CALL TO ORDER
Susan Ward, Committee Chair

ROLL CALL

READING OF STATE GOVERNMENT ETHICS ACT CONFLICT OF INTEREST STATEMENT

1. AGENDA
   A. Approval of November 12, 2015 University Affairs Committee Minutes

2. DISCUSSION ITEMS
   A. Graduation Report
      Presenter: Louis Hunt, Senior Vice Provost and University Registrar, Enrollment Management and Services
      This presentation will provide an update on graduation trends, including the number and types of degrees awarded, as well as graduation rates for undergraduate students.
   B. Centers and Institutes Overview
      Presenter: Alan Rebar, Vice Chancellor for Research, Innovation & Economic Dev.
      This is a biennial update on NC State’s Centers and Institutes.

3. REQUESTED ACTION
   A. Request for Authorization to Continue Centers/Institutes
      Presenter: Alan Rebar, Vice Chancellor for Research, Innovation & Economic Dev.
      a. The Ergonomics Center of North Carolina (TECNC)
   ✓ B. Degree Program Requests
      Presenter: Warwick Arden, Provost and Executive Vice Chancellor
      a. New Distance Education Site Request:
         • Ed.D. in Adult and Community College Education - Appendix F & G
      b. Title Change Request
         • Master of Science and Master of "Family Life and Youth Development" [title change for on-campus & distance ed. programs]

✓ Denotes full Board approval required
C. Dept. of Athletics Proposed Wrestling Coaching Staff Bonus Structure 7.3C
   Presenter: Deborah Yow, Director of Athletics
   Rationale: Requires approval per Non-Salary and Deferred Compensation Policy 05.15.03.

4. INFORMATIONAL REPORTS TAB 7.4

A. Student Body President Report 7.4A
   Presenter: Khari Cyrus, Student Body President

B. Provost Update 7.4B
   Presenter: Warwick Arden, Provost and Executive Vice Chancellor
      • Family Life Education and Coaching (will result from the merger and renaming of 2 graduate certificate programs)
      • Leadership and Volunteer Management (will result from the merger and renaming of 2 graduate certificate programs)
      • Data Science Foundations
   b. Update on Leadership Position Searches and Leadership Reviews 7.4B.b.
   c. Reappointment, Promotion and Tenure Process Update
   d. Chancellor’s Faculty Excellence Program Update

5. CLOSED SESSION TAB 7.5
✓ A. Personnel Matters 7.5A
✓ B. Honorary Awards 7.5B

6. RECONVENE OPEN SESSION

7. ADJOURN

✓ Denotes full Board approval required
The University Affairs Committee of the Board of Trustees of North Carolina State University met November 12, 2015 in the Winslow Hall Conference Room.

Members Present: Susan Ward, Committee Chair
Chip Andrews
Tom Cabaniss
Khari Cyrus
Stan Kelly
Jim Owens, Board Chair

Others Present: Randy Woodson  Duane Larick
Warwick Arden  Michael Lipitz
Barbara Carroll  Jacob Majikes
Mary Ann Danowitz  Tom Miller
Wyona Goodwin  Jeannette Moore
Eileen Goldgeier  Mike Mullen
Eric Hawkes  Marielle Pocan
Cecile Hinson  Alan Rebar
Marc Hoit  PJ Teal
Jon Horowitz  Shawn Troxler
Kevin Howell  Kelly Wick
Amy Jinnette  Debbie Yow
Sarah Lannom  Lisa Zapata

Chair Susan Ward called the meeting to order at 2:59 p.m. 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 September 10, 2015 open and closed session committee minutes. Hearing none, she declared the minutes stand approved as drafted.

Provost Warwick Arden introduced Dr. Tom Miller, Senior Vice Provost for Academic Outreach and Entrepreneurship. Dr. Miller is the McPherson Family Distinguished Professor in the College of Engineering and also serves as Vice Provost of the Distance Education and Learning Technology Applications (DELTA) unit within the Office of the Provost. Dr. Miller presented information on large course redesign efforts at NC State. These efforts seek to rethink and rebuild the delivery of large-enrollment, critical path courses with the goal of enhancing student success. Dr. Miller shared examples of course redesign strategies, including kit labs, flipped classrooms and gamification. Overall, the results of course redesign indicate that student learning is the same or improved in the redesigned course, student learning improves the next subsequent course in a series and there is a reduction in high student D and F grade and class withdrawal rates.
Dr. Mike Mullen, Vice Chancellor and Dean of Academic and Student Affairs, introduced the proposed student indebtedness fee to fund an addition and renovation to the Carmichael Complex. Mr. Eric Hawkes, Director of University Recreation, gave a brief presentation on the planning process and goals of the project. The current Carmichael Complex is outdated and not large enough to support the size of our student body. In addition, the Carmichael Gymnasium does not meet several significant health and safety codes—including ADA accessibility. The proposed project not only meets the student demands for fitness and wellness spaces but addresses all Carmichael Gymnasium deficiencies. If approved, this project would result in a $44.5 million 82,823 square ft. addition and renovation project with construction beginning in 2016-17. This would require a new debt service fee of $92.50 to fund the project; however, the current $45.00 Carmichael Recreation Center debt service fee is being retired during the 2015-16 fiscal year resulting in a net increase of $47.50 in debt service fees from this year to next. Dr. Mullen provided an overview of the campus consultation process, including the involvement of students. He explained that both the Student Senate and the Student Fee Review Committee have supported the indebtedness fee. After brief discussion, a motion was made by Mr. Cabaniss to recommend to the full board the proposed indebtedness fee to fund an addition and renovation to the Carmichael Complex as outlined in Chancellor Woodson's recommendation and under Tab 7.3A. Mr. Kelly seconded the motion. The motion carried.

Dr. Alan Rebar, Vice Chancellor for Research, Innovation and Economic Development, provided information about the Future Renewable Electric Energy Delivery and Management Systems Center (FREEDM) and the Nonwovens Institute. Both the Center and Institute have completed the required periodic review of activities in accordance with university regulations and are being recommended for continuance. Mr. Cyrus moved to approve the Center and Institute continuation requests as presented by Dr. Rebar. Mr. Kelly seconded the motion. The motion carried.

Dr. Rebar continued by presenting a Request for Authorization to Establish the Center for Genetic Engineering and Society. This Center was approved for planning in December 2013 and since that time has become a leader in scholarship and discussions focused on the impact of genetic engineering and society, which is one of the designated cluster areas within the Chancellor’s Faculty Excellence Program. The Center will be housed in the Hunt Library. Mr. Cabaniss made a motion, seconded by Mr. Andrews, to approve the request to establish the Center for Genetic Engineering and Society. The motion carried.

Chancellor Woodson shared with the committee that Karl Eikenberry, former U.S. Ambassador to Afghanistan and retired U.S. Army Lt. General, will deliver the December 2015 commencement address. He will also receive an Honorary Doctorate in Humane Letters. Ambassador Eikenberry is from Goldsboro, NC. Also at the commencement ceremony, Dr. Pedro Sanchez, world renowned soil scientist and NC State professor emeritus, will receive an Honorary Doctorate of Science.

Chair of the Faculty Jeannette Moore reported on issues being discussed by the Faculty Senate including new or changed policy/regulations, issues of concern submitted since July 1, and topics covered by invited speakers. She noted that the Faculty Senate passed a Resolution of Appreciation to Chancellor and Mrs. Woodson for their personal commitment to help launch the employee dependent’s tuition scholarship fund.

In the Staff Senate report, Chair Wyona Goodwin also noted the staff’s appreciation to the Woodsons for establishment of the scholarship fund. She further reported on the Staff Senate’s active participation in putting together staff events and participating in community service partnerships such as the annual food drive collecting food for the campus food pantry as well as the Food Bank of Eastern and Central North Carolina and the upcoming Toys 4 Tots campaign to collect new toys to give to eligible campus community members and the U.S. Marine Corps drive.

In Provost Arden’s report the committee was updated on the status of leadership searches. Searches are now underway for the Vice Provost for Institutional Equity and Diversity and for the Deans of the Colleges of Design and Education. On-campus interviews are being conducted in the next few weeks for the Deans of the Poole College of Management and the College of Textiles. Provost Arden also reported on faculty retention efforts. During the 2014-2015 Fiscal Year, NC State addressed 47 retention efforts which is down from 87 in the previous year. This number includes counter offers and pre-emptive retentions. Thirty-eight (38) of these 47 retention efforts were successful for an 84%
success rate. Finally, the Provost informed the committee of seven distinguished professorship appointments that have been made since the April meeting in the Colleges of Agriculture and Life Sciences, Engineering and Veterinary Medicine and in the Institute for Advanced Analytics.

A motion was made by Chair Ward to go into closed session to establish the amount of compensation and other material terms of an employment contract or proposed employment contract, and to consider the qualifications, competence, performance, character, fitness, conditions of appointment or conditions of initial employment of an employee or prospective employee. Mr. Kelly seconded the motion. The motion carried.

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

Mr. Kelly made a motion to approve the personnel actions discussed in Closed Session, including two head coach employment agreements and conferral of emeritus status to a SAAO Tier I employee. Mr. Cabaniss seconded the motion. The motion carried.

With no further business, Chair Ward announced the meeting adjourned at 4:36 p.m.

Susan P. Ward, Chair
Degrees Awarded by Academic Year
2005 to 2015

76,220 Total Degrees Awarded

Bachelor

Master

Doctorate

Source: University Planning and Analysis - January 12, 2016 - http://upa.ncsu.edu/ir/degr
Growth in Degrees Awarded
2005 to 2015

- 24% in all Bachelor’s Degrees
  - 27% Engineering
  - 76% Natural Resources
  - 32% Management

- 57% in all Master’s Degrees
  - 50% Agriculture and Life Sciences
  - 95% Engineering
  - 93% Natural Resources
  - 72% Management

- 39% in all Doctoral Degrees
  - 48% Engineering
  - 87% Sciences

Source: University Planning and Analysis - January 12, 2016 - http://upa.ncsu.edu/ir/degr
Freshman Retention Rates
1995 - 2014

Source: University Planning and Analysis (1995-2013) – Department of Registration and Records 2014
http://upa.ncsu.edu/ir/rate/freshman-retention-rates
Freshman Graduation Rates
1995 - 2011

http://www2.acs.ncsu.edu/UPA/internaldata/retention/atr_cens2011_total.htm
Six-Year Freshman Graduation Rates By Gender

Source: University Planning and Analysis – January 12, 2016 – Department of Registration and Records (2006-2009)
http://www2.acs.ncsu.edu/UPA/internaldata/retention/atr_cens2011_gender.htm
Recent NC State Graduate Profiles

David Jackson
- Transfer student from Wake Tech Community College
- Interned as a data analyst on campus
- 2013 Graduate in Agricultural Business Management
- Working with Cisco Systems Inc. as an internal auditor for global team

Camille Cruz
- Entered as a freshman in Engineering
- Filipino Student Association (Barkaka)
- 2015 Graduate in Biomedical Engineering
- Graduate student at Baylor College of Medicine pursuing a Master’s in Orthotics and Prosthetics
Six-Year Freshman Graduation Rates of Underrepresented Students

(African American, Native American, and Hispanic)

Source: University Planning and Analysis – January 12, 2016 – Department of Registration and Records (2006-2009)
http://www2.acs.ncsu.edu/UPA/internaldata/retention/atr_cens2011_ethnic.htm
December 2015 report from the Education Trust studied two institutions with similar:

- admission scores
- percentage of underrepresented students
- enrollment of more than 15,000 students

“NC State drastically improved its success for underrepresented students by 12 points and cut the gap between underrepresented and white by 50%”

“The comparison is especially impressive as NC State is slightly more racially and socioeconomically diverse.”
Recent NC State Graduate Profile

Lucero Galvan

- First generation
- Pursued internships every summer while at NC State
- Alternative Service Break
- 2015 Graduate in Biological Sciences
- Currently a Clinical Project Coordinator at Quintiles and conducting field research at RTI on a labor trafficking study
Six-Year Graduation Rate
UNC System Schools

Source: North Carolina GA, Retention, Graduation, and Persistence Rates of First-Time Full-Time Freshmen - Department of Registration and Records 2009
http://www.northcarolina.edu/ira/ir/analytics/retgrper.htm
Six-Year Graduation Rate for NC State’s Peer Group

(Six-Year Graduation Rates for Single Cohort)

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<th>University/State</th>
<th>Rate</th>
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<tr>
<td>Penn State</td>
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<td>University of Wisconsin–Madison</td>
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<td>University of Maryland–College Park</td>
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<td>Ohio State University–Columbus</td>
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<td>Virginia Tech</td>
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<td>University of California–Davis</td>
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<td>University of Illinois–Urbana-Champaign</td>
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## Graduation Rate Projections

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<td>2014</td>
<td>80.2%</td>
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Note: The graduation rate projections increase steadily from 1995 to 2014.
QUESTIONS AND COMMENTS
Centers & Institutes
Biennial Report
February 18, 2016

Board of Trustees
University Affairs Committee

Alan H. Rebar
Vice Chancellor for
Research, Innovation +
Economic Development

Jonathan M. Horowitz
Assistant Vice Chancellor for
Research Infrastructure
NC State is home to 33 Centers and 11 Institutes.

Reporting and oversight structure:
- 30 Centers/Institutes are administered by college deans
- 9 Centers/Institutes are administered by the VCR
- 3 Centers/Institutes are administered by the Provost
- 2 Centers/Institutes are administered by the Chancellor

In FY 2015, 35 Centers/Institutes received direct State funding support totaling $28,993,184.
Solutions to society’s grand challenges require a complex, multi-disciplinary approach.

Many real-world challenges are best addressed by partnerships between academia, industry, and government.

Centers and institutes bridge college, disciplinary and inter-institutional boundaries and serve as collaborative platforms to develop solutions for North Carolina, the Nation, and beyond.
Additional Benefits of NC State’s Centers & Institutes

- Help identify gaps in faculty expertise relating to solving society’s grand challenges.

- Help identify shared research equipment needs and the need for specialized core research facilities.
Additional Benefits of NC State’s Centers & Institutes

- Provide students with advanced training opportunities in emerging methodologies outside the scope of traditional disciplines.

- Provide students with access to industrial thought leaders, internships and employment opportunities.

- Provide the university and university partners with access to unique, specialized equipment and facilities.
Research Strategic Focus Areas

Strategic Focus Areas
- Health & Well-Being
- Energy & Environment
- Educational Innovation
- Safety & Security

Cross-Cutting Initiatives
- Advanced Materials & Manufacturing
- Advanced Computing and Networking
- Evaluation, Policy & Leadership
- Innovation Network

Economic & Societal Benefit
## Contribution of C/Is to Strategic Research

<table>
<thead>
<tr>
<th>Research Areas</th>
<th>Health and Well-Being</th>
<th>Energy and Environment</th>
<th>Educational Innovation</th>
<th>Safety and Security</th>
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<td>ITng</td>
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<td>Evaluation, Policy and Leadership</td>
<td>CEnREP</td>
<td>CGES</td>
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<td>Innovation and Economic Development</td>
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<td>INPREE</td>
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<td>KCLDS</td>
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Centers & Institutes: Engaging the NC State Community and Beyond

- >1,000 NC State faculty
- >3,600 NC State graduate students
- >4,700 NC State undergraduate students
- >27,000 K-12 students
- >72,000 Lifelong learners/non-NC State students
- 350 Technical staff
- 140 Administrative staff
Centers & Institutes attract 160 partners, including some of the top names in industry.
Total C/I Expenditures $109,709,378

Leverage Ratio > 3
<table>
<thead>
<tr>
<th>Center /Institute with Direct State Support</th>
<th>Responsible Entity</th>
<th>Expenditures from Direct State Support</th>
<th>Expenditures from External Funds</th>
<th>Approx. Leverage Ratio</th>
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<tr>
<td>Advanced Self Powered Systems of Sensors and Technologies Center (ASSIST)</td>
<td>COE</td>
<td>$386,555</td>
<td>$4,461,571</td>
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<td>Bioinformatics Research Center (BRC)</td>
<td>CALS/COS</td>
<td>$102,582</td>
<td>$1,034,032</td>
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<td>Comparative Medicine Institute (CMI)</td>
<td>ORIED</td>
<td>$419,570</td>
<td>$1,124,592</td>
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<td>Center For Family And Community Engagement (CFACE)</td>
<td>CHASS</td>
<td>$152,534</td>
<td>$869,338</td>
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<td>Center for Marine Science and Technology (CMAST)</td>
<td>ORIED</td>
<td>$323,881</td>
<td>$989,934</td>
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<td>Center for Quantitative Sciences in Biomedicine (CQSB)</td>
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<td>$109,060</td>
<td>$954,772</td>
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<td>Future Renewable Electric Energy Delivery and Management Systems Center (FREEDM)</td>
<td>COE</td>
<td>$355,941</td>
<td>$4,345,832</td>
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<td>$469,551</td>
<td>$6,391,721</td>
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<td>Nonwovens Institute (NWI)</td>
<td>COT</td>
<td>$506,382</td>
<td>$2,860,536</td>
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<td>William and Ida Friday Institute for Educational Innovation (WIFEI)</td>
<td>CED</td>
<td>$2,009,469</td>
<td>$5,351,646</td>
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<tr>
<td><strong>Subtotal for these selected C/Is</strong></td>
<td></td>
<td><strong>$13,222,037</strong></td>
<td><strong>$28,918,223</strong></td>
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History of Center & Institute Establishment and Disestablishment at NC State

Currently Active: 33 Centers & 11 Institutes
Faculty must receive *Permission to Plan* a new C/I from relevant department heads, Responsible Administrator (RA), SPARCS, VCRIED, Provost, and Chancellor. Overlaps with existing NC State or UNC System C/I’s are not allowed.

If approved for planning, C/I has 2 years to identify participants, funding, space, and other requirements for success and sustainability.

*Request to Establish* is submitted by the RA and is forwarded for approval to SPARCS, VCRIED, Provost, Chancellor, and BOT.

Thereafter, C/I’s submit annual reports on progress and undergo formal professional reviews every 5 years.
Master Schedule of Periodic (5-Year) Reviews

Recently Reviewed

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<th>Reviewed</th>
<th>Scheduled</th>
<th>Future Reviews</th>
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Q1 2016 Q2 2016 Q3 2016 Q4 2016

Q1 2017 Q2 2017 Q3 2017 Q4 2017

Q1 2018 Q2 2018 Q3 2018 Q4 2018

Q1 2019 Q2 2019 Q3 2019 Q4 2019

Tab 7.2B Page 14
In 2014, 240 UNC System C/I’s were reviewed by the Board of Governors over a five month period. NC State’s response to this review required input from all C/I Directors as well as many staff and administrators.

Most C/I’s were “validated” by the Board of Governors, including all reviewed NC State units.

The Board of Governors recommended that specific actions be taken on 16 C/I’s, including the discontinuation of three.
Further recommendations:

- Chancellors must certify periodic (5-year) reviews of C/I’s, and their leadership. All C/I’s must be certified as having been reviewed in the last 6 years by Spring 2016. On schedule!

- Annual reports on C/I activities are to be submitted and reviewed by campuses. Done!

- Chancellors must certify that C/I Directors and key staff receive training annually on restrictions on political and lobbying activities. Done!
<table>
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<tr>
<th>Center/Institute In Planning</th>
<th>Acronym</th>
<th>Request to Establish Expected</th>
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<td>Center for Additive Manufacturing and Logistics</td>
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<td>Khayrallah Center for Lebanese Diaspora Studies</td>
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<td>Next Generation Power Electronics Manufacturing Innovation Institute</td>
<td>NGPEMII</td>
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*Chancellor’s Faculty Excellence Program support of 3 faculty
Authorized for planning in 2011

Mission: to understand the impact of the environment on human health and disease

Affiliated faculty come from five NC State colleges, ECU, NCCU, RTI International, and NC DHHS

Initial financial support ($100-150,000 per year) provided by ORIED, CALS, and Provost

After 4 years of financial support (~$600,000 total), this year the Center competed successfully for a $5.5M grant from NIEHS to fund its operations for 5 years (State funds were leveraged ~10:1). NIEHS support has already led to an additional $2M in grant funding to Center-affiliated faculty.
Transforming Economies

Al Rebar
research.ncsu.edu
NC State University Centers and Institutes

**Advanced Self Powered Systems of Sensors and Technologies Center (ASSIST)**

**Director: Dr. Veena Misra**

The mission of ASSIST is to transform health informatics, electronics, and biomedical engineering; to develop nanotechnologies for energy harvesting, battery-free energy storage, and ultra-low-power computation/communication; to integrate low power physiological and environmental nanosensors using biocompatible materials; to empower personal environmental and health monitoring.

**Animal & Poultry Waste Management Center (APWMC)**

**Director: Dr. Mike Williams**

The Animal & Poultry Waste Management Center (APWMC) provides infrastructure, programs, and assistance for innovative basic and applied approaches to animal waste management with emphasis on development of knowledge and waste management options contributing toward the enhancement of North Carolina's and the nation's animal production industries, as well as to the improvement of the environment and quality of life for all citizens.

**Bioinformatics Research Center (BRC)**

**Director: Dr. Fred Wright**

The mission of Bioinformatics Research Center (BRC) is to develop and implement methods for the management and interpretation of genomic data, with an emphasis on agriculture, forestry and veterinary medicine.

**Center for Applied Aquatic Ecology (CAAE)**

**Director: Dr. JoAnn Burkholder**

The broad research directive of Center for Applied Aquatic Ecology (CAAE) is to assess and find practical solutions to water quality problems in North Carolina and the nation. The Center's research projects span from freshwaters to estuaries and marine waters.
Center for Dielectrics and Piezoelectrics (CDP)

Director: Dr. Elizabeth C. Dickey

The CDP aims to develop an international leadership position in the fundamental material science and engineering that underpins dielectric and piezoelectric materials. Innovations in these areas often arise from research advances in materials chemistry, synthesis and processing that enable new materials and device functionality.

Center for Educational Informatics (CEI)

Director: Dr. James Lester

The mission of the North Carolina State University Center for Educational Informatics is to lead national efforts to design, develop, and deploy next-generation adaptive learning systems for K-12 education, post-secondary education, and training.

Center for Environmental and Resource Economic Policy (CEnREP)

Director: Dr. Laura Taylor

The mission of the Center for Environmental and Resource Economic Policy (CEnREP) is to link economics to science, agriculture and technology to improve public understanding and enhance public and private management of environmental resources.

Center For Family and Community Engagement (CFACE)

Director: Dr. Joan Pennell

The Center For Family and Community Engagement (CFACE) is dedicated to advancing safe, healthy, and productive families and communities. It promotes strategies that widen the circle of supports around families and communities. This is accomplished through emphasizing family leadership, community partnerships, cultural safety, and inclusive planning.

Center for Geospatial Analytics (CGA)

Director: Dr. Ross Meentemeyer

The mission of the Center is to promote graduate education and research in geospatial science and technology.
**Center for High Performance Simulation** (CHiPS)

**Director: Dr. Jerzy Bernholc**

The Center for High Performance Simulation (CHiPS) brings together expertise present in electronic, atomic, meso-scale and macroscopic simulation methods and offers advanced training and research to graduate students.

**Center for Innovation Management Studies** (CIMS)

**Director: Dr. Paul Mugge**

The Center for Innovation Management Studies (CIMS) exists to create, synthesize and disseminate industry-relevant information on innovation management and to develop current and future generations of innovation management researchers and industry practitioners.

**Center for Integrated Fungal Research** (CIFR)

**Director: Dr. Ignazio Carbone**

The Center for Integrated Fungal Research (CIFR) provides leadership in research and educational objectives in the field of fungal parasitism and mycotoxins aimed to achieve significant breakthroughs in fungal research that will impact human welfare worldwide.

**Center for Integrated Pest Management** (CIPM)

**Director: Dr. Frank Louws**

Center for Integrated Pest Management (CIPM) serves a lead role in technology development, program implementation, training, and public awareness for IPM at the state, regional, and national level.

**Center for Marine Sciences and Technology** (CMAST)

**Director: Dr. David Eggleston**

The principal mission of the Center for Marine Sciences and Technology (CMAST) is to discover innovative solutions to questions and problems in marine systems and provide effective communication of these discoveries, by promoting multidisciplinary studies among research scientists, educators and extension specialists from the participating NC State University colleges, enhancing interaction with other educational institutions and agencies concerned with marine sciences and coastal natural resources, and providing a focal point for citizen contact with NC State University's marine science and extension faculty.
Center for Nuclear Energy Facilities and Structures (CNEFS)

Director: Dr. Abhinav Gupta

The mission of the Center for Nuclear Energy Facilities and Structures (CNEFS) is to perform research on innovative but rigorous solutions to problems in nuclear power plants and to transfer this technology to the industry.

Center for Quantitative Sciences in Biomedicine (CQSB)

Director: Dr. Alun Lloyd

Center for Quantitative Sciences in Biomedicine (CQSB) deals with innovations in biomedicine, where 'biomedicine' is broadly defined to include any developments relevant to the study of human/animal health along the continuum from basic biology to the study of humans/animals at the population level, will increasingly be achieved through an interdisciplinary approach involving the merging of the quantitative and biological sciences.

Center for Research in Scientific Computation (CRSC)

Director: Dr. Thomas Banks

The Center for Research in Scientific Computation (CRSC) is a formally recognized, multidisciplinary center administered by North Carolina State University. Its purpose is to foster research in scientific computing and provide a focal point for research in computational science, engineering and applied mathematics.

Center for Research on Textile Protection and Comfort (TPACC)

Director: Dr. Roger Barker

The Center for Research on Textile Protection and Comfort (TPACC) provides faculty and students with a coordinated environment where interdisciplinary problems related to textile comfort and protection performance can be studied and solved.

Center for Turfgrass Environmental Research and Education (CENTERE)

Director: Dr. Thomas Rufty

The Center for Turfgrass Environmental Research and Education (CENTERE) promotes research on the turfgrass systems and works on creating a multidisciplinary research 'culture' that develops new, environmentally sustainable management strategies. Emphasis is on basic research to resolve underlying processes that can lead to long-term solutions.
**Center on Genetic Engineering and Society** (CGES)

**Directors: Drs. Jennifer Kuzma and Fred Gould**

The GES Center serves as a key regional, national and international hub of interdisciplinary analyses and inclusive dialogue surrounding emerging technologies and society. It will take the lead in using in-depth research and dialogue-based approaches to provide public with rigorous, trustworthy analyses of how products of GE technologies may impact society and the environment.

**Comparative Medicine Institute** (CMI)

**Director: Dr. Jorge Piedrahita**

The mission of the Comparative Medicine Institute (CMI) is to enhance collaborative, translational, interdisciplinary approaches for the comparative study of animal/human diseases.

**Ergonomics Center of North Carolina (The)** (TECNC)

**Director: Mr. Tim McGlothlin**

The Ergonomics Center of North Carolina (TECNC) is a Public Service Membership Center specifically authorized by the North Carolina General Assembly and established in October 1994 with the original name North Carolina Ergonomics Resource Center through a partnership between North Carolina State University (NCSU) and the North Carolina Department of Labor (NCDOL), Division of Occupational Safety and Health (OSHNC) to assist employees and employers in the prevention of occupational musculoskeletal disorders (MSDs) and the optimization of human-machine work systems design from safety and performance perspectives.

**Future Renewable Electric Energy Delivery and Management Systems Center** (FREEDM)

**Director: Dr. Iqbal Husain**

The Future Renewable Electric Energy Delivery and Management Systems Center (FREEDM) partners with universities, industry, and national laboratories in 28 states and nine countries to develop technology to revolutionize the nation's power grid and speed renewable electric-energy technologies into every home and business.
**General H. Hugh Shelton Leadership Center** (SLC)

**Director:** Dr. Deborah Acker

The mission of the General H. Hugh Shelton Leadership Center is to inspire, educate, and develop values-based leaders committed to personal integrity, professional ethics, and selfless service.

**Golden Leaf Biomanufacturing Training and Education Center** (BTEC)

**Director:** Dr. Ruben Carbonell

The mission of Golden Leaf Biomanufacturing Training and Education Center (BTEC) is to fuel prosperity by positioning North Carolina as a global leader in bioprocess education and biomanufacturing workforce development.

**Industry Research Programs in Forestry** (IRPF)

**Director:** Dr. Marian McCord (Interim Director)

The Industry Research Programs in Forestry Center (IRPF) increases value to landowners and citizens through continuous genetic improvement of forest trees; creates innovative solutions to enhance forest productivity and value through sustainable management of site resources; leads in conservation and domestication of forest genetic resources for sustainable economic, ecological, and social benefits for present and future generations.

**Institute for Advanced Analytics** (IAA)

**Director:** Dr. Michael Rappa

The mission of the Institute for Advanced Analytics (IAA) is to promote graduate education in the emerging field of analytics. Its objective is to educate the citizens of North Carolina and beyond in the concepts, methods, software tools, and applications of analytics that have direct and practical relevance to industry.

**Institute for Emerging Issues** (IEI)

**Director:** Dr. Anita Brown-Graham

The Institute for Emerging Issues (IEI) is a think-and-do tank that convenes leaders from business, government, nonprofit organizations, and higher education to tackle the biggest issues facing North Carolina.
**Institute for NEXT Generation IT Systems** (ITNG)

**Director: Dr. Dennis Kekas**

The Institute for NEXT Generation IT Systems (ITNG) provides information technology professional services to state and federal agencies, private and public sector corporations, and research organizations.

**Institute for Nonprofit Research, Education and Engagement** (INPREE)

**Director: Dr. Richard Clerkin**

The Institute for Nonprofit Research, Education and Engagement (INPREE) benefits the university through its presence as an expert source for information on nonprofits, respected partner in research and practice collaborations, recipient of external funding, and developer and manager of educational and research initiatives.

**Institute for Transportation Research and Education** (ITRE)

**Director: Dr. Nagui Rouphail**

The Institute for Transportation Research and Education (ITRE) carries out research, training and technical support activities in the areas of surface and air transportation for a host of national, state, and local clients to address the nation’s critical transportation issues.

**Kenan Institute for Engineering, Technology & Science** (KIETS)

**Director: Dr. Ruben Carbonell**

The Kenan Institute for Engineering, Technology & Science (KIETS) develops partnerships in basic research, education, commercialization and public outreach with individuals and organizations dedicated to the advancement of science, engineering and technology as a force in improving the economic and social well-being of the nation and the world.
**Nonwovens Institute** (NWI)

**Director:** Dr. Behnam Pourdeyhimi

The Nonwovens Institute (NWI) is the world's first accredited academic program for the interdisciplinary study of engineered fabrics through an innovative partnership of industry, government, and academe. Operating on an 'open' platform, The Nonwovens Institute enables industry and university experts to develop the next generation of nonwoven applications while educating and training future industry leaders.

**North Carolina Clean Energy Technology Center** (NCCETC)

**Director:** Mr. Steve Kalland

The mission of the North Carolina Clean Energy Technology Center (NCCETC) is to advance the use of clean energy technologies throughout North Carolina in the residential, commercial and industrial sectors. It is charged with providing North Carolina's citizens with the education and information they need to make sound decisions on the use of clean energy.

**North Carolina Institute for Climate Studies** (NCICS)

**Director:** Otis Brown

The objectives of the North Carolina multi-campus Institute for Climate Studies (NCICS) are to promote the discovery of new knowledge about global, regional, and local climate variability and its impacts; and to provide information that is critical for determining trends and validating climate forecasts at all of these spatial scales.

**North Carolina Japan Center** (NCJC)

**Director:** Dr. John Baugh

The North Carolina Japan Center (NCJC) is a statewide resource, which serves to promote mutual understanding and closer relations between the people of North Carolina and Japan in academic, business cultural, educational, scientific, and technical matters, to the benefit of our state and its people.
**North Carolina Sea Grant College Program** (NCSG)

**Director: Dr. Susan Norma White**

Through research, outreach and education programs, North Carolina Sea Grant multi-campus College Program (NCSG) provides an unbiased, science-based information to enhance the sustainable use and conservation of ocean and coastal resources to benefit communities, the economy and the environment.

**Nuclear Reactor Program** (NRP)

**Director: Dr. Ayman Hawari**

The Nuclear Reactor Program (NRP) applies reactor and nuclear techniques in supporting efforts to provide high quality undergraduate and graduate education, perform basic and applied research, disseminate knowledge, and provide training and specialized analytical services in support of institutions, agencies and industries in the State of North Carolina and the Nation.

**Small Business and Technology Development Center** (SBTDC)

**Director: Dr. Scott Daugherty**

The multi-campus Small Business and Technology Development Center (SBTDC) is committed to providing knowledge, education and other supportive resources that enable existing small and mid-sized businesses, emerging entrepreneurs and local/state leaders to innovate and succeed.

**Southeast Dairy Foods Research Center** (SDFRC)

**Director: Dr. MaryAnne Drake**

The Southeast Dairy Foods Research Center (SDFRC) conducts research, educates scientists, and develops and applies new technologies for processing of milk and its components into dairy products and ingredients with improved health, safety, quality and expanded functionalities that facilitate strategic decisions in the industry.

**State Climate Office of North Carolina** (SCO)

**Director: Dr. Ryan Boyles**

The State Climate Office of North Carolina (SCO) is the primary source for NC weather and climate information and is involved in all aspects of climate research, education, and extension
services.

**W. M. Keck Center for Behavioral Biology** (CBB)

**Director:** Dr. Robert Anholt

The goal of the Keck Center for Behavioral Biology (CBB) is to establish a multidisciplinary environment for interdepartmental training and collaborative research in the fundamental principles that govern animal behavior.

**Water Resources Research Institute** (WRRI)

**Director:** Dr. Susan Norma White

The Water Resources Research Institute (WRRI) is one of 54 state water institutes that were authorized by the Water Resources Research Act of 1964 to administer and promote federal/state partnership in research and information transfer on water-related issues. WRRI is a multi-campus Institute.

**William and Ida Friday Institute for Educational Innovation** (WIFIEI)

**Director:** Dr. Glenn Kleiman

The mission of the William and Ida Friday Institute for Educational Innovation (WIFIEI) is to advance education through innovation in teaching, learning, and leadership.
MEMORANDUM

TO: Alan H. Rebar
    Vice Chancellor for Research, Innovation and Economic Development

FROM: W. Randolph Woodson
      Chancellor

SUBJECT: Recommendation to continue the Ergonomics Center of North Carolina (TECNC) under Regulation 10.10.04

DATE: October 30, 2015

In response to your Memorandum dated October 29, 2015, authorization is hereby granted to forward the request to continue the Ergonomics Center of North Carolina (TECNC) to the Board of Trustees for approval.

WRW/mh

cc: Louis Martin-Vega, Dean, College of Engineering
    Paul Cohen, Department Head, Fitts Industrial and Systems Engineering Department
    Tim McGlothlin, Executive Director, TECNC
    Jeff Cheek, Associate Vice Chancellor, Research Administration
    Jonathan Horowitz, Assistant Vice Chancellor for Research Development
    Larisa Slark, Senior Administrative Coordinator – Centers and Institutes
MEMORANDUM

TO: W. Randolph Woodson
    Chancellor
    NC State University

FROM: Alan H. Rebar
      Vice Chancellor for Research, Innovation and Economic Development
      NC State University

SUBJECT: Recommendation to continue the Ergonomics Center of North Carolina (TECNC) under Regulation 10.10.04

DATE: October 29, 2015

The Ergonomics Center of North Carolina (TECNC) was authorized in February 1995 by the UNC Board of Governors to assist employees and employers in the prevention of occupational musculoskeletal disorders and the optimization of human-machine work systems. In accordance with NC State Regulation 10.10.04, a Periodic review of the Center was conducted by a team of experts and a site visit was completed in May 2015 for activities in academic years 2009 - 2014. Following the receipt of the Review Team’s report, as well as responses from the Center and the College of Engineering (COE), this memo requests your approval of continuance.

The Report delivered by the Review Team supports the mission and direction of the Center and shows that the Center’s activities are important and valuable, and consistent with the mission and strategic plan of NC State. The Review Team applauded the quality of the Center’s training, publications, reports, and other outputs and noted that the Center’s customers are wildly enthusiastic about the services they have received. The Review Team noted that the Center’s strategic plan for the next five years was weak and provided a number of recommendations to ameliorate concerns, including the addition of new faculty, development of a clear succession plan for the Center’s Executive Director, and much needed updates to the Center’s Web site. The recommendations of the Review Team have been evaluated and approved by the Center and the College, and a detailed response to all concerns has been prepared.

The Office of Research, Innovation and Economic Development recommends that TECNC should continue as a University Center as sanctioned by the NC State Board of Trustees, and requests your approval of this recommendation.

AHR/mh

cc: Louis Martin-Vega, Dean, College of Engineering
    Paul Cohen, Department Head, Fitts Industrial and Systems Engineering Department
    Tim McGlothlin, Executive Director, TECNC
    Jeff Cheek, Associate Vice Chancellor, Research Administration
    Jonathan Horowitz, Assistant Vice Chancellor for Research Development
    Larisa Slark, Senior Administrative Coordinator – Centers and Institutes
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 planning activity to follow do not guarantee that authorization to establish will be granted.

Date: __August 31, 2015_________

Constituent Institution: __North Carolina State University______________________

CIP Discipline Specialty Title: ______ Adult and Community College Education__________

CIP Discipline Specialty Number: 13.0403_________________ Level: B _____ M ____I _____ D _X_

Exact Title of the Proposed Program: Adult and Community College Education

Degree Abbreviation: ___Ed.D.______ Proposed Date of Initiation: month __May__ year __2017__

Will this program be completely individual access (e.g., online, videocassette, etc.)? Y ____ N __X__

If "yes," primary mode of delivery: ______________________________________

If "no," list proposed sites (use additional lines as needed):

The new site is Wake Technical Community College, 9101 Fayetteville Rd, Raleigh NC

Raleigh Wake North Carolina
__(city)________ (county)__________________________ (state)____________________

If cohort-based, length of time to complete the sequence (e.g., 18 mos., 2 years):

_____ 3 years

Substantive change must be reported to the Commission on Colleges of SACS using either the Procedure 1 (report and approval) or Procedure 2 (report) protocol. Which one will apply may depend on the current programs already approved by the Commission on Colleges for the campus.

Site-based (where instructor is present):

Is the institution initiating instruction where student may earn more than 25% and less 50% of credits toward a degree at an off-campus site? (Procedure 2)  Yes __X__ No ___

Is the institution initiating an (additional) off-campus site at which students may earn 50% or more of an educational program? (Procedure 1)  Yes __X__ No __

Is the institution adding significantly different degree programs at a currently approved site? (Procedure 2)  Yes __X__ No ___
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? (Procedure 2) Yes   No

Is the institution expanding a previously reported program from less than 50% of credits to 50% or more of a degree program? (Procedure 2)  Yes        No

Is the institution adding a significantly different program from previously reported programs offered via technology-based instruction? (Procedure 2)  Yes   No

If this action constitutes a substantive change, by what date should SACS be notified?  Fall 2016

1. Briefly describe the proposed program and intended audience.

This request is to add a new site for the Ed.D. in Adult and Community College Education. This program was approved as a site based program by UNC-GA on September 2005 at the currently approved site: Graduate Center at UNC - Charlotte.

The Department of Leadership, Policy and Human Development within the College of Education proposes to offer the Ed.D. in Adult and Community College Education at an additional site: Wake Technical Community College (see number 3 below for need for program). The initial date of implementation will be summer I, 2017, and it is anticipated there will be 20-25 students in the first cohort. The cohort program is intended to be on-going (every three years a new cohort), contingent on meeting enrollment of 20-25 students. The target audience will be current or anticipated community college faculty and administrators who will fill the gap for the retiring faculty and senior level administrator’s needs for North Carolina’s community colleges. The program is cohort based and is structured the same as our current Ed.D. located at the Graduate Center at UNC Charlotte which uses a comprehensive curriculum that combines weekend classes, online learning, blended courses and mentoring relations with current community college leaders and NC State faculty. The first cohort will start the summer of 2017 and the second the summer of 2020, and future cohorts will continue on that cycle. In summary, this request is to add an additional site location for our existing Ed.D. in Adult and Community College Education with no changes in delivery, admission procedures, curriculum or other processes.

2. Describe the proposed instructional delivery systems (e.g., on-site instruction, interactive video, Internet, etc., including combinations of these).

The instruction for the new site will be primarily instructor based and face to face. All instructors will use Moodle extensively to post class information (syllabus course schedules evaluation descriptions, readings, assignments, view videos and course requirements). There may be a few weeks that students complete assignments on Moodle and use discussion forums to answer questions and discuss topics, but these activities constitute a minor percentage of the total course content.

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 online, are any other UNC institutions offering a similar online program?

Community colleges are a critical linchpin in North Carolina’s strategy to build a more prosperous and competitive economy. They enroll nearly half of the state’s undergraduates and are the training ground to develop the majority of tech-savvy workforce, front-line workers needing specialized technical training. Driven by a combination of increasing enrollments and declining public funding, community colleges are being forced to rethink how they will be able to serve many more students of increasing diversity and significantly increase credential completion rates while reducing the costs of education and training for taxpayers, students, and their families.

The American Association of Community Colleges estimates that over half of all community college presidents will retire in the next ten years. For North Carolina that means there will be a need for over 30 new presidents during the coming decade and probably three times that
number of new senior-level administrators. How North Carolina identifies and develops its next generation of community college leaders will shape how well its community colleges will meet the challenges of preparing North Carolina’s future high-skills workforce.

The department recently held a meeting in the spring semester (2015) to solicit input from 9 community college presidents on the need for future community college leaders. The group was geographically diverse and represented small, medium and large community colleges. All the presidents in attendance indicated that not only was their group near retirement age, but that the majority of their senior administrative leaders at their colleges were also within 5-6 years from retirement. They indicated that this was a system wide problem, not just isolated to their colleges. They strongly supported the idea of adding a new site in Raleigh for the Ed.D. cohort program and that they would also provide a supply of future community college leaders from their institution to participate in such a program.

While the Ed.D. in Charlotte has served several cohorts in the last 6 years, it can only accept about 22-28 students in each cohort every 3⅔ years, yet the number of qualified applicants are two to three times the available slots. We have had numerous requests from community colleges in the eastern piedmont and eastern sections of the state to offer a similar cohort program for full time community college professionals in that geographic region which constitutes about 50% of the state’s 58 community colleges. Wake Technical Community College, which is one of the largest in the state, was very interested in housing the cohort program, and their senior administrators were all very supportive to be the host institution for the new site and to be involved where appropriate.

Additionally a survey was conducted of 20 randomly selected Chief Academic Officers (CAOs) at North Carolina Community Colleges that were not part of the 9 mentioned earlier in this section. They represented varying geographical areas and institutional sizes (enrollment). We received responses from 90% of the colleges (18) and when asked if an Ed.D. cohort program would be important to them in developing senior leadership education for future positions at their institutions, 17 (94%) of the 18 CAOs agreed or strongly agreed that such a program would not only be useful to their college, but very helpful in supplying the state with future administrators for NC community Colleges.

All requests for the addition of a new site have gone through the departmental, college and university review process that involves multiple constituents.

4. Briefly describe the arrangements for facilities for off-campus programs.

The classroom is room 241 located in Pucher-LeMay Hall on the second floor (see page 27 for building floor plan). The building is ADA compliant throughout and is across from the cafeteria which has food, tables and areas for students to meet and congregate.

Room 241 has tables to accommodate approximately 35 students that may be arranged in a variety of configurations. The classroom also has an instructor computer work station in the front of the class that has access to the internet and capability for large screen classroom projection (see classroom pictures Appendix A). The room (and building) also have WTCC wireless access for students and faculty. There is ample parking adjacent to the building, and cohort students can purchase parking permits through WTCC.

The conference room (220) in Pucher-LeMay Hall is also available for group meeting, faculty meetings with students, or meetings of student groups or other associated program activities as needed. It is located around the corner from the classroom (see Appendix a conference room 220).

The use of facilities (classroom and conference room) at the WTCC site is scheduled at a time (Fridays, 5-9 PM and Saturdays 9-5 PM) when there is less demand for space and extra rooms are available on the WTCC campus. WTCC maintains the technology and technology service support for the classroom. Each cohort student will be supplied a laptop by the program, and WTCC will provide cohort students and faculty with access to their wireless network while on
the WTCC campus. This will enable cohort students to access the NCSU website where they will have the same connectivity as all other NCSU students to all university services via the web (library, student information services, registration and records, virtual computing services, Moodle, email, DELTA services and information, etc.). Since all cohort students will be supplied with a laptop computer with all appropriate software (and data) they do not need access to WTCC computing lab. Advising and registration will be the same as the Charlotte cohort students in that NCSU faculty meet individually with students for advising, and the program director meets with the entire group for registration each semester.

The DE office also supports comprehensive services for DE students wherever located. Program information is disseminated to potential students through advertising, centralized listing services, and the DE website. DE program information is updated regularly to inform interested students of admissions requirements, plan of study, registration information, estimated tuition and fees to complete the program, career opportunities, links to financial aid resources, and contact information for the program director and advising services.

Calls and emails to the DE office are answered Monday-Friday, 8:00 am to 5:00 pm. After-hours help calls and emails are supported by email monitoring and the campus wide “Ask the Pack FAQ” (http://distance.ncsu.edu/faq/index.php). Enrollment support is provided throughout the registration cycle, and exam proctoring services are available on request. Technical assistance is available for extended hours through the university help desk.

An online student orientation is available, with links to the student handbook, disability services, library services, cashier’s office, registration information, bookstore information, and guidelines for technology access and use. In-person orientation sessions are conducted by the program director and faculty. The sessions are specific to each program and appropriately tailored to meet the needs of its enrolled students. Orientations include information for obtaining a student ID, specific research guidelines and resources, best practices for studying, paper, project, and exam preparation, student evaluation procedures, mentoring, and advising resources.

5. Projected total annual enrollment: (Year - # of students) 1 – 25; 2- 25; 3- 25; 4 – 32; 5 – 25

Name, title, telephone, and e-mail of contact person to respond to questions:

Dr. Duane Akroyd, Professor, Department of Educational Leadership, Policy, and Human Development, (919)515-1745, duane_akroyd@ncsu.edu

This intent to plan a new distance education program site has been reviewed and approved by the appropriate campus committees and authorities.

Chief Academic Officer: ____________________________
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: __August 31, 2015__

Constituent Institution ___North Carolina State University____________________________

CIP Discipline Specialty Title: Adult and Community College Education

CIP Discipline Specialty Number: 13.0403 Level: D

Exact Title of the Proposed Program: Adult and Community College Education

Degree Abbreviation: Ed.D.

Proposed Date of Initiation: May, 2017

Will this program be completely individual access (e.g., online, videocassette)? Y ____ N___

If “no,” list proposed sites (use additional lines as needed): ADDITIONAL SITE REQUEST

ONLY

(1) Pucher-LeMay Hall room 241, Wake Technical Community College, 9101 Fayetteville Rd, Raleigh, (Wake County), NC (see Building schematic)

If cohort-based, length of time to complete the program:

3 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):

There are no other Ed.D.s in Adult and Community College Education in the state. NC State currently offers an Ed.D. in Adult and Community College Education at the Graduate Center at UNC-Charlotte. The Wake Tech site will better service student needs in central and eastern North Carolina.

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 of the below SACSCOC substantive change procedure applies? (SACS policy on substantive change: http://www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf)
Based on the SACS policy on substantive change, by what date should the campus be notified by UNC-GA of authorization to establish?

**September 2016**

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.

   *This request is to add a new site for the Ed.D. in Adult and Community College Education. This program was approved as a site based program by UNC-GA on September 2005 at the currently approved site: Graduate Center at UNC - Charlotte.*

   *The Department of Leadership, Policy and Human Development within the College of Education proposes to offer the Ed.D. in Adult and Community College Education at an additional site: Wake Technical Community College (see number 3 below for need for program). The initial date of implementation will be summer I, 2017, and it is anticipated there will be 20-25 students in the first cohort. The cohort program is intended to be on-going (a new cohort every three years), contingent on meeting enrollment of 20-25 students. The target audience will be current or anticipated community college faculty and administrators who will fill the gap for the retiring faculty and senior level administrator’s needs for North Carolina’s community colleges. The program is cohort based and is structured the same as our current Ed.D. located at the Graduate Center at UNC Charlotte which uses a comprehensive curriculum that combines weekend classes, online learning, blended courses, and mentoring relations with current community college leaders and NC State faculty. The first cohort will start the summer of 2017, and the second the summer of 2020 and future cohorts will continue on that cycle. In summary, this request is to add an additional site location for our existing Ed.D. in Adult and Community College Education with no changes in delivery, admission procedures, curriculum or other processes.*

   See section 7: Physical Resources, for detail about proposed site.

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 addition of this site for the Ed.D. in Adult and Community College Education at Wake Technical Community College is consistent with the mission ([http://oirp.ncsu.edu/univ/miss](http://oirp.ncsu.edu/univ/miss)) and strategic plan ([http://info.ncsu.edu/strategic-planning/overview/pathway-to-the-future/](http://info.ncsu.edu/strategic-planning/overview/pathway-to-the-future/)) of NC State and to; 1) engage with public partners and to 2) provide excellence in graduate program development and to 3) enhance the success of our students through educational innovation. Community colleges are strategic resources that are critical to North Carolina’s future and are critical to building a more prosperous and competitive economy. There is a critical need to build a pipeline of future leaders capable of improving the success of future community college students. The current program in Charlotte is not able to meet the needs of all those interested in community college administration (see number 3 below for need), and with the support of the NC Community College System and many of its colleges we are adding a new site at Wake Technical Community College. While there is an existing approved Wake Partnership site that works with K-12 teachers and administrators, this*
The proposed new site is located on the largest community college in North Carolina since we will be working with community college faculty, administrators and staff in the Ed.D. in Adult and Community College Education.

This request is to add an additional site location for our existing Ed.D. in Adult and Community College Education (current site is the Graduate Center - UNC Charlotte) with no changes in mission, goals, delivery, admission procedures, curriculum or other processes.

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.

Community colleges are a critical linchpin in North Carolina’s strategy to build a more prosperous and competitive economy. They enroll nearly half of the state’s undergraduates and are the training ground to develop the majority of tech-savvy workforce, front-line workers needing specialized technical training. Driven by a combination of increasing enrollments and declining public funding, community colleges are being forced to rethink how they will be able to serve many more students of increasing diversity and significantly increase credential completion rates while reducing the costs of education and training for taxpayers, students, and their families.

The American Association of Community Colleges estimates that over half of all community college presidents will retire in the next ten years. For North Carolina that means there will be a need for over 30 new presidents during the coming decade and probably three times that number of new senior-level administrators. How North Carolina identifies and develops its next generation of community college leaders will shape how well its community colleges will meet the challenges of preparing North Carolina’s future high-skills workforce.

The department recently held a meeting in the spring semester (2015) to solicit input from 9 community college presidents on the need for future community college leaders. The group was geographically diverse and represented small, medium, and large community colleges. All the presidents in attendance indicated that not only was their group near retirement age, but that the majority of their senior administrative leaders at their colleges were also within 5-6 years from retirement. They indicated that this was a system wide problem, not just isolated to their colleges. They strongly supported the idea of adding a new site in Raleigh for the Ed.D. cohort program and that they would also provide a supply of future community college leaders from their institutions to participate is such a program.

While the Ed.D. in Charlotte has served several cohorts in the last 6 years, it can only accept about 22-28 students in each cohort every 3⅓ years, yet the number of qualified applicants are two to three times the available slots. We have had numerous requests from community colleges in the eastern piedmont and eastern sections of the state to offer a similar cohort program for full time community college professionals in that geographic region which constitutes about 50% of the state’s 58 community colleges. Wake Technical Community College, which is one of the largest in the state was very interested in housing the cohort program, and their senior administrators were all very supportive to be the host institution for the new site and to be involved where appropriate.

Additionally, a survey was conducted of 20 randomly selected Chief Academic Officers (CAOs) at North Carolina Community Colleges that were not part of the 9 mentioned earlier in this section. They represented varying geographical areas and institutional sizes (enrollment). We received responses from 90% of the colleges (18), and when asked if an Ed.D. cohort program would be important to them in developing senior leadership education for future positions at their institutions 17 (94%) of the 18 CAOs agreed or strongly agreed that such a program would not only be useful to their college, but very helpful in supplying the state with future administrators for NC community colleges.
All such requests for the additional of new site go through a departmental, college and university review process that involves multiple constituents.

See letters of support (pages 27-29) from community college Presidents and the NC Community College system President.

Provide projected annual headcount enrollment:

Site 1: Years
1: 25
2: 25
3: 25
4: 32 (new cohort in year 4, plus 7 from 1st cohort)

Projected total SCHs:

In Year 1 of the program, the students will take 20 semester hours: 2 classes for 6 semester hours in Summer 2017, 3 classes for 7 semester hours in Fall 2017, and 3 classes for 7 semester hours in the Spring 2018. Total year 1 SCHs = 500.

In Year 2 of their study, they will complete 21 semester hours: 3 classes for 7 semester hours in Summer 2018, 3 classes for 7 semester hours in Fall 2018, and 3 classes for 7 semester hours in the Spring 2019. Total year 2 SCHs = 525

In Year 3, students will take 16 semester hours; the last year will consist of 3 classes for 7 semester hours in Summer 2019, 1 dissertation course for 6 semester hours in Fall 2019, and 1 dissertation course for 3 semester hours in the Spring 2020. We anticipate students will complete the program in Spring 2020, although it may be possible that a few will need Fall of 2020 to finish up depending on progress with their dissertations. Total year 3 SCHs = 400.

Projected total SCHs (all sites):

<table>
<thead>
<tr>
<th>Year 1 (summer 2017 - spring 2018)</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Category</td>
<td>UG</td>
</tr>
<tr>
<td>Category I</td>
<td></td>
</tr>
<tr>
<td>Category II</td>
<td></td>
</tr>
<tr>
<td>Category III</td>
<td></td>
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<tr>
<td>Category IV</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 (summer 2018-spring 2019)</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Category</td>
<td>UG</td>
</tr>
<tr>
<td>Category I</td>
<td></td>
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<tr>
<td>Category II</td>
<td></td>
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<tr>
<td>Category III</td>
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<td>Category IV</td>
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<table>
<thead>
<tr>
<th>Year 3 (summer 2019-spring 2020)</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Category</td>
<td>UG</td>
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<tr>
<td>Category I</td>
<td></td>
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<tr>
<td>Category II</td>
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<tr>
<td>Category III</td>
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</tr>
<tr>
<td>Category IV</td>
<td></td>
</tr>
</tbody>
</table>
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.

**No changes to the program, just the addition of a new site**

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.

**No changes to the program admissions, curriculum or graduation requirements; this request is for an additional site**

Describe administrative oversight to ensure the quality of the program or services to be offered.

**There will be a program director who will be responsible to set schedules of courses and generally coordinate with Wake Tech. Additionally, the program director will oversee the distribution of advising to all program faculty and will delegate appropriate responsibilities to the program staff person to carry out the day to day administrative and clerical functions that need to be done.**

**There is no change to the previously approved program or to the curriculum offered at the Charlotte site. Below is the current curriculum; to view the goals and objectives see # 9.**

### Year 4

<table>
<thead>
<tr>
<th>Program Category</th>
<th>UG</th>
<th>Master's</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category II</td>
<td></td>
<td></td>
<td>570 (new cohort)</td>
</tr>
<tr>
<td>Category III</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Category IV</td>
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</tbody>
</table>

**YEAR 1**

**Summer 2017 (6 hours)**
- EAC 711 Reflective Practices (3 Credit)
- EAC 712 The Change Process (3 Credit)

**Fall 2017 (7 hours)**
- 800 Level Problems, Purpose, Significance for Scholarly Practitioners (1 Credit)
- EAC 778 Community College Course (3 credit)
- EAC 787 Organizational Issues in Adult and Community College Education (3 credit)

**Spring 2018 (7 hours)**
- 800 Level Problems, Purpose, Significance for Scholarly Practitioners (1 Credit)
- EAC 701 Administrative Issues in Adult and Community College Education (3 credit)
- EAC 795 Data Based Decisions Making / Improvement Sciences (3 credit)

**YEAR 2**

**Summer 2018 (7 hours)**
- 800 Level Creating Integrative Reviews for Scholarly Practitioners (1 Credit)
- ED 730 Qualitative Research I (3 Credits)
- EAC 759 Adult Learning Theory (3 credit)

**Fall 2018 (7 hours)**
- 800 Level Creating Integrative Reviews for Scholarly Practitioners (1 Credit)
- EAC 704 Leadership in Adult and Higher Education (3 credit)
ED 710 - quantitative Research I

Spring 2019 (7 hours)
800 Level Developing Methods for Practical Problems (1 Credit)
EAC 795 Workforce Education and Development (3 credits)
ED 710 or ED 711 (3 credits)

YEAR 3
Summer 2018 (7 hours)
800 Level Developing Methods for Practical Problems (1 Credit)
EAC 803 (Proposal Writing) (3 Credit)
EAC 703 Programming Process (3 Credit)

Fall 2018 (6 hours)
Dissertation Hours Conducting Research for Practical Problems (6 Credit)

Spring 2019 (3 hours)
Dissertation Hours Conducting Research for Practical Problems (3 Credit)

5. Faculty and support staff

Please Provide:
Number of faculty expected to deliver instruction:

There will be 8 full-time faculty (one of 8 will be new tenure track position)

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; see next page
# Faculty Roster Form

**Qualifications of Full-Time and Part-Time Faculty**

NC State University  
Ed.D. in Adult and Community College Education  
Proposed Site: Wake Technical Community College, 9109 Fayetteville Road, Raleigh, NC 27603

<table>
<thead>
<tr>
<th>Name (F, P)</th>
<th>COURSES To BE TAUGHT AT SITE</th>
<th>ACADEMIC DEGREES &amp; COURSEWORK Relevant to Courses Taught, Including Institution &amp; Major</th>
<th>OTHER QUALIFICATIONS &amp; COMMENTS Related to Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Faculty (F)</strong></td>
<td>EAC 8XX Problems, Purpose and Significance of Scholarly Problems, 1.0, (G)</td>
<td>to be hired summer 2017, must have PhD in relevant area and experience and research related to the community college</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EAC 701 Administrative Issues in Adult and Community College Education, 3.0, (G)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>EAC 8XX Creating Integrative Reviews for Scholarly Practitioners, 1.0, (G)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>EAC 704 Leadership in Adult and Higher Education, 3.0, (G)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>EAC 803 Research Seminar in Adult and Community College Ed, 3.0, (G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EAC 895 Doctoral Dissertation, 3.0, (G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Duane Akroyd (F)</strong></td>
<td>ED 710, Applied Quantitative Methods I, 3.0 (G)</td>
<td>PhD, Occupational Education, Southern Illinois University-Carbondale</td>
<td></td>
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<tr>
<td></td>
<td>EAC 711, Applied Quantitative Methods II, 3.0 (G)</td>
<td>MS, Health Science Education, SUNY at Buffalo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EAC 712, The Change Process, 3.0 (G)</td>
<td>BS, Radiologic Science, Georgia Health Sciences University</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Courses</td>
<td>Degrees and Institutions</td>
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<td>----------------------------------------------</td>
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</tr>
<tr>
<td><strong>Susan Barcinas (F)</strong></td>
<td>EAC 895, Doctoral Dissertation Research (G)</td>
<td>Ed.D., Adult Education, Pennsylvania State University-Main Campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EAC 711 Reflective Practice, 3.0, (G)</td>
<td>BA, Sociology, Pennsylvania State University-Main Campus</td>
<td></td>
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<tr>
<td></td>
<td>ED 730, Introduction to Qualitative Research, 3.0 (G)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EAC 895, Doctoral Dissertation Research (G)</td>
<td></td>
<td></td>
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<tr>
<td><strong>James Bartlett (F)</strong></td>
<td>EAC 795 Workforce Education and Development, 3.0, (G)</td>
<td>PhD, Occupational Education, Louisiana State University-Shreveport</td>
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<tr>
<td></td>
<td>EAC 895, Doctoral Dissertation Research (G)</td>
<td>BS, Business Teacher Education, Indiana U Of Pennsylvania</td>
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<tr>
<td></td>
<td></td>
<td>MS, Business Teacher Education, Indiana University Of Pennsylvania</td>
<td></td>
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<tr>
<td><strong>Tuere Bowles (F)</strong></td>
<td>ED 731, Advanced Qualitative Research and Data Analysis in Education, 3.0 (G)</td>
<td>PhD, Adult and Continuing Education and Teaching, University Of Georgia</td>
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<tr>
<td></td>
<td>EAC 895, Doctoral Dissertation Research (G)</td>
<td>M, Religion/Religious Studies, Morehouse College</td>
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<td></td>
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<td>BA, English/Language Arts Teacher Education, Spelman College</td>
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<tr>
<td><strong>Diane Chapman (F)</strong></td>
<td>EAC 703, Programming Process/Evaluation, 3.0 (G)</td>
<td>Ed.D., Adult and Community College Education, NC State University</td>
<td></td>
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<tr>
<td></td>
<td>EAC 895, Doctoral Dissertation Research (G)</td>
<td>MBA, Business Administration and Management, Western Carolina University</td>
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<tr>
<td></td>
<td></td>
<td>BBA, Advertising, Western Michigan University</td>
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</tbody>
</table>
| **Chad Hoggan (F)** | EAC 759, Adult Learning Theory, 3.0 (G)     | PhD, Adult and Continuing Education, }
Evidence that adequate number of faculty members are assigned to support the program;

There will be 8 full time tenure track faculty assigned to teach in the program over the three-year cohort cycle. One of the eight will be a new full time faculty who will do more teaching in the cohort. The new faculty member is needed to assist with teaching and chairing doctoral students committee. Adding the new faculty member will help keep the current teaching loads and chairing responsibilities at current levels.

Impact of the initiative on faculty workload;

With the addition of a new full time tenure track faculty member, there will be no changes in the teaching loads of faculty. Each faculty member will advise three new Ed.D. cohort students. Adding a new faculty member will allow faculty to maintain current faculty teaching loads and will result in an 8:1 faculty advising load for our Ed.D. students, which is within the departmental recommendations.

Number and responsibilities of support staff (e.g., program coordinator).

There will be a full time staff person and one Graduate Teaching Assistant who will work with the Program Director related to cohort business.

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.).

The services provided are the same as those available to students in the Charlotte cohort. Faculty meet individually with students for advising, and the program director meets at the appropriate time each semester to provide registration information for the cohort. The counseling center is available to all NCSU students, and students may contact them to set up a time
to either meet in person, by email, telephone, or skype, depending on which is convenient to their schedule.

The program web site will have information that describes the program, faculty, curriculum and admissions process (with an email link to the program director for questions). There will also be a link to the Graduate School web page with links for the electronic submission of all required admissions documents.

The DE office also supports comprehensive services for DE students wherever located. Program information is disseminated to potential students through advertising, centralized listing services, and the DE website. DE program information is updated regularly to inform interested students of admissions requirements, plan of study, registration information, estimated tuition and fees to complete the program, career opportunities, links to financial aid resources, and contact information for the program director and advising services.

An online student orientation is available with links to the student handbook, disability services, library services, cashier's office, registration information, bookstore information, and guidelines for technology access and use. In-person orientation sessions are conducted by the program director and faculty. The sessions are specific to each program and appropriately tailored to meet the needs of its enrolled students. Orientations include information for obtaining a student ID, specific research guidelines and resources, best practices for studying, paper, project, and exam preparation, student evaluation procedures, mentoring, and advising resources.

6. Library and learning resources
Describe library and information resources to support the program, including staffing and services in place to support the initiative. 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.

The resources provided to the WTCC site students are identical to those provided to students at the Charlotte site. The NCSU libraries and the library in the College of Education support doctoral students in education through access to research databases (electronic resources), print materials, and services from subject librarians. In regards to research, doctoral students have the most comprehensive and efficient access to scholarly journals through education and social science specific databases. Students have access to these databases at all times and from on and off campus. These databases include:

- **ERIC** - The primary database for the education discipline. ERIC is the world's largest source of education information. The ERIC database consists of two files: the Resources in Education (RIE) file of document (ED) citations and the Current Index to Journals in Education (CIJE) file of journal article (EJ) citations from over 750 professional journals. The database contains more than 1 million abstracts (and some full text) of education-related documents and journal articles, with coverage back to 1966. The full journal title list can be viewed here: http://eric.ed.gov/?journals

- **ProQuest Education Journals** - Access to over 1,020 top educational publications including more than 640 titles in full text. Complete information on hundreds of educational topics from journals including Community College Journal, Community College Review, Diverse Issues in Higher Education, Higher Education Research and Development, Principal Leadership, etc. The full journal title list can be viewed and sorted here: http://tls.proquest.com/tls/servlet/ProductSearch?vdID=1&externalID=7262&platformID=1

- **Public Administration Abstracts** - Providing up-to-date bibliographic records covering essential areas related to public administration. The index contains over 50,000 records which are selected from the most important sources in the discipline and include coverage back to 1974. The coverage list can be accessed at https://www.ebscohost.com学术/public-administration-abstracts
PsycINFO - This database contains abstracts and citations of nearly 4 million records on behavioral and social sciences. It is one of the most highly utilized databases by researchers and educators. The journal coverage list is available at http://www.apa.org/pubs/databases/psycinfo/coverage.aspx

PsycARTICLES - in conjunction with PsycINFO, this database provides full text peer-reviewed articles published by APA and affiliated journals including Training and Education in Psychology, Journal of Diversity in Higher Education, and Journal of Educational Psychology. The title coverage list can be viewed at http://www.apa.org/pubs/databases/psycarticles/coverage-list.aspx

In addition to journals accessed through the databases above (the primary recommendation for doctoral literature reviews, secondary research, etc.) the University maintains over 100 direct subscriptions to journals (primarily online) which support higher education, community colleges, workforce development (i.e. training and development).

Examples include:

- ASHE Higher Education Report
- Adult Education Quarterly
- Adults Learning
- Community College Journal of Research and Practice
- Educational Administration Quarterly
- Higher Education
- International Journal of Sustainability in Higher Education
- Journal of Adult Education
- Journal of College and Character
- Journal of Computing in Higher Education
- Journal of the First-Year Experience and Students in Transition
- New Directions for Community Colleges

The NCSU Libraries and the College of Education Library provide books/monographs in print and in ebook form to support doctoral work in education. The main library system holds 13552 books (including ebooks) connected to the areas of higher education, community colleges and workforce development. The smaller College of Education Library holds 281 titles in these areas. All books can be sent through our “Tripsaver” system between libraries so that it is easy for education doctoral students to access all books whether they are delivered to the College of Education Library or picked up at other libraries on campus.

Electronic resources for doctoral students are primarily the research databases described above. The NCSU Libraries also provide access to research citation management software including RefWorks and ProQuest Flow. In addition, the College of Education Library and Office of Information Technology also provides equipment used in field research and other work by doctoral students including voice recorders, dictation equipment, video cameras, large format poster printing, and training in data analysis software i.e. NVivo.

Dissertation research is supported through databases above as well as assistance in searching for dissertations published at NC State University and dissertations published at other universities. As of 2002, all NCSU dissertations and theses are now maintained digitally and can be searched by students online.

- ProQuest Dissertations and Theses Full Text - this database contains more than 3 million dissertations and theses from around the world. It is searchable and covers multiple Education subjects.
To continue supporting doctoral students, the NCSU Libraries and the College of Education Library both provide trainings, workshops, and course collaborations (online and in-person) to support doctoral students. Training and workshop topics include:

- Literature Reviews
- Research Database Searching
- Citation Management
- Google Scholar

In addition to such traditional services, the libraries provide access to unique spaces and equipment that doctoral students in education may find useful including spaces with screens for research presentation practice, simulation rooms, etc. In addition, NCSU Libraries offers Graduate Student Commons in both main libraries. These are spaces designed specifically for graduate students, with lounge seating, open study spaces, group study rooms, computer workstations, and lockers. A valid student ID card, showing graduate level status, is required for access.

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.

The classroom is room 241 located in Pucher-LeMay Hall on the second floor (see page 27 for building floor plan). The building is ADA compliant throughout and is across from the cafeteria which has food, tables, and areas for students to meet and congregate.

Room 241 has tables to accommodate approximately 35 students that may be arranged in a variety of configurations. The classroom also has an instructor computer work station in the front of the class that has access to the internet and capability for large screen classroom projection (see classroom pictures Appendix A). The room (and building) also have WTCC wireless access for students and faculty. There is ample parking adjacent to the building, and cohort students can purchase parking permits through WTCC.

The conference room (220) in Pucher-LeMay Hall is also available for group meetings, faculty meetings with students, or meetings of student groups or other associated program activities as needed. It is located around the corner from the classroom (see Appendix a conference room 220).

The use of facilities (classroom and conference room) at the WTCC site are scheduled at a time (Fridays, 5-9 PM and Saturdays 9-5 PM) when there is less demand for space, and extra rooms are available on the WTCC campus. WTCC maintains the technology and technology service support for the classroom. Each cohort student will be supplied a laptop by the program, and WTCC will provide cohort students and faculty with access to their wireless network while on the WTCC campus. This will enable cohort students to access the NCSU website where they will have the same connectivity as all other NCSU students to all university services via the web (library, student information services, registration and records, virtual computing services, Moodle, email, DELTA services and information, etc). Since all cohort students will be supplied with a laptop computer with all appropriate software (and data), they will not need access to WTCC computing lab. Advising and registration will be the same as the Charlotte cohort students in that NCSU faculty meet individually with students for advising, and the program director meets with the entire group for registration each semester.

The DE office also supports comprehensive services for DE students wherever located. Program information is disseminated to potential students through advertising, centralized listing services, and the DE website. DE program information is updated regularly to inform interested students of admissions requirements, plan of study, registration information, estimated tuition and fees to complete the program, career opportunities, links to financial aid
Calls and emails to the DE office are answered Monday-Friday, 8:00 am to 5:00 pm. After-hours help calls and emails are supported by email monitoring and the campus wide “Ask the Pack FAQ” (http://distance.ncsu.edu/faq/index.php). Enrollment support is provided throughout the registration cycle, and exam proctoring services are available on request. Technical assistance is available for extended hours through the university help desk.

An online student orientation is available with links to the student handbook, disability services, library services, cashier’s office, registration information, bookstore information, and guidelines for technology access and use. In-person orientation sessions are conducted by the program director and faculty. The sessions are specific to each program and appropriately tailored to meet the needs of its enrolled students. Orientations include information for obtaining a student ID, specific research guidelines and resources, best practices for studying, paper, project, and exam preparation, student evaluation procedures, mentoring, and advising resources.

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.

The below Memorandum of Understanding has been reviewed by administrative officials at Wake Technical Community College and the College of Education and both parties are in agreement on the contents. At this time the document is in NC State legal offices for review of terminology and designating who should be the appropriate signatories.

Memorandum of Understanding Between Wake Technical Community College (WTCC) and the College of Education at North Carolina State University (NC State)

Purpose: To set guidelines for WTCC and NC State in regards to facilitating the program operation and processes for the Ed.D. in Adult and Community College Education doctoral cohort.

Synopsis: North Carolina State University (NC State) added a new site for its Doctoral Program in Adult and Community College Education (Ed.D.) at Wake Technical Community College (WTCC). The cohort-based program will start in the summer of 2017. Under the leadership of the Program Director, the faculty in Adult, Workforce and Continuing Professional Education plan to admit 27 students with a target enrollment of 25 cohort students over the three year period. WTCC will serve as the host institution and NC State will communicate with WTCC through the Program Director to facilitate the program. The classroom and conference room to be used will be located on the main campus of WTCC in Pucher-LeMay Hall. The main WTCC campus address is 9101 Fayetteville Rd., Raleigh, NC.

Guidelines:

**WTCC**

1. WTCC will work with the NC State Program Director to schedule a classroom with a teaching station with wireless or other Internet access. In order to make optimum use of priority scheduling and to accommodate special needs, NC State via the Program Director will send requests for a classroom one full semester before classes start at WTCC. For example, if classes for the summer semester 2017 begin on May 1, then WTCC must receive the summer 2017 schedule by the first day of the spring semester 2017.

2. The NC State Program Director must notify WTCC at least one month in advance if there is a request to use an additional classroom for orientation, information session, town hall, accreditation, staff meeting, collaborative meeting space, etc.

3. WTCC will provide a computer lab or another classroom equipped with computers and Internet access
when the lab component is part of a regularly scheduled course. Requests for computer lab access will follow the same process to schedule a classroom.

4. The NC State Program Director will provide student names for lab access and option to obtain a student ID card or other appropriate credential to be able to use the facilities.

5. WTCC will provide office space and Internet conductivity, to support the NC State Program Director and visiting faculty.

6. WTCC will provide a designated contact person to handle program requests, administrative and service requirements.

7. WTCC will provide parking for faculty, guest lecturers and official visitors. A list of faculty will be submitted to WTCC before the official class start date. A list of guest lecturers will be submitted to WTCC at least one week before their visit.

8. WTCC will allow students to obtain valid WTCC student parking permits for student parking sections on the campus.

9. WTCC agrees to properly maintain all facilities, equipment and technology infrastructure that are used by the program.

10. WTCC will offer the use of its facilities as stated above at no charge to NC State.

NC State University

1. NC State will designate a contact person to coordinate classroom requests, technology needs, administrative and service requirements.

2. Each spring semester, the NC State Program Director will meet with WTCC designee to review program functions and processes and make any recommendations, addition or improvement.

Program Termination

The College of Education will determine the feasibility of a new cohort offered through WTCC no later than the start of the third year of each cohort. If it is decided to offer another cohort, this document may be renegotiated for the duration of the next program. If it is decided to terminate the program, the Program Director will notify WTCC at least two (2) semesters in advance of planned termination. This agreement will become effective the summer of 2017 and changes may be made to the agreement at any time upon mutual consent of both NC State and WTCC.

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 SCHs, grants, etc.) and expenditures, as well as amount of resources going to institutions or organizations for contractual or support services.
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## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**INSTITUTION**: NC State University  
**Program (CIP, Name Level)**: 13.0403, Adult and Community College Education  
**Degree(s) to be Granted**: Doctor of Education, Ed.D.  
**Program Year**: Year 2 (2018-2019)  
**Date**: 8/1/2015

### Projected annual FTE students
- 19

### Differential tuition requested per student per academic yr
- $0

### Projected annual differential tuition
- $0

### Projected annual differential tuition for financial aid
- $0

### Differential tuition remainder
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**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

**INSTITUTION**  
NC State University

**Program (CIP, Name Level)**  
13.0403, Adult and Community College Education

**Degree(s) to be Granted**  
Doctor of Education, Ed.D.

**Date:** 8/1/2015

**Program Year**  
Year 4 (2020-2021)

---

**Projected annual FTE students:** 24

**Differential tuition requested per student per academic yr:** $0

**Projected annual differential tuition:** $0

**Projected annual differential tuition for financial aid:** $0

**Differential tuition remainder:** $0

---

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<th>DELTA Services</th>
<th>Contracts &amp; Grants</th>
<th>Delta Enrollment Increase</th>
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</table>

**Source of Funds**

Tab 7.3B.a. 
Page 22

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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:

*No out-of-state students will be enrolled*
SCHs per semester delivered to non-NC residents receiving the instruction outside of NC boundaries: 
__________.

No out-of-state students will be enrolled

Per-SCH charge, tuition and fees, for this out-of-state instruction to non-NC residents: _______________.

No out-of-state students will be enrolled

If a site-based degree program is to be offered out of state, a more detailed justification is required. Please provide the rationale for offer 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.

The program is only offered on site in state

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.

The evaluation process below is the same used with the Charlotte Cohort; there are no changes. The Charlotte cohort site was visited by a SACS team in 2014, and below are the major components of the evaluation procedures.

Program objectives
The objectives of the program are to:

● Develop scholar practitioners that serve as leaders in the areas of adult and community college education and workforce development.
● Develop professionals that are able to plan, conduct, and disseminate research in their field.

Program outcomes for the program offered at on-site location

● Students will synthesize relevant theory within literature of specialty area
● Students will ask theoretically-driven questions grounded in thorough knowledge of relevant literature
● Students will seek answers to research questions through appropriate application of qualitative and quantitative research methods
● Students will communicate research in oral and written form in order to make contributions to the field of study
● Students will participate in scholarly communities relevant to area of specialization.
● Students will evaluate strengths and weaknesses of own research
● Students will revise products based on reflective evaluation
● Students will show that they understand ethical issues and norms relating to performing and disseminating research
● Students will demonstrate that they understand IRB rules and procedures
**Description of assessment plan for the program**

We assess student learning outcomes in the following steps:

- Rubrics of outcomes used with the preliminary examination
- Rubric used with oral presentation of dissertation
- Exit survey of students when completing the program
- Evaluation for SACs accreditation

**Objective:** To prepare students to be effective practitioners and researchers in the field

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data</th>
<th>Data Source</th>
<th>Collection Date</th>
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<td>Students will synthesize relevant theory within literature of specialty area</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
<td>After Prelim and Final Oral Exams</td>
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<tr>
<td>Students will ask theoretically-driven questions grounded in thorough knowledge of relevant literature</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Students, faculty</td>
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<td>Students will seek answers to research questions through appropriate application of qualitative and quantitative research methods</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
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<tr>
<td>Students will communicate research in oral and written form in order to make contribution to the field of study</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
<td>After Prelim and Final Oral Exams</td>
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<tr>
<td>Students will participate in scholarly communities relevant to area of specialization.</td>
<td>Student CV to be handed in at final defense</td>
<td>Advisory committee</td>
<td>After Prelim and Final Oral Exams</td>
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<tr>
<td>Students will evaluate strengths and weaknesses of own research</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
<td>After Prelim and Final Oral Exams</td>
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<tr>
<td>Students will revise products based on reflective evaluation</td>
<td>Rubric to be filled out at prelim and final defense</td>
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<tr>
<td>Students will show that they understand ethical issues and norms relating to performing and disseminating research</td>
<td>Rubric to be filled out at prelim and final defense</td>
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<td>Students will demonstrate that they understand IRB rules and procedures</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
<td>After Prelim and Final Oral Exams</td>
</tr>
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</table>
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.

10. **Attachments**

   Letters of Support

   Floor Plan (2nd floor) of Pucher-LeMay Hall at WTCC (classroom and conference room)
July 13, 2015

Dr. Mary Ann Danowitz, Interim Dean
College of Education
208 Poe Hall
Campus Box 7801
North Carolina State University
Raleigh, North Carolina 27695-7801

Dear Dr. Danowitz:

I write to express my support for the College of Education's plans to expand its Ed.D. program for preparing community college leaders. With many of our community college presidents and vice presidents nearing retirement, we soon will be facing a critical shortage of well-qualified personnel to lead North Carolina's community colleges unless immediate steps are taken to increase the supply of candidates.

As I understand the proposed expansion, the doctoral program in adult and community college education will be offered at Wake Technical Community College beginning in 2017. Having this program offered at a community college is not only convenient for many working professionals who will want to participate, but it helps to ground the program within the context of professional practice. My hope is that you will plan for other future expansions and that you will consider starting a doctoral cohort in Greensboro here at Guilford Technical Community College.

I am pleased to learn of NC State's deepening commitment to working with North Carolina's community colleges to develop and expand a leadership pipeline by offering its doctoral program for those who aspire to become community college presidents and vice presidents. How North Carolina identifies and develops its next generation of community college leaders will shape how well our community colleges will meet the challenges of preparing the state's future high-skills workforce.

Please let me know if there are ways that I may be of assistance to you as these plans proceed.

Sincerely,

[Signature]

Randy Packer
President
July 8, 2015

Dr. Mary Ann Danowitz, Interim Dean
College of Education
North Carolina State University
208 Poe Hall, Campus Box 7801
Raleigh, North Carolina 27695-7801

Dear Dr. Danowitz:

As you know, across the country and in North Carolina in particular, community colleges are facing the challenge of recruiting and retaining highly qualified leaders to serve as presidents and other senior executives. The American Association of Community Colleges estimates that over half of all community college presidents will retire in the next ten years. Developing a pipeline of executive-level talent for North Carolina’s 58 community colleges must be a strategic priority given the growing importance of these institutions to the state’s economic competitiveness and prosperity and for enhancing postsecondary educational opportunity for all of our citizens.

That is why I am delighted to learn that the College of Education plans to expand its doctoral program in adult and community college education by offering a new off-campus program at Wake Technical Community College beginning in the fall of 2017. The North Carolina Community College System has historically relied upon North Carolina State University to provide the professional preparation for a large number of our community college presidents and vice presidents. It is therefore appropriate and most welcome that the College of Education seeks to deepen its relationship with North Carolina’s community colleges through this programmatic expansion. You can depend upon the North Carolina Community College System to work as a partner with the College of Education as together with prepare the next generation of leaders for these important institutions.

If we may be of any assistance to you as your plans move forward, please don’t hesitate to call upon us.

Sincerely,

[Signature]

R. Scott Ralls

Mailing Address: 5061 Mail Service Center | Raleigh, NC | 27695-5001
Street Address: 200 West Jones Street | Raleigh, NC 27603 | Phone: 919-667-7100 | Fax: 919-667-7165
www.nccommunitycolleges.edu
AN EQUAL OPPORTUNITY EMPLOYER
July 7, 2015

Dr. Mary Ann Danowitz
Interim Dean
College of Education
North Carolina State University
208 Poe Hall
Campus Box 7801
Raleigh, North Carolina 27695-7801

Dear Dr. Danowitz:

Wake Technical Community College would be honored to serve as a host teaching site for North Carolina State University’s Ed.D. program in Adult and Community College Education beginning in 2017 as this graduate program focuses on developing new leaders for community colleges in North Carolina and across the nation.

Since the inception of this graduate program in 1953, the Adult and Community College Education Department has been dedicated to enhancing the educational and economic impact of the North Carolina Community College System by providing advanced degree programs to current and future administrators of these institutions. With the increasing turnover of “baby boomer” presidents and senior administrators due to retirement it is critical that the Adult and Community College Education Department expand the scope of its Ed.D. program to meet this demand and reach potential community college personnel from central and eastern North Carolina who are interested in obtaining administrative roles within the North Carolina Community College System.

As the largest community college in North Carolina, Wake Technical Community College would provide an excellent teaching site for North Carolina State University to expand its Adult and Community College Education Department with our state of the art classrooms/labs and access to college administrators and staff members who could be used as supplemental resources for the faculty and students in this degree program. In addition, the location of our main campus on US 401 would provide easy access for your Ed.D. students and faculty members and help them avoid traffic around Raleigh.

Please do not hesitate to contact me if you need additional information. We look forward to building this educational bond between our two institutions.

Sincerely,

Stephen C. Scott

WWW.WAKEYTECH.EDU 800 FAYETTEVILLE ROAD, RALEIGH, NC 27603-5606 919.866.5141

MEMBER OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SCHEMATIC OF BUILDING where classroom (241) and conference room (220) are located
Name, title, telephone, and email of contact person to respond to questions:

Duane Akroyd, PhD, Professor Educational Leadership, Policy and Human Development, duane_akroyd@ncsu.edu, (919)515-1745

This request to establish a new distance education program site has been reviewed and approved by the appropriate campus committees and authorities (program currently approved, request is only for new site).

Chief Academic Officer ________________________________
October 14, 2015

To: Dr. Hodge  
From: Kim Allen

The faculty in the Department of Youth, Family, and Community Sciences would like to put forward the following action: change of program curriculum. The proposed change stems from our recent departmental name change, which occurred in Spring 2014, as well as through a curriculum review that occurred in 2014.

Based on the program review, we have made course corrections and additions, as well as concentration and certification changes. While the core courses have changed to a small degree, the overall outcomes and program objectives remain the same.

1. Rename both the Master of Science and the Master of Family Life and Youth Development Program (on-campus) and the Master of Science and the Master of Family Life and Youth Development Program (distance education) to the Master of Science and the Master of Youth, Family and Community Sciences Programs (both MR and MS programs to be changed to Youth, Family, and Community Sciences). Students will have the option to remain in the current plan or opt for the new plan.

2. Change prefixes for all courses to match the new program name, YFCS.

3. Change master’s curriculum requirements.

4. Discontinue all specialty concentrations (gerontology, family life education, youth development and leadership, etc). Students in existing concentrations will be given the option of completing the current concentration(s) or selecting four electives with no concentration.

Please let us know if you have any questions.

Sincerely,

Kimberly I. Allen, Ph.D.  
Director of Graduate Programs

North Carolina State University and North Carolina A&T State University commit themselves to positive action to secure equal opportunity regardless of race, color, creed, national origin, religion, sex, age, disability. In addition, the two Universities welcome all persons without regard to sexual orientation. North Carolina State University, North Carolina A&T State University, U.S. Department of Agriculture and local governments cooperating.
Curriculum Change Proposal:
*Family Life and Youth Development*
Department of Youth, Family, and Community Sciences
College of Agriculture and Life Sciences
North Carolina State University

**Background and reasoning for proposed changes**

1. **Rename from the Master of Science in Family Life and Youth Development and the Masters Degree in Family Life and Youth Development to the Master of Science in Youth, Family and Community Sciences and the Master of Youth, Family, and Community Sciences (both MR and MS programs to be changed).**

   We are proposing to change the name of the Family Life and Youth Development program to the Youth, Family, and Community Sciences program. The name change parallels the name change of our department from the *Department of 4-H Youth Development and Family and Consumer Sciences* to the *newly named Department of Youth, Family, and Community Sciences*. While the departmental name change has been the catalyst for a program name change, there are additional reasons meriting the need for the curriculum change. The Family Life and Youth Development program was designed in 2009 on the existing literature and knowledge base of the field and faculty. Since this time, growths in both family science literature and our faculty have created an opportunity for program expansion. Furthermore, review of the outcome assessments and internal observations of the FYD program indicate that change is needed in order to provide the best academic experience for our students. This includes a streamline, objective-based approach to education. We are requesting to rename both the Master of Science and the Master of Family Life and Youth Development Program (on-campus) and the Master of Science and the Master of Family Life and Youth Development Program (distance education) to the Master of Science and the Master of Youth, Family and Community Sciences Programs (both MR and MS programs to be changed to Youth, Family, and Community Sciences).

2. **Change prefixes for all courses to match the new program name.**

   In order to accommodate the Department name change, we are requesting a prefix change from FYD to YFCS for all courses offered in our program. This request was submitted in a separate memo as well.

3. **Change master’s curriculum requirements**

   In order to better serve our YFCS students, we have made changes to our curriculum that include the consolidation of theories courses and the creation of both ethics and research courses that will increase field-based application. Furthermore, we have moved towards a student-focus approach to concentrations. This means we have eliminated all formal concentrations from our Master’s degree programs, allowing students the flexibility to focus course content in areas of concentration based on their own academic and research needs and interests. As such, students will all graduate with a Master’s Degree in Youth, Family, and Community Sciences. A formal
concentration area will no longer appear on their official NC State transcript and MS students will no longer be required to take FYD 500, Supervised Professional Experience in FYD as their thesis research will serve as their capstone program. Specific course changes can be found on page 6.

4. Discontinue all current master’s concentrations

In order to mirror existing master’s degree programs and provide our students the most flexible and relevant educational options, we will discontinue current specialty concentrations (gerontology, family life education, etc) and allow master’s level students to identify four YFCS electives. Note, we would like to continue with the DE MR and MS options as they are our only programs. Students in existing concentrations will be given the option of completing the current concentration(s) or selecting four electives with no concentration.

Note: All courses are 3 credit hours.
## NC State University
### Department of Athletics
### Wrestling Assistant Coach Bonus Structure

### ACADEMIC
#### Federal Graduation Rate
- 4-Year FGR > 70%
  - CURRENT: 2,500
  - PROPOSED: 2,500

#### APR
- APR > National Average
  - CURRENT: -
  - PROPOSED: 2,500

### ACC COMPETITION
#### Regular Season Champion (outright or by tiebreaker)
- 2,000
  - CURRENT: 2,000
  - PROPOSED: 2,500

#### Tournament Champion
- -
  - CURRENT: -
  - PROPOSED: 5,000

### POST SEASON: NCAA (not cumulative)
#### Bid
- 1,000
  - CURRENT: 1,000
  - PROPOSED: 1,500

#### 21st to 25th Place
- 2,000
  - CURRENT: 2,000
  - PROPOSED: 2,000

#### 16th to 20th Place
- -
  - CURRENT: -
  - PROPOSED: 4,000

#### 11th to 15th Place
- -
  - CURRENT: -
  - PROPOSED: 6,000

#### 6th to 10th Place
- 4,000
  - CURRENT: 4,000
  - PROPOSED: 7,500

#### 2nd to 5th Place
- -
  - CURRENT: -
  - PROPOSED: 10,000

#### National Champions
- -
  - CURRENT: -
  - PROPOSED: 15,000

### RANKING
#### Top 25
- 1,000
  - CURRENT: 1,000
  - PROPOSED: 1,000

### Maximum Bonus Potential
- CURRENT: $9,500
- PROPOSED: $28,500
SBP REPORT TO THE BOARD OF TRUSTEES
University Affairs Committee
February 18, 2016

National Initiatives

Mental Health Awareness
Alongside the National Campus Leadership Council (NCLC) and student body presidents from across the nation, NC State Student Government will be working on developing a national initiative to raise awareness for mental health issues on college campuses. Student Body President Khari Cyrus will work with the NCLC Mental Health Working Group to identify best practices for addressing mental health in higher education.

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 of 2014 and has become a permanent fixture in the NC State community. Student Government hosted an informational panel featuring representatives from various campus departments as well as a pledge drive.

Presidential Leadership Summit
The National Campus Leadership Council is hosting its 5th annual Presidential Leadership Summit in Washington, D.C. in late May. The summit is a conference for incoming and outgoing student body presidents and addresses important national issues. Attendees participate in sessions at the White House and U.S. Chamber of Commerce focusing on issues such as campus sexual assault, college affordability, and mental health, among others. Student Government will work with my successor to ensure NC State is represented at the summit.
Student Life and Campus Events

Dance Marathon: NC State
Dance Marathon at NC State had their first annual marathon in February of 2013 and in their first two years, they have involved hundreds of students and collectively raised over $100,000 for Duke Children’s Hospital and Health Center. In its third year, participants will stand for 16 hours and participate in awareness and fundraising. This year’s Dance Marathon will be held in Talley Ballroom on Saturday February 27, 2016 from 10:00am to 2:00am.

Diversity Education Week: Revisited
In its first year, Spring Diversity Education Week will be a joint initiative between the Office of Institutional Equity and Diversity and the Union Activities Board-Diversity Activities Board. From Monday, March 14th through Friday, March 18th, multiple events will be put on by various student groups and departments in order to promote awareness and understanding of the world’s diverse cultures and foster intercultural understanding.

Krispy Kreme Challenge

2400 calories, 12 doughnuts, 5 miles, 1 hour. The ultimate test of physical fitness and gastrointestinal fortitude. The 12th annual Krispy Kreme Challenge is scheduled for February 6, 2016. The event was created by Park Scholars and is now in its 12th year. The race is the largest annual timed running event in North Carolina and the largest annual private contributor to the North Carolina Children’s Hospital. To date, the event has raised $954,000 for the hospital.

Student Government Initiatives

First Year Leadership Program
Student Government developed a new initiative entitled the First Year Leadership Program (FYLP) to assist first year students in developing leadership skills. 19 exceptional students were selected for the program and are being mentored by student leaders from Fraternity and Sorority Life, Union Activities Board, Inter Residence Council, Student Media, and many other student organizations.

Protect The Seal
Student Government is working on a new initiative to prevent students from walking on the seal located on the floor of Talley Student Union, branded as “Protect the Seal”.

NC State University
Racial Climate Town Hall
The Diversity Outreach Department of Student Government hosted a town hall on the racial climate of NC State. Students developed proposals that could be undertaken by students, staff, faculty, and administration to increase the level of diversity and the sense of inclusion on campus. Student testimonials were followed by detailed action items that led to productive conversation about the role we all have in addressing the racial climate on campus.

Student Government Elections & Transition
The student body election will take place March 1, 2016 and my successor will be elected prior to spring break. We will utilize March and April to transition in the new team. Our goal is to prepare the incoming team for a successful summer and a smooth shift into the academic year. I am confident the soon to be elected Student Body President will be an effective voice for the student body and contributing member of the Board.

Traditions
Student Government is finalizing The Brick, our comprehensive traditions guide for incoming students. We are working to develop an online format of The Brick in order to reach more students, use less paper, and update our traditions. We are also working on a comprehensive “Traditions Week”, focusing on the history of NC State, the student experience, and the tradition of philanthropy on campus.

Wolfpack Pick Up
Student Government, in partnership with the Division of Academic and Student Affairs, continues to operate 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 three golf carts, one of which is wheelchair accessible, for Wolfpack Pick Up to transport students to and from class. All Wolfpack Pick Up drivers are NC State students dedicated to assisting their fellow students.

With Wolfpack Pride,

Khari Cyrus
Student Body President, 2015-2016
PROVOST
UPDATE
October 14, 2015

To: Dr. Hodge
From: Kim Allen

The faculty in the Department of Youth, Family, and Community Sciences would like to put forward the following action: change of certificate curriculum. The proposed change stems from our recent departmental name change, which occurred in Spring 2014, as well as through a curriculum review that occurred in 2014. Based on the program review, we have made course corrections and additions. This proposal seeks to change certification requirements for YFCS.

In continued efforts to streamline the YFCS program, we want to consolidate the 7 certificate programs into 3 certificate programs that focus intently on the curriculum content areas of Leadership and Volunteer Management, Family Life Education and Coaching, and Youth Development Leadership. Students in existing certifications will be given the option of completing the current certification(s) or switching to a new certification and all certificate options will remain fully DE.

Please let us know if you have any questions. Sincerely,

Kimberly I. Allen,
Ph.D. Director of
Graduate Program
Discontinue two graduate certificates and change requirements and combine 4 graduate certificates down to 2:

In continued efforts to streamline the YFCS program, we have consolidated the 7 certificate programs into 3 certificate programs that focus intently on the curriculum content areas of Leadership and Volunteer Management, Family Life Education and Coaching, and Youth Development Leadership. All courses in this program are 3 credit hour courses.

Discontinue:

**Gerontology**

**Program Development in Family Life Education**

Change:

**Family Life and Parent Education and Family Life Coaching combined to become Family Life Education and Coaching**

**Administration and Leadership in Youth and Family Programs and Volunteer Management and Administration combined to become Leadership and Volunteer Management.**

5. Discontinue two graduate certificates and change requirements and combine 4 graduate certificates down to 2:

**Copy of Current Graduate Certificate (12 c.h.) / Concentration (9 c.h.) Area Requirements:**

**Administration and Leadership in Family and Youth Programs**
- F YD 554: Collaborations and Partnerships in Youth and Family Settings
- F YD 556: Organizational Systems in Youth and Family Settings
- F YD 559: Administration and Supervision in Family and Youth Settings
- F YD Elective

**Gerontology**
- F YD 524: Applications of Gerontology in Family Life Education
- F YD 554: Collaborations and Partnerships in Youth and Family Settings
- F YD 523: Family Relationships Over the Life Course or
  F YD 533: Complex Family Issues
- F YD Elective

**Family Life and Parent Education**
- F YD 554: Collaborations and Partnerships in Youth and Family Settings
- F YD 523: Family Relationships Over the Life Course or
  F YD 533: Complex Family Issues
- F YD 531: Effective Management of Family Resources or
  F YD 540: Environmental Influences in the Family
- F YD 535: Family Health and Well-Being or
  F YD 545: Family Communication and Coaching

**Family Life Coaching**
- F YD 535: Family Health and Well-being
- F YD 545: Family Communication and Coaching
- F YD 559: Administration and Supervision of Youth and Family Programs
- F YD Elective

North Carolina State University and North Carolina A&T State University commit themselves to positive action to secure equal opportunity regardless of race, color, creed, national origin, religion, sex, age, disability. In addition, the two Universities welcome all persons without regard to sexual orientation. North Carolina State University, North Carolina A&T State University, U.S. Department of Agriculture and local governments cooperating.
Program Development in Family Life Education
- FYD 552: Program Development and Evaluation in Family and Youth Settings
- FYD 543: Applied Concepts in Parenting and Family Life Education
- FYD 554: Collaborations and Partnerships in Youth and Family Settings
- FYD Elective

Volunteer Management and Administration
- FYD 556: Organizational Systems in Youth and Family Settings
- FYD 557: Volunteerism in Youth and Family Settings
- FYD Elective

Youth Development Leadership
- FYD 550: Family and Youth Professionals as Leaders
- FYD 553: Applied Concepts in Child and Youth Development
- FYD 556: Organizational Systems in Youth and Family Settings or
  FYD 557: Volunteerism in Youth and Family Settings
- FYD Elective

Copy of Proposed Graduate Certificate Requirements (12 c.h.).
1. Leadership and Volunteer Management
2. Family Life Education and Coaching
3. Youth Development and Leadership

Leadership and Volunteer Management (Combination and rename of Administration and Leadership in Family and Youth Programs & Volunteer Management and Administration)
- YFCS 550: Family and Youth Professionals as Leaders
- YFCS 557: Volunteerism in Youth and Family Settings
- Choose One:
  - YFCS 554: Collaborations and Partnerships in Youth and Family Settings
  - YFCS 556: Organizational Systems in Youth and Family Settings
  - YFCS 558: Contemporary Issues in Volunteer Resource Management
- Choose One:
  - YFCS 524: Gerontology in Family Life Education
  - YFCS 543: Applied Concepts in Parenting and Family Life Education
  - YFCS 553: Applied Concepts in Child and Youth Development
  - YFCS 590: Special Topics: Applied Concepts in Early Childhood Development

Family Life Education and Coaching (Combination and rename of Family Life Coaching and Family Life and Parent Education)
- YFCS 543: Applied Concepts in Parenting and Family Life Education
- YFCS 545: Family Communication and Coaching
- YFCS 590: Special Topics: Family Life Coaching
- YFCS Electives (Course must be advisor-approved in a Family Life Education content area)

Youth Development and Leadership
- YFCS 550: Family and Youth Professionals as Leaders
- YFCS 553: Applied Concepts in Child and Youth Development

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- YFCS Elective (*Course must be advisor-approved and relate to organizational administration*)
- YFCS Elective (*Course must be advisor-approved and relate to youth or family development*)

In summary, we officially request the removal of the graduate certificate programs below from the UNC-GA Academic Program Inventory:

- Gerontology (CIP 19.0701)
- Program Development in Family Life Education (CIP 19.0701)
- Family Life and Parent Education (CIP 19.0701)
- Family Life Coaching (CIP 19.0701)
- Administration and Leadership in Youth and Family Programs (CIP 19.0701)
- Volunteer Management and Administration (CIP 19.0701)

We are requesting the consolidation of four graduate certificate programs and request the following two should be added to the Academic Program Inventory:

- Family Life Education and Coaching (CIP 19.0701)
- Leadership and Volunteer Management (CIP 19.0701)
Certificate Title: Graduate Certificate in Data Science Foundations
New: ☒
Revision: ☐

Classification of Instructional Programs (CIP) Discipline # (6 digits): 11.0701
*Please ensure that you select the appropriate CIP code for your certificate program. Please consult this website for more information about CIP codes: https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55

Certificate Type:
On-Campus: ☐  Distance: ☐  On-Campus & Distance: ☒

Proposed Effective Date: January 2016

Director of the Certificate Program: George Rouskas and Howard Bondell
Program Coordinator (if different from Director):
Graduate Services Coordinator: Kathy Luca
College: Engineering/Sciences
Department/Program: Computer Science/Statistics

Catalog Description:
The Graduate Certificate in Data Science Foundations is designed for professionals with some formal training in Computer Science and/or Statistics. The program will provide students with an advanced foundation in the components, methods and tools of data science and their application to a variety of knowledge discovery and data analytics tasks.

Projected Enrollment:

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Yr. 1-10</th>
<th>Yr. 2-15</th>
<th>Yr. 3-15</th>
<th>Yr. 4-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance</td>
<td>Yr. 1-10</td>
<td>Yr. 2-15</td>
<td>Yr. 3-15</td>
<td>Yr. 4-15</td>
</tr>
</tbody>
</table>

Attachments:
☑ Proposal Document
☐ Statement of other departments likely to be affected and summary of consultation with those departments
☑ Program-level assessment
☑ Campus Routing Form
☑ Signature Page
Approved By:

<table>
<thead>
<tr>
<th>Name</th>
<th>(Printed Name and Signature)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chancellor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Revised August 2015)
Graduate Certificate in Data Science Foundations

Description
The Computer Science (CSC) and Statistics (ST) departments propose to offer jointly an interdisciplinary Graduate Certificate Program (GCP) in Data Science Foundations (DSF). This program is primarily intended for working professionals who have some formal training in Computer Science and/or Statistics and wish to acquire a basic understanding of data science to improve their on-the-job experience and career prospects. We anticipate that professionals interested in the DSF GCP will enroll as distance education students through DELTA or Engineering Online (EOL). Many Computer Science DSF courses are already being offered through EOL as part of the existing Master of Computer Science distance education degree program. While, many Statistics DSF courses are already being offered through DELTA as part of the existing Master of Statistics distance education degree program. It will be a simple matter to extend enrollment in these courses to DSF GCP students.

The DSF GCP will also be available to on-campus graduate students in the sciences and engineering who want to expand their knowledge of data science.

Learning Outcomes
Upon completion of the DSF Graduate Certificate Program, students will be able to:

- Describe the meaning and scope of data science and its basic components and methods.
- Apply statistical learning principles to a variety of data analytics tasks.
- Quantify the appropriate measures of uncertainty associated with the methods of analysis.
- Solve problems by applying appropriate algorithms, data structures, and algorithm design techniques including recursion, divide-and-conquer, and dynamic programming.
- Construct conceptual data models, design and optimize query languages, and implement principles of information integrity, security and confidentiality.
- Perform core predictive/descriptive data mining tasks and design and implement strategies for real-world data mining problems.
- Use relevant software packages and tools and gain insight into how knowledge discovery and data use occurs in practice.

Program of Study
The DSF GCP will require a total of 12 credit hours. The structure of the DSF GCP is laid out in Table 1. New relevant courses (e.g., in Text Mining) developed by Computer Science or Statistics faculty will become available as DSF GCP electives when offered for the first time. Offering a spectrum of elective courses will allow students to focus on specific areas of data science of interest to them.

Eight of the ten courses shown in Table 1 (i.e., CSC 505, CSC 522, CSC 540, CSC 541, CSC 591 Graph Data Mining, ST 517, ST 540, ST 590 Statistical Data Mining) are either currently offered online, or will be offered online by Spring 2016. We expect that the other two will be available to distance
education students starting with the 2016-17 academic year. Each course is 3 credit hours. All courses are offered at least once per year.

**TABLE 1**  
Course Structure for the Graduate Certificate Program in Data Science Foundations

<table>
<thead>
<tr>
<th><strong>CORE COURSES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(students must select at least two)</td>
</tr>
<tr>
<td>ST 517</td>
</tr>
<tr>
<td>CSC 505</td>
</tr>
<tr>
<td>CSC 541</td>
</tr>
<tr>
<td>ST 590</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELECTIVE COURSES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(students must select at least one)</td>
</tr>
<tr>
<td>CSC 522</td>
</tr>
<tr>
<td>CSC 540</td>
</tr>
<tr>
<td>CSC 591</td>
</tr>
<tr>
<td>CSC 591</td>
</tr>
<tr>
<td>ST 540</td>
</tr>
<tr>
<td>ST 590</td>
</tr>
</tbody>
</table>

**Note:** Certificate credit cannot be given for both CSC 522 and ST 590 Statistical Data Mining

**Requirements for admission**  
Students must meet **ONE** of the following requirements for admission into the DSF Graduate Certificate Program:

- Have a BS degree in Computer Science from an accredited four-year college or university, and have an overall (or major) GPA of at least 3.0 on a 4-point scale.

- Have a BS degree in Statistics from an accredited four-year college or university, and have an overall (or major) GPA of at least 3.0 on a 4-point scale.

- Have a BS degree in the sciences or engineering from an accredited four-year college or university with an overall (or major) GPA of at least 3.0 on a 4-point scale **and** relevant experience in Computer Science and/or Statistics.

- Be a degree-seeking student in good standing in an NC State University graduate program in the sciences or engineering.

An application for acceptance into the GCP is required for all new students. Students must complete the Graduate School application, found at [http://www.ncsu.edu/grad/applygrad.htm](http://www.ncsu.edu/grad/applygrad.htm).

Those applicants who are currently enrolled in an NC State graduate degree program need only provide the graduate student Certificate Plan Data Entry form, found at [http://www.ncsu.edu/grad/faculty-and-staff/docs/grad-cert-plan-data-entry.pdf](http://www.ncsu.edu/grad/faculty-and-staff/docs/grad-cert-plan-data-entry.pdf).
New applications will be reviewed at the department/program level.

Registration procedures, registration dates and course availability for each semester can be found on the NCSU Registration and Records webpage at http://www.ncsu.edu/registrar/. Additional information regarding the DSF GCP can be found on the Computer Science (http://www.csc.ncsu.edu) and Statistics (http://www.stat.ncsu.edu) websites. Questions regarding the DSF GCP can be directed to the CSC or ST DGPs. Information regarding Engineering Online can be found at http://engineeringonline.ncsu.edu.

Academic success in the DSF GCP might have a strong bearing on admission to a graduate degree program. However, completion of a graduate certificate program in no way guarantees entry into a graduate degree program, which must be done through a separate application process.

**Academic Performance Requirements**

- The DSF GCP requires a total of 12 credit hours.
- At least three (3) credit hours towards the DSF Graduate Certificate must be fulfilled from courses with prefix ST, and at least three (3) credit hours must be fulfilled from courses with prefix CSC.
- Students must take at least two core courses and at least one elective course.
- Certificate credit cannot be given for both CSC 522 and ST 590 Statistical Data Mining.
- To receive a Graduate Certificate, a student must maintain a minimum 3.00 grade point average (GPA) on all coursework taken at NCSU. All grades on courses taken towards the GCP in courses numbered 500 and above are included in the GPA. Any courses taken at the 400 level and below are not eligible for certificate credit.
- All courses taken for certificate credit must be completed with a grade of “B-” or better.
- All courses at the 500- or 700-level taken for certificate credit must be letter-graded. Credit-only courses cannot be used for certificate credit.
- Transfer credit from other institutions is not allowed for the GCP. All coursework must be registered through NC State University.
- Up to six (6) hours of PBS coursework, if not already used in another graduate program, may be transferred into the GCP. All transfer credit must carry a grade of B or better.
- All GCP requirements must be completed within four (4) calendar years, beginning with the date the student commences courses applicable to the GCP. In addition, students must maintain continuous enrollment every semester until all coursework is completed. A one-semester leave of absence may be granted if the student is unable to enroll in a course due to extenuating circumstances. The leave of absence must be approved in writing by the CSC DGP before the start of the semester.
- Graduate certificate courses taken by students who are also enrolled in a graduate degree program may be double-counted with the degree courses to the extent that the courses unique to the degree remain at 18 hours for a MS degree or 36 hours for a PhD degree.
• The transfer of graduate certificate courses taken prior to enrollment in a graduate degree program is limited to 12 hours (note: transfer totals from all sources shall not exceed 12 hours).

Program Administration
The DSF GCP will be administered by the Director of Graduate Programs in the Department of Computer Science, in cooperation with the NCSU DELTA and Engineering Online programs for distance-education students.

All core and elective courses for the GCP are existing courses in Computer Science or Statistics. The implementation and presentation of the GCP is not expected to require effort outside the normal academic activities of the course instructors. No additional staff or resources will be required.

At the completion of the certificate, students will complete an exit survey for the purpose of evaluating the quality of the certificate program and its impact on students. The exit interviews will be conducted by the Director of Graduate Programs in the Department of Computer Science. The results will be used to inform curricular improvement.

Enrollment Projection
Initial enrollment will include personnel from Cisco Systems. This company has expressed strong interest in a program such as the DSF GCP, and they estimate that approximately 20 Cisco employees will participate in the GCP every year over the next several years. We anticipate that employees from other companies may also be interested in the DSF GCP, as well as on-campus graduate students pursuing a graduate degree in areas related to computer science and engineering. We project an initial annual enrollment of 20 students, but expect that to grow to perhaps 30 students or more within the next 5 years.

Tuition and Fees

The departments will seek approval for a tuition structure that is identical to that of the Computer Science Masters program, i.e., that includes the tuition premium. Tuition premium is charged based on the student’s program, hence the tuition will vary with a course’s home department.

We understand that the College of Engineering does not currently have an official policy for the fee structure of certificate programs. Depending on the policy adopted by COE, students’ fees may depend on a course’s home department, in which case students will be notified in advance.

Faculty Participants
All faculty who teach the graduate-level Computer Science or Statistics courses listed in Table 1 will participate in the DSF GCP. The faculty who taught these courses in the 2014-15 academic year, or are scheduled to teach them in 2015-16, are listed in Table 2. All instructors listed are
members of the graduate faculty. Minor changes in the instructors for each course may occur each year to balance teaching loads with other faculty activities.

### TABLE 2
Participating faculty in the DSF Graduate Certificate Program

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course(s)</th>
<th>Home department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Chi</td>
<td>CSC 522</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Rada Chirkova</td>
<td>CSC 540, CSC 541</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Christopher Healey</td>
<td>CSC 541</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Steffan Heber</td>
<td>CSC 505</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Kemafor Ogan</td>
<td>CSC 540</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Nagiza Samatova</td>
<td>CSC 591</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Matthias Stallmann</td>
<td>CSC 505</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Raju Vatsavai</td>
<td>CSC 591, CSC 522</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Roger Woodard</td>
<td>ST 517</td>
<td>Statistics</td>
</tr>
<tr>
<td>Brian Reich</td>
<td>ST 540</td>
<td>Statistics</td>
</tr>
<tr>
<td>Howard Bondell</td>
<td>ST 590</td>
<td>Statistics</td>
</tr>
<tr>
<td>Eric Laber</td>
<td>ST 590</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

### Outcomes Assessment Plan

#### Objectives
1. In this certificate program, students will learn the basic components, methods and tools of data science and apply them to a variety of knowledge discovery and data analytics tasks.

2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.

Objectives and outcomes

1. By the time they complete this certificate program, graduates should be able to:
   - Describe the meaning and scope of data science and its basic components and methods
   - Apply statistical learning principles to a variety of data analytics tasks
   - Quantify the appropriate measures of uncertainty associated with the methods of analysis
   - Solve problems by applying appropriate algorithms, data structures, and algorithm design techniques including recursion, divide-and-conquer, and dynamic programming
   - Construct conceptual data models, design and optimize query languages, and implement principles of information integrity, security and confidentiality
   - Perform core predictive/descriptive data mining tasks and design and implement strategies for real-world data mining problems
   - Use relevant software packages and tools and gain insight into how knowledge discovery and data use occurs in practice

2. At the time they complete this certificate program, graduates are expected to:
   - Be satisfied with the usefulness of the certificate program in enabling them to achieve their professional goals
   - Be sufficiently satisfied with the certificate program to recommend it to others with the same professional goals
   - Be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals
   - Be satisfied with the frequency and timeliness of courses offered for the certificate
   - Be satisfied with the quality of teaching in certificate courses
   - Be satisfied with the overall educational experience of the certificate program

Objective 1. Students will learn the basic components, methods and tools of data science and apply them to a variety of knowledge discovery and data analytics tasks.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence to be Collected</th>
<th>Source of Evidence</th>
<th>Frequency of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the meaning and scope of data science and its basic components and methods</td>
<td>Course exams and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Quantify the appropriate measures of uncertainty associated with the methods of analysis</td>
<td>Course exams and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Apply statistical learning principles to a variety of data analytics tasks</td>
<td>Course exams and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Solve problems by applying appropriate algorithms, data structures, and algorithm design techniques including recursion, divide-and-conquer, and dynamic programming</td>
<td>Course exams and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Construct conceptual data models, design and optimize query languages, and implement principles of information integrity, security and confidentiality</td>
<td>Course exams and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Perform core predictive/descriptive data mining tasks and design and implement strategies for real-world data mining problems</td>
<td>Course exams and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Use relevant software packages and tools and gain insight into how knowledge discovery and data use occurs in practice</td>
<td>Course exams and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
</tbody>
</table>

Objective 2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Method</th>
<th>Department</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be satisfied with the usefulness of the certificate program in enabling them to achieve their professional goals</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be sufficiently satisfied with the certificate program to recommend it to others with the same professional goals</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be satisfied with the frequency and timeliness of courses offered for the certificate</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be satisfied with the quality of teaching in certificate courses</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be satisfied with the overall educational experience of the certificate program</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
</tbody>
</table>
North Carolina State University
Dean
College of Design
Raleigh, North Carolina

North Carolina State University (NC State), a research-extensive land grant University, is conducting a search for the Dean of the College of Design who will serve as a dynamic and innovative leader, committed to continued growth in research, academic programs and global engagement. The College is a proven leader of design cognition and education, design innovation, and healthy and sustainable communities. It delivers its mission to teach students to design for life through diverse and creative approaches to research, interdisciplinary collaborations, innovative teaching methods and community outreach.

The Dean is the chief academic, administrative, and budgetary officer and spokesperson for the College and reports directly to the Provost. The Dean provides strong leadership and strategic direction for the College’s academic departments, programs, and initiatives within a complex fiscal and personnel environment.

The Dean must be an experienced leader with a distinguished record of scholarship and design excellence. The Dean will be committed to efforts to develop and promote innovation for learning across the life span and to recruit, retain, and lead a diverse community of students, faculty, and staff to achieve this goal.

NORTH CAROLINA STATE UNIVERSITY

History and Context

North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting its 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.
NC State University was founded in 1887 on the belief that colleges should serve not only the elite few, but all people and communities within the state. A new generation of progressive thinkers founded the College, known then as the North Carolina College of Agriculture and Mechanic Arts. NC State was established under the auspices of the federal Morrill Act of 1862, which allowed the U.S. government to donate federally owned land to the states for the purpose of establishing colleges. The school held its first classes in 1889 with 72 students, six faculty members and one building. The 1914 passage of the Smith-Lever Act created an educational partnership between land-grant colleges and the U.S. Department of Agriculture and sparked an era of outreach at the college. This program led North Carolina to establish the Cooperative Agricultural Extension Service (now the North Carolina Cooperative Extension Service) at NC State.

By the 1920s, the school was then known as the North Carolina State College. It had grown beyond its original agricultural and mechanical focus, adding schools of engineering, textiles, education and business, as well as a graduate school. The campus experienced unparalleled growth during the postwar years as the G.I. Bill brought thousands of former servicemen to campus. In the following decades, the college continued to expand its curricula, creating schools of design, forestry, physical and mathematical sciences, and humanities and social sciences. During these years of growth, the school changed to its current official name of North Carolina State University at Raleigh. The University celebrated its 100th anniversary in 1987, which also saw the creation of Centennial Campus, bringing together academic, corporate, government, and nonprofit leaders to partner in teaching, research, and economic development.

NC State is now the state’s largest university, and has developed into a vital educational and economic resource, with more than 34,000 students, and 8,000 faculty and staff. A wealth of outreach and extension programs continue to provide services and education to all sectors of the state’s economy and its citizens. Consistently ranked a best value among the nation’s public universities, NC State is an active, vital part of North Carolina life. Today, 128 years after its founding, NC State continues to follow its original mission: opening the doors of higher education to the citizens of North Carolina and providing teaching, research, and extension that strengthen the state and its economy.

**Location**

Along with Durham and Chapel Hill, Raleigh anchors the Research Triangle, which is a national hotspot for high-tech enterprise. The top companies in the region, including IBM, Cisco Systems, SAS Institute, Biogen Idec, and GlaxoSmithKline, are among the country’s most innovative employers. They also lead the way in hiring NC State graduates.

Raleigh is one of the fastest-growing urban centers in America, and is nationally recognized as a city on the rise. In 2014, Forbes ranked Raleigh as number one among U.S. cities for business and careers and for attracting the most families, and as the second-best city in the U.S. for young

THE COLLEGE OF DESIGN

Mission and Overview

The College of Design prepares graduates who, in the broadest sense, shape the world. The College’s curriculum integrates practical, ethical, and aesthetic thought and action to enhance the meaning and quality of life through the creation of knowledge informing the critical study of artifacts and places. Through consolidated collaboration, the curating of contemporary culture, and the focused application of business, design, and technological solutions, the College provides an exceptional degree of educational capital that prepares students for a highly competitive and rapidly evolving world.

The environment – including the spaces in which we live and work, the products we consume, and the messages we receive – has a powerful impact on how we function in society. Good design requires attention and sensitivity to social, economic, political, cultural and behavioral issues. The aim of all curricula at the College of Design is to develop the designer’s perception, knowledge, skills and problem-solving abilities in order to prepare students for a successful career – and life.

The College has over 780 students participating in its programs, which include Architecture, Art + Design, Graphic Design, Industrial Design and Landscape Architecture. College faculty – with backgrounds in both industry and academia – are carefully selected from around the world for their passion for teaching and their ability to motivate students. Each program within the College is intentionally challenging. The College wants to push students to reach their full potential, even if that means taking them out of their comfort zone. While classroom lecture is a small but important part of the program, the majority of learning happens in studio where students collaborate with each other, apply their knowledge, experiment and hone their craft.

The College also encourages its students to find opportunities that will also add depth and character to their experience at the College of Design – whether that is studying abroad at the Prague Institute, working with the University’s literary magazine, or participating in internships with talented designers in a variety of industries.

Academic Departments and Programs

The College, which has approximately 60 faculty members and 40 support and professional staff, is composed of four academic departments: School of Architecture; Art + Design; Graphic Design and Industrial Design; and Landscape Architecture. Additionally, the College offers the Ph.D. in Design program, which includes faculty from all four departments.
School of Architecture

The School of Architecture, from its inception, has been a force for globally-informed innovation in design. It offers two undergraduate degree programs, the Bachelor of Architecture and the Bachelor of Environmental Design in Architecture, the Master of Architecture program, and two graduate certificate programs, one in City Design (jointly with Landscape Architecture) and the other in Energy and Technology.

In the School, students and faculty are developing the knowledge and skills to address complex contemporary issues regarding: stewardship of scarce resources; promotion of livability in cities; mitigation of poverty through provision of humane housing; research and development of ecologically-responsive building materials and integrated building systems; and understanding history as a means of creating a better future.

Faculty in the School of Architecture are pursuing cutting edge research in the areas of Energy and Technology in Architecture, City Design, and Architecture in the Public Interest, which includes initiatives focused on Affordable Housing and Sustainable Communities, and Home Environments Design.

Department of Art + Design

The Department of Art + Design provides a truly interdisciplinary home for students who are interested in a more exploratory experience that re-conceptualizes current and future design practices. The Department offers two undergraduate degree programs, the Bachelor of Art + Design (with concentrations in Animation + Interactive Media and Fashion + Fibers) and the Bachelor of Art in Design Studies, and the Master of Art + Design program (also with concentrations in Animation + Interactive Media and Fashion + Fibers). Students from across campus participate in the Department’s two minors, Art + Design and Design Studies.

Faculty and students in Art + Design seek opportunities to challenge the status quo through technological possibility, materiality, by looking locally, nationally and globally for inspiration, application and impact. As “artist-designers,” students in Art + Design learn to be creative practitioners and image-makers who bring form to emotions and ideas through the exploration of medium, composition and, most importantly, storytelling.

Department of Graphic Design and Industrial Design

This Department unites two distinct faculties, Graphic Design and Industrial Design, under one administrative roof. The Department offers two undergraduate degree programs, the Bachelor of Graphic Design and the Bachelor of Industrial Design, and two graduate degree programs, the Master of Graphic Design and the Master of Industrial Design.

The work of Graphic Design is twofold: to give shape to messages and information in the form of designed artifacts, and to facilitate how people interface with messages and information in physical and digital formats. The undergraduate Graphic Design program teaches students the basic principles and processes of visual communication as established by national accreditation
and professional standards, providing them with the core skills and general knowledge with which to build careers in mainstream design practice. Students interact with clients and organizations through upper level studios and internships to gain experience working with clients, communities, and end users. The graduate Graphic Design program focuses on preparing mature students for informed practice and teaching in the field of graphic design, with an emphasis on designing for user experience.

The Industrial Design program prepares students to be creative, practical, user-centered, aesthetics-focused, problem-solving, and opportunity-exploring designers, design strategists, or design leaders. It’s one of the top professional programs in this discipline in the country and offers bachelor and master degrees accredited by the National Association of Schools of Art and Design. Industrial Design faculty have joined NC State from prestigious institutions around the world, each bringing years of experience in design, research, innovation, and education. The graduates from the department are enhancing people’s quality of life with the creative design of products, services, branding, and communication systems for companies such as Nike, Volvo, Toshiba, PepsiCo, Smithsonian, and Adidas.

Department of Landscape Architecture

Landscape Architecture at NC State has a rich legacy and reputation built on preparing graduates for the rigors of professional practice, leadership, community engagement, and research. The Department offers the Bachelor of Landscape Architecture and the Professional Master of Landscape Architecture. Additionally, the Department offers a graduate certificate program in City Design jointly with the School of Architecture. A cooperative agreement between the NC State and the UNC-Chapel Hill’s Department of City and Regional Planning exists that enables students to matriculate in both programs and earn concurrent degrees from both institutions.

Richness of academic opportunity produces highly skilled graduates, competitive in the job market, who become professional leaders within their communities. Graduates are employed in consulting firms; municipal, state and federal agencies; universities; land trusts; start-ups; and new enterprises engaged in the ever broadening range of activities that comprise landscape architecture. Landscape Architecture’s core values reflect the passions of students, faculty, and the design community concerning interdependence of human health, well-being, and the ecological health of the land – and understanding the consequences of human actions on the land.

Ph.D. in Design Program

The College of Design’s Ph.D. in Design program includes more than thirty students from all over the world pursuing research focusing on the questions that transcend and unite the design disciplines. The mission of the program, to advance knowledge in design through research and scholarship, is built on the recognition of fertile common ground among the design disciplines and on the need for specificity and depth within them. Interdisciplinary groups of faculty advise students in coursework and research related broadly to seven research interest areas: design for health and well-being, design methods, design for learning, design for sustainability, design history and criticism, design and technology, and design and the urban context.
COLLEGE INITIATIVES

The College of Design and its faculty have established a number of labs, programs and other initiatives to support learning and research, the development of new curriculum, and outreach and engagement activities. These include:

Advanced Media Lab

The Advanced Media Lab is a multimedia facility housing the latest in digital hardware and software. The lab has a wide range of animation and interactive software and gives students access to high-end, HD digital video cameras, audio recording equipment, digital green screen room, and projection rooms. The facility is used to support innovative, collaborative research projects between the design disciplines as well as the graduate students and researchers in the Master of Art + Design program.

Design Lab for K-12 Education

The Design Lab for K-12 Education embodies the College’s longstanding commitment to K-12 design education and outreach. Learning about design as a way of thinking helps students apply skills in math, science, technology, reading, writing, and communication in and out of the studio classroom. The Design Lab’s primary areas of activity and focus include pre-college programs, educator development in design, and extension and outreach through design education programs, opportunities for teachers, and collaboration in the community.

Harrye B. Lyons Design Library

The Harrye B. Lyons Design Library, a branch of the NCSU Libraries, supports the College of Design and has collection emphases in architecture, landscape architecture, graphic design, industrial design, and art and design. Additional materials in art, painting, photography, and environmental design are also available. The Design Library Image Collection consists of over 50,000 digital images representing architecture, landscape architecture, graphic design and related areas.

The Prague Institute

The NC State Prague Institute, an initiative of the College of Design, offers the opportunity for any student to study for a summer, semester, or year in Prague through a variety of design studios and general education courses. The Institute, a year-round facility that seeks to further the educational and outreach objectives of the College of Design and NC State as a whole, is the University’s only permanent international facility that welcomes both students and faculty alike. The intent of the Prague Institute is to support a number of ongoing European international activities and to serve as a catalyst for a rich variety of new international teaching and research opportunities.
Natural Learning Initiative

The Natural Learning Initiative (NLI), a research and professional development unit within the College of Design, was created to promote the importance of the natural environment in the daily experience of all children through environmental design, action research, education, and dissemination of information. With increasing numbers of children losing contact with the natural world, the NLI helps communities create stimulating places for play, learning, and environmental education - environments that recognize human dependence on the natural world. The NLI collaborates with educators, play leaders, environmental educators, planners, politicians, and all professionals working for and with children.

Architecture in the Public Interest Initiative

The School of Architecture has a long and distinguished history of extension and outreach efforts in home design, housing issues, and community partnerships. Dating from its earliest years, faculty and students from the School have worked with rural communities, small towns, and cities across the state. Today, through the Architecture in the Public Interest Initiative, faculty are engaged in leading-edge research and service learning projects that address issues central to the needs of individuals, families, municipalities, and organizations statewide. Currently, the two programs of the Architecture in the Public Interest Initiative are (1) the Affordable Housing and Sustainable Communities Initiative and (2) the Home Environments Design Initiative.

Art2Wear

Art2Wear (A2W) is an educational event where students gain experience by coordinating and producing an annual show. Young designers are challenged to imagine, create, and inspire by expressing their point of view through wearable art. This highly anticipated fashion show fuses the talents of both NC State’s College of Design and College of Textiles, exposing student designers to the broader field of fashion. A2W attracts approximately 4,000 attendees in addition to encouraging participation by engaging the student body, the Raleigh community, and the broader design industry. This annual event is organized and hosted by the College of Design’s Art + Design Department.

LEADERSHIP EXPERIENCE

The Dean must be an experienced administrator and collaborator with a global vision for the College and its capacity for creative and interdisciplinary design-thinking. The College of Design offers a unique model for design education amongst a rich environment of innovation. The ideal candidate will have a terminal professional degree with professional certification or a Ph.D. In addition, candidates should have qualifications commensurate with tenure at the rank of Professor in the College of Design and appropriate licensure and professional registration.
The successful candidate will be expected to demonstrate substantive knowledge, enthusiasm, and capacity for:

- Developing and fulfilling a vision for a College of Design within a research extensive land-grant institution;
- Promoting and effectively representing the interests of the College in all forums;
- Fostering advancement and external relations activities by cultivating relationships with alumni, individual donors, corporations and other stakeholders while collaborating with local, state-wide, national and international professional communities;
- Integrating the College and its many vital resources in the Raleigh community and the Research Triangle;
- Promoting and supporting diverse thinking and inclusivity;
- Seeking, creating, and capitalizing on opportunities to engage the College of Design in realizing NC State’s strategic plan;
- Collaborating with campus and community leaders to advance interests common to the College, the University, and off-campus partners;
- Blending of experiences in professional practice and academia, with a passion for and understanding of design, and its changing role in business, civic engagement and social responsibility;
- Understanding the changing and evolving of landscape of design in the world;
- Recruiting and retaining distinguished faculty, outstanding students, and talented staff;
- Collaborating with other academic units and peers on campus to promote multi-disciplinary initiatives;
- Fostering collaboration among faculty and staff to inspire a spirit of unity across the College.

The Nomination Committee invites letters of nomination, applications (letter of interest, CV, and contact information for at least five references), or expressions of interest to be submitted to the search firm assisting NC State. Confidential review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted by prior to February 9, 2016 to:

Laurie C. Wilder, President
Porsha L. Williams, Vice President
Parker Executive Search
Five Concourse Parkway, Suite 2900
Atlanta, GA 30328
770-804-1996 ext. 109
pwilliams@parkersearch.com || eraines@parkersearch.com
NC State University is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, national origin, religion, sex, gender identity, age, veteran status, or disability. In addition, NC State University welcomes all persons without regard to sexual orientation. North Carolina State University welcomes the opportunity to work with candidates to identify suitable employment opportunities for spouses or partners.
North Carolina State University
Dean
College of Education
Raleigh, North Carolina

North Carolina State University (NC State), a research-extensive land grant University, is conducting a search for the Dean of the College of Education and is seeking a dynamic and innovative leader who is committed to enhancing strategic educational partnerships of education across the state. NC State’s College of Education (CED) offers students exceptional opportunities to learn by doing, supported by the focus of a small college and the resources of a research university. The CED is working harder than ever to meet the needs of North Carolina through solution-driven, land-grant research; innovative problem-based educational curricula; and extension activities that meet the needs of our partners in school districts and other state agencies.

The Dean is the chief academic, administrative, and budgetary officer and spokesperson for the College and reports directly to the Provost. The Dean provides strong leadership and strategic direction for the College’s academic departments, programs, and initiatives within a complex fiscal and personnel environment.

The Dean must be an experienced leader with a distinguished record of scholarship in education (as evidenced by publications, grants, and other scholarly accomplishments) and a deep appreciation for the scholarly and practical importance of education. The Dean will be committed to efforts to develop and promote innovation for learning across the life span and to recruit, retain, and lead a diverse community of students, faculty, and staff to achieve this goal.

**NORTH CAROLINA STATE UNIVERSITY: History and Context**

North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting its 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.
NC State University was founded in 1887 on the belief that colleges should not be reserved for a select few, but that the children of farmers, mechanics, and other workers should have access to the opportunities and benefits of higher education. A new generation of progressive thinkers founded the College, known then as the North Carolina College of Agriculture and Mechanic Arts. NC State was established under the auspices of the federal Morrill Act of 1862, which allowed the U.S. government to donate federally owned land to the states for the purpose of establishing colleges. The school held its first classes in 1889 with 72 students, six faculty members and one building. The 1914 passage of the Smith-Lever Act created an educational partnership between land-grant colleges and the U.S. Department of Agriculture and sparked an era of outreach at the College. This program led North Carolina to establish the Cooperative Agricultural Extension Service (now the North Carolina Cooperative Extension Service) at NC State.

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**Location**

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THE COLLEGE OF EDUCATION

The College of Education is the university’s unit for the preparation of professional educators. The goal of the College of Education is to advance education through innovation in teaching, learning, and leadership. With a student-faculty ratio of 14:1, the College offers an ideal educational setting where students at all levels are involved in a highly engaging academic experience within a large, sophisticated university. The College has more than 1,900 students participating in bachelors, masters, and doctoral programs, and serves many additional students from across campus. The newly revised doctoral programs that will launch in Fall 2016 have several program areas of study that aim to develop scholar leaders who contribute to advances in education. At the undergraduate level, the rich multicultural mix of students enrolled in the College of Education have higher SAT scores than both national and state averages for education students, and teacher education graduates have been recognized for showing the highest documented positive effects on student learning across the state. The College is also known for its use of innovative technologies to support its mission.

The College is composed of three academic departments: Education, Leadership, Policy and Human Development; Teacher Education and Learning Sciences; and Science, Technology, Engineering and Mathematics Education, with approximately 90 faculty members and 75 support and professional staff.

Mission and Vision

The College of Education is a voice of innovation for learning across the lifespan. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

Education, Leadership, Policy and Human Development

The Department of Education, Leadership, Policy and Human Development (ELPHD) offers nationally ranked graduate degree and certificate programs led by faculty and staff who are committed to the success of more than 600 students. The Department aims to improve education - from K-12 schools, to community colleges and universities, to workplace training-through applied theory, rigorous research, professional ethics, and data-driven best practices.
Composed of dedicated researchers, teachers and guides, the ELPHD faculty work together to make positive, measurable differences in the lives of their students, as well as students, teachers and administrators in the community and throughout the world.

The ELPHD department focuses on cutting-edge research that makes a difference when put into practice. Faculty and students work together to give leaders effective tools to solve current issues in education. ELPHD research concentrates on K-12 education topics, literacy and STEM topics, and policy and evaluation topics.

**Teacher Education and Learning Sciences**

The Department of Teacher Education and Learning Sciences (TELS) is committed to developing highly effective teachers in the discipline through undergraduate and graduate teacher education, inspiring culturally competent educators who are committed to equity and social justice, advancing digital technologies in the professional preparation of teachers and other education professionals, changing the field of education by engaging in research that addresses current challenges, and discovering, disseminating and producing new knowledge in the disciplines.

Research in the Department concentrates on teacher preparation and effectiveness, K-12 learning across the content areas, social justice and equity, and digital education and gaming. The College of Education assists TELS researchers throughout the life of their projects. TELS faculty members have the professional expertise needed to take projects from conception to the publishing of final results. Research specialties span the topics of incorporating science in everyday teaching methods, the latest computer technologies and more.

**Science, Technology, Engineering and Mathematics Education**

The Department of Science, Technology, Engineering and Mathematics (STEM) prepares quality educators for middle, secondary and post-secondary school science, technology, engineering, mathematics, graphic communications and informal settings with an emphasis on improving schools and society.

Dedicated to inspiring students and improving the field of STEM education, faculty members are leaders in the 21st century teaching and research methods. By combining real-world experience with a wealth of understanding, the Department faculty consistently focuses on innovative and creative solutions to today’s most pressing educational issues.

Research in the Department focuses on innovative, interdisciplinary studies that advance educational and learning methods in Science, Technology, Engineering and Mathematics worldwide. The research topics combine educational methods with cutting-edge technologies to advance learning for students from pre-K levels through adulthood. Obtaining $37.5M in grants from sponsors such as the National Science Foundation, U.S. Department of Education, the Bill and Melinda Gates Foundation and many others, faculty, researchers and students tackle issues
head-on to make an impact in improving and advancing STEM educational methods and expanding the collective knowledge base of the College.

**The William & Ida Friday Institute for Educational Innovation**

Named in honor of William Friday, former president of the University of North Carolina system, and his wife, Ida, the mission of the Friday Institute is to advance education through innovation in teaching, learning, and leadership. Bringing together educational professionals, researchers, policy-makers, and other community members, the Friday Institute is a center for fostering collaborations to improve education. It conducts research, develops educational resources, provides professional development programs for educators, advocates to improve teaching and learning, and helps inform policy-making.

The Friday Institute addresses the challenge of creating the next generation of schooling consistent with both the research and land-grant outreach roles of NC State and its College of Education. The Institute is located on NC State’s Centennial Campus, where corporate and government organizations and business incubators work in partnership with faculty and students in a highly innovative environment.

Working to progress further into the 21st century, the work of the Friday Institute focuses on preparing students for success in work, life, and citizenry in the global, knowledge-based, technology-rich, culturally-diverse, rapidly changing world in which they live. This task requires helping schools become future-oriented organizations that build upon their traditional strengths while creating new learning content, teaching approaches, assessment practices, management strategies, and technology tools to best serve the students of today and tomorrow.

**LEADERSHIP EXPERIENCE**

The Dean must possess the interpersonal skills needed to unify the College around a leadership vision that will advance the College nationally and internationally. The ideal candidate will have an earned doctorate from an accredited institution, as well as demonstrated and successful leadership experience such as a dean, associate dean, or a department head or chair. The ideal candidate will be expected to demonstrate success, enthusiasm, and capacity for:

**STRATEGIC LEADERSHIP**

- Developing and fulfilling the College’s mission through a shared collaborative vision;
- Articulating a strategic plan in conjunction with advancing research, teaching, and global initiatives in alignment with “The Pathway to the Future,” NC State’s strategic plan;
- Appropriately balancing the demands of the position as an academic leader, chief administrative officer, fundraiser, advocate, and public spokesperson for the College, and the University;
• Bringing an innovative, open-minded and transformational set of ideas and leadership skills to enhance the College profile amongst the changing landscape in the field of education and in the opportunities for a College of Education;

ACADEMIC LEADERSHIP

• Providing innovative leadership in maintaining and advancing the College’s academic and research excellence within the University and relative to national and international peers;

• Effectively linking educational programs within the College to the broader university culture and mission, particularly in relation to the preparation of educational researchers and professionals;

• Increasing access to the College, consistent with its focus and mission, for qualified students from diverse and non-traditional backgrounds in both undergraduate and graduate education;

• Creating and fulfilling high expectations for the College’s academic leaders and faculty regarding student success, as measured by academic mastery as well as recruitment, retention, and graduation statistics;

OPERATIONAL & FIDUCIARY LEADERSHIP

• Building and sustaining an experienced, institutionally-savvy College leadership team that comprises considerable content expertise and operational effectiveness;

• Embedding expectations and institutional infrastructure to support an ongoing cycle of planning, improvement, assessment/evaluation, accountability, and renewed planning;

• Respecting and adhering to principles of fiduciary responsibility and stewardship of the institution’s resources, and supporting transparency and accountability in the management of the College’s resources;

• Recognizing and rewarding the contributions of high-quality, high-potential, high-performing faculty, staff, and professionals in the College;

ADVANCEMENT AND EXTERNAL RELATIONS

• Fostering advancement and external relations activities by cultivating relationships with individual donors, foundations, corporations, etc., and continued collaboration amongst community colleges, public K-12 schools and other universities across the state of North Carolina;

• Telling the University’s and College’s story, to build pride internally and to build support externally, through continued collaboration, cultivating a deep understanding of the
institution and College, and building on their unique character, history, and values;

- Increasing public understanding and support for the institution and College as a contributor to the state’s and nation’s vitality and well-being;
- Advocating for sustainable funding in a challenging public fiscal environment;
- Understanding and operating within the educational, political, and cultural dynamics of the state, the University of North Carolina System, and the institution;
- Engaging in community leadership roles;

PERSONAL LEADERSHIP

- Representing the institution and embodying its values through words and actions;
- Serving as a source of ethical authority who can evoke public trust and confidence in the College and institution;
- Emphasizing information flow, teamwork, and flexibility;
- Valuing integrity, openness, truth, and compassion;
- Celebrating the success of the College and institution publicly and in ways that credit those who contributed to its success.

The Nomination Committee invites letters of nomination, applications (letter of interest, CV, and contact information for at least five references), or expressions of interest to be submitted to the search firm assisting NC State. Confidential review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to January 15, 2016.

Laurie C. Wilder, President
Porsha L. Williams, Vice President
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NC State University is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, national origin, religion, sex, age, veteran status, or disability. In addition, NC State University welcomes all persons without regard to sexual orientation. The College of Education welcomes the opportunity to work with candidates to identify suitable employment opportunities for spouses or partners.