CALL TO ORDER
Dewayne Washington, Chair

ROLL CALL
Dewayne Washington, Chair

PUBLIC MEETING REMINDER AND READING OF STATE GOVERNMENT ETHICS ACT CONFLICT OF INTEREST STATEMENT
Dewayne Washington, Chair

1. RESPONSIBILITIES OF THE COMMITTEE
   TAB 7.1
   A. Review Committee Responsibilities as established in Bylaws
      Presenter: Warwick Arden, Executive Vice Chancellor and Provost
   B. Review Draft Plan of Work for the 2020-2021 Year
      Presenters: Dewayne Washington, Committee Chair
                  Warwick Arden, Executive Vice Chancellor and Provost

2. CONSENT AGENDA
   TAB 7.2
   A. Approval of July 15, 2020 Minutes (open session)
   B. Request to Continue Centers/Institutes
      a. The Ergonomics Center of North Carolina (TECNC)
      b. Center for Educational Informatics (CEI)
      c. NC Sea Grant College Program (NCSG)
   C. Request to Discontinue Degree Programs
      a. Bachelor of Landscape Architecture
      b. Bachelor of Science in Turfgrass Science
   D. Designation of Time Limited Option for Distinguished Professorships
   E. Conferral of Tenure Requests

Denotes full Board approval required
3. REPORTS

A. Fall Enrollment Report
   Presenter: Louis Hunt, Senior Vice Provost, Enrollment Management & Services

B. Student Body President Report
   Presenter: Melanie Flowers, Student Body President

C. Provost Update
   Presenter: Warwick Arden, Executive Vice Chancellor and Provost
   a. Academic Programs Update
   b. 2020-2021 Academic Year Initiatives (no materials)

4. CLOSED SESSION

5. RECONVENE OPEN SESSION

6. ADJOURN
COMMITTEE RESPONSIBILITIES
Board of Trustees - University Affairs Committee

Delegated Authority and Assignments
Based on Board of Trustees Bylaws - POL 01.05.01, Appendix 1, Section V

Academic Programs
Review and recommend academic degree proposals requiring BOG approval*
Receive notification of other academic program proposals (ex. certificates)

Student Affairs
Review and recommend campus initiated tuition increases and student fees

EHRA Personnel (Exempt from the State Human Resources Act)
Conferral of permanent tenure*
- New faculty hires tenured at a previous institution
- Faculty candidates reviewed through annual reappointment, promotion, and tenure process

Salary matters
- Establish salary ranges for SAAO employees that are not otherwise established by UNC-SO
- Recommend any salary increase for an EHRA employee, other than for Vice Chancellors, that requires approval by the Board of Governors

Non-salary compensation
- Approve non-salary compensation for all EHRA employees other than Vice Chancellors

Designation of particular Distinguished Professorships as time limited*
Conferral of Emeritus status to SAAO Tier I employees
Appoint or extend the contract of the Athletic Director and Head Coaches

Appointment of Deans
Review and recommend petitions relating to employees seeking political candidacy and/or public office holding

Administrative separation and retreat rights
- “Retreat rights” are those conditions of employment that would apply should the administrator leave his/her administrative position.
- Review and approve any administrative separation or retreat rights subject to BOT approval under UNC and NC State policies.
Employee Appeals
Hear appeals of discharged or suspended employees
Hear and render a decision on appeals from the disposition of grievances

Honorary Degrees, Awards and Distinctions
Honorary Degrees and Holladay Medals
- Receive and review nominations
- Recommend nominees to Board of Trustees for approval
Provide advice in Chancellor’s selection of a commencement speaker

Planning
Review and recommend changes in the university’s mission statement
Advise Chancellor on development of plans to carry out the university’s mission
Review and approve establishment, continuation and discontinuation of Centers and Institutes*

Policy Development
Recommend to Board policies related to:
- Personnel
- Collection of tuition, fees and other monies from students
- Administration of scholarships and other financial aid to students
- Provision of student services activities, including government and intercollegiate athletics
- Research, Centers and Institutes

Reports
Hear reports from the Chair of Faculty, Chair of Staff Senate, and Student Body President
Hans Kellner  Pat Gaddy  Melanie Flowers
Chair, Faculty  Chair, Staff Senate  Student Body President

Other reports include:
- Enrollment
- Faculty retention
- Graduation statistics
- Intercollegiate athletics
- Residency for full scholarship undergraduate students
- Students requiring special consideration for admission
- Strategic Plan
September

- Centers and Institutes Requests (UNC Pol. 400.5 (R) (NC State Pol. 01.05.01 App. 1, V.f.iii) (as needed)
  Review and approve the establishment, continuation and discontinuation of Centers and Institutes.
- Committee Responsibilities and Plan of Work (Annually)
  Review committee’s delegated authority and assignments and develop plan of work for the year.
- Degree Program Proposals (NC State Pol. 01.05.01, App.1, V.c.i.) (as needed)
  Review and recommend approval to the BOT.
- Fall Enrollment Report / Progress Toward Enrollment Planning (NC State Pol. 01.05.01, App 1, V.f.ii)
  Receive report and comment as warranted.
- Honorary Degree Recommendations (UNC Pol. Ch. 100.1, Appendix 1 (IV) (NC State Pol 01.05.01, App.1, V.e.i)
  Receive and review nominations as needed. Recommend nominees for approval to the BOT.
- Personnel Requests (NC State Pol. 01.05.01, App 1.V.a.i.ii.iii.iv.v.vi.vii.viii.ix.b.i.ii)) (as needed)
  Approve or recommend approval to the BOG.
- Salary Ranges for Faculty (Annually) [If not shared at July meeting.] 
  The Chancellor has delegated authority for faculty salary ranges. Upon the Chancellor’s approval, these ranges are shared with the committee.
- Student Body President Report (NC State Pol. 01.05.01 App.1, V.h.i.)
  Receive report and comment as warranted.

November

- Campus Initiated Tuition Increase and Student Fees (UNC Pol. 1000.11, II, 3.A. iii) (NC State Pol. 11.00.01 and 01.05.01, App. 1, V.d.i)  Review and recommend approval to the BOT.
- Centers and Institutes Requests (UNC Pol. 400.5 (R) (NC State Pol. 01.05.01 App. 1, V.f.iii) (as needed)
  Review and approve the establishment, continuation and discontinuation of Centers and Institutes.
- Commencement Speaker – December (NC State Pol. 01.05.01 App. 1, V.e.ii)
  Provide advice in Chancellor’s selection of Commencement Speaker.
- Degree Program Proposals (NC State Pol. 01.05.01, App.1, V.c.i) (as needed)
  Review and recommend approval to the BOT.
- Faculty Retention Report
  Receive report and comment as warranted.
NC STATE BOARD OF TRUSTEES
UNIVERSITY AFFAIRS COMMITTEE
2020-2021 PLAN OF WORK (DRAFT)

- Faculty Senate Report (NC State Pol. 01.05.01 App.1, V.h.i.)
  Receive report and comment as warranted.
- Honorary Degree Recommendations (UNC Pol. Ch. 100.1, Appendix 1 (IV) (NC State Pol. 01.05.01, App.1, V.e.i)
  Receive and review nominations as needed. Recommend nominees for approval to the BOT.
- Personnel Requests (NC State Pol. 01.05.01, App 1.V.a.i.ii.iii.iv.v.vi.vii.viii.ix.b.i.ii)) (as needed)
  Approve or recommend approval to the BOG.
- Staff Senate Report (NC State Pol. 01.05.01 App.1, V.h.i.)
  Receive report and comment as warranted.

February
- Centers and Institutes Overview (Informational report provided every 2 years.)
  Receive report and comment as warranted.
- Centers and Institutes Requests (UNC Pol. 400.5 (R) (NC State Pol. 01.05.01 App. 1, V.f.iii)) (as needed)
  Review and approve the establishment, continuation and discontinuation of Centers and Institutes.
- Degree Program Proposals (NC State Pol. 01.05.01, App.1, v.c.i) (as needed)
  Review and recommend approval to the BOT.
- Graduation Report
  Receive report and comment as warranted.
- Holladay Medal Recommendations (NC State Pol. 01.05.01, App.1, V.e.i) (Annually)
  Receive and review nominations. Recommend nominees for approval to the BOT.
- Honorary Degree Recommendations (UNC Pol. Ch. 100.1, Appendix 1 (IV) (NC State Pol. 01.05.01, App.1, V.e.i)
  Receive and review nominations as needed. Recommend nominees for approval to the BOT.
- Personnel Requests (NC State Pol. 01.05.01, App 1.V.a.i.ii.iii.iv.v.vi.vii.viii.ix.b.i.ii) (as needed)
  Approve or recommend approval to the BOG.
- Reappointment, Promotion and Tenure Process
  Receive report and comment as warranted.
- Student Body President Report (NC State Pol. 01.05.01 App.1, V.h.i.)
  Receive report and comment as warranted.
- UNC Report on Intercollegiate Athletics (UNC Pol. 1100.1) (Annually)
  Receive and review report prior to submission to UNC System Office.
April

- Annual Human Resources Compliance Report (UNC Pol. 600.3.4.)
  *Review report prior to submission to UNC System Office.*
- Centers and Institutes Requests (UNC Pol. 400.5 (R) (NC State Pol 01.05.01 App. 1, V.f.iii) (as needed)
  *Review and approve the establishment, continuation and discontinuation of Centers and Institutes.*
- Commencement Speaker – May (NC State Pol. 01.05.01 App. 1, v.e.ii)
  *Provide advice in Chancellor’s selection of Commencement Speaker.*
- Degree Program Proposals (NC State Pol. 01.05.01, APP1, v.c.i.i)(as needed)
  *Review and recommend approval to the BOT.*
- Distinguished Professorship Update
  *Receive information about recently awarded professorships of distinction as applicable.*
- Faculty Senate Report (NC State Pol. 01.05.01 App.1, V.h.i.)
  *Receive report and comment as warranted.*
- Honorary Degree Recommendations (UNC Pol. Ch. 100.1, Appendix 1 (IV) (NC State Pol 01.05.01, App.1, V.e.i)
  *Receive and review nominations as needed. Recommend nominees for approval to the BOT.*
- Nepotism Report (UNC Pol. 300.4.2) (Annually)
  *Receive annual report on university’s compliance with UNC Policy 300.4.2.*
- Personnel Requests (NC State Pol. 01.05.01, App 1.V.a.i.ii.iii.iv.v.vi.vii.viii.ix.b.i.ii) (as needed)
  *Approval or recommend approval to the BOG.*
- Residency for Full Scholarship Undergraduate Students (§ 116-143.6) (UNC Pol. 900.4 [G]) (NC State Reg 02.70.03)
  *Receive report and comment as warranted.*
- Staff Senate Report (NC State Pol. 01.05.01 App.1, V.h.i.)
  *Receive report and comment as warranted.*
- Students Requiring Special Consideration (UNC Pol. 700.1.1.1[R] and UNC Pol. 1100.1)(NC State Reg 02.10.04)
  *Receive report and comment as warranted.*
- Salary Ranges for Senior Academic and Administrative Officers (SAAO) (UNC Pol. 600.3.4) (NC State Pol. 01.05.01, App. 1, V.a.ii)
  *Review and approve recommended ranges.*
Special Meetings (called as needed)
- There may be items that need the committee’s consideration in between the regularly scheduled meetings. In these cases, a special meeting of the committee will be held.

Additional Topics for Discussion
- Topics associated with implementation of the strategic plan/other topics of interest
- Updates from the Provost

Desired Outcomes
- To comply with delegated authority and assignments as prescribed by N.C. General Statutes, UNC Board of Governors Policies and NC State University Policies.
- To keep the Board fully informed of major issues and policies associated with the governance of the university.
- To solicit the Board’s input on policy, strategy and goal-setting for the university.
CONSENT
AGENDA
ITEMS
OPEN SESSION MINUTES

University Affairs Committee
Board of Trustees
North Carolina State University
July 15, 2020

The University Affairs Committee of the Board of Trustees of North Carolina State University met via Zoom teleconferencing on July 15, 2020.

Members Present: Stan Kelly, Committee Chair
Melanie Flowers
Jim Harrell
Ven Poole
Ron Prestage
Perry Safran
Tom Cabaniss, Board Chair

Chair Kelly called the meeting to order at 11:01 a.m. The roll was called and a quorum was present.

Chair Kelly reminded all attendees that this is a public meeting but not a meeting for public comment and read the State Government Ethics Act to remind all members of their duty to report conflicts of interest or appearances of conflict.

Approval of Minutes
The minutes from the April 23, 2020 meeting were presented for approval, and with no changes, they were approved by consent.

Consent Agenda
A motion was made by Dr. Prestage, and seconded by Mr. Harrell, to approve the consent agenda items which included approval to establish a new degree program, Master of Science in Engineering Education, and conferral of tenure to six (6) new faculty members. Chair Kelly called the vote by roll call. Trustee Safran voted affirmatively subject to further review of the materials (and subsequently confirmed upon review of the materials that his vote for approval had no conditions). The motion passed by a vote of 5-0.

Requested Action
Request to Approve New Policies and Policy Revisions
Vice Chancellor and General Counsel Allison Newhart discussed the U.S. Department of Education’s new regulations governing campus sexual assault under Title IX noting this is the first time a regulation/law has been issued, rather than guidance from the U.S. Government. The regulations, which were released on May 6, 2020 and go into effect on August 14, 2020, represent significant changes for how universities adjudicate claims of sexual misconduct. Vice Chancellor Newhart discussed some of the overarching themes of the new regulations.

As a result of the new regulations, revisions are needed to two university policies as well as creation of a new stand-alone Title IX policy. Vice Provost for Institutional Equity and Diversity Sheri Schwab walked through proposed revisions to the Non-Discrimination Policy (04.25.05) and the Code of Student Conduct Policy (11.35.01). She also discussed the proposed new Title IX Sexual Harassment Policy (04.25.XX). Dr. Lisa Zapata, Interim Vice Chancellor for the Division of Academic and Student Affairs, shared additional revisions that have been made to the Code of Student Conduct as a result of the required three-year review cycle. These revisions include use of inclusive pronouns, allowing more flexibility for addressing misconduct in the final semester (9.5 and 11.3), and an added component under “Disruption of the Student Conduct Process (10.6)“.
Vice Chancellor Newhart noted there will be continuous review of the effectiveness of the new policy and policy revisions which may require revisiting and correcting over time. Chancellor Woodson thanked the team who has worked diligently on these changes. In response to questions, it was noted that the UNC System Office has been involved with the campuses on this issue and that each university must comply. It was also noted that the student body, through Student Government, has been apprised and kept engaged throughout this process. A Title IX Town Hall was hosted by Student Government earlier this month.

After discussion, a motion to recommend the new policy and policy revisions to the full board was made by Dr. Prestage and seconded by Mr. Poole. Chair Kelly called upon Secretary to the Committee Amy Jinnette to conduct the vote by roll call. The motion passed by a vote of 6-0.

Non-Coaching Staff Bonus Structure
Athletics Director Boo Corrigan presented the Department of Athletics proposed bonus structure for non-coaching staff, which requires approval per Non-Salary and Deferred Compensation Policy 05.15.03. He explained the bonus structure will be based on the availability of funds. He also noted that under this proposal funds will be more evenly distributed and more staff members will be able to share in the success of our teams. In addition, bonuses will be capped at 21% of an employee’s annual salary which is in line with the bonus received by the Director of Athletics. If approved, this structure will replace the one currently in place for eligible employees. A motion to approve the proposed Non-Coaching Staff Bonus Structure was made by Mr. Harrell, and seconded by Mr. Safran. Chair Kelly called upon Secretary Jinnette to conduct the vote by roll call. The motion passed by a vote of 6-0.

Reports
Provost Update
In his update, Provost Arden discussed the 2020-2021 annual faculty salary ranges. These ranges have been approved by the Chancellor and are established for tenured/tenure-track faculty positions by rank and discipline. They are based on current market data to allow the university to attract and retain highly qualified faculty talent. Provost Arden also provided an update on academic programs, including the change in name of an academic department - Landscape Architecture to Landscape Architecture and Environmental Planning. He concluded by mentioning key building projects coming online this summer and fall: Hill Library Renovation featuring the Academic Success Center; the Wellness and Recreation Center; and the Fitts-Woolard Hall.

Chair Kelly stated there was no business for the committee to consider in Closed Session. He asked if there was any further business for committee discussion in Open Session.

Adjournment
With no further business, Chair Kelly announced the meeting adjourned at 11:47 a.m.

Submitted by ________________________________

Secretary to the Committee

Approved by ________________________________

Chair of the Committee
MEMORANDUM

TO: W. Randolph Woodson  
    Chancellor  
    NC State University

FROM: Mladen Vouk  
      Vice Chancellor for Research and Innovation  
      NC State University

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

DATE: July 29, 2020

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 design from safety and performance perspectives. In accordance with NC State Reg. 10.10.04, a virtual Periodic Review of the Center was completed on May 7, 2020 for activities in fiscal years 2015 - 2020. Following the receipt of the Review Team’s report, as well as a detailed response from the Center and College of Engineering, this memo requests your approval of continuance.

The Report delivered by the Review Team strongly supports the mission and direction of TECNC and shows that the Center’s activities are well-aligned with their Charter as well as their internal strategic plan. Importantly, the Review Team found that TECNC customers continue to value the quality of programming and training provided by the Center. The Review Team offered a number of recommendations to strengthen the Center’s operations, including diversification of revenue streams, creation of a niche market and becoming an innovator and conduit for applied ergonomics, and further engagement with NC State ISE faculty.

The Office of Research and Innovation and the Provost recommend that the TECNC should continue as a University Center as sanctioned by the Board of Trustees, and request your approval of this recommendation.

MAV/mh

cc: Louis Martin-Vega, Dean, College of Engineering  
    John Gilligan, Executive Associate Dean, College of Engineering  
    Julia G. Abate, Executive Director of The Ergonomics Center of NC  
    Julie Swann, Department Head, Edward P. Fitts Dept. of Industrial & Systems Eng.  
    Jonathan Horowitz, Associate Vice Chancellor for Research  
    Larisa Slark, Centers and Institutes Specialist
MEMORANDUM

TO: Mladen Vouk
Vice Chancellor for Research and Innovation

FROM: W. Randolph Woodson
Chancellor

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

DATE: July 30, 2020

In response to your Memorandum dated July 29, 2020, 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
    John Gilligan, Executive Associate Dean, College of Engineering
    Julia G. Abate, Executive Director of The Ergonomics Center of NC
    Julie Swann, Department Head, Edward P. Fitts Dept. of Industrial & Systems Eng.
    Jonathan Horowitz, Associate Vice Chancellor for Research
    Larisa Slark, Centers and Institutes Specialist
MEMORANDUM

TO: W. Randolph Woodson  
    Chancellor  
    NC State University

FROM: Mladen Vouk  
      Vice Chancellor for Research and Innovation  
      NC State University

Subject: Recommendation to continue the Center for Educational Informatics (CEI) under 
         Regulation 10.10.04

DATE: July 29, 2020

The Center for Educational Informatics (CEI) was authorized in November 2014 by the NC State 
Board of Trustees to lead national efforts to design, develop, and deploy next-generation adaptive 
learning systems for K-12 education, post-secondary education, and training. In accordance with NC 
State Reg. 10.10.04, a virtual Periodic Review of the Center was completed on May 13, 2020 for 
activities in fiscal years 2015 - 2019. Following the receipt of the Review Team’s report, as well as a 
detailed response from the Center and College of Engineering, this memo requests your approval of 
continuance.

The Report delivered by the Review Team strongly supports the mission and direction of CEI and 
shows that the Center’s activities are well-aligned with their Charter as well as their internal strategic 
plan. The Review Team lauded the efforts of the Center and Director, stating that CEI “houses a 
robust and growing research program which under Dr. Lester’s leadership has garnered a reputation 
as one of the premier research programs in the world in the application of Artificial Intelligence (AI) in 
education and in developing advanced Educational Technologies”. The Review Team offered a 
number of recommendations to strengthen the Center’s operations, including improvements in the 
Center’s operating budget, consolidation of activities across three NC State buildings, and 
leveraging NC State’s Friday Institute to disseminate Center knowledge to the public.

The Office of Research and Innovation and the Provost recommend that the CEI should continue as 
a University Center as sanctioned by the Board of Trustees, and request your approval of this 
recommendation.

MAV/mh

cc: Louis Martin-Vega, Dean, College of Engineering  
    John Gilligan, Executive Associate Dean, College of Engineering  
    James C. Lester, Director, Center for Educational Informatics  
    Jonathan Horowitz, Associate Vice Chancellor for Research  
    Larisa Starks, Centers and Institutes Specialist
MEMORANDUM

TO: Mladen Vouk
Vice Chancellor for Research and Innovation

FROM: W. Randolph Woodson
Chancellor

SUBJECT: Recommendation to continue the Center for Educational Informatics (CEI) under Regulation 10.10.04

DATE: July 30, 2020

In response to your Memorandum dated July 29, 2020, authorization is hereby granted to forward the request to continue the Center for Educational Informatics (CEI) to the Board of Trustees for approval.

WRW/mh

cc: Louis Martin-Vega, Dean, College of Engineering
John Gilligan, Executive Associate Dean, College of Engineering
James C. Lester, Director, Center for Educational Informatics
Jonathan Horowitz, Associate Vice Chancellor for Research
Larisa Slark, Centers and Institutes Specialist
MEMORANDUM

TO: W. Randolph Woodson  
   Chancellor  
   NC State University

FROM: Mladen A. Vouk  
      Vice Chancellor for Research and Innovation  
      NC State University

SUBJECT: Recommendation to continue the North Carolina Sea Grant College Program (NCSG) under Regulation 10.10.04

DATE: August 7, 2020

The North Carolina Sea Grant College Program (NCSG) was authorized in October 1978 by the UNC Board of Governors to provide unbiased, science-based information to enhance the sustainable use and conservation of ocean and coastal resources to benefit communities, the economy and the environment. In accordance with NC State Reg. 10.10.04, a Periodic Review of the Center was completed on October 2-4, 2018 for activities in fiscal years 2014 - 2017. Following the receipt of the Review Team’s report, a detailed response from the Center and a letter of recentification from the National Oceanic and Atmospheric Administration (NOAA), this memo requests your approval of continuance.

The Report delivered by the Review Team strongly supports the mission and direction of NCSG and shows that the Center’s activities are well-aligned with their Charter as well as their internal strategic plan. The Review Team lauded the efforts of the Center and Director, stating that NCSG “is a well-managed, cost-effective and impactful program that provides valuable services to your stakeholders and your successes contribute to the strength of the National Sea Grant College Program”.

The Office of Research and Innovation and the Provost recommend that NCSG should continue as a University Center as sanctioned by the Board of Trustees, and request your approval of this recommendation.

MAV/mh

cc: Susan White, Executive Director, NC Sea Grant College Program  
    Jonathan Horowitz, Associate Vice Chancellor for Research  
    Larisa Slark, Centers and Institutes Specialist
MEMORANDUM

TO: Mladen Vouk  
    Vice Chancellor for Research and Innovation

FROM: W. Randolph Woodson  
    Chancellor

SUBJECT: Recommendation to continue the North Carolina Sea Grant College Program (NCSG) under Regulation 10.10.04

DATE: August 10, 2020

In response to your Memorandum dated August 7, 2020, authorization is hereby granted to forward the request to continue the North Carolina Sea Grant College Program (NCSG) to the Board of Trustees for approval.

WRW/mh

cc: Susan White, Executive Director, NC Sea Grant College Program  
    Jonathan Horowitz, Associate Vice Chancellor for Research  
    Larisa Slark, Centers and Institutes Specialist
UNIVERSITY OF NORTH CAROLINA
REQUEST TO DISCONTINUE
A DEGREE PROGRAM, SITE OR DELIVERY MODE

Date: October 4, 2019

Constituent Institution: NCSU

Is the program a joint degree program? Yes No XX

Joint Partner campus

Title of Authorized Program: Bachelor of Landscape Architecture Degree Abbreviation: BLA

CIP Code (6-digit): 04.0601 Level: B xx M ___ I _____ D _____

CIP Code Title: Landscape Architecture

If the degree program has associated UNC Teacher Licensure Specialty Area Codes that, upon this discontinuation, should be attributed to a different degree program, then complete the following:

<table>
<thead>
<tr>
<th>UNC Teacher Licensure Specialty Area Code (one per line; add as needed)</th>
<th>Degree Program to Receive Specialty Area Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td>Degree awarded</td>
</tr>
<tr>
<td></td>
<td>6-Digit CIP</td>
</tr>
</tbody>
</table>

Term of Proposed Discontinuation (when new students will no longer be admitted):

term Spring year 2013

1. What type of program discontinuation is being requested? (if b/c/d, one or more can be selected)
   a) Xxxx Discontinue - Permanent. (While course offerings already shared across degree programs may continue, the program components will not become a significant or distinct component of another program. Degree program is discontinued in full in Academic Program Inventory (API), including any approved off-campus sites and alternate means of delivery; requires action of Board of Governors)
   b) Discontinue - Delivery. Eliminate one or more delivery types and keep the program active.
      o On-campus delivery of program
c) **Discontinue - Consolidate.** Program components will become a significant or distinct component in another degree program (e.g. concentration/track).

- _____ Existing degree program (BOG approved)
  - Program title, degree, CIP ________________________________

- _____ New degree program (Request to Establish and BOG approval generally required)
  - Proposed program title, degree, CIP ________________________________

If (b) is selected and sites are to be discontinued, please list them (add lines as needed).

**Site #1**

(address, city, county, state) (date of site authorization by GA)

**Site #2**

(address, city, county, state) (date of site authorization by GA)

**Site #3**

(address, city, county, state) (date of site authorization by GA)

2. Explain why the program, site, or delivery mode is being discontinued.

The Bachelor of Landscape Architecture Program admitted the last students in Fall 2012 due to low enrollment at the time. A Request to Discontinue form was never completed.

a. If the program, site or delivery mode addresses high priority needs, how will those needs be addressed by other programs?

Professional education in Landscape Architecture in North Carolina is provided by the Master of Landscape Architecture program at NCSU. A Bachelor of Landscape Architecture Program is offered by North Carolina A&T University. Both programs are accredited by the Landscape Architecture Accreditation Board (LAAB) of the American Society of Landscape Architects (ASLA).

b. Describe how affected parties (faculty, staff, students) will be informed of the impending closure and, where applicable, of any additional charges/expenses to students.
Faculty, staff and students were informed of the closure of the Bachelor of Landscape Architecture Program in a memo from the Department Head, Gene Bressler, in March 2011.

c. Describe steps to be taken to allow students enrolled in the program, site or delivery mode to complete their courses of study.

The BLA program did not fully close until the last student graduated in July 2016.

3. Discuss the reassignment of any faculty, staff and EHRA non-faculty, including number of each type of personnel to be reassigned.

No faculty or staff in the Department of Landscape Architecture were reassigned with the discontinuation of the BLA degree. The Department still offers a Master of Landscape Architecture (MLA) Degree and a Landscape Architecture Minor.

4. Discuss the discontinuation of the employment of any faculty, staff and EHRA non-faculty, including number of each type of personnel to be discontinued.

n/a

5. Discuss reallocation or reduction of costs resulting from each discontinuation(s), including specific amounts related to each discontinuation.

Costs were not substantially reduced because several new courses were added to support the MLA Program.

Estimated cost savings are:
- **Space**
  - There have been no cost savings on space due to the suspension of the BLA Program because the MLA program has grown and absorbed the extra space. Additionally, students in the LA Minor have occupied the spaces as well.

- **Courses**
  - There have been minimal savings in course offerings. While there was an approximately $60,000 savings in eliminating the four undergraduate BLA Studios, the additional courses added to enhance the MLA program and increase offerings to LA minors have absorbed these savings.

- **Human Resources: Redirecting/reallocating partial FTE from program direction and advising responsibilities to teaching/scholarship/service.**
  - The number of full time tenure track/tenure faculty remains the same. The number of adjuncts hired to deliver some of the BLA courses was reduced, but the number of adjuncts hired to deliver the new courses increased.

6. Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

Meg Calkins, Landscape Architecture Department Head + Professor
Department of Landscape Architecture
North Carolina State University
mecalkin@ncsu.edu
919.515.8342
This request to discontinue a degree program, delivery mode, or site has been reviewed and approved by the appropriate institutional committees and authorities.

Signature of Chief Academic Officer: [Signature]

Signature of Chief Academic Officer (Joint Campus partner): [Signature]
North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions
This request has been reviewed and approved by the appropriate campus committees and authorities.

Endorsed By:

Date

Head, Department/Program

Date

Recommended By:

Kristen Schaffer

4/17/2020

Chair, College Curriculum Committee

Date

College Dean

4/17/2020

Recommended By:

N/A

Date

Vice Provost, DELTA (if DE degree/certificate)

Approved By:

Date

Chair, UCCC or ABGS

04/30/2020

Approved By:

Dean, DASA or the Graduate School

Date

Council of Deans

6/25/2020

Approved By:

Executive Vice Chancellor and Provost

06/25/2020

Approved By:

Chancellor

7/22/20
UNIVERSITY OF NORTH CAROLINA
REQUEST TO DISCONTINUE
A DEGREE PROGRAM, SITE OR DELIVERY MODE

Date: 20 February 2020

Constituent Institution: NC State University

Is the program a joint degree program? Yes ___ No X

Joint Partner campus

Title of Authorized Program: Turfgrass Science Degree Abbreviation: TFG

CIP Code (6-digit): 01.0607 Level: B X M D

CIP Code Title: Turf and Turfgrass Management

If the degree program has associated UNC Teacher Licensure Specialty Area Codes that, upon this discontinuation, should be attributed to a different degree program, then complete the following:

<table>
<thead>
<tr>
<th>UNC Teacher Licensure Specialty Area Code (one per line; add as needed)</th>
<th>Degree Program to Receive Specialty Area Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

Term of Proposed Discontinuation (when new students will no longer be admitted):

term August year 2020

1. What type of program discontinuation is being requested? (if b/c/d, one or more can be selected)

   a) Discontinue - Permanent. (While course offerings already shared across degree programs may continue, the program components will not become a significant or distinct component of another program. Degree program is discontinued in full in Academic Program Inventory (API), including any approved off-campus sites and alternate means of delivery; requires action of Board of Governors)

   b) Discontinue - Delivery. Eliminate one or more delivery types and keep the program active.

      o On-campus delivery of program
c) **Discontinue - Consolidate.** Program components will become a significant or distinct component in another degree program (e.g. concentration/track).

- **Existing degree program (BOG approved)**
  - Program title, degree, CIP Crop & Soil Sciences – Turfgrass Science (01.0607)

- **New degree program (Request to Establish and BOG approval generally required)**
  - Proposed program title, degree, CIP

If (b) is selected and sites are to be discontinued, please list them (add lines as needed).

**Site #1**

(address, city, county, state) ___________________________ (date of site authorization by GA)

**Site #2**

(address, city, county, state) ___________________________ (date of site authorization by GA)

**Site #3**

(address, city, county, state) ___________________________ (date of site authorization by GA)

2. Explain why the program, site, or delivery mode is being discontinued.

   a. If the program, site or delivery mode addresses high priority needs, how will those needs be addressed by other programs?

   The needs of the program will continue to be met by a newly formed concentration in the existing Crop and Soil Sciences Bachelor of Science. The full structure of the terminating Turfgrass Science degree is maintained, but the program will be run as a subplan of the larger Crop and Soil Sciences plan.

   b. Describe how affected parties (faculty, staff, students) will be informed of the impending closure and, where applicable, of any additional charges/expenses to students.

   Faculty have met and discussed the pending discontinuation resulting from the merger of the Turfgrass Science degree into the Crop and Soil Science degree as a distinct concentration. Students will meet with the Director of Undergraduate Programs to discuss their options and path forward.
c. Describe steps to be taken to allow students enrolled in the program, site or delivery mode to complete their courses of study.

The students currently in the plan will be allowed to complete their degrees. New students will be admitted to the new Turfgrass concentration under the Crop and Soil Sciences degree. The students will have until June 2025 (Term: 2256) to complete the Turfgrass Science degree. Come Term 2256, if the students have not completed their degree, they will be moved into the Turfgrass Science concentration in the Crop and Soil Sciences degree.

3. Discuss the reassignment of any faculty, staff and EHRA non-faculty, including number of each type of personnel to be reassigned.

No faculty, staff or EHRA non-faculty have been or will be reassigned.

4. Discuss the discontinuation of the employment of any faculty, staff and EHRA non-faculty, including number of each type of personnel to be discontinued.

No faculty, staff or EHRA non-faculty have had or will have their employment discontinued.

5. Discuss reallocation or reduction of costs resulting from each discontinuation(s), including specific amounts related to each discontinuation.

Efforts related to the Turfgrass Science degree have already been reallocated to the Turfgrass Science concentration in the Crop and Soil Sciences degree.

6. Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

David Crouse, Alumni Distinguished Undergraduate Professor and Director of Undergraduate Programs, Crop and Soil Sciences, 919-515-7302, crouse@ncsu.edu

This request to discontinue a degree program, delivery mode, or site has been reviewed and approved by the appropriate institutional committees and authorities.

Signature of Chief Academic Officer: ________________________________

Signature of Chief Academic Officer (Joint Campus partner) ________________________________
To: Office of Undergraduate Courses and Curricula

From: Dr. David A. Crouse
   Director of Undergraduate Programs
   Crop and Soil Sciences

Date: 20 February 2020

Re: Discontinuing the Bachelor of Science in Turfgrass Science

Justification: The Department of Crop and Soil Sciences requests the discontinuation of the Turfgrass Science degree (11TFGBS). The structure of the Turfgrass Science degree was moved to a new Turfgrass Science concentration under the Crop and Soil Sciences (11CSSCBS) degree.

Impact on the Classification: The discontinuation does not affect the CIP Code 01.0607, as it will still be used for the Turfgrass Science concentration under 11CSSCBS.

Impact on Other Programs: Other programs will not be affected by this change.

Impact on Future Students: Effective August 2020, the Department requests the university cease admitting students into Turfgrass Science (11TFGBS) as freshman or transfers. We also ask it be removed as an option for CODA effective August 2020.

Impact on Current Students: The students currently in the plan will be allowed to complete their degrees. New students will be admitted to the new Turfgrass concentration under the Crop and Soil Sciences degree. The students will have until June 2025 (Term: 2256) to complete the Turfgrass Science degree. Come Term 2256, if the students have not completed their degree, they will be moved into the Turfgrass Science concentration in the Crop and Soil Sciences degree.

Proposed Effective Date: August 2020 (Term: 2208)
North Carolina State University  
Discontinuation - BS in Turfgrass Science  

This request has been reviewed and approved by the appropriate campus committees and authorities.

<table>
<thead>
<tr>
<th>Endorsed By:</th>
<th>See signature on separate page</th>
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</thead>
<tbody>
<tr>
<td>Head, Department/Program</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended By:</th>
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<tbody>
<tr>
<td>Chair, College Curriculum Committee</td>
<td>Date</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Endorsed By:</th>
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<tbody>
<tr>
<td>College Dean</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended By:</th>
<th>Not applicable</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Provost, DELTA (if DE degree/certificate)</td>
<td>Date</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Recommended By:</th>
<th>See signature on separate page</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, University Courses &amp; Curricula Committee</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved By:</th>
<th>See signature on separate page</th>
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</thead>
<tbody>
<tr>
<td>Dean, (DASA or the Graduate School)</td>
<td>Date</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended By:</th>
<th></th>
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<tbody>
<tr>
<td>Dean's Council</td>
<td>6/25/2020</td>
</tr>
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<table>
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<tbody>
<tr>
<td>Executive Vice Chancellor and Provost</td>
<td>06/25/2020</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Approved By:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor</td>
<td>Date</td>
</tr>
</tbody>
</table>
SIGNATURE PAGE

CURRICULUM ACTION for Terminating Undergraduate Program

Turfgrass Science (11TFGBS)

Recommended by:

Head, Department of Crop and Soil Sciences

2-24-20

Recommended by:

Chair, College Curriculum Committee

28 Feb 2020

Endorsed by:

College Dean

Endorse 2020

Approved by:

Chair, University Courses & Curricula Committee

04/30/2020

Chair, Council on Undergraduate Education

Date

Dean, Division of Academic and Student Affairs (DASA)

05/04/20
Designation of Time Limited Option for Distinguished Professorships

**Background:** Donors who endow a distinguished professorship at NC State University may elect to pursue matching funds available through the state’s Distinguished Professors Endowment Trust Fund (DPETF). In accordance with state statutes, as well as University of North Carolina system and NC State University policies, the NC State University Board of Trustees (BoT) is authorized to designate that endowed distinguished professorships seeking DPETF matching funds may be time limited.

We request this designation from the BoT when a donor agreement indicates intent that a distinguished professorship be awarded, or potentially awarded, at a rank other than professor (i.e. assistant, associate professor) and/or for a period other than an individual’s full career.

This designation provides the university with the maximum flexibility in awarding the distinguished professorship over time. Still, the overwhelming majority of NC State’s distinguished professorships are offered to professors for the duration of their career at NC State.

**Recommended Action:** We request designation of the following distinguished professorship which may be time limited:

1. Paul and Dora Zia Distinguished Professorship, College of Engineering, $1M endowment

**Policy References:**
UNC Policy 600.2.3 - Distinguished Professors Endowment Trust Fund
NCSU Policy 01.05.01 – Board of Trustees Bylaws
NCSU Regulation 05.20.17 – Professorships of Distinction
Conferral of Academic Tenure:

The information regarding conferral of academic tenure is included in the Closed Session Materials - Tab 7.4A.
REPORTS
ENROLLMENT 2020
Board of Trustees Enrollment Update

Presented by Louis Hunt
2025 Enrollment Plan Goals

- Enhance student success
- Enhance diversity
- Establish manageable growth pattern by improving planning process to reduce “volatility” in enrollment growth
- Ensure access for North Carolinians to unique programs in UNC system, while emphasizing competitive excellence
- Increase global engagement
## 2025 Enrollment Plan Goals

<table>
<thead>
<tr>
<th>NEW</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 8.00% Freshmen</td>
<td>+ 11.7% Undergraduate</td>
</tr>
<tr>
<td>+ 51.8% Transfers</td>
<td>+ 141.3% Certificates</td>
</tr>
<tr>
<td>+ 30.4% Master’s</td>
<td>+ 25.2% Master’s</td>
</tr>
<tr>
<td>+ 51.8% Doctoral</td>
<td>+ 28.4% Doctoral</td>
</tr>
<tr>
<td>0% DVM</td>
<td>+ 1.00% DVM</td>
</tr>
</tbody>
</table>

**Total Enrollment Growth**

+13.8%
2025 Enrollment Plan Goals

Fall Enrollment History 2010-2020

Total Enrollment by Career

- AGI
- GRAD
- NDS
- UGRD
- VETM

Total 2025 Enrollment Target: 38,700
Fall 2020 Enrollment: 36,511

Source: data.emas.ncsu.edu as of Aug 18th, 2020

NC STATE
Enrollment Management and Services
Undergraduate Enrollment Trend

Undergraduate Enrollment

Source: data.emas.ncsu.edu as of Aug 18, 2020

2020: https://oirp.ncsu.edu/students/enrollment/preliminary-enrollment
Graduate Enrollment Trend

Graduate Enrollment

Source: data.emas.ncsu.edu as of Aug 18, 2020

2020: https://oirp.ncsu.edu/students/enrollment/preliminary-enrollment
Undergraduate Enrollment Funnel

Applications - Freshmen

Freshmen Applications

Source: data.emas.ncsu.edu as of Aug 18th, 2020
Undergraduate Enrollment Funnel

Admitted - Freshmen

Total Admitted

In-State Acceptance Rate 51.3%
Out-of-State Acceptance Rate 40.8%

Source: data.emas.ncsu.edu as of Aug 18th, 2020
Undergraduate Enrollment Funnel

Enrolled/Will Enter - Freshmen

Source: data.emas.ncsu.edu as of Aug 18th, 2020
# Academic Profile

## Enrolled - Freshmen

<table>
<thead>
<tr>
<th></th>
<th>Mid 50% Range</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weighted GPA</strong></td>
<td>4.14 – 4.44</td>
<td>4.27</td>
</tr>
<tr>
<td><strong>Unweighted GPA</strong></td>
<td>3.71 – 3.96</td>
<td>3.81</td>
</tr>
<tr>
<td><strong>Rank in class</strong></td>
<td>5.1% – 20.8%</td>
<td>15.1%</td>
</tr>
<tr>
<td><strong>SAT Evidence-Based Reading &amp; Writing and Math</strong></td>
<td>1250 – 1400</td>
<td>1320</td>
</tr>
<tr>
<td><strong>ACT Composite</strong></td>
<td>27 – 32</td>
<td>29.1</td>
</tr>
</tbody>
</table>

- **29.1** average ACT
- **74%** Top 20% of HS Class
- **1320** average SAT
- **46.5%** Top 10% of HS Class
- **4.27** average GPA (weighted)
- **3.81** average GPA (unweighted)

Source: data.emas.ncsu.edu as of Aug 18th, 2020
Demographic Trends

Enrolled - Freshmen

- Female: 50.4%
- Non-White students: 30.8%

- Students from outside North Carolina: 642
- Different high schools represented: 1330
- Students from rural North Carolina counties: 1396
- First generation college-bound students: 545
- Black or African American: 268
- Hispanic: 315
- Asian: 456
- Multiracial: 234
- Native American: 21
- Hawaiian / Pacific Islander: 6
- Non-Resident Alien: 97
- Unreported: 50

Source: data.emas.ncsu.edu as of Aug 18th, 2020
Efforts to Shape the Class and Enhance Student Success

2021 Spring Connect

- **131** Students from rural North Carolina counties
- **120** males
- **172** females

By Race and Ethnicity:
- **67.12%** White
- **6.51%** Black or African American
- **8.22%** Asian
- **13.36%** Hispanic
- **0.68%** Race and Ethnicity Unknown

By College:
- UC: 13.0%
- TEX: 4.8%
- MGMT: 12.0%
- DN: 0.3%
- COS: 13.4%
- CNR: 7.9%
- CHASS: 25.0%
- CED: 4.1%
- CALS: 19.5%

Source: data.emas.ncsu.edu as of Aug 18th, 2020
Undergraduate Enrollment Funnel

Applications - Transfer

Source: data.emas.ncsu.edu as of Aug 18th, 2020

NC STATE Enrollment Management and Services
Undergraduate Enrollment Funnel

Admitted - Transfer

Transfer

Source: data.emas.ncsu.edu as of Aug 18th, 2020
Undergraduate Enrollment Funnel

Enrolled/Will Enter - Transfer

Transfer Enrolled

Source: data.emas.ncsu.edu as of Aug 18th, 2020
## Academic Profile

### Enrolled - Transfer

<table>
<thead>
<tr>
<th>Average GPA by College</th>
<th>Top 10 Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.27 Agriculture &amp; Life Sciences</td>
<td>Business Administration</td>
</tr>
<tr>
<td>3.43 Design</td>
<td>Psychology</td>
</tr>
<tr>
<td>3.21 Education</td>
<td>Communication</td>
</tr>
<tr>
<td>3.60 Engineering</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>3.40 Humanities &amp; Social Sciences</td>
<td>Computer Science</td>
</tr>
<tr>
<td>3.50 Management</td>
<td>Animal Science</td>
</tr>
<tr>
<td>3.24 Natural Resources</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>3.53 Sciences</td>
<td>Political Science</td>
</tr>
<tr>
<td>3.47 Textiles</td>
<td>Accounting</td>
</tr>
<tr>
<td>3.44 average GPA</td>
<td>Electrical Engineering</td>
</tr>
</tbody>
</table>

Source: data.emas.ncsu.edu as of Aug 18th, 2020
Demographic Trends
Enrolled - Transfer

- Students from outside North Carolina: 101
- Different transfer schools represented: 252
- Students from rural North Carolina counties: 411
- First generation college-bound students: 148
- White: 56.3%
- Non-White: 33.2%
- Female: 45.7%
- Male: 54.3%
- Students from NC Community Colleges: 56.3%
- Enrolled - Transfer: 252
- Different transfer schools represented: 148
- Students from rural North Carolina counties: 126
- First generation college-bound students: 60
- Black or African American: 72
- Hispanic: 148
- Asian: 126
- Multiracial: 60
- Native American: 4
- Hawaiian/Pacific Islander: 3
- Non-Resident Alien: 46
- Unreported: 24
- Active Duty: 8
- Dependent: 55

Source: data.emas.ncsu.edu as of Aug 18th, 2020
Efforts to Shape the Class and Enhance Student Success

Community College Collaboration (C3)
One, Two and Three-Year Retention Rates
*Estimated Current Year Rates

95.0% 90.9% 90.0% 89.5% 89.0% 88.5% 88.0% 87.5% 87.0% 86.5% 86.0% 85.5% 85.0% 84.5% 84.0% 83.5% 83.0% 82.5% 82.0% 81.5% 81.0% 80.5% 80.0% 79.5% 79.0% 78.5% 78.0% 77.5% 77.0% 76.5% 76.0% 75.5% 75.0% 74.5% 74.0% 73.5% 73.0% 72.5% 72.0% 71.5% 71.0% 70.5% 70.0%
Student Success

Graduation

Four, Five and Six-Year Graduation Rates
*Estimated Current Year Rates

Source: data.emas.ncsu.edu as of Aug 18th, 2020
QUESTIONS?

ldhunt@ncsu.edu
Updates for March 25th - August 16th 2020

Over the summer, Student Government has remained engaged with the NC State community. Several challenges have been presented and we have worked to demonstrate the needs of our students in various ways. Below are highlights regarding our efforts relating for COVID-19, Racial Unrest, and Title IX.

COVID-19

➢ April 10th, SG hosted its first town hall of the 100th session regarding the changes to campus due to COVID-19 with representation from DASA, Pack Essentials, University Housing, Student Health Services, Campus Enterprises, Disability Resource Office, University Tutoring Center, Multicultural Student Affairs, African American Cultural Center, GLBT Center, Women’s Center, and Counseling Center.

➢ May 29th, an executive order was issued establishing the Select Student Body Commission on COVID-19.

➢ June 17th, Student Senate passed R25, the COVID-19 Continuation Act which has the intention of calling for specific actions for the continued success of students throughout the 2020-2021 academic year as we continue to navigate COVID-19.

➢ July 7th, Graduate Student Association President Lexie Malico and Student Senate President Coleman Simpson published a Call for Protection regarding the specific challenges that graduate students are facing as a population. A task-force has been established to address their notice.

➢ July 28th, the Summer report from the COVID-19 Commission was released to the ten chairs of the COVID-19 taskforces.

➢ Student Body Treasurer Garrison Seitz has continued to work on appropriations for the 2020-2021 academic school year. He has implemented flexibility to accommodate student organizations needs’ as spending guidelines continue to change with COVID-19.

➢ Student Government has continued to solicit ideas and concerns from students as we move into the fall semester to best understand what support we can provide.

Attachments: Executive Order 01, R25 COVID-19 Continuation Act, SSP Notice 06 Call for Protection, SG Appropriations Packet
Racial Unrest

➢ May 31st, Statement No. 03 was released celebrating the activism of our campus community following the wrongful racially motivated murders of George Floyd, Ahmaud Arbery, and Breonna Taylor.

➢ June 4th, Statement No. 04 was released acknowledging racist threats against Black people displayed in the Free Expression Tunnel.

➢ The Coalition of Black Student Leaders published two petitions, The Petition for Advancing Black Undergraduate Life of Campus (June 12th) and the Petition for Change in Policing at NC State (June 9th). Student Government has continued to work diligently with administrators, OIED, and the Coalition to demonstrate the need for their demands to be met.

➢ June 17th, Student Senate passed R 29, The Institutional Support for Underrepresented Communities Act advocating for further administrative support for the Black campus community for undergraduate and graduate students, faculty, staff, and administrators.

➢ August 6th, the 10th Annual Respect the Pack was held virtually. The event began with a collaborative address regarding the Free Expression Tunnel from students representing oSTEM, Hillel at NC State, and the Black community. Following the address, students were invited to join facilitated break out rooms to discuss race, privilege, oppression, freedom of speech, and other relevant themes.

➢ August 10th, seven artists collaborated on the Respect the Pack mural inspired by Black Lives Matter murals around the country. Each student designed a letter of “respect” with the theme of diversity and inclusivity.

Attachments: Statement No. 03, Statement No. 04, The Petition for Advancing Black Undergraduate Life at NC State, Petition for Change in Policing at NC State, R 29 The Institutional Support for Underrepresented Communities Act

Title IX

➢ May 17th, the Select Student Body Commission on Title IX was established to be a functional arm of SG to work on our continued response to the recent changes.

➢ June 17th, Student Senate passed R 27, Title IX Regulation Changes Response Act firmly advocating for the protection of survivors. This legislation also supported a re-evaluation of recent changes to the Title IX regulations by the United States Department of Education.
➢ July 9th, in collaboration with OIED, the Women’s Center, and Student Legal, SG’s University Affairs Director Kita Adams and the Graduate Student Association President Lexie Malico planned and executed the Title IX Town Hall.
➢ July 17th, Statement No. 05 was released criticizing the recent changes to Title IX and supporting Student Senate and the legislation passed.

Attachments: Executive Order 02, Executive Order 03, R 28 Title IX at NC State, Statement No. 05

Student Body President Melanie Flowers
100th Session
Graduate certificate proposal

This form is for the creation of a new graduate certificate at NC State University; it is meant to be filled by faculty in the academic unit(s) to be associated with the certificate. As a first step in the process, please, contact grad-curriculum@ncsu.edu to receive additional guidance and information on routing and the approval process. The form must be submitted to the above email address along with this routing form.

<table>
<thead>
<tr>
<th>Certificate title</th>
<th>Disaster Resilient Policy, Engineering and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification of Instructional Programs (CIP) Discipline #</td>
<td>43.0302 Crisis/Emergency/Disaster Management</td>
</tr>
<tr>
<td>Please ensure that you select the appropriate 6 digit CIP code for your certificate program. Please consult this website for more information about CIP codes: <a href="https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55">https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55</a></td>
<td></td>
</tr>
<tr>
<td>Type</td>
<td>On-campus: ☒  Distance: ☐  On-campus &amp; Distance: ☐</td>
</tr>
<tr>
<td>Personnel</td>
<td>Director of the certificate program: Gavin Smith</td>
</tr>
<tr>
<td>Program coordinator: Nikki Evans</td>
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</tr>
<tr>
<td>Academic units</td>
<td>College(s): Design, Humanities and Social Sciences, Engineering</td>
</tr>
<tr>
<td>Unit(s)/program: Landscape Architecture; Public Administration; Civil, Construction and Environmental Engineering</td>
<td></td>
</tr>
<tr>
<td>Proposed effective date</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

Catalog description (suggested length: no more than 150 words)

Give a short description of the proposed certificate.

The imperative motivating the Graduate Certificate in Disaster Resilient Policy, Engineering and Design is to educate the next generation of practitioners and scholars to apply knowledge gained in the classroom and in the field to reduce the rise in disaster losses and assist communities adapt to a changing climate. The aims of the certificate also reflect the NC State vision of “Think and Do”, to include using evidence-based information, assessing existing policy constraints and opportunities, and visually depicting examples of policy achieved through good planning, engineering and design. Technical knowledge to be obtained and applied by students in this graduate certificate program
include: visualization of varied policy options; the critical assessment of existing and proposed natural hazards, disaster and climate change adaptation policies; the development of scenario-based governance strategies, interdisciplinary problem solving spanning architecture, building sciences, engineering, landscape architecture and land use planning; understanding hazard mitigation (risk reduction) disaster recovery and its connectivity to climate change adaptation; and applying policy, design and engineering concepts to these issues.

Admission requirements (suggested length: no more than 150 words)

Outline the admission requirements, as established by the department/program.

Applicants having a Bachelor's degree from other colleges and universities recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC) will be considered for admissions. Degrees completed at other colleges/universities that are accredited by US Department of Education-recognized institutional accreditors which are not listed above may be eligible for admission.

Applicants must have an overall (or major) GPA of at least 3.0 on a 4-point scale for admission into the Graduate Certificate Program in Disaster Resilient Policy, Engineering and Design. An application for acceptance into the Graduate Certificate Program is required for all new students. Students must complete the Graduate School application, found at http://www.ncsu.edu/grad/applygrad.htm.

Those applicants who are currently enrolled in an NC State graduate degree program must be in good standing; they need only provide the graduate student Certificate Plan Data Entry form, found at https://grad.ncsu.edu/wp-content/uploads/2015/12/grad-cert-plan-data-entry.pdf.

New applications will be reviewed by the Department of Landscape Architecture. 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/.

Core certificate course offerings (7 credit hours) are taught on an annual basis. The courses identified that comprise the six hours of elective courses are typically offered once per year. Students can petition to fulfill the elective requirements by selecting other courses not identified in this document, subject to the approval of the certificate director and track program coordinator. The certificate course schedule enables students to complete the program requirements in 2 years or less. The length of time needed to complete the certificate program may depend on potential scheduling conflicts with course requirements in their graduate degree program (including PhD students) and as such, students are allowed 4 years to complete the certificate program.
Enrollment projections

<table>
<thead>
<tr>
<th>On-campus</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
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<tbody>
<tr>
<td>Continuing</td>
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<td>5</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>New</td>
<td>5</td>
<td>10</td>
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<td>30</td>
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Distance

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>New</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Objectives (suggested length: no more than 500 words)

Describe the educational objectives of the certificate.

The following objectives of the Disaster Resilient Policy, Engineering and Design Certificate represent a series of interconnected elements that span education, research, and engagement. In each case, objectives serve to enrich the educational outcomes of participating students, to include the following:

1) Provide students with the interdisciplinary knowledge and research experience needed to actively contribute to the study and/or the practice of natural hazards and disaster resilience. More specifically, the certificate will help to produce well-trained researchers and practitioners who can help the public, non-profit and private sectors cope with natural hazards and disasters and adapt to the effects of a changing climate.

2) Provide students with a rich blend of theory, experiential learning, and applied work that makes them well suited to work as a practitioner or scholar in this highly applied, interdisciplinary field. Upon graduation students will possess a unique blend of policy, engineering and design thinking that differentiates them from other graduates at other colleges and universities.

3) Attract and teach the next generation of students that are more reflective of the general population. In the case of disaster resilience, for instance, the field is less diverse than the general population, while those who study and engage in the practice of climate change adaptation comprise a relatively new cohort that is in need of additional scholars and policymakers. The certificate program will strive to be inclusive, as reflected by underrepresented minorities, women, and a mix of students with academic and practice-based career goals. This will enable students to interact with and contribute to the education of under-represented minorities and to embrace equitable design, engineering and policy.

4) Develop strong alliances with those who stand to employ graduates participating in the certificate program. This may include but is not limited to private sector consulting firms; federal, state and local government agencies and officials; non-profits and foundations; corporations; international aid organizations; developers and others.

5) Use the certificate program to help coalesce the world class faculty at NC State to address one of the most pressing issues of the 21st century, namely reducing the negative social, economic and environmental effects of natural hazards and disasters in an era of climate change and recovering following rapid and slow onset events in a way that enables individuals, communities and regions to
return to a more equitable, safer and resilient condition. This will be achieved, in part, through a close association with the emerging NC State program, sustainable and resilient coasts initiative, a campus-wide effort involving over 250 faculty and engagement experts.

6) Develop an “esprit de corps” among students enrolled in the certificate through the establishment of applied interdisciplinary group projects in the classroom and design studios, engagement in research with participating faculty and practitioners, formation of a student association (the student group, the HazNerds was created in the Spring of 2019), and exposure to leaders in the field through internships and mentoring programs, a certificate program lecture series, workshops and fieldwork.

Curriculum (suggested length: no more than 500 words)

Describe the requirements for the graduate certificate. If the curriculum includes proposed new courses, the department/program must submit course actions to create those new courses.

The Disaster Resilient Policy, Engineering and Design Certificate is comprised of thirteen credits, including three core courses (7 credit hours) and one of three optional tracks (6 credit hours per track). Core courses include: LAR 552: Survey of Natural Hazards and Disasters (3 credits-taught each Fall); LAR 607: Natural Hazards, Disasters and Climate Change Adaptation Lecture Series (1 credit-taught each Spring); LAR 554: Disaster Resilient Policy, Engineering and Design (3 credits-taught each Spring).

Certificate tracks include: 1) Policy, 2) Design and 3) Construction, Civil and Environmental Engineering.

Policy Track Course Electives

Electives are drawn from existing courses on campus, to include Public Administration (PA), Landscape Architecture (LAR), Architecture (ARCH), Civil, Construction and Environmental Engineering (CE), Meteorology, Earth and Atmospheric Sciences (MEAS) and Communication (COMM). The elective courses must be 500 level courses or higher. All required and most elective courses will be delivered in a standard semester (fall and spring) format. Courses beyond those listed below, may be identified as electives, subject to the approval of the certificate coordinator and track coordinator.

Policy Track Course Electives (Public Administration)

PA (Public Administration) 553: Disaster, Crisis and Emergency Management and Policy 3 credits
PA 507: The Public Policy Process 3 credits
PA 511: Public Policy Analysis 3 credits
PA 798: Collaborative Governance and Public Networks (Special Topics in Public Administration and Policy) 3 credits
PA 550: Environmental Policy 3 credits
PA 546: Seminar in Program Evaluation 3 credits
PA 514: Management Systems 3 credits
Other PA courses as identified (including special topics, field study—see, for instance, firechasers program (https://research.cnr.ncsu.edu/blogs/firechasers/) – subject to approval of instructor and track coordinator.

Design Track Course Electives (Landscape Architecture & Architecture)

ARC 503/LAR 507: Coastal Dynamics Design Lab 6 Credits
(subject to topical area and approval by the Certificate Coordinator. Non-ARC/LAR students are subject to approval of studio instructors and these students may seek to take this class as a 3-credit hour course [focused on specific class sub-tasks that do not require design studio training/education]. ARC students are subject to a lottery to get into studios).
LAR 545: City Planning and Design 3 credits
LAR 546: The Landscape Imperative 3 credits
LAR 535: Environmental Social Equity and Design 3 credits
LAR: Greenway Planning and Design 3 credits
LAR 520: Landscape and Culture Seminar 3 credits
LAR 582/ARCH 590: Design for Resilient Food Systems 3 credits
LAR 582: Special Topics in Landscape Architecture 3 credits
LAR 630: Independent Study 1-3 credits
Other LAR courses as identified – subject to approval of instructor and track coordinator.

ARC 590: Resilient Thinking 3 credits
ARC 520: Sustainable Architecture 3 credits
ARC 548: Vernacular Architecture 3 credits
ARC 563: Public Interest Design Seminar: Case Studies and Current Issues 3 credits
ARC Resilient Coastal Design and Construction 3 credits
ARC 544: The City of New Orleans 3 credits
ARC 590: Special Topics in Architecture 3 credits
Other ARC courses as identified – subject to approval of instructor and track coordinator.

Civil, Construction and Environmental Engineering Track Course Electives
CE 746: Soil Dynamics and Earthquake Engineering 3 credits
(Prerequisite: CE 440, or CE 443 or CE 548)
CE 581: Fluid Mechanics in Natural Environments 3 credits
CE 596: Coastal Hydrodynamics 3 credits
CE 596: Coastal Modeling 3 credits
CE 567: Risk and Financial Management in Construction 3 Credits
CE 578: Energy and Climate 3 Credits
CE 583: Engineering Aspects of Coastal Processes 3 Credits
CE 725: Earthquake Structural Engineering 3 Credits
CE 786: Hydroclimatology 3 Credits  
CE 790: Advanced Topics in Civil Engineering 1 – 3 Credits  
Other CE courses as identified – subject to approval of instructor and track coordinator.

General Electives (may fulfill track requirements based on concurrence with Certificate Coordinator):

MEA 517: Fundamentals of Climate Change Science 3 Credits  
MEA 593 (MEA 501): Fundamentals of Climate Change Science 3 Credits  
MEA 593 (MEA 502): Climate Risk Analysis for Adaptation 3 Credits  
MEA 519: Barriers to Climate Change Literacy 3 Credits  
COM 538: Risk Communication 3 Credits  
COM 579: Climate Change Communication 3 credits  
COM 566: Seminar in Crisis Communication 3 Credits

Participants

If the Graduate Certificate Program uses a unique group of faculty participants, a list of such faculty program participants and a method for identification of future faculty should be included with the proposal. The list of current faculty will be approved at the College and Graduate School level.

| Gavin Smith, Professor, Department of Landscape Architecture (Program Director and Design Track Lead) | Andy Fox, Professor, Department of Landscape Architecture; Kofi Boone, Professor Department of Landscape Architecture; Chuck Flink, Professor of Practice, Department of Landscape Architecture; Travis Klondike, Assistant Professor of Practice, Department of Landscape Architecture; Celen Passalar, Associate Professor, Department of Landscape Architecture; Eugene Bressler, Emeritus Professor, Department of Landscape Architecture; Bryan Bell, Associate Professor, School of Architecture; David Hill, Professor, School of Architecture; George Elvin, Associate Professor, School of Architecture; Kristen Schaffer, Professor, School of Architecture |
| Christopher Galik, Associate Professor, Department of Public Administration (Policy Track Lead) | Branda Nowell, Professor, Department of Public Administration; Thomas Birkland, Professor, Department of Public Administration |
| Sankar Arumugam, Professor, Department of Civil, Construction and Environmental Engineering (Engineering Track Lead) | Mohammed Gabr, Professor, Department of Civil, Construction and Environmental Engineering; Casey Dietrich, Associate Professor, Department of Civil, Construction and Environmental Engineering; Angela Harris, Assistant Professor, Department of Civil, Construction and Environmental Engineering; John Baugh, Professor, Department of Civil, Construction and Environmental Engineering; Ranji Ranjithan, Professor, Department of Civil, Construction and Environmental Engineering; Rudolf Seracino, Professor, Department of Civil, Construction and Environmental Engineering; Ashly Cabas Mijares, Assistant Professor, Department of |
Outcomes (suggested length: no more than 500 words)

Include a list of learning outcomes and an outcome assessment plan.

Upon completion of the Graduate Certificate Program in Disaster Resilient Policy, Engineering and Design, students will be able to:

- Understand the opportunities and impediments associated with the development and implementation of disaster resilient policy, engineering and design options and potential solutions.
- Understand and apply key concepts, such as governance, resilience, sustainable development, hazard mitigation, disaster recovery, social vulnerability, design-thinking, non-stationarity and climate change adaptation to current policy dilemmas as well as engineering and design challenges.
- Transfer knowledge gained in the classroom to tangible policy options, engineering and design-based solutions as learned through interdisciplinary exercises, class projects and course lectures.
- Operate effectively in interdisciplinary teams, to include gaining a general understanding of topics found in non-specialization tracks and how they relate to the students chosen focus track.

Outcomes Assessment Plan

Objectives
In this certificate program, students will learn and apply concepts tied to the creation and implementation of disaster resilient policy, engineering and design, to include the important roles of good governance, interdisciplinary problem solving, hazard mitigation (risk reduction), disaster recovery, and climate change adaptation.

Objectives

Objective 1 - The certificate program will provide course assignments and components to meet desired expectations of the graduate students who complete the program.

<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>Understand the role of</td>
<td>Course assignments</td>
<td>Data</td>
<td>Data</td>
</tr>
<tr>
<td>Skill Area</td>
<td>Assessment Details</td>
<td>Data Collection and Evaluation</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Understand and apply key concepts including social vulnerability, hazard mitigation, disaster recovery, and climate change adaptation; governance; sustainable development; and resilience through class readings, case study assessments, plan quality review; studios, community engagement and other approaches as identified by the instructor and students.</td>
<td>Course assignments and associated grades, presentations and class papers; exams and community engagement debriefings. Interviews with students (annually, to include exit interviews upon completion of the certificate).</td>
<td>Data provided by students and instructors; Assembled by Prog. Coord. Assessed by Director and Track Coord’s.</td>
<td></td>
</tr>
<tr>
<td>Develop the skills needed to work effectively in interdisciplinary teams to tackle complex resilience-related challenges.</td>
<td>Course assignments, studio classes (where applicable) and faculty observations of community engagement. Interviews with students (annually, to include exit interviews upon completion of the certificate).</td>
<td>Data provided by students and instructors; Assembled by Prog. Coord. Assessed by Director and Track Coord’s.</td>
<td></td>
</tr>
<tr>
<td>Gain general knowledge of varied design disciplines as they relate to disaster resilience, including architecture, building sciences, engineering, landscape architecture and</td>
<td>Interdisciplinary course reading discussions, assignments and class projects, debriefing of field trips where this type of work is</td>
<td>Data provided by students and instructors; Assembled</td>
<td></td>
</tr>
</tbody>
</table>

Data collected each semester and assessed annually.
| Land use planning. | Practiced, elective studio class assignments and exams. Interviews with students (annually, to include exit interview upon completion of certificate). | by Prog. Coord. Assessed by Director and Track Coord’s. |  
| Describe theories as related to disaster resilience and climate change adaptation | Course assignments, including class reading discussions, exams, class presentations, papers. Interviews with students (annually, to include exit interview upon completion of certificate). | Data provided by students and instructors; Assembled by Prog Coord. Assessed by Director and Track Coord’s. | Data collected each semester and assessed annually.  
| Apply analytical techniques and principles to assess the degree to which policy, plans engineering and design address natural hazards, disasters and climate change adaptation. | Course assignments and projects, including exams, studios, class presentations and written papers. Interviews with students (annually, to include exit interview upon completion of certificate). | Data provided by students and instructors; Assembled by Prog Coord. Assessed by Director and Track Coord’s. | Data collected each semester and assessed annually.  
| Identify theories that underline the study and practice of good governance, policy, engineering and design as it relates to disaster resilience. | Course assignments and associated grades, presentations and portfolios, community engagement projects and class debriefings of assigned work and interactions that require the use of theory to guide proposed solutions. Interviews with | Data provided by students and instructors; Assembled by Prog Coord. Assessed by Director and Track Coord’s. | Data collected each semester and assessed annually. |
| Identify future trends and challenges in the management of natural hazards and how they can draw from best practices. | Course assignments and associated grades, presentations and portfolios, community engagement projects and class debriefings of assigned work. Interview with students (annually, to include exit interview upon completion of certificate). | Data provided by students and instructors; Assembled by Prog. Cord. Assessed by Director and Track Coord’s. | Data collected each semester and assessed annually |
**Objective 2.** The certificate program will provide an educational experience that satisfies the expectations of the graduate students who complete the program.

<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>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 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 as part of 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
Routing for On-Campus Approval of Other Degree Program Actions

This request has been reviewed and approved by the appropriate campus committees and authorities.

Completed Proposal
Endorsed By:

[Signature]
05.20.2020

Head, Department/Program

Recommended By:
Kristen Schaffer
5/21/2020

Chair, College Curriculum Committee

Endorsed By:
Mark Eisen-Herstein
5/21/2020

College Dean

Proposal moves to Undergraduate or Graduate office for routing
Recommended By:

Not applicable.

Vice Provost, DELTA (if DE degree/certificate)

Recommended By:

[Signature]
5/26/2020

Chair, University Courses & Curricula Committee
or Administrative Board of the Graduate School

Approved By:

[Signature]
5/26/2020

Dean, DASA or the Graduate School

Proposal moves to the Executive Vice Chancellor and Provost's office for routing
Recommended By:

[Signature]
6/25/2020

Council of Deans

Approved By:

[Signature]
06/25/2020

Executive Vice Chancellor and Provost

Approved By:

[Signature]
7/28/20

Chancellor

Updated 04/11/2019