Instructional Equipment PRC 038** | 70,000.00 | 70,000.00 | 22,100.00 | 22,763.00 | 23,445.89 | 24,149.27 |
| Agriscience, Biotech. & Engineer Equip. PRC 055 | 30,000.00 | 20,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 |
| Technology Infrastructure Enhancement PRC 055 | 30,000.00 | - | - | - | - | - |
| **Subtotal** | 130,000.00 | 90,000.00 | 32,100.00 | 32,763.00 | 33,445.89 | 34,149.27 |

| **Annual Total** | $2,060,136 | $2,345,189 | $2,402,650 | $2,461,836 | $2,522,797 | $2,585,367 |
| **Grand Total** | $14,378,196 |

* This amount equals the annual funding requested from the General Assembly for FTE and/or tuition charges for the school.
<table>
<thead>
<tr>
<th>Category/Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td>230.00</td>
<td>295.00</td>
<td>328.00</td>
<td>325.00</td>
<td>325.00</td>
<td>325.00</td>
</tr>
<tr>
<td><strong>Local Revenues/Sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golden Leaf Funds</td>
<td>87,500.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local PRC 038 Appropriations</td>
<td>301,971.60</td>
<td>311,030.75</td>
<td>320,361.67</td>
<td>329,972.52</td>
<td>339,871.70</td>
<td>350,067.85</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>389,471.60</td>
<td>311,030.75</td>
<td>320,361.67</td>
<td>329,972.52</td>
<td>339,871.70</td>
<td>350,067.85</td>
</tr>
<tr>
<td>Revenue per Student</td>
<td>1,693.35</td>
<td>1,054.34</td>
<td>976.71</td>
<td>1,015.30</td>
<td>1,045.76</td>
<td>1,077.13</td>
</tr>
<tr>
<td><strong>State Revenues/Sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State PRC 038 Allotments</td>
<td>1,395,664.86</td>
<td>1,749,157.77</td>
<td>1,787,288.66</td>
<td>1,836,863.47</td>
<td>1,887,925.51</td>
<td>1,940,519.43</td>
</tr>
<tr>
<td>State PRC 055 Appropriations</td>
<td>275,000.00</td>
<td>285,000.00</td>
<td>295,000.00</td>
<td>295,000.00</td>
<td>295,000.00</td>
<td>295,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>1,670,664.86</td>
<td>2,034,157.77</td>
<td>2,082,288.65</td>
<td>2,131,863.46</td>
<td>2,182,925.51</td>
<td>2,235,519.43</td>
</tr>
<tr>
<td>Revenue per Student</td>
<td>7,263.76</td>
<td>6,895.45</td>
<td>6,348.44</td>
<td>6,559.58</td>
<td>6,716.69</td>
<td>6,878.52</td>
</tr>
<tr>
<td><strong>Federal Revenues/Sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue per Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Annual Total</strong></td>
<td>2,060,136.46</td>
<td>2,345,188.52</td>
<td>2,402,650.32</td>
<td>2,461,835.98</td>
<td>2,522,797.21</td>
<td>2,585,587.28</td>
</tr>
<tr>
<td>Revenue per Student</td>
<td>8,957.12</td>
<td>7,949.79</td>
<td>7,325.15</td>
<td>7,574.88</td>
<td>7,762.45</td>
<td>7,955.65</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14,378,195.77</td>
</tr>
</tbody>
</table>
GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011

SESSION LAW 2011-241
SENATE BILL 125

AN ACT TO PERMIT LOCAL BOARDS OF EDUCATION TO JOINTLY ESTABLISH REGIONAL SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. Article 16 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 10. Regional Schools.

§ 115C-238.56A. Purpose.
(a) The purpose of this Part is to authorize local boards of education to jointly establish a regional school to serve enrolled students in two or more local school administrative units that will expand student opportunities for educational success through high quality instructional programming. Regional schools may include partnerships with other education partners, including institutions of higher education and private businesses or organizations, and shall foster, encourage, and promote the development of knowledge and skills in career clusters of critical importance to the region.
(b) Except as otherwise provided in this Part, a regional school is exempt from statutes and rules applicable to a local board of education or local school administrative unit.

§ 115C-238.56B. Definitions.
The following definitions apply in this Part:
(1) First generation student. — A student who has no parent who has completed a two- or four-year degree.
(2) Participating units. — A local school administrative unit whose local board of education has adopted a resolution to create a regional school that has been approved by the State Board of Education.
(3) Principal. — The principal of a regional school.
(4) Regional school. — A school created pursuant to G.S. 115C-238.56C which includes all of grades nine through twelve and may include grades seven and eight.
(5) Regional school board of directors or board of directors. — The governing board of a regional school appointed pursuant to G.S. 115C-238.56D.

§ 115C-238.56C. Creation of regional school.
(a) Resolution to Create a Regional School. — Any two or more local boards of education may create a regional school as provided in this Part. In order to create a regional school, each local board of education shall adopt a resolution stating its intent to create the regional school, which shall include the following:
(1) Name of the regional school.
(2) Names of all other local boards of education known to that local board of education adopting resolutions to create the regional school.
(3) Identification of one of the named local school administrative units to serve as the finance agent for the regional school.
(4) Identification of one of the named local school administrative units to provide, to the extent practicable, school food services to the regional school, if needed.

The local board of education shall develop a plan to provide transportation to the students domiciled in the district.
(b) Recognition of Regional School. — Each local board of education that adopts a resolution as provided in this section shall file a copy of the resolution with the State Board of Education. Upon receipt of resolutions from all local boards of education identified in each
resolution for a named regional school, the State Board of Education shall approve the creation of the regional school.

(c) Expansion of Regional School. - A local board of education may adopt a resolution stating its intent to join an existing regional school, which shall include the name of the regional school and the names of all other local boards of education which have previously adopted resolutions to create the regional school. The local board of education shall file a copy of the resolution with the State Board of Education. Following receipt of the petition and after receiving comment from the regional school board of directors, the State Board of Education may approve the expansion of the regional school.

§ 115C-238.56D. Regional school boards of directors; appointment; terms of office.

(a) Appointment. - A board of directors for a regional school shall consist of the following members. Appointed members of the board of directors shall be selected for their interest in and commitment to the importance of public education to regional economic development and to the purposes of the regional school.

(1) Local boards of education. - Each participating unit shall appoint one member to the board of directors from among the membership of the local board of education. Members appointed by local boards of education shall serve terms of four years.

(2) Local superintendents. - The local superintendent of the local school administrative unit identified as the finance agent for the regional school shall serve as an ex officio member of the board of directors. One additional superintendent shall be selected from among the superintendents of the participating units by those superintendents. The additional superintendent shall serve an initial term of two years. Subsequent appointees shall serve a term of four years.

(3) Economic development region. - The Economic Development Regional Partnership for the economic development region in which the regional school is located shall appoint three members as representatives of the business community. At least one of the appointees shall be a resident of the county in which the regional school is located. The appointees shall serve an initial term of two years. Subsequent appointees shall serve a term of four years.

(4) Parent Advisory Council. - The Parent Advisory Council established by G.S. 115C-238.56J shall appoint a member to the board of directors from among the Council membership. The member appointed by the Council shall serve a term of four years or until the child of the parent no longer attends the regional school.

(5) Higher education partners. - Any institution of higher education partner may appoint a representative of the institution of higher education to serve as an ex officio member of the board of directors.

(b) Vacancies. - Whenever an appointed member of the board of directors shall fail for any reason other than ill health or service in the interest of the State or nation to be present at three successive regular meetings of the board of directors, his or her place as a member of the board of directors shall be deemed vacant. Any member of the board of directors may be removed from office by the appointing authority for misfeasance, malfeasance, or nonfeasance in office. All vacancies shall be filled by the appointing authority for the remainder of the term of office.

§ 115C-238.56E. Board of directors; meetings; rules of procedure; officers.

(a) The board of directors shall meet at least four times a year and may hold special meetings at any time at the call of the chair or upon petition addressed to the chair by a majority of the members of the board of directors. All meetings of the board of directors shall be subject to the requirements of Article 33C of Chapter 143 of the General Statutes.

(b) The board of directors shall elect a chair and a vice-chair from among its members, who shall serve a two-year term.

(c) All members of the board of directors shall be voting members except for the chair, who may vote only on matters to break a tie.

(d) The board of directors shall determine its own rules of procedure and may delegate to such committees as it may create such of its powers as it deems appropriate.
(e) Members of the board of directors shall receive such per diem compensation and necessary travel and subsistence expenses while engaged in the discharge of their official duties as is provided by law for members of State boards and commissions.  

§ 115C-238.56F. Board of directors: corporate powers.  

(a) The board of directors of the regional school shall be known and distinguished by the name of 'The Regional School Board of Directors' and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal. It shall be able and capable in law to take, demand, receive, and possess all moneys, goods, and chattels that shall be given for the use of the regional school, and to apply to same according to the will of the donors; and by gift, purchase, or devise to receive, possess, enjoy, and retain forever any and all real and personal estate and funds, of whatsoever kind, nature, or quality the same may be, in special trust and confidence that the same, or the profits thereof, shall be applied to and for the use and purpose of establishing and endowing the regional school, and shall have power to receive donations from any source whatsoever, to be devoted exclusively to the purposes of the maintenance of the regional school, or according to the terms of the donation.  

(b) The board of directors shall be able and capable in law to bargain, sell, grant, alien, or dispose of and convey and assure to the purchasers any and all such real and personal estate and funds as it may lawfully acquire when the condition of the grant to it or the will of the devisor does not forbid it; and shall be able and capable in law to sue and be sued in all courts whatsoever; and shall have power to open and receive subscriptions; and in general may do all such things as are usually done by bodies corporate and politic, or such as may be necessary for the promotion of learning and virtue.  

§ 115C-238.56G. Board of directors: powers and duties.  

The board of directors shall have the following powers and duties:  

1. Academic program. –  

   a. The board of directors shall establish the standard course of study for the regional school. This course of study shall set forth the subjects to be taught in each grade and the texts and other educational materials on each subject to be used in each grade. The board of directors shall design its programs to meet at least the student performance standards adopted by the State Board of Education and the student performance standards contained in this Chapter.  

   b. The board of directors shall conduct student assessments required by the State Board of Education.  

   c. The board of directors shall provide the opportunity to earn or obtain credit toward degrees from a community college subject to Chapter 115D of the General Statutes or a constituent institution of The University of North Carolina.  

   d. The board of directors shall adopt a school calendar consisting of a minimum of 180 days of instruction covering at least nine calendar months.  

2. Standards of performance and conduct. – The board of directors shall establish policies and standards for academic performance, attendance, and conduct for students of the regional school. The policies of the board of directors shall comply with Article 27 of this Chapter.  

3. School attendance. – Every parent, guardian, or other person in this State having charge or control of a child who is enrolled in the regional school and who is less than 16 years of age shall cause such child to attend school continuously for a period equal to the time that the regional school shall be in session. No person shall encourage, entice, or counsel any child to be unlawfully absent from the regional school. Any person who aids or abets a student's unlawful absence from the regional school shall, upon conviction, be guilty of a Class 1 misdemeanor. The principal shall be responsible for implementing such additional policies concerning compulsory attendance as shall be adopted by the board of directors, including regulations concerning lawful and unlawful absences, permissible excuses for temporary absences, maintenance of attendance records, and attendance counseling.
(4) Reporting. — The board of directors shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System.

(5) Assessment results. — The board of directors shall provide data to the participating unit in which a student is domiciled on the performance of that student on any testing required by the State Board of Education.

(6) Education of children with disabilities. — The board of directors shall require compliance with laws and policies relating to the education of children with disabilities.

(7) Health and safety. — The board of directors shall require that the regional school meet the same health and safety standards required of a local school administrative unit.

(8) Driving eligibility certificates. — The board of directors shall apply the rules and policies established by the State Board of Education for issuance of driving eligibility certificates.

(9) Purchasing and contracts. — The board of directors shall comply with the purchasing and contract statutes and regulations applicable to local school administrative units.

(10) Exemption from the Administrative Procedures Act. — The board of directors shall be exempt from Chapter 150B of the General Statutes, except final decisions of the board of directors in a contested case shall be subject to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes.

§ 115C-238.56H. Student admissions and assignment.

(a) Residency Requirement. — A student shall be domiciled in a participating unit to be eligible to attend the regional school. A student's eligibility to remain enrolled in the regional school shall terminate at the end of any school year during which a student ceases to satisfy the residency requirements.

(b) Participating Unit Allotments. — The number of student seats in the freshman class of the regional school shall be assigned proportionate to the total student population of the participating units, as determined by the participating unit's final average daily membership in the preceding school year. If fewer students residing in a participating unit elect to attend the regional school than available allotted seats, the remaining seats shall be divided proportionally among the other participating units.

(c) Admissions Criteria. — The board of directors shall establish criteria, standards, and procedures for admission of students. The admission criteria may give priority to first generation students and shall include the following:

(1) Demonstrated academic achievement.
(2) Demonstrated student interest in attendance.
(3) Documented parental support for student attendance.

(d) Lottery. — If the number of eligible students meeting the board of directors' admission criteria exceeds the seats available through the participating unit allotment, students shall be accepted by lot.

§ 115C-238.56I. Employees.

The board of directors shall appoint all certified and noncertified staff.

(1) Principal. — The board of directors shall employ and contract with a principal for a term not to exceed three years. The principal shall meet the requirements for certification set out in G.S. 115C-284, unless waived by the State Board of Education upon submission of a request by the board of directors. The principal shall be responsible for school operations and shall exercise those duties and powers delegated by the board of directors.

(2) Teachers. — The board of directors shall employ and contract with necessary teachers to perform the particular service for which they are employed in the school. At least fifty percent (50%) of teachers employed by the board of directors shall hold teacher certificates, unless waived by the State Board of Education upon submission of a request by the board of directors.

(3) Career status. — Employees of the board of directors shall not be eligible for career status. If a teacher employed by a local school administrative unit makes a written request for a leave of absence to teach at the regional
school, the local school administrative unit shall grant the leave for one year.
For the initial year of the regional school's operation, the local school
administrative unit may require that the request for a leave of absence be
made up to 45 days before the teacher would otherwise have to report for
duty. After the initial year of the regional school's operation, the local school
administrative unit may require that the request for a leave of absence be
made up to 90 days before the teacher would otherwise have to report for
duty. A local board of education is not required to grant a request for a leave
of absence or a request to extend or renew a leave of absence for a teacher
who previously has received a leave of absence from that school board under
this subdivision. A teacher who has career status under G.S. 115C-325 prior
to receiving a leave of absence to teach at the regional school may return to a
public school in the local school administrative unit with career status at the
end of the leave of absence or upon the end of employment at the regional
school if an appropriate position is available. If an appropriate position is
unavailable, the teacher's name shall be placed on a list of available teachers,
and that teacher shall have priority on all positions for which that teacher is
qualified in accordance with G.S. 115C-325(e)(2).

(4) Noncertified staff. — The board of directors also may employ necessary
employees who are not required to hold teacher certificates to perform duties
other than teaching and may contract for other services.

(5) Employment dismissal. — An employee of the board of directors is not an
employee of the local school administrative unit in which the regional school
is located. The board of directors may discharge certified and noncertified
employees according to the terms of the employment contract.

(6) Employee benefits. — Employees of the board of directors shall participate in
the Teachers' and State Employees' Retirement System and the State Health
Plan on the same terms as employees employed by local boards of
education.

(7) Exemptions. — Employees of the board of directors shall be exempt from
Chapter 126 of the General Statutes, except Articles 6 and 7.

"§ 115C-238.56I. Parent Advisory Council: purpose: appointments.
(a) Purpose. — There shall be a Parent Advisory Council to serve as a resource and
provide input to the board of directors as to the operation of a regional school. The board of
directors shall consult the Parent Advisory Council when considering changes to the regional
school's operations that may significantly impact students attending the regional school.
(b) Appointment. — Each local board of education of the participating units shall
appoint two members to the Parent Advisory Council for a term of four years or until the
member's child no longer attends the regional school. Appointees shall be parents or guardians of
students attending the regional school and shall, to the extent possible, reflect the
demographic composition of the participating units.

"§ 115C-238.56K. State and local funds:
(a) The State Board of Education shall allocate to a regional school:
(1) An amount equal to the average per pupil allocation for average daily
membership from the participating unit allotments for each child attending
the regional school, except for the allocation for children with disabilities
and for the allocation for children with limited English proficiency.
(2) An additional amount for each child attending the regional school who is a
child with disabilities. In the event a child with disabilities leaves the
regional school and enrolls in a public school during the first 60 school days
in the school year, the regional school shall return a pro rata amount of funds
allocated for that child to the State Board, and the State Board shall
reallocate those funds to the local school administrative unit in which the
public school is located. In the event a child with disabilities enroll in the
regional school during the first 60 school days in the school year, the State
Board shall allocate to the regional school the pro rata amount of additional
funds for children with disabilities.
(3) An additional amount for children with limited English proficiency attending
the regional school, based on a formula adopted by the State Board.
(b) The State Board shall allow for annual adjustments to the amount allocated to the regional school based on its enrollment growth in school years subsequent to the initial year of operation.

(c) For each child who enrolls in the regional school, the participating unit in which the child resides shall transfer to the regional school an amount equal to the per pupil amount of all money appropriated to the local current expense fund for the participating unit for the fiscal year. The amount transferred under this subsection that consists of revenue derived from supplemental taxes shall be transferred only if the child enrolled in the regional school resides in that tax district.

§ 115C-238.56L. Finance and budget.

(a) The local school administrative unit identified as the finance agent by resolution pursuant to G.S. 115C-238.56C shall be the finance agent for the Board and shall have all the rights, duties, and obligations for receipt, accounting, and dispersing funds for the board of directors, including all the rights, duties, and obligations specified in Article 31 of this Chapter, which powers shall be exercised by the identified local school administrative unit for and on behalf of the board of directors. The board of directors shall provide reasonable compensation to the local school administrative unit for this service.

(b) No later than 10 days after the money is appropriated to the local current expense fund, each local board of education of a participating unit shall transfer to the board of directors the amount required under G.S. 115C-238.56K(c) for each child enrolled in the school who resides in that participating unit. Once it has received funds from the local board of education, the board of directors shall be under no obligation to return the funds.

§ 115C-238.56M. Participating units.

(a) Transportation. Participating units shall develop a plan to provide transportation to the students domiciled in the district.

(b) Food Service. The local school administrative unit identified by resolution shall provide, to the extent practicable, school food services to the regional school. For purposes of federal funding through the National School Lunch Program or other federally supported food service programs, the local school administrative unit identified by resolution shall be permitted to include eligible students enrolled in the regional school. Other participating units shall not include students enrolled in the regional school for purposes of federally supported food service programs.

§ 115C-238.56N. Criminal history record checks.

(a) As used in this section:

(i) 'Criminal history' means a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates an individual (i) poses a threat to the physical safety of students or personnel or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel. These crimes include the following North Carolina crimes contained in any of the following Articles of Chapter 14 of the General Statutes: Article 5A. Endangering Executive and Legislative, and Court Officers; Article 6. Homicide; Article 7A. Rape and Other Sex Offenses; Article 8. Assaults; Article 10. Kidnapping and Abduction; Article 13. Malicious Injury or Damage by Use of Explosive or Incendiary Device or Material; Article 14. Burglary and Other Housebreakings; Article 15. Arson and Other Burnings; Article 16. Larceny; Article 17. Robbery; Article 18. Embezzlement; Article 19. False Pretense and Cheats; Article 19A. Obtaining Property or Services by False or Fraudulent Use of Credit Device or Other Means; Article 20. Frauds; Article 21. Forgery; Article 26. Offenses Against Public Morality and Decency; Article 26A. Adult Establishments; Article 27. Prostitution; Article 28. Perjury; Article 29. Bribery; Article 31. Misconduct in Public Office; Article 35. Offenses Against the Public Peace; Article 36A. Riots and Civil Disorders; Article 39. Protection of Minors; and Article 60. Computer-Related Crime. These crimes also include possession or sale of drugs in violation of the North Carolina Controlled Substances Act, Article 5 of Chapter 90 of the General Statutes, and alcohol-related offenses such as sale to underage persons in violation of G.S. 18B-302 or driving while impaired in violation of G.S. 20-138.1 through G.S. 20-138.5. In addition to
the North Carolina crimes listed in this subdivision, such crimes also include
similar crimes under federal law or under the laws of other states.

(2) 'School personnel' means any of the following:
   a. Member of the board of directors.
   b. Employee of the regional school.
   c. Independent contractor or employee of an independent contractor of
      the regional school if the independent contractor carries out duties
      customarily performed by school personnel, whether paid with
      federal, state, local, or other funds, who has significant access to
      students or who has responsibility for the fiscal management of the
      regional school.

(b) The board of directors shall adopt a policy on whether and under what
circumstances school personnel shall be required to be checked for a criminal history. The
board of directors shall apply its policy uniformly in requiring school personnel to be checked
for a criminal history. The board of directors may grant conditional approval of an application
while the board of directors is checking a person’s criminal history and making a decision based
on the results of the check.

The board of directors shall not require school personnel to pay for the criminal history
record check authorized under this section.

(c) The board of directors shall require the person to be checked by the Department of
Justice (i) to be fingerprinted and to provide any additional information required by the
Department of Justice to a person designated by the board of directors or to the local sheriff or
the municipal police, whichever is more convenient for the person, and (ii) to sign a form
consenting to the check of the criminal record and to the use of fingerprints and other
identifying information required by the repositories. The board of directors shall consider
refusal to consent when making employment decisions and decisions with regard to
independent contractors. The fingerprints of the individual shall be forwarded to the State
Bureau of Investigation for a search of the State criminal history record file, and the State
Bureau of Investigation shall forward a set of fingerprints to the Federal Bureau of
Investigation for a national criminal history record check. The Department of Justice shall
provide to the board of directors the criminal history from the State and National Repositories
of Criminal Histories of any school personnel for which the board of directors requires a
criminal history record check.

The board of directors shall not require school personnel to pay for the fingerprints
authorized under this section.

(d) The board of directors shall review the criminal history it receives on an individual.
The board of directors shall determine whether the results of the review indicate that the
individual (i) poses a threat to the physical safety of students or personnel or (ii) has
demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as
school personnel and shall use the information when making employment decisions and
decisions with regard to independent contractors. The board of directors shall make written
findings with regard to how it used the information when making employment decisions and
decisions with regard to independent contractors. The board of directors may delegate any of
the duties in this subsection to the principal.

(e) The board of directors, or the principal if designated by the board of directors, shall
provide to the State Board of Education the criminal history it receives on a person who is
certificated, certified, or licensed by the State Board of Education. The State Board of
Education shall review the criminal history and determine whether the person’s certificate or
license should be revoked in accordance with State laws and rules regarding revocation.

(f) All the information received by the board of directors through the checking of the
criminal history or by the State Board of Education in accordance with this section is privileged
information and is not a public record but is for the exclusive use of the board of directors or
the State Board of Education. The board of directors or the State Board of Education may
destroy the information after it is used for the purposes authorized by this section after one
calendar year.

(g) There shall be no liability for negligence on the part of the board of directors, or its
employees, or the State Board of Education, or its employees, arising from any act taken or
omission by any of them in carrying out the provisions of this section. The immunity
established by this subsection shall not extend to gross negligence, wanton conduct, or
intentional wrongdoing that would otherwise be actionable. The immunity established by this subsection shall be deemed to have been waived to the extent of indemnification by insurance, indemnification under Articles 31A and 31B of Chapter 143 of the General Statutes, and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Article 31 of Chapter 143 of the General Statutes.

(h) Any applicant for employment who willfully furnishes, supplies, or otherwise gives false information on an employment application that is the basis for a criminal history record check under this section shall be guilty of a Class A1 misdemeanor."

SECTION 2. G.S. 114-19.2 reads as rewritten:

"§ 114-19.2. Criminal record checks of school personnel.

(a) The Department of Justice may provide a criminal record check to the local board of education of a person who is employed in a public school in that local school district or of a person who has applied for employment in a public school in that local school district, if the employee or applicant consents to the record check. The Department may also provide a criminal record check of school personnel as defined in G.S. 115C-332 by fingerprint card to the local board of education from National Repositories of Criminal Histories, in accordance with G.S. 115C-332. The information shall be kept confidential by the local board of education as provided in Article 21A of Chapter 115C of the General Statutes.

(a1) The Department of Justice may provide a criminal history record check to the board of directors of a regional school of a person who is employed at a regional school or of a person who has applied for employment at a regional school if the employee or applicant consents to the record check. The Department may also provide a criminal history record check of school personnel as defined in G.S. 115C-238.56N by fingerprint card to the board of directors of the regional school from the National Repositories of Criminal Histories, in accordance with G.S. 115C-238.56N. The information shall be kept confidential by the board of directors of the regional school as provided in G.S. 115C-238.56N.

(b) The Department of Justice may provide a criminal record check to the employer of a person who is employed in a nonpublic school or of a person who has applied for employment in a nonpublic school, if the employee or applicant consents to the record check. For purposes of this subsection, the term nonpublic school is one that is subject to the provisions of Article 39 of Chapter 115C of the General Statutes, but does not include a home school as defined in that Article.

(c) The Department of Justice shall charge a reasonable fee for conducting a criminal record check under this section. The fee shall not exceed the actual cost of locating, editing, researching, and retrieving the information.

(c1) The Department of Justice may provide a criminal record check to the schools within the Department of Health and Human Services of a person who is employed, applies for employment, or applies to be selected as a volunteer, if the employee or applicant consents to the record check. The Department of Health and Human Services shall keep all information pursuant to this subsection confidential, as provided in Article 7 of Chapter 126 of the General Statutes.

(d) The Department of Justice shall adopt rules to implement this section."

SECTION 3. G.S. 115B-2(a) reads as rewritten:

"§ 115B-2. Tuition waiver authorized.

(a) The constituent institutions of The University of North Carolina and the community colleges as defined in G.S. 115D-2(2) shall permit the following persons to attend classes for credit or noncredit purposes without the required payment of tuition:

1. Repealed by Session Laws 2009-451, s. 8.11(a), effective July 1, 2009.

2. Any person who is the survivor of a law enforcement officer, firefighter, volunteer firefighter, or rescue squad worker killed as a direct result of a traumatic injury sustained in the line of duty.

3. The spouse of a law enforcement officer, firefighter, volunteer firefighter, or rescue squad worker who is permanently and totally disabled as a direct result of a traumatic injury sustained in the line of duty.

4. Any child, if the child is at least 17 years old but not yet 24 years old, whose parent is a law enforcement officer, firefighter, volunteer firefighter, or rescue squad worker who is permanently and totally disabled as a direct result of a traumatic injury sustained in the line of duty. However, a child's eligibility for a waiver of tuition under this Chapter shall not exceed: (i) 54..."
months, if the child is seeking a baccalaureate degree, or (ii) if the child is not seeking a baccalaureate degree, the number of months required to complete the educational program to which the child is applying.

(5) Any child, if the child (i) is at least 17 years old but not yet 24 years old, (ii) is a ward of North Carolina or was a ward of the State at the time the child reached the age of 18, (iii) is a resident of the State; and (iv) is eligible for services under the Chafee Education and Training Vouchers Program; but the waiver shall only be to the extent that there is any tuition still payable after receipt of other financial aid received by the student.

(6) Any child enrolled in a regional school established pursuant to Part 10 of Article 16 of Chapter 115C of the General Statutes who enrolls in classes at "a constituent institution or community college which has a written agreement with the regional school."

SECTION 4. G.S. 115C-238.50A reads as rewritten:

"§ 115C-238.50A. Definitions.

The following definitions apply in this Part:

(1) Constituent institution. — A constituent institution as defined in G.S. 116-2(4).

(2) Education partner. — An education partner as provided in G.S. 115C-238.52.

(3) Governing board. — The State Board of Education, the State Board of Community Colleges, the Board of Governors of The University of North Carolina, or the Board of the North Carolina Independent Colleges and Universities.

(3a) Local board of education. — A local board as defined in G.S. 115C-5(5) or a regional school board of directors as defined in G.S. 115C-238.56B(5).

(4) Local board of trustees. — The board of trustees of a community college, constituent institution of The University of North Carolina, or private college located in North Carolina."

SECTION 5. G.S. 126-5(c1) reads as rewritten:

"(c1) Except as to the provisions of Articles 6 and 7 of this Chapter, the provisions of this Chapter shall not apply to:

(1) Constitutional officers of the State.

(2) Officers and employees of the Judicial Department.

(3) Officers and employees of the General Assembly.

(4) Members of boards, committees, commissions, councils, and advisory councils compensated on a per diem basis.

(5) Officials or employees whose salaries are fixed by the General Assembly, or by the Governor, or by the Governor and Council of State, or by the Governor subject to the approval of the Council of State.

(6) Employees of the Office of the Governor that the Governor, at any time, in the Governor's discretion, exempts from the application of the provisions of this Chapter by means of a letter to the State Personnel Director designating these employees.

(7) Employees of the Office of the Lieutenant Governor, that the Lieutenant Governor, at any time, in the Lieutenant Governor's discretion, exempts from the application of the provisions of this Chapter by means of a letter to the State Personnel Director designating these employees.

(8) Instructional and research staff, physicians, and dentists of The University of North Carolina, including the faculty of the North Carolina School of Science and Mathematics.

(8a) Employees of a regional school established pursuant to Part 10 of Article 16 of Chapter 115C of the General Statutes.

(9) Employees whose salaries are fixed under the authority vested in the Board of Governors of The University of North Carolina by the provisions of G.S. 116-11(4), 116-11(5), and 116-14.

(9a) Employees of the North Carolina Cooperative Extension Service of North Carolina State University who are employed in county operations and who are not exempt pursuant to subdivision (8) or (9) of this subsection.

(10) Repealed by Session Laws 1991, c. 84, s. 1.
(14) Employees of the North Carolina State Ports Authority.
(15) Employees of the North Carolina Global TransPark Authority.
(16) The executive director and one associate director of the North Carolina Center for Nursing established under Article 9F of Chapter 90 of the General Statutes.
(18) Employees of the Tobacco Trust Fund Commission established in Article 75 of Chapter 143 of the General Statutes.
(20) Repealed by Session Laws 2008-134, s. 73(d), effective July 28, 2008.
(21) Employees of the Clean Water Management Trust Fund.
(22) Employees of the North Carolina Turnpike Authority.
(23) The Executive Administrator and the Deputy Executive Administrator of the State Health Plan for Teachers and State Employees.
(24) Employees of the State Health Plan for Teachers and State Employees as designated by law or by the Executive Administrator of the Plan.
(26) The Executive Director, associate and assistant directors, and instructional staff of the North Carolina Teacher Academy.
(28) The Executive Director and the Assistant Director of the U.S.S. North Carolina Battleship Commission.
(29) The Executive Director, Deputy Director, all other directors, assistant and associate directors, and center fellows of the North Carolina Center for the Advancement of Teaching."

SECTION 6(a) If House Bill 200, 2011 Regular Session, becomes law, G.S. 115C-238.56G(1)d., as enacted by this act, reads as rewritten:
"d. The board of directors shall adopt a school calendar consisting of a minimum of 180–185 days of instruction covering at least nine calendar months."

SECTION 6(b) If House Bill 200, 2011 Regular Session, becomes law, G.S. 115C-238.56(3), as enacted by this act, reads as rewritten:
"(3) Career status. — Employees of the board of directors shall not be eligible for career status. If a teacher employed by a local school administrative unit makes a written request for a leave of absence to teach at the regional school, the local school administrative unit shall grant the leave for one year. For the initial year of the regional school’s operation, the local school administrative unit may require that the request for a leave of absence be made up to 45 days before the teacher would otherwise have to report for duty. After the initial year of the regional school’s operation, the local school administrative unit may require that the request for a leave of absence be made up to 90 days before the teacher would otherwise have to report for duty. A local board of education is not required to grant a request for a leave of absence or a request to extend or renew a leave of absence for a teacher who previously has received a leave of absence from that school board under this subdivision. A teacher who has career status under G.S. 115C-325 prior to receiving a leave of absence to teach at the regional school may return to a public school in the local school administrative unit with career status at the end of the leave of absence or upon the end of employment at the regional school if an appropriate position is available. If an appropriate position is unavailable, the teacher’s name shall be placed on a list of available teachers, and that teacher shall have priority on all positions for which that teacher is qualified in accordance with G.S. 115C-325(e)(2)."
SECTION 7. This act is effective when it becomes law.
In the General Assembly read three times and ratified this the 16th day of June, 2011.

s/ Walter H. Dalton
President of the Senate

s/ Thom Tillis
Speaker of the House of Representatives

s/ Beverly E. Perdue
Governor

Approved 1:04 p.m. this 23rd day of June, 2011
## PROPOSED NEW POL 05.00.04  Political Activities

### Rationale:
This Policy supplements and is adopted in accordance with UNC Policy Manual, Chapter 300.5.1, Political Activities of Employees, which was revised on April 11, 2014 and required each campus Board of Trustees to adopt a policy.

### Review/Consultation:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/6/14</td>
<td>General Counsel preliminary review</td>
</tr>
<tr>
<td>10/7/14</td>
<td>Faculty Senate review, if applicable</td>
</tr>
<tr>
<td>10/7/14</td>
<td>Staff Senate review, if applicable</td>
</tr>
<tr>
<td>10/6/14</td>
<td>General Counsel final review, if changes have been made</td>
</tr>
<tr>
<td>10/14/14</td>
<td>EOM, or official with delegated authority to review PRR</td>
</tr>
<tr>
<td>10/20/14</td>
<td>University Council (recommendation/notification), if applicable</td>
</tr>
<tr>
<td>11/20/14</td>
<td>Board of Trustees review/approval</td>
</tr>
</tbody>
</table>
1. INTRODUCTION

Each member of the NC State community has the right to freely express his/her views on any subject, including advocacy for or against candidates for public office and for or against a political issue. This expression is protected by the First Amendment of the U.S. Constitution and by the N.C. Constitution, Sec. 14, Freedom of Speech and Press. In exercising these rights, however, the resources of NC State cannot be used and political activities cannot be incompatible with the general responsibilities of public employment.

This policy applies explicitly to the use of public resources in support of, or in opposition to, political campaigns and issues. It is not intended to limit discussion among faculty, staff and students, and other State employees regarding political or campaign issues or candidates or to limit debates at which candidates or speakers have equal time.

2. SCOPE

This policy applies to all NC State employees.
3. IMPERMISSIBLE ACTIVITIES

3.1 Engagement in political activities by NC State employees must be conducted independently from their NC State employment. Consistent with State law, no NC State employee may take any active part in managing a campaign, or engage in political activity within any period of time during which he/she is expected to perform services for NC State. Such activities may be conducted only at times when such political activity does not interfere with his/her employment obligations to NC State.

3.2 NC State is not permitted to endorse any particular political party, candidate, or cause. NC State officials must refrain from activities that may be perceived as university support of a political campaign.

3.3 No employee may use the authority of his/her position or university property to secure support for, or to oppose, any person or issue in any election.

3.4 No employee may coerce, solicit, or compel a State employee to support or contribute to a political candidate, party, or cause.

3.5 No NC State funds, equipment, or services (“Resources”) (e.g., vehicles and other equipment, campus mail, computers and e-mail, postage, photocopying and fax, etc.) may be used for political activities.

3.6 Employees may not use Community Service Leave (CSL) to work at campaign sites or to engage in other political activities related to an election (i.e., handing out campaign brochures, transporting voters, holding signs, etc). Employees engaged in these types of activities should use other leave (i.e. annual, bonus, special) to cover time off. Employees are allowed to use CSL if they are volunteering to work inside the polling place to facilitate the voting process on behalf of the state or a local Board of Election.

4. PERMISSIBLE ACTIVITIES

4.1 The university is permitted to conduct broad voter education, public opinion polls on issues, and voter registration drives provided they are conducted in a non-partisan manner. Providing opportunities to speak on an equal basis for all registered candidates for public office is also allowed.

4.2 Political campaign activities are permitted on university property only if they are (1) sponsored or hosted by registered student organizations and (2) all expenses related to the activity, if any, are borne by the candidate, political organization, or student organization.

4.3 NC State facilities may be reserved for a fee for political events pursuant to NC State REG 07.25.11 (Use of University Facilities). However, such sponsored events may not be subsidized or supported by NC State.
5. POLITICAL CANDIDACY

5.1 University employees who are exempt from the State Personnel Act and who intend to run or hold any elective or appointive public office, whether part-time or full-time, must comply with Section 300.5.2 of the UNC Policy Manual adopted by the Board of Governors. This may require that before becoming a candidate or holding political office, the employee must make disclosures and receive approvals on a prescribed schedule. Failure to follow these directives constitutes a violation of the terms and conditions of university employment and may result in disciplinary action.
PROPOSED REVISION TO:  POL 05.20.02 – Emeritus/Emerita Status for Faculty and Senior Administrators

Rationale:
Revised (added what is now section II.3) to clarify the responsibilities and privileges for senior administrators given this honorific title. (This came about based on a question relative to a recent administrator who retired. The way the reg was previously organized it wasn't clear what the administrators got relative to the faculty.)

Consultation Process:
9/17/14  Provost Arden authorizes transmittal of PRR for review
9/22/14  General Counsel final review, if changes have been made
9/30/14_ Executive Officers Meeting, or official with delegated authority to review PRR
10/13/14  University Council (notification), if applicable
11/20/14 Board of Trustees (approval/notification), if applicable


Related Policies:
NCSU POL 05.15.1 - Employees Exempt from the State Personnel Act (EPA) Policy
NCSU POL05.20.1 – Appointment, Reappointment, Promotion and Permanent Tenure
NCSU REG05.20.34 - Non-Tenure Track Faculty Ranks and Appointments

Additional References:
UNC Code: Appendix I, Section IV
I. EMERITUS/EMERITA FACULTY STATUS

Upon approval of the Chancellor, emeritus/emerita status is granted to retiring full-time faculty in recognition of dedicated service at NC State University. It is an earned rank and as such entitles its holders to commensurate rights and privileges.

The University is grateful for the past service and numerous contributions of its retired faculty, recognizes their potential as a continuing valuable resource, and is committed to fostering an active, ongoing relationship with them. Retired faculty members are encouraged to engage in service to NC State University in whatever ways are found to be satisfying and mutually beneficial. The University, as an appreciative beneficiary of their scholarly pursuits and of the academic reputations they earn, will facilitate their efforts by making available its academic resources and other services wherever feasible and legally permissible.

1. ELIGIBILITY

1.1 Any tenured faculty member who has served for ten or more years in a full-time faculty position at NC State University is eligible for emeritus/emerita status. NCSU POL05.20.1 – Appointment, Reappointment, Promotion and Permanent Tenure.

1.2 Any non-tenure track faculty member who has served for ten or more years in a full-time faculty position at NC State University is eligible for emeritus/emerita status. Non-tenure track faculty ranks are described in NCSU REG05.20.34 - Non-Tenure Track Faculty Ranks and Appointments.

1.3 Upon recommendation of the Chancellor, the Board of Trustees may make exceptions to these eligibility requirements and grant emeritus/emerita status in cases of exceptional distinguished service.

2. EMERITUS/EMERITA FACULTY RESPONSIBILITIES AND PRIVILEGES

2.1 Emeritus/emerita status for faculty with academic rank, being earned and established at the academic rank held upon retirement, provides membership in the General Faculty. Emeritus/emerita faculty remain in their pre-retirement constituency, as provided by the NCSU General Faculty Bylaws Article II Section 2.
2.2 As members of the General Faculty, emeritus/emerita faculty are encouraged to continue engagement with the University, with rights and responsibilities associated therewith, including eligibility for election to the Faculty Senate, service on university committees, retaining graduate faculty status as held pre-retirement, and listing in the University Directory.

2.3 Emeritus/emerita faculty who have accepted duties and responsibilities assigned by an NC State administrative unit are to be provided office space and support consistent with those responsibilities and duties. For those who wish to remain active in scholarly or other creative work and/or service to the University without accepting assigned duties and responsibilities, efforts should be made to provide office space and all generally available services.

2.4 Emeritus/emerita whose professional service requires University financial support (beyond the support described in 2.3) should develop a statement of goals and objectives with the department head addressing expected activities and the disposition of any funds associated with faculty research or discretionary accounts. These faculty should submit an annual report to the department head documenting their professional activities and achievements that will serve as the basis for decisions related to continuation or changes to their duties and responsibilities.

2.5 Emeritus/emerita faculty are not Departmental Voting Faculty\(^1\) and may not vote on any personnel decisions (appointment, reappointment, promotion and tenure, or post-tenure review). This does not preclude their participation in other appropriate departmental and university functions.

3. PROCEDURES

3.1 Procedures for granting emeritus/emerita faculty status are available through the Office of the Provost.

II. EMERITUS/EMERITA STATUS FOR SENIOR ADMINISTRATORS

As delegated by the Board of Governors, conferral of emeritus/emerita status is an honor that may be granted by the Board of Trustees upon retirement of a University employee who has provided dedicated and distinguished service to the University. The Board of Trustees approves emeritus/emerita status for Senior Academic Administrative Officers Tier I and delegates to the Chancellor the authority to approve emeritus/emerita status for Senior Academic Administrative Officers Tier II.

1. ELIGIBILITY

\(^1\) Departmental Voting Faculty are defined in specific policies and regulations pertaining to the decision being made, eg. NCSU POL05.20.1 – Appointment, Reappointment, Promotion and Permanent Tenure, NCSU REG05.20.34 - Non-Tenure Track Faculty Ranks and Appointments.
1.1 Individuals serving at the time of retirement as Senior Academic Administrative Officer Tier I or Tier II and having ten or more years of service to NC State University are eligible for emeritus/emerita status. (See NCSU POL 05.15.1 - Employees Exempt from the State Personnel Act (EPA) Policy Sections 1.2.3 and 1.2.4)

1.2 Upon recommendation of the Chancellor, the Board of Trustees may make exceptions to these eligibility requirements and grant emeritus/emerita status in cases of exceptional distinguished service.

2. CRITERION

2.1 Evidence of extraordinary and meritorious contributions to the fulfillment of program and university mission.

3. EMERITUS/EMERITA SENIOR ADMINISTRATORS RESPONSIBILITIES AND PRIVILEGES

3.1 Emeritus/emerita status for senior administrators is primarily an honorific designation. An Emeritus/Emerita Senior Administrator remains active in the HR system and thereby retains access to University computer systems (e.g., email and calendar), through using their Unity ID for access. No other privileges beyond those for retirees of the university are provided.

34. PROCEDURES

34.1 Procedures for granting emeritus/emerita status are available through the Office of the Provost.
MEMORANDUM

TO: Terri L. Lomax  
   Vice Chancellor for Research, Innovation and Economic Development

FROM: W. Randolph Woodson  
       Chancellor

SUBJECT: Recommendation to approve the request to establish the Center for Educational Informatics (CEI) under Regulation 10.10.04

DATE: August 27, 2014

In response to your Memorandum dated August 27, 2014, authorization is hereby granted to forward the request for establishment of the Center for Educational Informatics (CEI) to the Board of Trustees for approval.

Best wishes for continuing progress with the establishment of this Center.

WRW/mh

cc: Louis Martin-Vega, Dean, College of Engineering  
    James C. Lester, Founding Director, CEI  
    Jeff Cheek, Associate Vice Chancellor, Research Administration  
    Jonathan Horowitz, Assistant Vice Chancellor for Research Development  
    Larisa Slark, Coordinator – Centers and Institutes, SPARCS
MEMORANDUM

TO: W. Randolph Woodson
   Chancellor
   NC State University

FROM: Terri L. Lomax
   Vice Chancellor for Research, Innovation and Economic Development
   NC State University

SUBJECT: Recommendation to approve the request to establish the Center for Educational Informatics (CEI) under Regulation 10.10.04

DATE: August 27, 2014

In keeping with Regulation 10.10.04, this memo requests approval of the request to establish the Center for Educational Informatics (CEI).

The mission of the CEI is to lead national efforts to design, develop, and deploy next-generation adaptive learning systems for K-12 education, post-secondary education, and training. CEI was approved for planning in May 2012 and since that time has proven itself to be a vital, productive, and innovative platform for the development and deployment of cutting-edge instructional tools for educators across the Nation. The success and continued significance of the Center to NC State’s mission was recognized most recently with additional new faculty recruited via the Digital Transformation of Education Cluster of the Chancellor’s Faculty Excellence Program. Current members of the Center spring from four NC State colleges, as well as the Friday Institute for Educational Innovation, and it is anticipated that establishment of the Center will lead to the expansion of its inter-disciplinary collaborative activities to faculty within an additional four NC State colleges.

The CEI has already become a leader in the field of educational informatics, and is an important resource for the citizens of North Carolina and the Nation. I request your approval of the proposal to establish this Center.

TLL/mh

cc: Louis Martin-Vega, Dean, College of Engineering
    James C. Lester, Founding Director, CEI
    Jeff Cheek, Associate Vice Chancellor, Research Administration
    Jonathan Horowitz, Assistant Vice Chancellor for Research Development
    Larisa Slark, Coordinator – Centers and Institutes, SPARCS
MEMORANDUM

TO: Terri L. Lomax
Vice Chancellor for Research, Innovation and Economic Development

FROM: W. Randolph Woodson
Chancellor

SUBJECT: Recommendation to continue the Small Business and Technology Development Center (SBTDC) under Regulation 10.10.04

DATE: October 1, 2014

In response to your Memorandum dated October 1, 2014, authorization is hereby granted to forward the request to continue the Small Business and Technology Development Center (SBTDC) to the Board of Trustees for approval.

WRW/mh

cc: Jeff Cheek, Associate Vice Chancellor, Research Administration
Jonathan Horowitz, Assistant Vice Chancellor for Research Administration
Larisa Slark, Coordinator – Centers and Institutes, SPARCS
MEMORANDUM

TO: W. Randolph Woodson  
Chancellor 
NC State University

FROM: Terri Lomax 
Vice Chancellor for Research, Innovation and Economic Development 
NC State University

SUBJECT: Recommendation to continue the Small Business and Technology Development Center (SBTDC) under Regulation 10.10.04

DATE: October 1, 2014

The North Carolina Small Business and Technology Development Center (SBTDC) was authorized in April 1984 by The University of North Carolina (UNC) System Board of Governors and funded by the U.S. Small Business Administration (SBA) in September 1984. In accordance with Federal standards the SBTDC completed a Periodic review on June 23-27, 2014 of its activities for the period 2011-2013 (3 years). This review was conducted by an external team of individuals representing Small Business Development Centers across the Nation funded by the SBA.

The Report presented by the Review Committee strongly supports the mission and direction of the SBTDC and shows that the Center and its leadership are meeting NC State and Center goals. Indeed, the review team recommended accreditation without condition and commended the SBTDC for the development and institution of innovations in support of small businesses. The Office of Research, Innovation and Economic Development and the Provost endorse the conclusion of the Reviewers that SBTDC should continue as a university Center as sanctioned by the Board of Trustees.

I recommend continuation of the Center and request your approval of this recommendation.

TLL/mh

cc: Jeff Cheek, Associate Vice Chancellor, Research Administration  
Jonathan Horowitz, Assistant Vice Chancellor for Research Development  
Larisa Slark, Coordinator – Centers and Institutes, SPARCS
FACULTY SENATE UPDATE
Earlier this fall, the Faculty Senate selected four issues as its top priorities for discussion and debate in the 2014-15 academic year. Those issues are, in ranked order: Strategic Resource Management-Allocation of Academic Funds, Strategic Resource Management-Growing Doctoral Programs (Graduate Student Support Plan), Student (Undergraduate) Retention and Success, and the Revision of Post-Tenure Review Policies.

The Faculty Senate has examined the Allocation of Academic Funds with Ginger Burks, Director of Cost Analysis. Senators discussed the importance of departments having the necessary lead time to integrate any changes in internal academic funding formulae with planning for future semesters’ course offerings, and the need to avoid creating “perverse” incentives that might lead some departments to “raid” others for students and credit hours.

The Senate has also discussed plans for growing doctoral programs with Duane Larick, Senior Vice Provost for Academic Strategy and Resource Management. On this issue, Senators urged Dr. Larick to develop enrollment projections that take account of the increasingly competitive (and potentially declining) funding environment at federal agencies such as the National Science Foundation and the National Institutes of Health.

In future meetings, the Senate will hear from Vice Chancellor Mike Mullen and Registrar Louis Hunt about the many possible factors—such as high school courses and academic record, First Year College, transfer status, first generation college attendance—that can impact student retention and success.
The fourth priority, revision of Post-Tenure Review Policies, is now being drafted by a task force led by Vice Provost for Faculty Affairs Betsy Brown. The task force includes department heads, the Chair of the Faculty, and one Co-Chair of the Faculty Senate’s Personnel Policy Committee.

One other issue that has been generating deep discussion across the nation’s college and university campuses is the need to address openly and honestly the problem of sexual assault. The Faculty Senate heard from Captain Ian Kendrick of the University Policy, Sarah Lannom from the Office of General Counsel, and Student Body President Rusty Mau concerning the safety of all who work and study on the NC State campus.

Finally, the Fall 2014 meeting of the General Faculty will hear Chancellor Woodson discuss our progress and future goals for the university’s Strategic Plan; and Provost Arden will review the Strategic Resource Management initiative. All these efforts hold great promise to move NC State forward toward becoming the nation’s premier land-grant university; and I continue to urge all faculty to engage with these challenges and help shape the decisions that will guide our university for years to come.

Respectfully submitted,

David A. Zonderman
Professor of History
Chair of the NC State Faculty
STAFF
SENATE
UPDATE
Honorable Trustees:

The NC State Staff Senate continues to “Think and Do” while reaching out across the campus and community striving to make a positive difference, all around us. The Staff Senate also continues to sponsor and partner with other groups and organizations to promote increased learning and understanding. In addition, we are sedulously promoting and participating in service opportunities throughout Wake County and across the state of North Carolina at the University’s research stations. This fall semester we have been especially busy.

For the first time in September, the Staff Senate participated in the annual International Housekeeping Week sponsored on our campus. The Vice Chair and the Chairs of our Human Resources and Diversity Committees participated in all aspects of the celebration, to demonstrate our appreciation for our NC State housekeeping staff.

The Staff Senate is sponsoring various service opportunities this year. October 8 until November 7, the NC State Staff Senate is sponsoring the Abundant Harvest Food Drive. This event was moved from February to October to help the Eastern and Central NC Food Bank re-stock their shelves in time for the fall holidays. Staff Senate participants, other staff, students and faculty pitched in to help. Our goal is collecting a minimum of 2500 pounds. The Staff Senate’s new Hands and Feet Committee is sponsoring a Great Day of Service event on November 1. This event gives staff and other interested individuals, the opportunity to participate in 27 different service opportunities across Wake County including: tutoring for children at the Boy’s and Girl’s Clubs, garden maintenance at the Healing Place or making sandwiches for Stop Hunger Now. The Hands and Feet committee’s motto is: Using our hands and moving our feet in the direction of service. Once again, on November 5, the Staff Senate will launch our annual, Toys for Tots Drive. The drive continues the Staff Senate’s tradition of collecting toys and other items for military families and other needy children in time for the holidays.

The NC Staff Senate continues to promote education. On September 30, we hosted two tours of the JC Raulston Arboretum. These tours were well attended. On October 16, in conjunction with the NC State Sustainability Office, the Staff Senate sponsored the third annual Alternative Vehicle Event on the brickyard. Vendors and citizens from across the area participated, displaying their electric cars and other fuel efficient modes of transportation. The enthusiasm
continues to grow each year, though due to inclement weather this year, the event was forced to change from the original date. Along with ComPsych the Staff Senate is sponsoring several webinars. The topics include: The Confident You: Taking Charge of Your Life, Developing will power and Self Control and Communication Skills. Along with the Campus Police and the Student Government, the Staff Senate is co-sponsoring two events; Night Walk on October 27, identified areas of safety concern locations on the campus. The second event is entitled: Active Shooter-Survival Training. The program is designed to help develop strategies to survive an active shooter event.

The Staff Senate will continue to promote two observances and celebrations; the Veteran’s Day flag display on the Court of North Carolina and the Staff Alumni Luncheon Social on November 5 in the Playzone at the Carmichael Complex from 12:00-2:00.

The Staff Senate’s Town Hall initiatives continue to grow in support across the campus. Dean Louis Martin-Vega at the College of Engineering sponsored a “Meet the Dean” event on October 9th. The Dean partnered with leadership of the Staff Senate to discuss issues and to share the Strategic Plan of the College and the staff roles in the plan. The well attended event gave the leadership of both the college and the Senate the opportunity to exchange dialogue with Staff. Dean Mary Watzin and the staff of the College of Natural Resources sponsored a Staff Town Hall on November 7. The Staff Senators from the college developed the program in collaboration with the Dean’s office. The College of Agriculture and Life Sciences is planning a special Staff event for December. A similar event has taken place at the College of Veterinary Medicine and the College of Science is planning a Staff Town Hall this month.

The Staff Senate has hosted several speakers in our chambers in August, Charles Lefler visited the Senate for some Budget Update 101, in September, UNC Staff Assembly Chair, Susan Colby presented a workshop entitled “Leadership and Organizational Framework: A Four Frame Approach”, October; Roger Callahan shared information regarding the NCSU Ombudsmen program and in November, Dr. Walt Wolfram presented an important link between Diversity and Linguistics.

The Staff Senate is having a banner year: thinking, learning, working and doing. We know there’s no time like the present, to make a difference.

Respectfully submitted,

Robert L. Davis
Chair, NCSU Staff Senate
2014-2015
PROVOST UPDATE
N. C. STATE UNIVERSITY
UNIVERSITY UNDERGRADUATE CERTIFICATE PROGRAM FORM

COLLEGE/DEPARTMENT/PROGRAM NAME: College of Natural Resources/Forestry/Environmental Technology
TYPE OF PROPOSAL: NEW

CERTIFICATE TITLE: Undergraduate Certificate in Renewable Energy Assessment
Revision: ☐
Undergraduate Certificate in Renewable Energy Assessment

CIP DISCIPLINE#: 15.0507 Environmental Technology and Management

PROPOSED OR CURRENT PROGRAM CODE: 15REACTU

CERTIFICATE TYPE: ☑ On-campus ☐ Distance ☑ On-campus & Distance

PROPOSED EFFECTIVE DATE: Fall '14
APPROVED EFFECTIVE DATE:

ATTACHMENTS TO BE INCLUDED:
☑ 1. Statement of Justification for Program
☐ 2. Statement of Program Objectives
☐ 3. Proposed Revision(s) with Reasons
☑ 4. List of Program Requirements (use attached Format B)
☑ 5. Catalog Description of Proposed Certificate
☐ 6. Number of Certificate recipients in the past Five Years
☑ 7. Projected Enrollment
☐ 8. Admission Requirements
☐ 9. Statement on Other Departments Likely to be Affected and Summary of Consultations with those Departments
☑ 10. Signature Page (see attached)
☑ 11. Routing Form (see attached)
Undergraduate Certificate in Renewable Energy Assessment
Environmental Technology & Management, College of Natural Resources

1. Statement of Justification for Program. In 2011, NCSU’s Environmental Technology & Management (ET) Program reviewed available course offerings and any website curriculum initiatives of NCSU and four peer-related institutions (Purdue University, Virginia Polytechnic Institute and State University, University of Georgia, and The Iowa State University) to determine if renewable energy curricula were available for non-engineering students (Ebersohl, 2011 http://www.lib.ncsu.edu/resolver/1840.4/4310). At that time, curricula in renewable energy assessment were not available on campus to non-engineering majors at these land grant institutions. The engineering behind renewable energy technology is but one aspect of this growing economic sector. Another important sector, that does not require an engineering degree, is the assessment of facilities and lands for renewable energy production. In 2012, one ET faculty member started teaching a one-credit course, ET 402 Solar Photovoltaic Energy, which was fully enrolled by undergraduate students, primarily ET majors. ET faculty began consultations with staff at the NC Solar Center on how to develop undergraduate courses in the area of assessing sites and landscapes for renewable energy. Those discussions resulted in contacting sister NC educational institutions about courses in place or in development due to collaborations with the NC Solar Center.

Our discussions resulted in a grant submission to USDA’s NIFA Higher Education Challenge program (2013) and a DELTA proposal (2012) to develop an online undergraduate certificate in Renewable Energy Assessment. Both proposals have been funded and support collaborative development of courses between Environmental Technology and Management, two other UNC schools, and NCSU’s NC Solar Center. We received strong support for the NIFA proposal from the City of Raleigh, NCDAA&CS, the Military Task Force Initiative of Eastern NC, the NC Solar Center, and the Biofuel Center of NC. Another relevant driver for this effort for Environmental Technology is growing interest for sustainable and green remediation practices on contaminated landscapes. The USEPA is very much interested in how liability lands such as brownfields, Superfund Sites, and RCRA sites can be used to mitigate energy costs and carbon emissions via use of renewable energy production.

2. Statement of Program Objectives. The objectives of this certificate are to prepare science and non-science undergraduate majors for careers that assess and implement renewable energy technologies for various stakeholders and landscapes to meet growing demands in an emerging workforce, to educate and train non-agricultural majors in important agricultural assessment practices required for renewable energy technologies such as wind, solar, and bioenergy that are particularly relevant to North Carolina, and to promote availability of these courses to sister colleges and programs from business to education to social sciences at NCSU. Online delivery provides a flexible educational program designed to attract students to these merging areas of agricultural management with renewable energy technologies. The courses developed in this program target undergraduates across campus from all disciplines; we strongly advocate and support Interdisciplinary participation by the undergraduate community at NC State. As such, only two courses have prerequisites as noted below.

Assessment of courses and program are underway already as part of the funded NIFA grant. All courses currently offered in the certificate were approved by UCCC last year and are taught by Department of Forest and Environmental Resources faculty except for two courses taught by NC Solar Center experts. The required, introductory course is currently offered for Spring 2014. Forty percent of the enrolled students are from outside the ET Program. We endeavor to see broader Interdisciplinary participation in this course and program.

4. List of Program Requirements (see attached Format B)
5. Catalog Description of Proposed Certificate. The Undergraduate Certificate Renewable Energy Assessment provides students the opportunity to assess and implement renewable energy technologies. The certificate is intended to provide students with the ability to assess facilities and land for renewable energy production. The certificate is achieved by taking 12 credit hours in renewable energy assessment topics. The certificate is designed to provide students on campus and others not enrolled in a degree program at North Carolina State University opportunities to learn basic renewable energy assessment techniques and principles that are useful in emerging careers in renewable energy.

7. Projected Enrollment. We initially anticipate enrollment of 25 students per year. We hope to grow the enrollment for the certificate to 50 students per year in five years.

8. Admission Requirements. Students must have an overall GPA of 2.5 to be accepted to the certificate program in Renewable Energy Assessment.

10. Signature Page (see attached)

11. Routing Form (see attached)
New Members of the Board of Visitors (detailed bios are available on BOV web site)

- Paul Boney (Design) – Principal & Senior Vice President at LS3P Design Firm in Washington, NC
- Katyna Borroto-Esoda (CALS) – Director of Pre-clinical Development at Scynexis in RTP
- Barry Leonard (Textiles) – President and CEO of Welspun USA
- Paul Ridgeway (CHASS) – Resident Superior Court Judge of the 10th Judicial District in Wake County
- Machelle Sanders (CALS) – Vice President, Manufacturing and General Manager at Biogen Idec in Research Triangle Park, NC
- Chuck Sykes (Engineering) – CEO at SYKES in Tampa, Florida

Chancellor’s Update - Woodson

- **Chancellor Woodson** discussed recent accomplishments that have included input from the Board of Visitors: the University Strategic Plan, brand refresh and roll out of the capital campaign. He thanked the BOV for all of their contributions.
- The Chancellor introduced Vice Chancellor for University Advancement, Brian Sischo. The Chancellor shared with the BOV the status of the University Capital Campaign. He also shared that former BOV member Steve Zelnak and his wife recently established the first endowed Deanship at the Poole College of Management.
- The NC State University Endowment is approximately $865 million, and has grown by more than $400 million since 2009.
- NC State has reached an all time record in research funding, with more than $300 million in awarded research grants during the past year.
- NC State University continues to be challenged in terms of growing the salaries of our faculty.

NC State University Board of Trustees Update - Jenkins

- **BOT Chair Ben Jenkins** thanked the Board of Visitors for their service to the University.
- Ben stated that the focus of the Board of Trustees is on the following:
  - Capital Campaign – concluding the “nucleus” phase in October 2016
  - Funding the Engineering Oval at Centennial Campus
Review and update of the Strategic Plan – the Board of Trustees would like for the BOV to review and advise the Chancellor and BOT on updates and revisions.

- Ben congratulated Chancellor Woodson on his leadership and the executive team that is working hard to achieve the goals of the strategic plan and capital campaign.

Dean’s Briefing – College of Natural Resources

- **Dean Mary Watzin** provided the BOV with a detailed overview of the College and its Strategic Plan
- Dean Watzin’s presentation addressed the three departments of the College: Forest Biomaterials, Forestry and Environmental Resources and Parks, Recreation and Tourism Management. She also touched on the Center for Geospatial Analytics and Extension work.
- Noteworthy: tourism, forest products and forested land contributes more than $50 billion to North Carolina’s economy.
- Dean Watzin shared that approximately 60% of North Carolina is currently forested, but this is shrinking due to urban and suburban growth.
- The College is addressing the grand challenges of society through the formation of strong partnerships, taking a “systems perspective” approach and involving disciplinary experts in natural sciences, engineering, social sciences and technology.
- Dean Watzin also provided the BOV with an update on the sale of Hoffman Forest and how proceeds from the sale will support the College endowment and scholarly research for many years to come.

A Research Intensive University - Lomax

- **Vice Chancellor Terri Lomax** discussed the importance of research and how NC State is focused on growing partnerships in support of research.
- Specifically, NC State wants to attract talented faculty and students to advance partnerships with the private sector and public sector.
- NC State is the nation’s #1 land grant University in the percentage of bachelor degrees in STEM fields.
- A Research Intensive University focuses on: expert faculty, talented students, a supportive physical infrastructure, and dynamic partners.
- Quick facts: 5,600 employees were paid partially or entirely from research funds in FY 2013, 2,450 students were paid from research funds in FY 2014, 2,650 students currently receive academic credit for conducting research.
- NC State’s research is creating value and stimulating the states economy.

Athletic Department Update - Yow

- **Athletic Director Debbie Yow** provided the BOV with an update on NC State Athletics and proposed changes in the NCAA.
- Debbie provided an overview of the proposed NCAA governance structure, scheduled to go into effect in January 2015. She shared that much remains
unresolved and athletic departments across the nation are attempting to anticipate changes to their programs.

- She also shared with the BOV some of the changes that are taking place due to lawsuits filed against the NCAA, mainly in the area of “name image license” for individual athletes.
- She provided an overview of the revenue and non-revenue programs and thanked the BOV for its support.

**BOV Luncheon and Update on NC General Assembly**

- The Board of Visitors concluded its Fall 2014 meeting with a luncheon and an update on the work of the NC General Assembly. Senator Harry Brown, who is co-chair of the Senate Appropriations/Base Budget committee. Senator Brown also serves on the Education/Higer Education committee. Senator Brown provided an overview of the key challenges facing the General Assembly and how these challenges also impact NC State University.
SBP REPORT TO THE BOARD OF TRUSTEES
Full Board
November 21, 2014

“To do what ought to be done, but would not have been done unless I did it, I thought to be my duty.” - Robert Morrison

National Initiatives

It’s On Us
In conjunction with the White House, National Campus Leadership Council, and student body presidents from across the country, NC State Student Government is involved with the It’s On Us campaign to prevent sexual assault and raise awareness on college campuses. The campaign launched in September, we released a PSA in October, and will host a campus conversation series in the coming weeks. Students, faculty, and staff will be encouraged to take a pledge to be part of the solution to end sexual assault on campus. NC State "It's On Us" PSA

Local, State, and National Governance
Student Government partnered with NCPIRG to conduct nonpartisan voter registration efforts throughout the 2014 election cycle*. The efforts utilized an online voter registration tool, simplifying the process for students to register to vote. Additionally, SG is scheduling meetings with local, state, and federal officials to advocate for students, higher education, and the campus community. SG partnered with Senior Class President Molly Basdeo and the Senior Class Council to establish a student task force that assists Live it up on Hillsborough Street in policy decisions and student feedback.

*A Report finalized prior to election day. Updated voter registration statistics and Get Out The Vote efforts will be provided at a later date. At the time of publication, NC State SG is a finalist for the Cosmopolitan Magazine Election Day Party Bus competition

A Message to Students
On October 7, I included the following message in my weekly email to students:

Last week, the NC State Tuition Review Advisory Committee recommended a 3% tuition increase in each of the next two years for graduate students and in-state undergraduates. Subsequently, it recommended a 6% tuition increase in each of the next two years for out-of-state undergraduates. The NC State Student Fee Review Committee recommended an approximate 3.9% increase in student fees for the 2015-16 academic year and 3.5% for 2016-17. On average, these recommendations are lower than in previous years. However, the existence of increases is the result of UNC Board of Governors directive and state divestment in higher education.

As we approach the midterm election, I implore each of you to register to vote, research candidates, and let your voice be heard. The decisions of today will affect us tomorrow. Each of
us has the opportunity to exercise our civic duty and moral obligation by engaging in the democratic process. I know you will vote with your heart and mind. That is all I can ask.

So please, encourage your friends and do the same, register to vote by October 10th. You can register today at Wolfpack Votes. This is a big year for NC State, the state of North Carolina, and the United States of America. I hope you will be a part of this process.

**Student Life and Campus Events**

**Diversity Education Week**
In its 5th year, NC State’s Annual Diversity Education Week (Think and D.E.W.) was held October 19 - 25. A joint initiative of the Office for Institutional Equity and Diversity and the UAB-Diversity Activities Board, the week was started by students in the spring of 2011 to promote awareness and understanding of our nation and world’s diverse cultures and foster intercultural understanding through a collection of engaging opportunities including lectures, workshops, panel and group discussions, information sessions, film, food, music, dance and more. To further equip NC State graduates with 21st century skills, Diversity Education Week advances learning and scholarship, builds understanding and respect among different peoples, and enhances constructive leadership and dialogue in our local and global community.

**Shack-A-Thon**
NC State student organizations sponsored shacks during Habitat for Humanity’s annual Shack-A-Thon. Participating groups constructed a 10’ by 10’ shack and lived in the shack for an entire week. Inclement weather caused a temporary halt in operations, but this did not hinder the event’s success, as it raised over $40,000 for Habitat for Humanity. Shacks included an ROTC encampment and a College of Natural Resources log cabin.

**Throwback with the Pack and Campout**
On October 17th, Student Government and the Wolfpack Men’s Basketball team hosted Throwback with the Pack and Campout at historic Reynolds Coliseum. In the final year before the Reynolds renovation, students and fans relived the memories of “The House that Case Built”. Students camped out to receive a basketball loyalty point incentive, which helps them obtain tickets to Wolfpack Men’s Basketball games.

**Wear Red Fridays**
Student Government is conducting weekly Wear Red Fridays that encourage the NC State community to wear red. On certain weeks, Student Government distributes prizes to students who wear red and spirit citations to those who fail to show their Wolfpack pride. We intend to work with the Alumni Association to extend the impact of Wear Red Fridays to Wolfpack fans worldwide.
Student Government Initiatives

Student Ticket Policy - Football and Basketball
Student Government worked with the Student Ticketing Advisory Committee to make significant changes to student ticket policies. The committee established mobile ticketing for students and extended student parking pass distribution opportunities. New parking pass distribution schedules include additional locations, times, and days, as well as a presence on Centennial Campus.

Tailgate Policy
Alongside the Student Ticket Advisory Committee and the Interfraternity Council, Student Government established policies to create a more safe tailgate environment for students. Changes include reserved spaces for IFC chapters, additional incentives to encourage appropriate behavior, and increased transportation for Greek students. All students are still able to obtain parking passes through the traditional process, thereby ensuring a fair method of parking pass distribution that ensures an equal opportunity for all students. Student Government received positive feedback to these changes and NC State University Police is pleased with the implementation. We are working to maintain a family friendly tailgate and Carter-Finley experience.

Wolfpack Pick Up
Student Government, in partnership with the Division of Academic and Student Affairs, officially launched Wolfpack Pick Up, a mobility impairment transportation service. The program was initiated in Spring 2014 by Student Government and is now a university owned and operated service. DASA owns two golf carts, one of which is wheelchair accessible, for Wolfpack Pick Up to transport students to and from class.

Thank you for your continued service to the NC State Wolfpack. In the spirit and pride of the Pack,

Rusty Mau
Student Body President, 2014-2015

350 Harrelson Hall | Campus Box 7295
Raleigh, NC 27695-7318
ncsu.edu/sg | 828.399.1097 [c]
sbp@ncsu.edu | @Rusty_Mau