



UNC **GREENSBORO**

February 2020

FIFTH-YEAR INTERIM REPORT



5.4 Qualified administrative/academic officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina at Greensboro employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

The senior administrative and academic officers (SAAO) of The University of North Carolina at Greensboro (UNC Greensboro) possess the academic and professional credentials, significant and relevant experience, and the necessary understanding of and commitment to the mission of the University to lead it effectively. The Provost alone has 35 plus years of academic and administrative experience.

Senior academic and administrative officers are defined in accordance with [The UNC Policy Manual 300.1.1 Policy on Senior Academic and Administrative Officers](#), which states that:

Senior officers of the University of North Carolina who are subject to the provisions of Section II of this policy are: ...the chancellors of the constituent institutions ... the vice chancellors, provosts, and deans of the constituent institutions, and the directors of major administrative, educational, research and public services activities of the constituent institutions designated by the Board of Governors.

These individuals are the key decision-makers within the University's governance structure, including the Chancellor's direct reports and the Deans. These senior executives are compensated as outlined in Section II of the policy, which applies only to those individuals.

As part of the UNC System, UNC Greensboro complies with all system policies. [The UNC Policy Manual 300.2.18\[R\] Regulations on Annual Performance Appraisals](#) requires that "all of its constituent institutions shall provide an annual performance appraisal to permanent ...non-faculty employees." The Chancellor and Provost have developed an evaluation system of senior academic leadership which involves annual reviews and periodic consultation with campus constituents and community stakeholders. The Chancellor gives his direct reports 6 weeks to

submit a self-assessment that covers an assessment of previous years’ goals, accomplishments and challenges, and goal setting for the next year. The Chancellor meets one on one with each direct report to discuss. The Provost has a similar process for those administrators reporting directly to her.

Evidence of the message communicating the parameters of the self-evaluation, scheduling of the one-on-one annual evaluation meeting, and the initial page of the self-evaluation for the most recent evaluation in 2019 are included in this table:

Message	Scheduling	Self-Evaluation
VC for Research and Engagement	VC for Research and Engagement	VC for Research and Engagement
Dean, Bryan School of Business and Economics	Dean, Bryan School of Business and Economics	Dean, Bryan School of Business and Economics
Provost and Executive Vice Chancellor	Provost and Executive Vice Chancellor	Provost and Executive Vice Chancellor

In addition, the University employs a variety of performance management and professional development tools, such as 360 evaluations (see [360 Evaluation-Dean Bryan School of Business and Economics](#)) and leadership coaching, which are used periodically.

UNC Greensboro’s Organizational Chart ([link](#)) and table below provides the names and position titles for each of these senior administrative and academic officers, as well as links to the relevant position descriptions and curriculum vitae, and statements of qualification.

Conclusion

The University of North Carolina at Greensboro employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. It complies with UNC System policies related to employment of Senior Academic and Administrative Officers and annual performance appraisals.

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
<p>Provost and Executive Vice Chancellor</p>		<p>Minimum Qualifications:</p> <ul style="list-style-type: none"> • Scholarly or creative distinction with a history of academic excellence suitable for appointment to full professor • Broad leadership experience demonstration success and readiness for academic leadership <p>Preferred Qualifications</p> <ul style="list-style-type: none"> • Deep appreciation/record of supporting academic research and its goals • Commitment to student learning and success • Commitment to inclusiveness and diversity • Expertise in budgetary matters • Record of openness in decision-making in context of shared governance • Ability to effectively communicate • Experience in representation before various external orgs and state agencies 	<ul style="list-style-type: none"> • Series of leadership roles at the University of Texas at Arlington, including Provost and Vice President for Academic Affairs, Special Advisor to the President, and Associate Dean, has also held many other academic leadership roles • Professor of Sociology <ul style="list-style-type: none"> ○ teaching and research interests focus on gender and the workplace. ○ Author of several textbooks and many articles and book chapters on these topics. • Undergraduate and master’s degrees from the University of Texas at Dallas in Sociology and Political Economy and her Ph.D. from the University of North Texas in Sociology. <p>Publications relevant to position:</p> <ul style="list-style-type: none"> • Has published, lectured, and has been a panelist many pieces of work related to higher ed and higher ed leadership, diversity, and community 	<ul style="list-style-type: none"> • Shows leadership experience in the field of higher ed specific to the position of provost as she has previously held this role • Has previously held position as Associate Dean and Vice Provost, has extensive publications and would qualify as a full professor • Has held a broad variety of leadership roles, thus demonstration broad leadership skills • Long history of publication and research shows appreciation of research and its goals • Served as advisor for student groups and secured grant called “scaling student success” thus showing commitment to students • Has published research and sat on panels related to diversity and inclusion showing commitment to these things • Has served on several budget committees 	<p>June 13, 2019</p>

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> Global perspective integrating intercultural and international experiences 		<ul style="list-style-type: none"> Has experience representing various organizations in context of governance Global perspectives: Has published research on gender roles in third world countries 	
Vice Chancellor for Information Technology Services		<ul style="list-style-type: none"> Proven track record as effective technology leader Ability to envision and actualize forward thinking solutions Build and motivate teams Maximize operational efficiency and improve ROI Skilled marketing to internal and external clients Written and verbal communication skills 10 yrs experience in information technology with 5 years minimum experience in IT management B.S. Degree required, M.S. preferred University experience preferred 	<ul style="list-style-type: none"> Has served as CIO for several organizations, Interim Vice Chancellor for ITS and Assoc. Vice Chancellor for ITS prior to current role Has developed and implemented numerous ITS team accomplishments: <ul style="list-style-type: none"> See CV on UNCG high speed wired campus accomplishment, Blackboard LMS collaborative effort, etc. Has collaborated with other schools in the UNC system on these accomplishments and assisted smaller sister schools in adoption of similar practices ITS executive in global corporations, as well as public and private universities for over 25 years B.S. from ECU; M.S. from NCSU 	<ul style="list-style-type: none"> Indicates a track record of leadership in information technology Shows ability to motivate teams, maximize efficiency, and think-forward in solutions Shows track record of accomplishments Shows ability to market to internal/external clients Exceeds the minimum number of years' experience required Meets the requirement of a B.S. and the preferred qualification of an M.S. 	June 21, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
Vice Chancellor for Business Affairs		<p>Required Qualifications</p> <ul style="list-style-type: none"> • Master’s degree or higher in a relevant field or a minimum of 10 years in senior management experience in the listed areas • Strong written/oral communication skills • Strong interest to advance the purpose of higher ed • Ability to lead and manage the ongoing organizational change typical of dynamic educational institutions <p>Preferred Qualifications</p> <ul style="list-style-type: none"> • Deep appreciation for the mission of a public university • Capacity to foster and maintain an environment that encourages integrity, productivity, and integration of business affairs with teaching, research, and service missions of a university • Strong commitment to inclusive excellence especially in recruiting and retaining a diverse faculty, staff, and student body 	<ul style="list-style-type: none"> • Meets the required 10 years of experience in senior management • Has held multiple administrative/management positions of increasing responsibility. Mr. Leffler retired from North Carolina State University where he was Vice Chancellor for Finance and Administration in 2015, and has since serve the UNC System by acting as interim Vice Chancellor for Finance and Administration at the North Carolina School of the Arts and as an executive consultant on the UNC System transition team as a new system President is sought. • Has professional development from several business institutes including Harvard University, Stanford University, and the University of Notre Dame. • Serves UNC Greensboro as interim Vice Chancellor for Business and 	<ul style="list-style-type: none"> • Shows leadership experience in the field of higher ed specific to the leadership of Business Affairs as he has previously held this role at a flagship North Carolina institution • Has more than 30 years of experience in progressively more advanced roles in Business Affairs • Has a track record of managing ongoing organizational change • Is proficient in UNC System and institutional budgetary matters including those currently facing higher education 	

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • Expertise in budgetary matters including the financial issues currently facing public research universities • Demonstrated proficiency in using financial systems and related technology • Knowledge of or experience with Banner systems • An established record of openness and transparency in decision-making • Ability to effectively communicate the mission, opportunities, challenges to internal and external constituencies • Experience in presenting complex information to various external organizations and state agencies 	Finance while the search for a new VC occurs.		
Vice Chancellor for Enrollment Management		<p>At a minimum, will possess:</p> <ul style="list-style-type: none"> • A master’s degree • 10 years of supervisory experience at the level of director of admissions, financial aid, or records and registration: five or more additional years of 	<ul style="list-style-type: none"> • M.S. in Education and Ph.D. In Education • Has served as the director of admissions at Georgia Southern University for 10 years, as well as several other relevant positions within higher education institutions such as assistant dean 	<ul style="list-style-type: none"> • Meets and exceeds the minimum education requirement. • Meets and exceeds the minimum required number of years’ experience at the level of director of admissions, financial aid, or 	May 29, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>experience as a leader in the broader area of institutional enrollment management is preferred.</p> <p>Will Demonstrate:</p> <ul style="list-style-type: none"> • Interpersonal savvy and integrity to enable creative problem-solving, conflict resolution, group management, and decision-making processes. • Functional and industry acumen in regard to virtually all aspects of enrollment management, including predictive modeling, geo-demography, web-based recruitment, social media, other technological applications, and financial aid leveraging strategies. • Drive to ensure allocation of time and resources on critical tasks that focus on results. • Problem solving with strong analytical skills, including quantitative analyses that utilize data-driven management techniques 	<p>of students and Director of admissions (GSU 5 years), the Assistant Dean of Students and Director of Testing, the Senior Associate Vice Present for Student Enrollment Services, and Vice Provost of Academic analytics and operations</p>	<p>records and registration and as a leader in the broader area of institutional enrollment management.</p> <ul style="list-style-type: none"> • Has included in his CV a list of accomplishments from his time at the University of Texas at Arlington that demonstrate a deep understanding of enrollment issues and goals for university advancement • for 10 years, as well as several other relevant positions within higher education institutions such as assistant dean of students and Director of admissions (GSU 5 years), the Assistant Dean of Students and Director of Testing, the Senior Associate Vice Present for Student Enrollment Services, and Vice Provost of Academic analytics and operations 	

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		<p>that look beyond the obvious for solutions.</p> <ul style="list-style-type: none"> • Communication skills that facilitates clear presentation of complex qualitative and quantitative objectives, metrics, progress reports, and other information. • Demonstrated success as a highly analytical enrollment leader with the ability to focus and lead an organization to set and achieve strategic outcomes. • Skill as an inclusive, organizational leader with the ability to make connections across the university in order to engage and inspire a culture of enrollment and student success • A tolerance for ambiguity and a willingness to manage diverse and frequently changing assignments, particularly the ability to do so with a positive attitude and a sense of humor in a high-task environment 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
Vice Chancellor for Student Affairs		<ul style="list-style-type: none"> • Doctorate in an area such as higher education administration or other appropriate field of study with a minimum of ten years senior level experience in student affairs; • Progressively responsible experience within student affairs and a successful record of administration including strategic planning, budgeting, resource management, program development; • Excellent oral/written communication and presentation skills; experience in program assessment and strategic planning; • Demonstrated transformational leadership skills and an ability to effectively manage organizational change while working in a collaborative environment; 	<ul style="list-style-type: none"> • Doctor of Education in Higher Education • Associate Vice President of Student Affairs (two positions from 2006-2017) • Key accomplishments include implemented or leading several programs related to diversity and inclusion of students, housing, and securing several grants to implement student programming • Has served on multiple university related committees related to student needs such as food insecurity • Has been a member of professional organizations related to higher education 	<ul style="list-style-type: none"> • Has the requisite education level in higher education • Meets the minimum years' experience in leadership in senior level experience in student affairs, also shows experience with record of successful administration • Shows experience in program assessment and strategic planning, as well as expertise in creating partnerships, and knowledge of student issues • Shows community involvement within the university context • Has served or has been a member of professional organizations (could not find present memberships) 	June 14, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • The ability to lead, motivate, and supervise staff; • Expertise in creating partnerships with a broad array of internal and external university constituents including students, faculty, staff, parents, and the public; adaptability and flexibility; • Demonstrated working knowledge of issues related to student conduct and academic integrity, legal issues and crisis/emergency management and the ability to be innovative and incorporate "best practices" in collaboration with stakeholders into university programs and services. • Involvement in professional associations including, but not limited to, regional accreditation organizations will be a definite asset for candidate 			
Vice Chancellor for Research and		<ul style="list-style-type: none"> • Proven record of leadership in administrative management, budgetary 	<ul style="list-style-type: none"> • B.A. Psychology and Art History, W&M; M.A. Psychology, Wake Forest; Ph.D. Psychology, Purdue 	<ul style="list-style-type: none"> • Meets and exceeds the educational requirements for the position 	July 11, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
<p>Economic Development</p>		<p>responsibility, regulatory and compliance issues, coordination of interdisciplinary activities including creating and sustaining centers and institutes, and an understanding of federal appropriation processes.</p> <ul style="list-style-type: none"> • Broad knowledge of the sponsored-research regulatory environment and federal policies and procedures, an understanding of the breadth of faculty research and creative activity, a record of success in assisting university faculty in the advancement of their research programs, and a commitment to the involvement of students and trainees in research. • Experience in the practices of economic development, job and company creation through leveraging university spawned innovation and invention. 	<ul style="list-style-type: none"> • Vice Chancellor for Research and Engagement 2010-present; interim vice chancellor for R&D 2009-2010; Director, Center for Youth, Family, and Community Partnerships (2001-2009); Professor of Psychology UNCG 2003-present; Multiple Associate or Assistant Professor positions (1987-1999); etc. • Significant fundraising experience for community groups • Multiple publications and advisees 	<ul style="list-style-type: none"> • Has held the position for the requisite years of experience in a leadership position, prior to current position, had the requisite number of years' experience working as the director of the center for youth, family and community partnerships, which shows experience working with a large complex organization. • Has extensive research and research grant experience in addition to fundraising experience, reflecting knowledge of research, foundation and grant funding programs and processes; the extent and variety of which reflect an ability to collaborate and negotiate with diverse individuals and organizations as well. • Has extensive teaching experience and is a Professor of Psychology at UNCG currently, thus filling the preferred qualification 	

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		<ul style="list-style-type: none"> A wide range of relevant professional backgrounds are appropriate for this position, including faculty or research scholar within a traditional university setting or a governmental or private non-profit research organization, or senior program officer in a federal research office or similar entity. A graduate degree is required; a terminal academic degree along with a record of research and extramural funding accomplishments is preferred. 		of university teaching experience	
Vice Chancellor of University Advancement		<p>Minimum Qualifications</p> <ul style="list-style-type: none"> At least a Bachelor’s Degree At least 10 years proven successful leadership experience in advancement, constituency engagement and campaign management in a large complex organization Strong analytical, managerial, strategic 	<ul style="list-style-type: none"> B.S. in Management from Guilford College J.D. with a concentration in public law and a certificate of nonprofit management-Case Western Held numerous development positions at UNC charlotte (2005-2018) including Executive Director of University Development Outside of the university system, state director of development for March of Dimes, account manager 	<ul style="list-style-type: none"> Meets and exceeds the education requirements. Has over 10 years’ experience in advancement at UNC-Charlotte, thus showing experience in advancement, constituency engagement and campaign management in a large complex organization. This also reflects practice and understanding of 	June 21, 2019

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		<p>planning, and motivational skills</p> <ul style="list-style-type: none"> • Substantial, direct experience planning and executing a major fundraising campaign • Keen understanding of advancement best practices • Comprehensive knowledge of all major advancement functions • Track record of significant personal success cultivating, soliciting, and stewarding donors at major and principal gift levels • High level of integrity and character and the maturity, sophistication, and credibility to effectively engage and partner with internal and external stakeholders <p>Preferred Qualifications</p> <ul style="list-style-type: none"> • Advanced degree • Communication, negotiation, and interpersonal skills as well as political savvy and flexibility 	<p>for United Way of Central Carolinas, Regional Business manager for Gilbarco, INC.</p> <ul style="list-style-type: none"> • Member or certified by many professional development organizations • Many awards and active community involvement in organizations 	<p>advancement in the university context.</p> <ul style="list-style-type: none"> • Has many awards and is active in community organizations and professional organizations, which reflects integrity and character, as well as personal success cultivating, soliciting and stewarding donors at major and principal gift levels 	

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		<ul style="list-style-type: none"> Understanding and passion for the university mission, goals and aspirations 			
Vice Chancellor for Strategic Communications		<p>Minimum Qualifications</p> <ul style="list-style-type: none"> Bachelor's Degree 7-10 years' experience in developing and implementing multi-faceted marketing and branding programs that position and elevate the perception of an entire institution with multiple, diverse audiences. Keen strategic planning and organizational development skills, a thorough understanding of traditional and emerging media, experience in media relations and crisis communications, outstanding staff and project management skills, and a comprehensive understanding of the communications process, from creative conception through fulfillment. A collaborative and collegial orientation is key, as are 	<ul style="list-style-type: none"> Bachelor's in journalism and mass communications from UNC M.S. in integrated marketing communications, Kansas University Vice Chancellor for Strategic Communications-UNC Greensboro (2016-present) NCCU Wells Fargo Endowed Chair in communications (fall of 2016) Lenovo Inc. Vice President, Global Corporate Communications (2009-2016), also served as Executive Director Fleishman-Hillard Worldwide Senior Vice President; Leader, Marketing Communications Practice Group (2005-2007) Job experience on resume (1993-2016) 	<ul style="list-style-type: none"> Meets and exceeds education requirements. Extensive work experience in mass communications in marketing exceeding the number of years' experience required reflecting keen strategic planning and organizational skills. 	June 21, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>strong managerial skills and institutional savvy.</p> <p>Preferred Qualifications An advanced degree</p>			
General Counsel		<p>Minimum Qualifications</p> <ul style="list-style-type: none"> • Law degree from an ABA accredited law school • NC State Bar membership in good standing or licensure in good standing in another state on the date of initial employment and licensure to practice in NC within 1 year following initial employment • At least 10 years of professional legal experience • Possess a demonstrable ability to <ul style="list-style-type: none"> ○ Seize opportunity and drive change ○ Engage in problem solving ○ Work effectively as part of an institutional leadership team ○ Employ exceptionally strong judgement and appropriate discretion ○ Adapt to a diverse, rapidly changing and intellectually 	<ul style="list-style-type: none"> • BA Princeton, JD John Marshall • Several Bar memberships including NC • over 25 years in higher ed law specifically • has a diverse legal background in several types of legal fields 	<ul style="list-style-type: none"> • Meets the education requirement thus fulfilling the qualification • Meets the requirement of having an NC Bar membership • Exceeds the requirement regarding years' experience • Having diverse and extensive professional experience reflects a demonstrable ability to seize opportunity and drive change • Meets the preferred qualifications having worked as general counsel in higher ed previously, also reflecting familiarity with issues in higher education. 	June 13, 2019

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		<p>challenging work environment</p> <ul style="list-style-type: none"> ○ Have a collaborative work style and well developed organizational and communication skills ○ Commit to diversity and inclusion and the highest degree of professionalism and integrity <p>Preferred Qualifications</p> <ul style="list-style-type: none"> ● Prior experience as counsel in higher education <p>Familiarity with a broad array of legal issues that arise in a higher education setting</p>			
Chief of Staff		<ul style="list-style-type: none"> ● Bachelor’s Degree ● Proven record of leadership in administrative/management positions of increasing responsibility ● Experience in building and working with teams ● Strong written and oral communication skills ● Possess a problem-solving orientation, ability to seize opportunities and drive change 	<ul style="list-style-type: none"> ● B.A. in English Lit, J.D. UCLA and member of the CA State Bar ● UCLA Luskin School of Public Affairs Chief of Staff the Dean ● Greensboro cultural arts master plan, planning committee, task force member & Community foundation of Greensboro ● Legal experience; Daily Journal Newspapers verdicts editor and legal writer; Attorney, Reed & Davidson and Akin, Gump, Strauss, Hauer & Feld; Gillam; and Wu & Cheng 	<ul style="list-style-type: none"> ● Meets the required educational qualifications of a Bachelor’s degree as well as the preferred qualification of having a professional degree ● Has held multiple administrative/management positions of increasing responsibility ● Community involvement such as the Special Projects Coordinator position, involvement on the 	June 14, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • Handle a fast-paced workplace environment • Manage and engage in diverse constituencies • Graduate or professional degree is preferred • Background in strategic planning and project management preferred 	<ul style="list-style-type: none"> • Special Projects Coordinator LEAP, Inc. • Legislative Fellow to U.S. Senator Akaka 	Greensboro Cultural arts master plan task force and Community foundation of Greensboro indicate ability to manage and engage in diverse constituencies and demonstrate experience in strategic planning.	
Senior Vice Provost		<ul style="list-style-type: none"> • Terminal degree in an academic discipline • Minimum of 7 years combined experience in teaching and research or other research sufficient to qualify for a faculty appointment • 10 years of significant administrative experience including administration of personnel, budget, and policy issues • Demonstrated senior-level leadership abilities • Outstanding oral and written communication skills 	<ul style="list-style-type: none"> • PhD in Political Science, concentration in Public Policy/Public Administration • Post-doctoral study in Urban Economics • Post-doctoral certificate in Leadership in Higher Education from the University of Southern California • More than 25 years of administrative leadership experience overseeing budget, personnel, and academic affairs priorities • Numerous grants for research related to faculty roles and academic administration 	<ul style="list-style-type: none"> • Holds a doctoral degree in public policy and administration which directly relates to his role at UNCG • Nearly 30 years of academic administration leadership in capacities related to faculty personnel, budgeting, and policies • Served at the UNC System office as the Assistant Secretary for the System • Management of academic resources and budget, faculty personnel, faculty development, space management, and institutional effectiveness and accreditation align with education and expertise 	June 4, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
Associate Vice Provost for Student Success and Dean of Undergraduate Studies		<ul style="list-style-type: none"> • At a minimum, will possess a terminal degree from an accredited institution <p>Will demonstrate:</p> <ul style="list-style-type: none"> • Relevant administrative experience • Experience in key leadership competencies • Interpersonal savvy and integrity to enable creative problem-solving, conflict resolution, group management, and decision-making processes • Commitment to teaching and learning excellence, as demonstrated by prior successful teaching experience at the college/university level • Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of college students • Significant record of accomplishments in support of academic student 	<ul style="list-style-type: none"> • Ph.D. in Philosophy (Science Studies), University of California, San Diego • Associate Dean for Student Success, University of Houston, 2013-2019 • Executive Director for Academic Innovation, University of Houston, 2012-2013 • Assistant Professor, Arizona State University, 2006-2012 	<ul style="list-style-type: none"> • Meets the education requirement • Demonstrates relevant administrative experience in vital leadership roles. List of accomplishments demonstrates sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of college students and significant record of accomplishments in support of academic student success initiatives and curricular matters • Teaching experience demonstrates commitment to teaching and learning excellence 	<p>N/A</p> <p>Started 7/01/2019</p>

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		<p>success initiatives and curricular matters</p> <ul style="list-style-type: none"> • Skill as an inclusive, organizational leader with the ability to make connections across the entire University in order to engage and inspire a culture of student success • A tolerance for ambiguity and a willingness to manage diverse and frequently changing assignments, particularly the ability to do so with a positive attitude and a sense of humor in a high-task environment 			
<p>Dean, Bryan School of Business and Economics</p>		<p>(no listed qualifications) responsibilities include:</p> <ul style="list-style-type: none"> • Providing a clear and effective strategy and vision for the school • Securing gifts from alumni, friends, foundations, business and corporations • Strengthening graduate and undergrad programs and supporting student needs • Promoting an intellectual, scholarly, and collegial work environment 	<ul style="list-style-type: none"> • PhD in public policy administration and strategy concentrating in strategy and policy, M.A. in History, B.A. in History • Served in several administrative positions including department head, professor, and director • Has established funding and fundraising history • Has evidence of dedication to diversity in CV through increased diversity initiatives • Has international programs engagement experience 	<ul style="list-style-type: none"> • PhD and academic concentration are in strategy and policy, indicative of an ability to provide a clear strategy and vision for the school. • Has an established fundraising record, thus meeting the requirement of showing an ability to secure gifts. • Has shown evidence of strengthening undergraduate and 	<p>June 5, 2019</p>

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • Cultivating a climate of collaboration among departments and between faculty and staff • Fostering innovation, entrepreneurship, and excellence in both teaching and research areas • Advancing technology adoption to facilitate productivity and outreach • Intensifying school visibility and outreach to business, the public sector and community • Promoting experiential learning, internships, online and other forms of non-traditional learning • Managing fiscal and personnel matters • Representing the School to the University and promoting business education • Enhancing a research environment that promotes external funding such as grants and contracts • Building an effective alumni network to help expand 	<ul style="list-style-type: none"> • Member/chair of several professional organizations • Several publications 	<p>graduate positions through positions held in the university setting, as well as promoting intellectual environment, also evidenced in his publications.</p> <ul style="list-style-type: none"> • Dedication to diversity is indicative of ability to foster climate of collaboration and other qualities listed in the position description. • International programs engagement experience is indicative of the position's need to promote the school's international programs. • Membership in these organizations is indicative of ability to build an effective network. • Publications are indicative of an overall dedication to an intellectual mission. 	

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		<p>their professional opportunities</p> <ul style="list-style-type: none"> • Facilitating efforts to establish a cross-disciplinary curriculum • Fostering a diverse faculty environment and promoting the recruitment, retention and representation of females and other under-represented groups • Continuing to build the international perspective of the Bryan School including curriculum and study-abroad programs • Partnering to promote effective faculty governance 			
<p>Dean, College of Arts and Sciences</p>		<p>Required Qualifications:</p> <ul style="list-style-type: none"> • Scholarly or creative distinction with a history of academic excellence suitable for appointment at the rank of professor in one of the academic departments of the College of Arts and Sciences. • A demonstrated success with administrative experience in higher 	<ul style="list-style-type: none"> • Current Dean of CAS and Professor of Biology, UNCG • B.S. in Biology, History Minor; Ph.D. Botany and Plant Physiology • Several professor positions 1993-present at multiple universities including Miami University (OH), University of Mississippi, and UNCG; also, a Center Researcher position, UNCG Medicinal Chemistry Collaborative 	<ul style="list-style-type: none"> • Meets the required scholarly qualifications by holding several professor positions prior to current positions • Has demonstrated success in administrative matters by serving as the University of Mississippi's Graduate School Dean, as well as other directorial positions that have been held 	<p>June 14, 2019</p>

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		<p>education (e.g. at the level of department head, program chair, center director, etc.)</p> <ul style="list-style-type: none"> • A distinguished record of teaching and scholarship and an understanding of the issues that face colleges of arts and sciences at public universities <p>Preferred Qualifications:</p> <ul style="list-style-type: none"> • Deep appreciation for the mission of a public research university and its role in meeting educational, social, economic, and environmental challenges on the local, state, national, and international levels • A record of supporting innovation and excellence in research, scholarship, teaching, and outreach and of advancing integrity, productivity and the integration of teaching, research and service; the ability to advocate strongly for the value of liberal arts education, effectively communicating the 	<ul style="list-style-type: none"> • Has administrative experience as Dean of the Graduate School, University of Mississippi (2012-2016); Senior International Officer and Executive Director of the Office of Global Engagement, University of Mississippi; Chair, director, member and president of multiple committees at Miami University and University of Mississippi • External Administrative Leadership; Chair of International Committee on Space Research and several related committees, past President of Southern Graduate Schools, many other chair and committee memberships and reviewer positions, serves as Associate Editor for two scientific journals • Active panelist and lecturer for public outreach talks • Over \$6 million in acquisition of grant funds • Over 110 peer-reviewed publications; 239 Published abstracts and papers presented • Received the NASA Medal for Outstanding Public Leadership 	<ul style="list-style-type: none"> • Has demonstrated successes in increasing diversity of graduate students while serving as Graduate Dean and in increasing faculty diversity as CAS Dean • Has demonstrated a dedication to the mission of a public research university, seen in role as President of the Southern Graduate Schools organization • Has demonstrated an understanding of budgetary matters seen in the amount of secured grants. 	

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		<p>College’s vision, mission, opportunities, and challenges, as well as experience in representation before internal constituencies, external organizations, and state agencies</p> <ul style="list-style-type: none"> • An established record of openness in decision-making and working with administrators, tenure-track and non-tenure track faculty, staff, and students in a context of shared governance and collaboration • A commitment to student learning, success, and degree completion using 21st century curricular and pedagogical best practices to prepare students for meaningful lives, engaged citizenship, and lifelong learning • A commitment to inclusive excellence, especially in recruiting, retaining, and interacting with a diverse 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		faculty, staff, and student body <ul style="list-style-type: none"> • A commitment to supporting interdisciplinary and collaborative scholarship and teaching and to integrating intercultural and international experiences and perspectives into all aspects of academic life; experience in managing and fairly allocating a large and complex budget, including financial issues currently facing public research universities and experience in fundraising 			
Dean, UNCG Online		<ul style="list-style-type: none"> • A deep appreciation for an ability to articulate the vision, mission and achievements and aspirations of UNCG to a diverse audience • A minimum of 5 years of successful experience in a leadership capacity with faculty, staff, students, and administrators in an environment of shared 	<ul style="list-style-type: none"> • PhD in Philosophy, instructional design, development and evaluation; Masters of Education in instructional technology; B.S. in computer science • Previous experience as associate dean of academic affairs and online programs, manager of online programs and services, assistant director of distance learning • Has teaching experience at institutes of higher ed in online formats 	<ul style="list-style-type: none"> • Meets the preferred educational requirements. • Meets the years' experience required regarding leadership in the faculty, staff, student, and administrator's context. • Degrees are in computer science and instructional technology indicating a background in technology design, planning and implementation. 	New Hire – began employment July 1, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>governance with demonstrated success in:</p> <ul style="list-style-type: none"> • Curricula and instructional technology design, planning, implementation, delivery and evaluation • Course management systems and/or learning management systems experience • Academic leadership program management and supervision • Demonstrated ability to analyze data and make data-driven decisions, recommendations and proposals • Demonstrated experience and skills in fiscal and budget management • Knowledge of online education revenue and enrollment growth strategies and ability to secure alternative funding, sources and grants • Knowledge and applications of business models, entrepreneurial application, 	<ul style="list-style-type: none"> • Several publications and presentations • Member or board member to several professional organizations 	<ul style="list-style-type: none"> • Has experience as an administrator in other positions indicating familiarity of the duties required of an academic Dean. 	

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>and marketing management principles</p> <ul style="list-style-type: none"> • A collaborative, collegial approach; a demonstrated ability to work effectively across all levels of a large, complex organization and engage in a broad range of individuals and constituencies • Proven ability to build, manage, mentor, motivate, and empower an effective, integrated team, providing strong support and opportunities for growth and development • Exemplary interpersonal and listening skills; impeccable attention to detail; strong personal integrity and work ethic coupled with a sense of humor and perspective • Commitment to diversity, intercultural understanding, inclusive institutional excellence and global engagement 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • A proven track record of progressive leadership responsibilities, and • A doctoral degree with a record of success in research, scholarship or professional experience that would support an appointment to the rank of professor in her or her academic discipline 			
Vice Provost and Dean, Graduate School		<ul style="list-style-type: none"> • An earned doctorate • Credentials for a faculty appointment at full Professor rank within one of the academic departments of the university • Graduate teaching experience • At least 5 years of administrative experience, preferable in a university setting and involving leadership of graduate education • Demonstrated understanding of issues and trends in graduate education • Excellent communication and leadership skills 	<ul style="list-style-type: none"> • 29 years of service to UNCG in increasing scope of responsibilities • DMA in clarinet performance, MM in clarinet performance and music education, BM in clarinet performance and music education • Has secured grants, and conducted non-performance research • Has been a full professor at UNCG since 2003 • Has extensive administrative experience both within the university and community contexts 	<ul style="list-style-type: none"> • Meets the educational requirements. • Meets the credentials for a faculty appointment as a full professor and has served and is currently a full professor at UNCG. • Meets the minimum number of years' experience in the administrative context and in graduate teaching experience. 	June 12, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
<p>Dean, School of Health and Human Sciences</p>		<ul style="list-style-type: none"> • Commitment to the mission and values of health and human sciences • Ability to appreciate and understand the needs of the school’s diverse programs • Demonstrated success in organizational leadership • Distinguished record of achievement and scholarship in a field related to education • Deeply held appreciation for the importance of the land-grant mission • Demonstrated leadership in higher education in the public sector or within a similarly complex organization • Distinguished record of success in obtaining extramural funding and grants for both department or college level academic priorities and his/her own research • Commitment to demographic and intellectual diversity 	<ul style="list-style-type: none"> • B.S. in Physical Education and Athletic Training; M.S. in Education, Ph.D. Sports Medicine • Has held several positions as a clinical athletic trainer, director of sports medicine, and directing sports camps • Multiple academic appointments; Professor, University of Kentucky, Associate Dean Academic and Faculty Affairs University of Kentucky; Administrative appointments and positions have been held as well including Chair of multiple advisory councils • Has been granted several field specific awards and honors • Editor of professional journals and journal reviewer • Has served as co-investigator, principal investigator, and principal administrator on multiple grant applications 	<ul style="list-style-type: none"> • Meets the required education qualifications • Has demonstrated success in organizational leadership in his work experiences and administrative appointments • Has been published multiple times and is the editor for two journals thus showing a distinguished record of achievement and scholarship in his field • Has held multiple academic positions thus demonstrating leadership in higher education • Has a distinguished record of success in obtaining funding demonstrated by serving as a grant reviewer for multiple grants 	<p>New Hire – began employment June 1, 2019</p>

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • A fair collaborative and transparent leadership style that will engender trust among all members of the college community • Willingness and ability to fundraise • Ability to work cooperatively and effectively with administrators, faculty, students, staff, and other external constituencies including the health community as well as state agencies; an appreciation and understanding of the need for collaboration and synergy among these groups to make critical decisions on academic priorities and the allocation of resources • An earned doctorate in a field relevant to the mission of the school • An accomplished leader with the experience, courage, and energy to manage organizational change, incorporating the 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>university's values and mission</p>			
<p>Dean, Joint School of Nanoscience and Nano-engineering</p>		<ul style="list-style-type: none"> • Earned Doctorate in engineering or science with a record of research and scholarship in a nanotechnology-related field consistent with the rank of full professor • Strong orientation toward entrepreneurial and generative activities with a deep commitment to graduate student support and development • Experienced academic leader who will be visible on both campuses and in the community • Great passion for the role of higher education and its scholarly and economic impact and transformative influence on students and the community 	<ul style="list-style-type: none"> • B.S. in Chemistry, minor in Biology; PhD in Inorganic/Analytical Chemistry and Postdoctoral education in environmental chemistry • Held assistant, associate, and full professor of chemistry positions where she conducted research in nanoscience and nanoengineering • Has held assistant, adjunct, and professor of chemistry positions • Has served as a graduate advisor • Has held administrative positions such as the Associate Vice President for Research at WMU, in addition to the interim associate dean of the College of Arts and Sciences at WMU with both positions focused on undergraduate and graduate success • Has presented many publications, presentations and invited talks • Has participated in many professional service activities including serving as chair or on the board for several societies and committees 	<ul style="list-style-type: none"> • Meets the educational requirements. • Has served in roles geared towards graduate success showing a commitment to graduate student development. • Is an experienced researcher and academic leader, demonstrated by research publications and by holding multiple academic roles with increasing responsibility. • Participation in professional service activities indicative of dedication to the mission of higher education and community. 	<p>June 5, 2019</p>

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
			<ul style="list-style-type: none"> Has over 20 years of research experience in nanoscience and nanoengineering research 		
Dean, University Libraries		<ul style="list-style-type: none"> Experienced library leader with a history of decisive and innovative leadership including managing human, financial, and physical resources Should have the leadership and interpersonal skills to engage staff, faculty and campus administration to build up the libraries solid foundation and tackle new challenges The ideal candidate will have a distinguished record of librarianship, scholarly achievement and professional advancement Must have an MLIS or equivalent degree from an American Library Association accredited program, and an additional advanced degree is preferred Must have a record of scholarship and service 	<ul style="list-style-type: none"> Education: B.S. in Business Administration; M.S. in Library Science Experience: Assistant Dean for Administrative Services and Associate Professor, The University of North Carolina at Greensboro; Director of Library Services, Wake Technical Community College; Manager of Circulation Services, Public Library of Cincinnati and Hamilton County Has served in a variety of roles on professional and staff committees Multiple publications and presentations at the university, local, state, national and international levels, as well as courses/seminars taught 	<ul style="list-style-type: none"> Meets the educational requirements. Has held multiple leadership positions within a library system demonstrating experience in the field and a distinguished record of librarianship. Has grant and research experience demonstrating experience in advancement. Service in a variety of roles in professional and staff committees show commitment to staff, faculty, and campus administration. Publications indicate a record of scholarship and service meriting appointment as a tenured librarian. 	As Interim since January, 2020

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>meriting appointment as a tenured librarian</p> <ul style="list-style-type: none"> • Demonstrated capacity to effectively lead library staff and manage complex projects in an academic or research library with at least five years of progressively increasing senior administrative experience • Record of innovation, creativity, and invention achieved by working collaboratively with others • A commitment to diversity, empathy, and sensitivity to the needs to diverse students, staff, and a track record of individual action and institutional leadership to advance diversity • Evidence of strong interpersonal skills to work collegially, to write and speak effectively, to inspire confidence and trust, to navigate intercultural differences with understanding and skill; and 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>to maintain a positive and empowering work culture</p> <ul style="list-style-type: none"> • Demonstrated experience in strategic planning, space planning, assessment, budget management, fundraising, and resource allocation • Embraces diverse and broad points of view related to collection attributes, including general and special collections and multiple resource formats considering the needs of the organization and its mission • Ambitious commitment to making the case for expanding the libraries campus impact serving as the libraries key advocate and champion • Experience understanding and working with unique strengths, opportunities and needs of a library within a research institution • Demonstrated commitment to professional growth and to encouraging 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>development of talented and diverse library faculty and staff</p> <ul style="list-style-type: none"> • Appreciation for the unique history and culture of UNCG, its library staff and the surrounding communities 			
<p>Dean, Lloyd International Honors College</p>		<ul style="list-style-type: none"> • Ability to provide overall leadership for the Honors College and establish the goals, strategic objectives and strategies that can successfully carry out the Mission • Ability to provide a challenging and nurturing learning environment sustained through the use of innovative pedagogy, internationally oriented competitive curricula and effective advising for honors students • Ability to develop and maintain cultural and intellectual opportunities designed to motivate students to perform at the highest levels and become 	<ul style="list-style-type: none"> • B.Sc. in Economics, M. Phil and M.A. History, Ph.D. History • Prior to current position also served as the interim Dean for the Honors College; Professor 2016-present of African American and Diaspora Studies at UNCG, Director of Graduate Studies and Associate Professor, 2010-2016; Assistant Professor 2004-2010; Visiting Professor 2008-2009 Vanderbilt; Library Scholar Harvard, 2007; Visiting Fulbright Professor, Department of History and Department of Anthropology, Fall 2006 Universidad Nacional de Colombia, Bogotá; Lecturer, Institute for Research in African American Studies, 2003-2004 Columbia University, New York, NY • Awards: President-elect, Phi Kappa Phi, UNC Greensboro Chapter 	<ul style="list-style-type: none"> • Has extensive educational background appropriate to head the Honors College • Several research areas in which he is published regarding international affairs, demonstrating an ability to provide cultural and intellectual opportunities for students • Has served as an advisor to multiple student groups, indicating effective advising skills and providing opportunity for students to be knowledgeable and effective leaders, as well as maintain retention and graduation rates 	<p>June 10, 2019</p>

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>knowledgeable and effective leaders</p> <ul style="list-style-type: none"> • Ability to build relationships across a wide spectrum of constituencies, internally and externally • Ability to recruit UNCG Faculty to teach and provide other services in the Honors College • Implement strategies to maintain high retentions, persistence and graduation rates • Promote LHC's growth and visibility • Ability to assist with university efforts to garner gifts and outside funds for the Honors programs 	<p>(2019); Nominated, UNC Board of Governor Excellence in Teaching Award; UNC Greensboro (2018) Dean's Award for the Promotion of Diversity and Inclusive Excellence, The College of Arts & Sciences, UNC Greensboro(2018); North Carolina Professor of the Year; Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education, Washington, D.C. (2016); Senior Faculty Teaching Excellence Award, The College of Arts & Sciences, UNC Greensboro (2014); Excellence in Teaching Award, National Society of Leadership, UNC Greensboro chapter (2013); Chancellor's Recognition of Contributions to the UNCG Community, Black Faculty and Staff Association and Human Resources (2013 and2014); Elected to Phi Beta Delta, Honor Society for International Scholars, UNC Greensboro Eta Delta Chapter (2013); Nominated for the W.E.B. Du Bois Distinguished Book Award, <i>In the Lion's Mouth: Black Populism in the New South, 1886-1900,</i></p>		

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
			<p>National Conference of Black Political Scientists(2012)</p> <ul style="list-style-type: none"> • Has served on several internal university committees and has served in several student group advising positions • Multiple publications and television appearances 		
<p>Dean, College of Visual and Performing Arts</p>		<ul style="list-style-type: none"> • Terminal degree preferred, proven record of excellence in scholarship or creative activity in disciplinary or interdisciplinary approached to art, dance, music or theatre • Deep appreciation for the arts and an ability to articulate the vision, mission, achievements and ambitions of CVPA to a diverse audience • Vision and strategic, transformational leadership skills to advance UNCG toward its aspirations and goals • A deep understanding of higher education finances, insight about the interrelationship of academic priorities and 	<ul style="list-style-type: none"> • Ph.D. in musicology, minor in music theory, Master’s in musicology, MM in organ performance and literature • Published author of books, articles and papers in addition to other scholarly materials • Recipient of honors, fellowships, and grants • Has a record of service to the profession, to universities, the community, and to college • Has experience as both a professor and a department head and as interim dean • Has a 7-figure fundraising record • Has a record indicating commitment to diversity 	<ul style="list-style-type: none"> • Meets the educational requirements. • Education, research, and record of service indicate a deep appreciation for the arts and ability to articulate the vision, mission, achievements and ambitions of CVPA. • Demonstrates vision and strategic transformational leadership skills to advance UNCG in fundraising record, commitment to diversity and record of service. • An understanding of finances, insight about interrelationship of academic priorities and experience planning can be seen in his fundraising record and record of securing grants. 	<p>New Hire – began employment July 14, 2019</p>

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>experience planning and managing budgets and ideally in raising new revenue</p> <ul style="list-style-type: none"> • Deep understanding the educational value of a diverse community and a demonstrated track record of advancing diversity and enhancing inclusiveness • Significant and successful administrative experience as a dean, department chair, school director, program director, associate dean or the equivalent and a track record of working closely with faculty and senior academic administrators • A leadership and management style that is visible, accessible and transparent • A commitment to empowering and valuing the contributions of every member of the community • Proven skills as a senior manager, a demonstrated ability to lead, motivate, 		<ul style="list-style-type: none"> • An understanding of diversity is seen in his record in his efforts to increase diversity. 	

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>and supervise staff and provide successful oversight of people, budget and space, the ability to effectively manage organizational change while working in a collaborative environment</p> <ul style="list-style-type: none"> • A collaborative, collegial approach, a demonstrated ability to work effectively across all levels of a large, complex organization and engage a broad range of individuals and constituencies • The ability to recruit, motivate, inspire, and retain talented faculty and staff, the commitment to engage collaboratively with faculty and respond effectively to their concerns • A record of synergizing internal departments and academic programs • Strong listening skills and a high degree of emotional intelligence 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • A commitment to an internal culture of trust, flexibility and balance • A strong sense of intellectual curiosity and a willingness to learn about new disciplines 			
Dean, School of Nursing		<ul style="list-style-type: none"> • Proven leadership with administrative management, budgetary responsibility, fundraising, and grant securing and grant management experience • Record of working effectively and collaboratively with clinical and tenure-track faculty, university administration and other constituent groups and partners both within and outside the university • Ability to encourage and inspire a diverse faculty, both as individuals and as an academic community with a demonstrated commitment to academic excellence, equity, and educational opportunity 	<ul style="list-style-type: none"> • PhD in nursing research; M.S.N. in Nursing education; B.S.N. in Nursing • Has held positions ranging from clinical nurse, research assistant, research nurse, research director, instructor, Professor, Director, and Associate Dean • Has extensive published research • Has experience in advancement, evidenced by many extramural and intramural sponsorships • Member of several professional societies 	<ul style="list-style-type: none"> • Meets the educational requirements as well as the professional requirements of being a registered nurse with a doctorate and record of research and scholarship. • Work experience indicates a record of working effectively and collaboratively with multiple constituencies, as well as demonstrates ability to communicate as she has held a broad range of experiences relevant to the position. • Experience in advancement and in securing funding meets the position requirement of being able to secure grants and manage grants. 	May 29, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • Effective communication, listening and public relation skills • Must be registered nurse with a doctorate and a record of research and scholarship to qualify for an appointment as a full professor with tenure in one of the departments within the school • Candidates without a doctoral degree in nursing must have a Master of Science in nursing and be eligible for licensure in North Carolina 			
Dean, School of Education		<ul style="list-style-type: none"> • Earned doctorate in a relevant discipline from an accredited institution • A distinguished record of scholarship and teaching that merits appointment as a full professor or equivalent experience that merits an appropriate faculty appointment • Relevant and appropriate administrative experience in higher education at the 	<ul style="list-style-type: none"> • Ph.D. in Statistics and measurement • M.A. in Physiological Psychology • B.S. in Psychology • has held multiple academic positions including that of full professor • Several publications 	<ul style="list-style-type: none"> • Meets the educational requirements. • Has a distinguished record of scholarship that merits an appointment as a full professor. • Had relevant administrative experience as the director of a graduate program and associate director of a research center. 	June 3, 2019

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<p>college or school level or above</p> <ul style="list-style-type: none"> • A sense of vision for the future direction of education in this country • A leadership and management style that is visible, accessible, and transparent • A commitment to empowering and valuing the contributions of every member of the community • A compelling and trusted public presence • A confident and polished public speaker able to communicate and persuasively to a wide range of audiences • Demonstrated success in the enhancement and development of undergraduate, graduate, and/or professional programs in education • Demonstrated success in external relations, development activities and/or procurement of extramural funding 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • Proven ability to interact with social and political structures both internally and externally and to be an influential voice in strategic deliberations • A history of promoting diversity and of working successfully with diverse groups • The ability to recruit, motivate, inspire and retain talented faculty and staff • A record of synergizing internal departments and academic programs • Proven success forging strong professional partnerships within a wide variety of organizations • Outstanding communication skills and ability to mediate and solve conflicts • Strong listening skills and a high degree of emotional intelligence and a commitment to an internal culture of trust, flexibility, and balance 			

Position	Position Holder	Position Description	Qualifications	Relation to Position	Date of Most Recent Evaluation
		<ul style="list-style-type: none"> • A commitment to promoting and enhancing a student centered, diverse learning community • High levels of energy, stamina, and charisma and an impeccable reputation for integrity • A strong sense of intellectual curiosity and a willingness to learn about new disciplines 			



6.1 Full-time faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Judgment

Compliant Non-Compliant

Narrative

The number of full-time faculty employed by The University of North Carolina at Greensboro (herein after referred to as UNCG or the Institution) is adequate to support its mission (see [UNCG Vision and Mission Statement](#)) and to ensure the quality and integrity of its academic programs. UNCG embraces the notion that higher education conveys the promise of transformative experience, enhancing the quality of life for the individual student and enriching society through the contributions gained from an educated populace.

The mission of the University of North Carolina Greensboro is as follows:

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

UNCG’s faculty and faculty resources are adequate to further these purposes, as evidenced by the following, which are thoroughly discussed in the compliance narrative below:

1. **Definitions of Faculty**
2. **Net Growth of the Faculty from 2013 – 2018**
3. **Instructional Responsibilities of Faculty**
4. **Research and Creative Activity Responsibilities of the Faculty**
5. **Service**
6. **Student-Faculty Ratio**
7. **Percentage of Full-Time Faculty Covering Instruction at Each Level**

1. Definitions of Faculty:

Full-time, fully engaged, and qualified faculty who carry out responsibilities related to the Institution’s academic mission numbered 856 in fall 2018. The work of this faculty is supplemented by over 285 other individuals who support instruction when appropriate, including part-time faculty, post-doctoral fellows, graduate teaching assistants, administrators, and qualified staff on an as-needed basis.

In fall 2018, 1,141 individuals were faculty at UNCG. UNCG employs instructional and research faculty as outlined in the [Faculty Rank/Title Definitions](#).

Full-time faculty are those whose employment is 1.0 Full-Time Equivalent (FTE) and whose primary responsibilities are teaching, research and creative activity, and/or service. In this definition of full-time faculty, we include all tenured and tenure-track faculty, non-tenure track faculty, and visiting faculty.

- UNCG employs 547 full time tenure-track regular faculty, who have professorial ranks of “assistant,” “associate,” and “professor.”
- UNCG employs 309 full-time non-tenure track faculty, who have designations such as “lecturer,” “academic professional,” and “clinical.” Professorial titles can be attached to “clinical” and “academic professional” titles. (Of these, 14 are visiting faculty on limited two-year or less appointments.)

Part-time faculty are those whose appointment is less than 1.0 FTE. Generally, their appointments are exclusively or at least primarily instructional. UNCG’s [Part-Time Faculty Policy](#) states that:

The University acknowledges that the employment of part-time faculty members can enhance the educational effectiveness of the academic units. No University policy prohibits the appointment of faculty members on a part-time basis, but the number of such appointments within any one department should be limited to maintain the strength of its academic program. The number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, and be appropriate to support faculty participation in curriculum development, policy making, institutional planning and governance. The academic leadership of each unit will therefore periodically review the proportion of part-time to full-time faculty members in each department to ensure that an appropriate balance is maintained.

Adjunct faculty, according to NC System, are those un-paid appointments made to recognize the contributions and expertise of individuals who participate in the teaching and/or research of a given department but who are not employees of said department. Generally, their appointments indicate a part-time commitment to the appointing department. There are times the title of adjunct faculty can be used for full-time employment as stated in the [Faculty Rank/Title Definitions](#). An example of such an appointment is professional staff member that is Faculty Program Chair of Ashby Residential College & Strong Residential College. Her academic credentials also qualify her to teach courses in the English department. Her teaching assignments are considered part of her normal professional work assignment and pay, therefore, she is listed as an Adjunct Assistant Professor for her academic rank.

Graduate Teaching Associates - During fall and spring semesters, UNCG employs graduate students as *Graduate Teaching Associates* who serve as instructors of record for courses and they are considered part-time faculty. Graduate Teaching Associates who are actively teaching in a given semester are included in the faculty credentials roster submitted in support of Comprehensive Standard 6.2.a. In addition, a Graduate Instructional Assistant may engage in a variety of activities that supplement a professor’s instruction, including supervising recitation sessions, facilitating class discussions, grading papers or examinations, or supervising laboratory sections as described on the [Graduate Assistantship Webpage](#).

Graduate Teaching Associates and Instructional Assistants are given instructional training and are supervised and evaluated by a faculty member.

6.1 Full-Time Faculty

Based on the coherence of the Definitions of Faculty documented herein, UNCG is compliant with standard 6.1.

2. Net Growth of the Faculty from 2015 – 2019

The number of faculty FTE and position funding at UNCG is determined by a State-mandated model that calculates the required number of faculty positions from year to year based upon the institution's projected change in the number, level (undergraduate/ graduate), and type (cost- category of the discipline) of student credit hours produced. Below is an example of how state appropriations are calculated.

Regular Term Funding Model for 2017-18									
	Estimated SCH			SCH Per Instructional Position			Instructional Positions Required		
	Undergraduate	Masters	Doctoral	Undergraduate	Masters	Doctoral	Undergraduate	Masters	Doctoral
Category 1				708.64	169.52	115.56	-	-	-
Category 2		360		535.74	303.93	110.16	-	1.18	-
Category 3				406.24	186.23	109.86	-	-	-
Category 4				232.25	90.17	80.91	-	-	-
Total	-	360	-				-	1.18	-
Total Positions									1.18
Number of faculty needed to support growth									
<i>Kinesiology MS is designated a Category 2 Program 360 is the predicted growth in SCH</i>				Total Faculty Positions					1.18
				Average Faculty Salary				\$	92,891
				Instructional Salary Amount				\$	110,028
<i>State-determined number of SCH required to justify a new faculty line for a master's level category 2 Program</i>				Other Academic Costs			44.89%	\$	49,391
				Total Academic Requirements				\$	159,419
				Library			11.48%	\$	18,301
				Other Institutional Support			54.05%	\$	86,166
				Total Requirements				\$	263,887

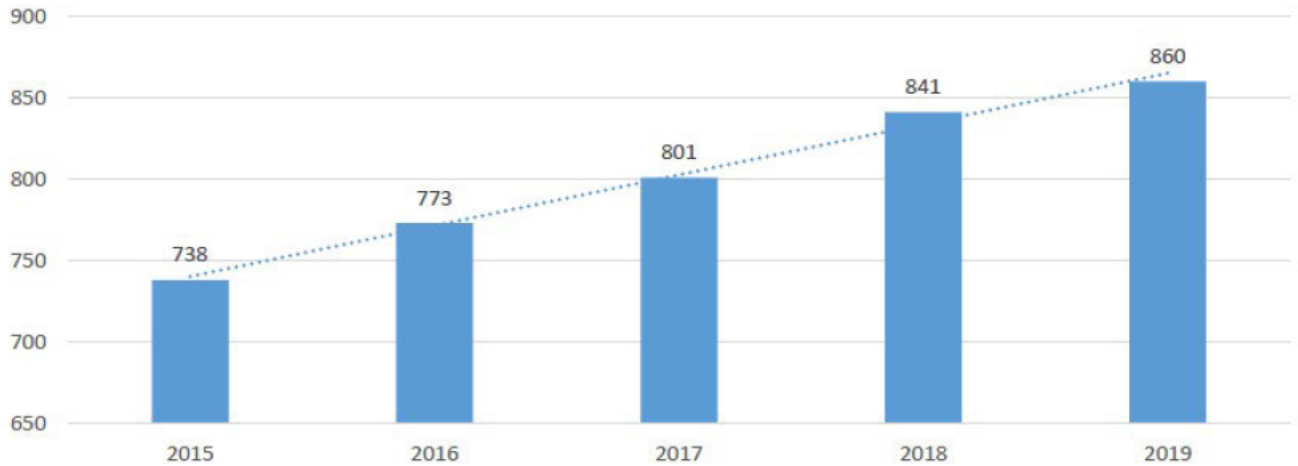
The Provost retains the authority for the distribution of new and/or redeployed faculty resources among academic units. As part of the annual Academic Affairs budgeting process, administrators are required to identify and prioritize all budget requests for the unit as a whole (not by department or office), within various categories, such as new faculty lines, Electronic & Technology (E&T) fee revenue, and other permanent and one-time allocations. Decisions are based upon three criteria generally: institutional priorities, criticality justifications, and enrollment demands. Requests for new faculty must be linked to instructional productivity, given the direct link between enrollment growth and State-funded revenue generation as demonstrated above. The regularly recurring external program reviews provide another source of input on adequacy of faculty. A similar internal process applying local data and qualitative narratives are used for decisions on replacement lines. UNCG does not distinguish online programs and face-to-face programs when it comes to decision making about resources.

In addition to enrollment, resource allocations will be tied to the advancement of institutional and UNC System goals. Individual budget review meetings are held for the Provost to gain additional information that is essential for decision-making regarding the distribution of faculty lines, including the type of line provided (tenured, tenure-track, or non-tenure-track). As further described in Requirement 6.2.b, key considerations in awarding faculty lines include the percentages of student credit hours covered by full-time faculty in each program. It is therefore the intentional design of the University's academic program, including the respective coursework and concomitant faculty coverage, that collectively determine the critical mass of faculty needed to fulfill the mission of the University.

6.1 Full-Time Faculty

UNCG is committed to maintaining and growing the number of faculty in order to fulfill the University’s mission. The following chart, as supplied by Institutional Research, documents the overall growth in all types of faculty. The overall net growth in faculty from 2015 to 2019 is 16.5%.

UNCG Faculty Trend 2015 - 2019



UNCG Faculty Trend 2015 -2019

Year	2015	2016	2017	2018	2019	% Change
Faculty Count	738	773	801	841	860	16.5%

3. Instructional Responsibilities of Faculty

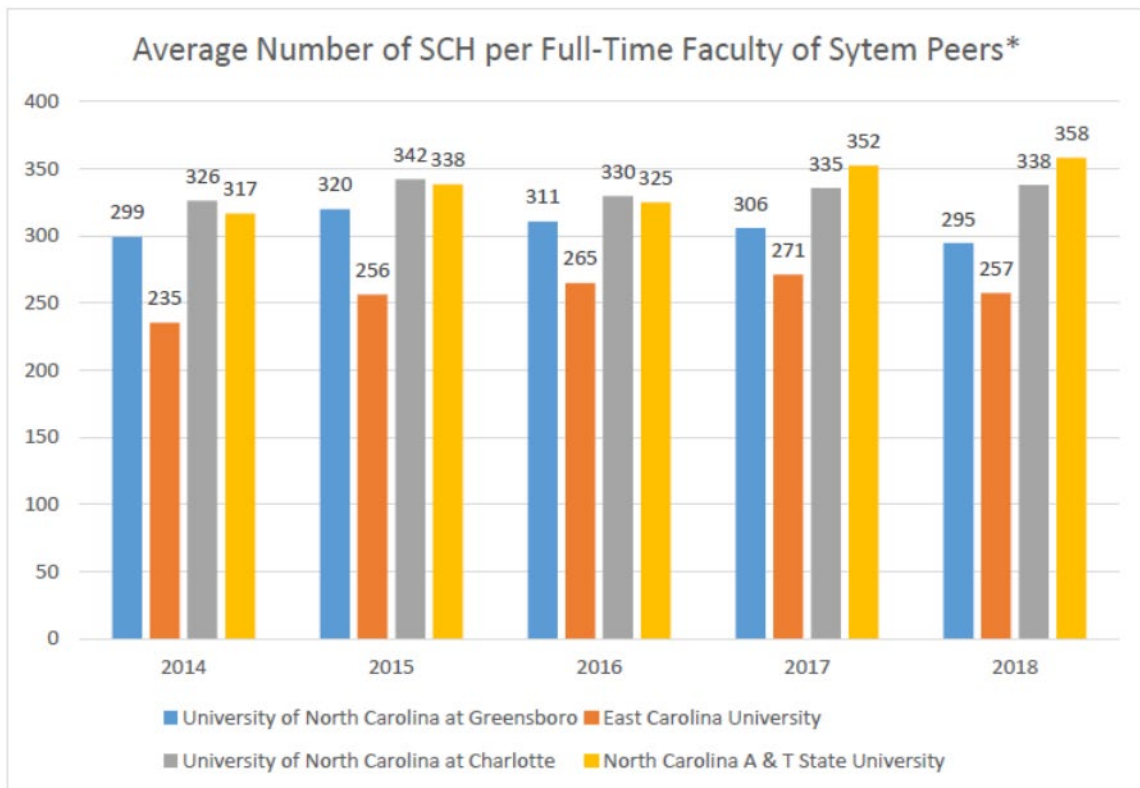
As a public institution, UNCG is also held accountable by the Legislature, Board of Governors, and President for a variety of outcomes, including those related to faculty instructional productivity. **UNC Policy 400.3.4, Monitoring Faculty Teaching Workloads**, requires all UNC institutions to develop and implement policies and procedures to monitor faculty teaching workloads and to approve significant variations from expected minimums. The Board of Governors defines its annual standard teaching workload expectation (number of organized class courses, see **UNC Policy 400.3.4**), by institutional Carnegie classification, and expects that institutional averages will conform to these standard loads.

Given UNCG’s classification as a Research Institution with High Research Activity, the standard faculty teaching workload is five courses, or the equivalent, per academic year. It is understood, however, that not all faculty will teach the standard load. Loads will vary in accordance with the faculty member’s job title and activity mix. The variation in load across faculty members will result in an institutional average of at least five organized courses per year per full time equivalent (FTE).

The data for Academic Year 2019 -2020 predicts **4.6 Organized Courses per year on average per full-time faculty** across the institution. (see Organized Courses)

6.1 Full-Time Faculty

Furthermore, the UNC Board of Governors annually reviews data from the National Study of Instructional Costs & Productivity (The Delaware Study) of teaching loads for full time equivalent faculty within each University. The number of Student Credit Hours (SCH) generated on average by faculty Full Time Equivalent (FTE) is used as a comparative data point across all institutions by discipline. For the purposes of this standard, UNCG compared the average institution SCH generated per Full-Time Faculty (not FTE) of the other three System institutions in the same Carnegie class of Research Institution with High Research Activity; East Carolina University, University of North Carolina at Charlotte, and North Carolina Agricultural & Technical University. This chart demonstrates a relatively stable pattern of change and stable positioning for each of the peer institutions. UNCG had the second-lowest SCH per FT faculty in this grouping.



SCHs were downloaded from the UNC Dashboard and the faculty counts were from IPEDS Human Resources Survey

4. Research and Creative Activity Responsibilities of the Faculty

UNCG is classified as a Research Institution with High Research Activity. An aspect of our mission and strategic plan involves the transformation and creation of new knowledge. Most research activity at UNCG is conducted by full-time tenure-line faculty who have responsibility for all three areas of the institutional mission (teaching, research, service). UNCG’s individualized workload guidelines provide the ability to adjust the percentage of time devoted to research based on the level of individual contribution to the research mission. The Faculty Workload Guidelines state that “externally funded research, institutionally funded research agendas, community-engaged scholarship, [and] heavy research agendas” are criteria to be considered in the assignment of teaching workload (Section IV.C.d). The research productivity of the faculty reflects the adequacy of full-time faculty to accomplish the research aspect of the institutional mission.

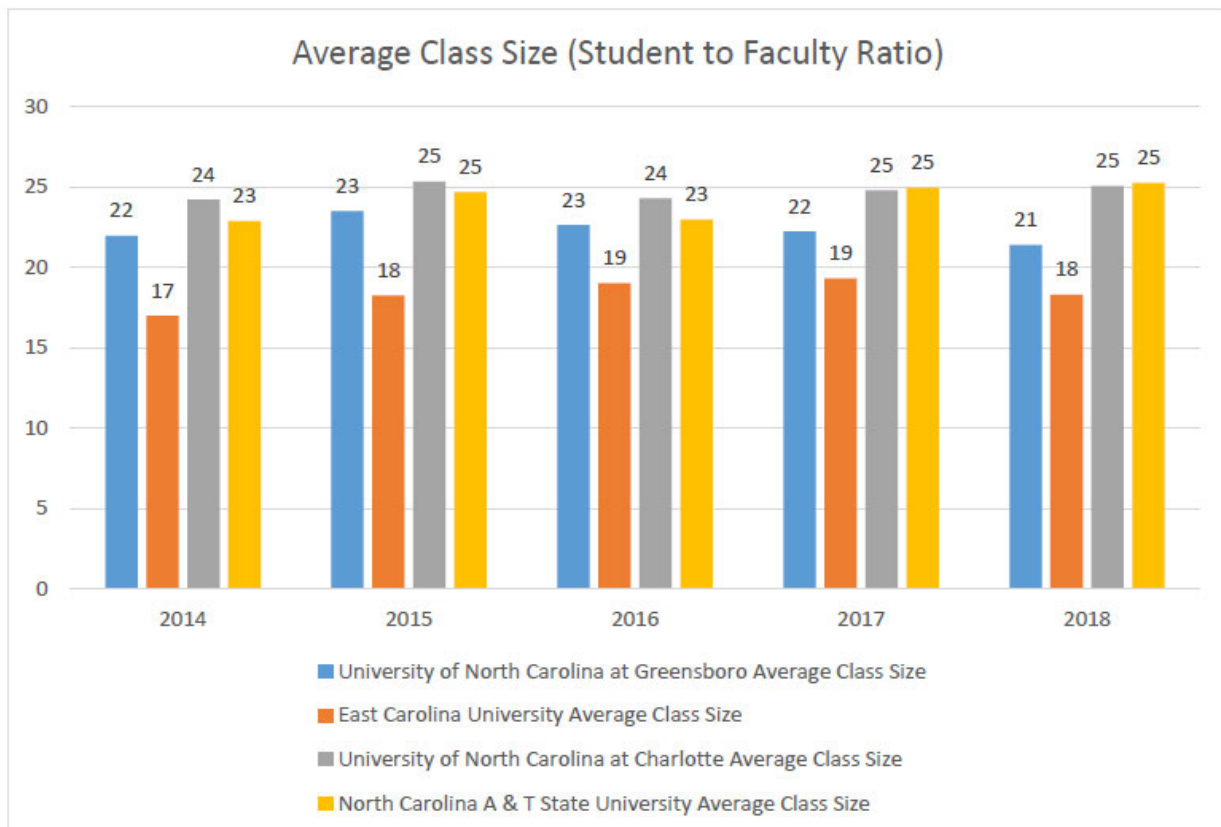
6.1 Full-Time Faculty

5. Service

As stated in the Faculty Workload Guidelines, full-time faculty are engaged in the expected types of service to the department, the college/school, and the University. In response to that service, the Guidelines state that “institutional service, service to the public, [and] service to the profession” are criteria to be considered in the assignment of teaching workload (Section IV.C.d). Such service may be on curriculum committees, search committees, awards committees, Faculty Senate, and many other department, unit, and institutional organizations. Departments take into account each of these service assignments when determining teaching assignments.

6. Student-Faculty Ratio

Comparing the growth in full-time faculty headcount to the concomitant changes over time to student FTE is critical to provide context to determine compliance with 6.1. As noted in the chart below, over the past five years, the student to faculty ratio has remained fairly stable over time. Again, the peer comparison demonstrates that the comparative data for the four System peer institutions also remains stable.



7. Percentage of Student Credit Hours Taught by Full-Time Faculty

As shown in the following table, full-time faculty delivered 71% of the instruction across all undergraduate SCHs in the fall and spring of 2018-19, and over 81% of the SCHs at the graduate level. In sum, full-time faculty covered 72% of SCHs during the fall and spring of the most recent academic year.

6.1 Full-Time Faculty

Table: Percentage of SCHs taught by full-time faculty (fall and spring terms)

% of SCH taught by Full-Time Faculty (fall & spring terms)					
Course Level	2014-15	2015-16	2016-2017	2017-2018	2018-2019
Lower Level Undergraduate	70.36%	66.77%	64.28%	66.76%	67.06%
Upper Level Undergraduate	74.20%	73.49%	75.63%	74.19%	76.72%
Total Undergraduate	71.83%	69.28%	68.54%	69.62%	70.75%
Total Graduate	69.33%	78.09%	74.39%	74.85%	80.93%
Total UG & G	71.50%	70.45%	69.29%	70.30%	72.05%

As one would expect, the use of part-time faculty and graduate teaching associates is more prevalent in the lower level of undergraduate courses. Over the past five years, UNCG has made significant gains in the percentage of full-time faculty tasked with delivering graduate programs. As previously mentioned, UNCG offers many applied programs requiring the use of part-time receptors, field supervisors, etc., so this is not unexpected.

Conclusion

In sum, during these five years of University growth, these data demonstrate that the University has responded to enrollment growth commensurate with growth in faculty, thereby maintaining a faculty whose numbers are sufficient to support the mission of the university and to ensure the quality and integrity of its academic programs.



6.2.b. Program faculty

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

Compliant Non-Compliant

Narrative

UNC Greensboro employs a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review. Academic programs are offered on the Greensboro Campus, the Gateway Research Park, the Union Square Campus, Online, and other off-site locations. Regardless of campus, UNCG as a whole employs a sufficient number of full-time faculty members to ensure the completion of its programmatic **mission**, which is to be a “learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship.”

Specifically:

In Fall 2018, UNCG enrolled 20,106 students in 100 baccalaureate programs, 33 certificate/specialist/licensure programs 56 master's programs and 28 doctoral programs. These students came from North Carolina and 46 other states and 75 foreign countries/regions.

This compliance narrative addresses the following topics:

Definitions

- Full-time Faculty
- Full-time Faculty and Workload
- Academic Program

Oversight Structure

- Academic Organization
- Curriculum Quality and Integrity

Faculty Sufficiency

- Faculty distribution by program: Table data specifications
- Faculty distribution by program: Analysis of data
- Narrative for Programs with Fewer than 50% of SCHs Produced by Full-time Faculty
- Programs with 100% of SCHs Produced by Full-time Faculty
- Faculty overload policy and prevalence

Defining Full-Time Faculty

As noted in Principle 6.1 - Full-time Faculty, full-time faculty are defined as those holding faculty rank, with a 1.00 FTE assignment that is directly associated with the academic mission of the institution; i.e., those with principal responsibilities of teaching, research/creative activity, and university/public service, and those with administrative oversight of such functions. Tenure-line faculty are obligated to participate in each of the three parts of the mission; non-tenure line faculty are usually exempt from research.

- The total number of full-time faculty was 856 in Fall 2018, an increase from 794 in Fall 2013 (7.81%)
- The total number of FT faculty is steadily increasing, however; the ratio between FT and PT faculty is widening. In 2014 80% of the faculty were FT, in 2018 FT faculty comprised 75% of the total. This is expected given the number of applied programs that employ site-based professionals as part-time faculty to fulfill the significant needs for preceptors, supervisors, and other types of individualized instruction.
- The student-faculty ratio was 19:1 in Fall 2018, a positive change from the Fall 2014 ratio of 20:1. Thus the growth in faculty has slightly surpassed growth in the size of the student body.
- Curriculum delivery is also being carried out by largely by full-time faculty: the percentage of student credit hours covered by full-time faculty was over 72% across the university during 2018-19.
- Tenured faculty represented 64% of all full-time faculty in Fall 2018. This indicates that the full-time faculty ranks are largely populated by faculty scholars who are terminally degreed, research-active, and experienced in their respective disciplines. These are precisely the types of faculty the institution wants driving curriculum design, providing program direction and oversight, and teaching our students.
- UNCG does not designate faculty as either online or face-to-face. They are designated by tenure status and Full- or Part-time.

Defining Academic Programs

An academic program is defined as any combination of courses and/or requirements leading to a degree/credential as conferred by UNC Greensboro. Undergraduate degrees are primarily comprised of three distinct curricular sections; 1) General Education, 2) Courses in the Major, and 3) Electives. NC System requires a minimum of 27-credit hours in the major. Graduate credentials are usually comprised of didactic course work related to the field of study, appropriate research methodologies, and in doctoral programs, independent research. Graduate degrees are a minimum of 30 credit-hours. The degree programs offered by UNCG are in alignment with the SACSCOC institutional summary.

The [UNCG Chart of Program Sufficiency](#) documents all credentials at the program (major) level. Some majors further divide into concentrations within a major. The chart does not disaggregate at the concentration level, with the exception of the Bachelor of Arts in Special Programs in Liberal Studies because these concentrations have specific program coordinators and are governed as if they were independent programs. Sufficiency data for these programs are disaggregated as follows: Archaeology, International and Global Studies, Liberal Studies, and Environmental Sustainability.

6.2.b Program Faculty

Defining Program Faculty

Program faculty are defined as those faculty teaching courses that contribute to the required courses in the undergraduate major/concentration, or all courses within a graduate program. Programs are mostly housed within one department; interdisciplinary programs are not bounded by UNCG's department organizational structure. Faculty from many departments contribute to the delivery of program requirements. For example, the B.S. in Accounting program requires students to complete courses housed in the departments of Mathematics and Statistics, Management, Economics, Information Systems and Supply Chain Management, Communication Studies, Finance, Marketing, and Philosophy in order to fulfill the requirements of the major in Accounting. Thus, it is the design of the academic program (i.e., its coursework) that determines how and whether faculty are involved in program delivery, and not the organizational structure of academic units.

Full-time faculty must actually be teaching program student credit hours in order to contribute toward the program's faculty sufficiency assessments. This delimits the inflation of a program's full-time faculty by including those strictly performing non-instructional duties who do not interface with the program's students in for-credit coursework in the program (e.g., as is frequently the case with faculty administrators at the level of dean or above).

Faculty Engagement Curriculum Design, Review, and Quality Assurance

Academic Programs and concomitant curricula are the purview of the Faculty. As described above and in UNCG's response to Principle 6.1, all Full-Time faculty are expected to contribute to the University's mission of service. One of the most important service contributions is participating with oversight of the University's curriculum.

Every program at UNCG has an assigned academic program coordinator responsible for program oversight. For programs without necessarily a home department (e.g., the Master of Business Administration) the curriculum review committee is comprised of a broader cross-section of faculty from the disciplines contributing to the program. Further details about program coordinators are provided in Principle 6.2.c – Program Coordination.

The curricular process begins in the program/department curriculum committee, moves forward to the Unit-level curriculum committee, and finally to the University-level committees (the Undergraduate Curriculum Committee and the Graduate Curriculum Committee). New academic programs require further approval steps at the UNC System level. Some department-level committees function as a committee of the whole, others have elected membership. Both the Unit-level and University-level curriculum committees have a combination of elected and appointed members and are governed through the shared governance principals established by the University Faculty Senate and the Graduate Council. All full-time faculty, regardless of tenure status, are eligible to serve. UNC Greensboro uses the Curriculum Inventory Management and Catalog software developed by Courseleaf Technologies to manage and archive all curricular decisions.

A routine part of the curricular process to establish a new program is to provide data on faculty sufficiency and qualifications. Faculty sufficiency is evaluated at every level of faculty review. Rarely does a curriculum require a predominant number of part-time faculty. In such rare cases it is because

6.2.b Program Faculty

the majority of the curriculum is delivered in a clinical/field setting and instruction is provided by affiliate faculty who are working professionals. An example of such a program at UNCG is the B.S. in Elementary Education (K-6) in the School of Education, with three internships and a full semester of student teaching supervised by part-time or affiliate faculty.

Defining Faculty Sufficiency

With a commitment to providing a critical mass of full-time faculty, the University continues to respond to economic conditions and enrollment leveling. The UNCG mission of being learner centered is one of the elements in the decision-making process in hiring new full-time faculty through careful assessment of need. Assessing the need for additional full-time faculty occurs systematically and regularly. The number of faculty-to-course-sections ratio is under constant review by deans. As enrollment in course sections grows to a sufficient number to support a new full-time faculty member's employment, a dean makes a request to the Provost as part of the annual budget process. The enrollment funding model as described in the response to Principle 6.1 is how the UNC System determines appropriations to UNCG. It is the sole authority of the Chancellor to determine the distribution of new resources. The Provost is the sole authority for those resources allocated to Academic Affairs.

Full-time faculty sufficiency in each academic program is measured (1) by the percentage of all SCHs taken by students in the program (requirements in the major) that is taught by full-time faculty, and (2) by the collective overloads contributed to the program by full-time faculty. Each of these two metrics is computed every year, using Fall and Spring terms only, as a regular part of the budgeting process. Five-year trend data available through Institutional Research is used to smooth fluctuations that may occur in one year only, due to sabbaticals, faculty who resign or retire, leaves for various reasons, short-term fluctuations in enrollment, etc.

1. Distribution/disaggregation of full-time and part-time faculty by academic program.

As a Carnegie Classified Research Institution with High Research Activity, UNC System mandates that the average coarse-load across the University for full-time faculty is five organized courses annually. UNCG's individualized workload policy accommodates for those individuals with higher or lower research activity, or assignments that are predominantly individualized instruction to maintain the System requirement.

As previously noted above, Full-time faculty are those whose employment is 1.0 Full-Time Equivalent (FTE) and whose primary responsibilities are teaching, research and creative activity, and service. Some are additionally assigned administrative duties such as department head. Part-time faculty are those whose appointment is less than 1.0 FTE. Their appointments are primarily, instructional. **UNCG's Part-Time Faculty Policy** states that: *The University acknowledges that the employment of part-time faculty members can enhance the educational effectiveness of the academic units. No University policy prohibits the appointment of faculty members on a part-time basis, but the number of such appointments within any one department should be limited to maintain the strength of its academic program. The number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, and be appropriate to support faculty participation in curriculum development, policy making, institutional planning and governance. The academic leadership of each unit will therefore periodically review the proportion of part-time to full-time faculty members in each department to ensure that an appropriate balance is maintained. Furthermore, supervision of part-time faculty members is the*

6.2.b Program Faculty

responsibility of the hiring department. Proper orientation must be provided to enable a part-time faculty member to be a full-fledged member of the academic community.

Courses and programs are classified in one of three ways, Face-to-Face, Online, or a Hybrid combination of both. Students are either online and enrolled in online programs (O campus), or residential Greensboro (G) Campus or Research (R) Campus with a majority of face-to-face instruction. Site-based (S) Campus students take a mixture of online and face-to-face on-site courses depending on the design of the program. G and R Campus students may also take online courses. (O) campus students are enrolled in fully-online programs but are occasionally allowed to take a face-to-face course. If a program is offered both face-to-face and online, the course requirements and learning outcomes are identical. Faculty, however, are not differentiated by delivery method; therefore, the data is reported in the same manner. Fully-online programs are marked by an asterisk but are expected to meet the same requirements of faculty sufficiency.

* = 100% online

** = Online or Face-to-Face

*** = Hybrid or Online and Face-to-Face

There are two ways of looking at the contribution of full-time faculty to a program. Full-time faculty who reside within a discipline which delivers a program, and full-time faculty across the campus who contribute to course instruction within programs that are not bound by disciplines. The **UNCG Chart of Program Sufficiency** documents the number of full-time faculty delivering the curriculum in each program. The **Chart of Full- and Part-time Faculty by Department** shows the number of full-time faculty contributing to the quality and integrity of the curriculum.

See Chart of Full- and Part-time Faculty by Department

The comparison of full-time to part-time faculty within each department provides another view in which to demonstrate faculty sufficiency. The Chart of Full- and Part-time Faculty by Department indicates that in all cases, except in Kinesiology, there are more full-time faculty than part-time. In Kinesiology, graduate teaching assistants cover the vast array of physical activity courses. GTAs account for all but one of the part-time faculty.

See UNCG Chart of Program Sufficiency

The provided table below provides data gathered from a review of all UNCG courses and assigned faculty in Fall 2018 and Spring 2019. The count of Full-time and part-time faculty and concomitant SCH generation are listed separately for all degree programs. Graduate Teaching Associates are counted as part-time faculty.

The data provided here are internal and not reported externally, so peer comparison data or external benchmarks are not available.

To prepare this response, UNCG set 50% as the minimum number of program credit hours to be delivered by full-time faculty, with the expectation that in graduate programs, full-time faculty would show a greater percentage of course hours contributing to the program. This is documented in the UNCG Chart of Program Sufficiency.

6.2.b Program Faculty

The range of appropriate percentages of student credit hours (SCHs) produced by full-time faculty in each program will vary based on the nature of the academic discipline, the size of the program, and other factors such as the number of major requirements outside of the discipline. For some programs, full-time discipline faculty produce 100% of SCHs and perform all other essential oversight duties. In other programs, the percentage of SCHs produced by full-time discipline faculty is lower than 100% because factors such as program size, service course responsibilities, graduate education obligations, or accreditation requirements necessitate the judicious employment of part-time faculty so that full-time faculty can fulfill duties outside of teaching.

The UNCG Chart of Program Sufficiency indicates the following programs were delivered with less than 50% Full-Time Faculty for at least one semester during academic year 2018 - 2019:

BS Elementary Education and Special Education, Dual

Elementary Ed BS students are immediately placed in schools while taking courses, so they experience real time connections to the classroom and to the children they are teaching. Over the years, the programs have gathered a group of former classroom teachers, all with master's degrees and higher, to assist with bridging courses and field experiences. These part-time lecturers also carry the label of "team leader" because of their dealings with principals and practicing teachers. Another benefit for the University is that we have full time graduate students with assistantships. Often times, part of the requirement in their assistantship is to teach undergraduate courses. The undergraduate program in Elementary Education is often an appropriate place for this because the major requires a long list of Teacher Education courses. Doctoral students are mentored closely by UNCG full-time faculty when teaching a course. For example, the department currently has a faculty member in a distinguished professorship teaching an undergraduate TED methods course while her doctoral student shadows her. That student will then be prepared to teach the course on her own in the future. This process takes place frequently and the program faculty have found our doctoral graduates find faculty positions at universities without much trouble because of their teaching experience.

The Department of Specialized Education Services (SES) programs offer content and experiential learning that effectively prepare students in this program to work in education of D/deaf and hard of hearing students, advocacy, and special education. As such, the content of the core programs relies on full-time faculty as well as adjunct faculty when necessary to ensure that our students have the most qualified and competent instructors possible. The adjuncts work closely with the full-time faculty to ensure outstanding preparation.

In addition, adjunct instructors who are part-time faculty in the dual major in elementary education and special education hold masters and doctorates in special education or related fields and represent former special education teachers, directors of special education programs, and school administrators. These adjunct instructors are particularly valuable in supervision of early field-based experiences as they have unique experiences with special education service delivery for students with disabilities. The field-based supervisors work closely with full-time faculty to be certain that the evidence-based practices teacher education students are learning in coursework are implemented in their clinical (field-based) experiences.

SES doctoral Graduate students also serve as part-time instructors in the initial licensure programs in special education as part of their preparation and/or assistantship responsibilities. Before they

become instructor of record, the doctoral students will have spent at least one semester shadowing a full-time faculty member. This faculty member will continue to mentor the doctoral student as they take responsibility for teaching the course.

BS Elementary Education K-12

Elementary Ed BS students are immediately placed in schools while taking courses, so they experience real time connections to the classroom and to the children they are teaching. Over the years, the program has gathered a group of former classroom teachers as part-time faculty, all with master's degrees and higher, to assist with bridging their courses and their field experiences. These part-time lecturers also carry the label of "team leader" because of their dealings with principals and practicing teachers. Another benefit is that the program has full-time graduate students with assistantships. Often times, part of the requirement in their assistantship is to teach undergraduate courses as the instructor of record. They are then part-time faculty. The undergraduate program in Elementary Education is often an appropriate place for this because the major requires a long list of Teacher Education courses. Doctoral students are mentored closely by full-time faculty when teaching a course. For example, the department currently has a faculty member in a distinguished professorship teaching an undergraduate methods course while her doctoral student shadows her. That student will then be prepared to teach the course on her own in the future. This process takes place frequently and we have found our doctoral graduates find faculty positions at universities without much trouble because of their teaching experience.

BS Integrated Professional Studies

This program is coordinated by a person who is a full-time administrator by the hiring definition, but she is an academic by training (PhD in Biology) and her responsibilities are to the support and administration of the curricula of the Integrated Professional Studies BS and the Master of Arts in Applied Arts and Sciences. She executes the same duties as a full-time faculty member with program coordinator responsibilities although her hiring status is staff. This full-time staff person acts as a full-time faculty member. She works with faculty who teach in the program to ensure that the curriculum and program have quality, integrity, and oversight.

The program has two full-time faculty and a full-time program coordinator, who is the IPS director. The program director, as noted above, is allocated to this program and teaches multiple courses each academic year. However, the interdisciplinary nature of the degree requires faculty who are uniquely qualified to provide instruction in the skills that employers are looking for as they develop students into T-shaped professionals, where the breadth of their expertise complements the depth of a focus of expertise, so it is essential that experts act as part-time faculty to teach courses important for the curriculum deliver content (see [Integrated Professional Studies \(IPS\) Courses](#)). The full-time faculty and program coordinator work with part-time faculty and provide their expertise and oversight of the curriculum as a whole to ensure its integrity is maintained.

BS Middle Grades Education

The department has several seasoned middle grades experts who have been a consistent presence for our middle grades program. All of the current part-time lecturers have taught in the middle grades for a number of years, all have their master's degree in middle grades education (one is finishing her PhD soon), and all have vital connections to the middle grades principals and teachers in our immediate and surrounding areas. This has been a major asset for our majors.

The department has sufficient full-time faculty who teach in the program and oversee the quality and integrity of the curriculum. Typically for this program, the first year middle grades students will all take 2 Teacher Education (TED) courses and an additional TED course aligned to their content area in the fall. 2 of 2 of the "general" middle grades TED courses are taught by a part time faculty. All four content area courses (Middle Grades Methods - Math, Science, Social Studies, & Language Arts) are taught by full-time faculty. In the fall, the second year middle grades students will all take four TED courses. 3 of 4 will be taught by full time faculty and 1 will be taught by part-time faculty (see [Middle Grades Education BS Courses](#)). When a part-time faculty member teaches the course, the full-time faculty often consult with them in meetings to discuss course content and student progress. The program coordinator leads many of these discussions in order to maintain the program integrity, and communicates outcomes with the department head.

BS Professional in Deafness

The Department of Specialized Education Services (SES) houses three unique yet related programs, Birth-Kindergarten (BK), Professions in Deafness (PID), and Special Education (SPED). These programs offer content and experiential learning that effectively prepare students in the respective programs to work in early childhood professions, interpreting services, education of D/deaf and hard of hearing students, advocacy, and special education. As such, the content of the core programs relies on fulltime faculty as well as adjunct faculty when necessary to ensure that our students have the most qualified and competent instructors possible. For example, adjunct faculty hired in the Professions in Deafness areas of concentration represent highly- skilled instructors who are immersed in the Deaf community and bring unique perspectives to the roles and responsibilities of advocates, interpreters, and educators as well as provide excellent models needed for these specialized professions. The adjuncts work closely with the PID fulltime faculty to ensure outstanding preparation in related knowledge and skills necessary for advocacy and interpreting services and deaf education. Fulltime faculty in the department have regularly scheduled meetings with part time faculty in all program areas to ensure consistency, uniformity and alignment of standards with objectives in the content taught in all courses. Part time faculty receive all of the information that full-time faculty receive for training on online platforms (Canvas, UNCGenie, Taskstream) used in planning, delivery, and assessment of instruction for our students. The program coordinator for the special education program area, who meets monthly with all adjunct instructors who are supervising field-based experiences (internships or student teaching in schools) to ensure that the most current information from the School of Education's Collaborative for Educator Preparation (governing body for the teacher education programs), is available to the part time faculty. She also meets at the beginning of each semester with new adjuncts to review syllabi and assist with instructional materials for the course. In this way, the part-time instructors provide specialized expertise that PID students require for their program.

The interim department chair and associate chair, both full-time faculty, review end of semester course evaluations of all part time faculty to ensure quality of instruction and to identify any particular strengths and concerns related to student feedback. Course evaluations may also be discussed with program coordinators to determine any actions that may be necessary.

Secondary Education Majors were intentionally omitted from the chart. The required coursework for Secondary Education programs is a combination of the disciplinary BA requirements and the Teacher Education licensure requirements, both of which meet the threshold for full-time faculty

6.2.b Program Faculty

identified by UNC Greensboro.

UNCG expects that some graduate programs will be below the 50% SCH coverage thresholds. This is appropriate in programs in which part-time faculty contribute particular expertise, such as in clinical settings or practicums, or when they bring specialized knowledge to a course or program. In all cases, full-time faculty oversee the quality and integrity of the program.

MA in Applied Arts and Sciences

This program is coordinated by a person who is a full-time administrator by the hiring definition, but she is an academic by training (PhD in Biology) and her responsibilities are to the support and administration of the curricula of the Integrated Professional Studies BS and the Master of Arts in Applied Arts and Sciences. She executes the same duties as a full-time faculty member with program coordinator responsibilities although her hiring status is staff. This full-time staff person acts as a full-time faculty member. She works with faculty who teach in the program to ensure that the curriculum and program have quality, integrity, and oversight.

The Master of Arts in Applied Arts & Sciences is not a single disciplinary degree; the MAAS program incorporates instructional expertise from every unit at UNCG. Some of the faculty who teach in the program have taught in the program and are recently retired but remain as instructors because they are committed to the success of this program. In 2019-2020, there were fifteen MAS courses offered. Ten of those (67%) were taught by full-time UNCG faculty (see [MAAS 2019-2020 Courses](#)). Additionally, retired faculty who were previously full-time UNCG faculty teach in the program regularly. While there is fluctuation of what courses are offered and how many full-time faculty are engaged in a given year, many courses have been taught by the same full-time faculty for many years, supplemented by qualified part-time faculty, and these interdisciplinary faculty work together with the program coordinator to make this program a quality and cohesive curriculum.

MA Dance Education

The Dance Ed MA program is a hybrid of online and face-to-face courses and accepts a cohort every other year. Students take on-line courses during their first year, spend a summer semester on-campus, and enroll in the required capstone experiences during their second academic year. 2018-19 is the 2nd year of this particular cohort's registration and the analysis for this resulted in below 50% full-time faculty delivering instruction. When an analysis of course delivery for the entire 2-year program is conducted, including the summer term, 83% of the instruction is delivered by full-time faculty. This 2-year analysis can be seen in the [Dance Education MA Courses](#). Further, UNCG has no concerns over program sufficiency since an instructor who was a part-time faculty member in 2018-2019 in Dance Education is now full-time.

MAT Master of Arts in Teaching

The MAT program exists as initial teacher licensure for educators who have their bachelor's degree already. Like the Elementary Ed BS students, these students are immediately placed in schools while taking courses so they experience real time connections to the classroom and to the children they are teaching. In the spring, most students are enrolled in student teaching courses, which are supervised by part-time supervisors, who are supervised by program faculty. These are the appropriate instructors for the courses, but it does mean that spring time part-time instruction exceeds instruction by full-time faculty in this program. Fall instruction is consistently led for the most part by full-time instructors.

6.2.b Program Faculty

MED in Birth Through Kindergarten Interdisciplinary

Birth Through Kindergarten M.Ed. program is interdisciplinary and jointly administered by the Department of Specialized Education in the School of Education and the Department of Human Development and Family Studies in the School of Health and Human Sciences. Coordination of the program is carefully monitored by the B-K program co-directors. Four adjunct instructors teach in the B-K M.Ed. program. Each of the adjunct instructors has a doctoral degree in special education, early childhood education, or a related field. The adjunct instructors bring valuable expertise and experience to our institution and students and are assigned to teach courses that draw upon their area of expertise and experience. These instructors have primary careers outside of higher education that are closely related to the field of study in BK M.Ed. program and therefore, they bring the added benefit of practitioners' perspectives to the classroom and direct contact with the employment sector. They are highly qualified to accomplish the mission and goals of our program and school. They work with the program coordinator to ensure the curriculum's integrity is maintained.

The full-time faculty support part-time faculty with preparation and oversight through regular meetings. In courses with more than one section, at least one section is taught by a full-time faculty to coordinate the course. When possible, the part-time faculty are asked to shadow new courses they would be teaching in the coming semesters, so that they understand expectations established by full-time faculty. When a new part-time faculty is hired to teach a course in the program, the co-coordinators and a full-time faculty who has taught the course in previous semesters meet with the part-time faculty to design and plan the course. Throughout the semester, part-time faculty participate in monthly BK Graduate Committee Meetings to discuss course and program-related issues. While the program benefits from the expertise of part-time faculty, the full-time faculty ensure that the program as a whole and each individual course has quality, integrity, and review.

MEd Special Education, General Education

The Department of Specialized Education Services (SES) houses three unique yet related programs, Birth-Kindergarten (BK), Professions in Deafness (PID), and Special Education (SPED). These programs offer content and experiential learning that effectively prepare students in the respective programs to work in early childhood professions, interpreting services, education of D/deaf and hard of hearing students, advocacy, and special education. These part-time faculty are carefully selected and are engaged in the curriculum to ensure they maintain its integrity. As such, the content of the core programs relies on fulltime faculty as well as adjunct faculty when necessary to ensure that our students have the most qualified and competent instructors possible. For the MEd in Special Education, there was one semester where the full-time faculty taught fewer student credit hours than the part-time faculty. However, there were six courses taught that semester (spring 2019), and four of them were taught by full-time faculty. There were more students enrolled in the courses taught by part-time faculty, but the majority of courses were taught by full-time instructors.

Fulltime faculty in the department of Specialized Education Services (SES) have regularly scheduled meetings with part time faculty in all program areas to ensure consistency, uniformity and alignment of standards with objectives in the content taught in all courses. Part time faculty receive all of the information that full time faculty receive for training on online platforms (Canvas, UNCGenie, Taskstream) used in planning, delivery, and assessment of instruction for our students. The program coordinator for the special education program area, who meets monthly with all adjunct instructors who are supervising field-based experiences (internships or student teaching in

6.2.b Program Faculty

schools) to ensure that the most current information from the School of Education's Collaborative for Educator Preparation (governing body for the teacher education programs), is available to the part time faculty. She also meets at the beginning of each semester with new adjuncts to review syllabi and assist with instructional materials for the course. The interim department chair and associate chair, both full-time faculty, review end of semester course evaluations of all part time faculty to ensure quality of instruction and to identify any particular strengths and concerns related to student feedback. Course evaluations may also be discussed with program coordinators to determine any actions that may be necessary.

MED in Teacher Education

This program factored just shy of the 50% threshold. It is multi-disciplinary in that there many concentrations required by North Carolina to satisfy licensure requirements. For some concentrations in the Teacher Education program, the curriculum readily exceed the 50% threshold. An example is our literacy concentration and many of our students enroll in this concentration. For any of the concentrations that may occasionally dip below UNCG's threshold in a given year, the students are still receiving high-quality instruction because all part-time instructors for this program have earned the terminal degree in their area of expertise.

To ensure quality and integrity of the curriculum part-time faculty in the program typically connect with the previous instructor for an orientation to the course, replete with use of Canvas directions, syllabus examples, and review of assignments that have previously been done in the course. The orientation serves as a point of reference for the ways in which the present faculty member can teach it. Oversight of the part-time faculty can include classroom observations as well as teacher evaluations for the purposes of continued improvement. The overall course and program curriculum are overseen by the full-time faculty.

MPH Community Health Education

Enrollment in this program is intentionally small due to the intense field-work instruction throughout the degree program. Therefore, many courses are delivered only every other year. As with all small programs, sufficiency data can be influenced in any number of small ways. In this case, the analysis shows that there were two fewer full-time faculty contributing to the major in the spring resulting in a net loss of 168 credit hours taught by full-time faculty. One of the instructors in this program is on phased retirement and is thereby considered part time, but it fully committed to this program's curriculum. This faculty member is currently in her final year of phased retirement and will be replaced with a full-time faculty member. This department also was down one full-time faculty member as he was asked to serve as interim associate dean. He has since returned to the faculty and resumed his teaching duties. For 2019-2020, when the part-time faculty on phased retirement is considered as full-time, 6 of 9 (67%) of courses have been taught by full-time faculty (see [MPH 2019-2020 Courses](#)).

MS in Chemistry

The MS in Chemistry is a small program that occasionally offers courses for students in other disciplines. In spring 2019, the department offered eleven courses, nine of which were taught by full-time faculty. Two of the courses enrolled more student credit hours, and therefore the calculation of credits taught by part-time instructors is larger. However, 82% of courses were taught by full-time faculty.

6.2.b Program Faculty

MS in Educational Research, Measurement, and Evaluation

In spring 2019, the MS in Educational Research, Measurement, and Evaluation offered students five courses in the program. Of those five courses, three were taught by full-time faculty. Two of the courses enrolled more student credit hours, and therefore the calculation of credits taught by part-time instructors is larger. However, 60% of courses were taught by full-time faculty. Part-time faculty are often experts in the course content and are carefully selected as instructors. The curriculum and integrity of the course are ensured by the full-time faculty.

MSA in School Administration

In order to ensure that Masters of School Administration (MSA) students have access to the latest in professional knowledge and trends, the Educational Leadership and Cultural Foundations department (ELC) uses experienced school principals and superintendents who have obtained their terminal degrees (doctorates) as instructors. These individuals teach classes like "The School Principalship" or supervise students who are completing their school leadership internship, which represents 1/3 of the required coursework in the MSA program.

ELC uses its current approach as a way to provide the best possible educational and preparation experience for its MSA students. The instructors who are experienced school principals and superintendents augment but do not replace the contributions of full-time ELC faculty, who remain the core instructors in the program. In choosing the instructors who are experienced principals and superintendents, ELC full-time faculty engage in a formal selection process in order to determine whether a candidate is suitable to be an instructor in ELC. This selection process allows ELC to choose top-quality candidates, such as an individual who was named a local partner district's Principal of the Year. The coordinator of the MSA program, who is a full-time faculty member, retains formal oversight over the progress of the instructors who are experienced school principals and superintendents. He meets with each person and provides them training before they begin teaching. During each semester they teach, the MSA Coordinator supports their real-time performance and receives student input in order to evaluate their teaching. In addition, the instructors who are experienced school principals and superintendents are provided department-approved syllabi for the MSA courses, which include specific projects required by the state-approved ELC principal preparation licensure program.

Though this practice has sometimes taken ELC near or below the 50% full-time faculty threshold, ELC supports the current makeup as a way to provide the best possible educational and preparation experience for its MSA students.

MSW in Social Work

The Master's in Social Work is a joint program between UNCG and the North Carolina Agricultural and Technical State University (NC A&T). Almost all the faculty who teach in the program are full-time, either at UNCG or at NC A&T, however, each faculty member has an adjunct appointment at the other institution. While the data show that 11 of 20 courses were taught by part-time faculty, ten of the eleven are actually full-time faculty in the MSW program who have their initial appointment at NC A&T. Other semesters the balance is different and more UNCG faculty offer the credits or the courses are taught 50/50. However, the important issue is that almost all courses in this program are taught by full-time joint MSW faculty.

2. Collective Overloads

6.2.b Program Faculty

Although granted on occasion, faculty overloads are strongly discouraged at UNCG. In academic year 2018-2019, 58 sections were paid to faculty asked to take on an overload. This represents 13.24 FTE or 1.5% of total full-time faculty.

UNC System Policy 400.3.4 requires that at UNC Greensboro, the standard teaching load for full-time faculty is the University aggregate of five organized courses per academic year. **UNC System Policy 300.2.13 Supplemental Pay Policy for Employees Exempt from the State Personnel Act** requires that each constituent institution must have policies or regulations in place that clearly address the requirements and procedures for special payments.

The Supplemental Pay Policy is intended to address two situations:

- A. Temporary increases in responsibility during the employee's normal work hours or contract period.
- B. Extra duties performed outside the employee's job description and outside of normal work hours or that add extra work hours in addition to those spent on normal job duties. Supplemental pay is not a bonus for performance. Employees who are eligible for overtime under FLSA regulations must not be given supplemental pay in lieu of overtime.

In accordance with the UNC System Policies cited above, UNC Greensboro has established **Faculty Workload Guidelines**. Section V. of this document specifically addresses Course Overloads.

V. Course Overloads

An overload is coursework taught by a full-time faculty member that exceeds the course load expectations expressed below:

- *18 semester hour (six organized courses, or their equivalent) per year for tenured or tenure-track faculty members who are actively engaged in a program of research and publication or equivalent creative activity;*
- *the teaching expectations set in their contracts for Academic Professional and Clinical faculty members;*
- *24 semester hours (eight organized courses, or their equivalent) per year for other (not Academic Professional or Clinical) non-tenure-track faculty members.*

Overloads are monitored through the UNC Greensboro Annual Instructional Analysis process. *Once a year, during spring semester, department heads will review Section 2 of the Instructional Analysis Report for their department.* Paid faculty overloads are indicated on the **Instructional Analysis** Reports supplied by Institutional Research. Faculty overloads are not common at UNC Greensboro and are generally by choice.

The entities that may supply occasional add-pay for faculty overloads are the Residential Colleges and Honors College, which offer specialized courses, and the Bachelor of Liberal Studies and the Master of Arts in Applied Arts & Sciences programs.

Defining the responsibilities and functions of full-time faculty charged to support and ensure the quality and integrity of each academic program.

Faculty are responsible for student learning. They are also responsible for the success of their programs. These two parts come together in annual academic assessment planning and reporting.

As required by the **UNCG Institutional Effectiveness Policy**, it is the University's responsibility to engage in institution-wide, systematic, and continuous assessment of the effectiveness of the institution and to establish clear, consistent, and sustainable processes for doing so. The Student Learning Enhancement Committee (SLEC) is a representative body of faculty who consider issues related to assessment of academic programs, review assessment reports to ensure consistency with institutional expectations for academic assessment, and who communicate to those entities the actions and decisions of the SLEC.

At UNC Greensboro, assessing student learning is essential to help us serve our students and our stakeholders. There is a set process for assessment that each educational program follows. Faculty in the program first identify student learning outcomes that are appropriate, and they find (often within the curriculum) measures that help them determine if the program is helping students learn what is intended. Those measures are used to collect data on an annual basis, and those findings and analysis are reviewed by program faculty. That review initiates a discussion among faculty teaching in the program about learning. Faculty then determine what outcomes need to be improved, and they find ways based on assessment data to make those improvements. Finally, they implement those action plans for improvement, and reevaluate learning outcomes afterward to see if student learning seems to be benefiting from those changes.

Assessment is reported through assessment plans and assessment reports. Programs that have shown consistent commitment to assessment are evaluated every 2 years; other programs are assessed annually. An assessment plan is made up of the program mission/purpose, student learning outcomes, measures, and targets.

Assessment plans need to be in place at the start of the academic year. A full assessment report is the findings for the academic year, an action plan, and the results of the most recent action plan. Programs on a 2-year cycle provide an interim report that includes only assessment findings after the first year of their plan. Reports (full and interim) are completed after the academic year has ended and are due in early fall.

Plans and reports at UNCG are reviewed by the Student Learning Enhancement Committee (SLEC) using the **UNCG Academic Assessment Reporting Feedback Rubric**. SLEC is authorized by the Faculty Senate and is held accountable to them.

Conclusion

In sum, the above narrative provides evidence that UNC Greensboro employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, delivery, and review for each of its academic programs.



6.2.c Program coordination

For each of its educational programs, the institution assigns appropriate responsibility for program coordination.

Judgment

Compliant Non-Compliant

Narrative

For each of its educational programs, the University of North Carolina at Greensboro assigns appropriate responsibility for program coordination (see [Program Coordinator List](#)). Program coordination for all programs, regardless of whether they are delivered on campus, off-site, or online, is assigned with the same standards and expectations.

In some instances, there are co-coordinators for programs. For programs like the Special Education, General Curriculum BS, more than one person oversees the program administration, sharing or dividing duties related to the program. For most Secondary Education programs, there is a co-coordinator in the discipline (Psychology, for example) and a co-coordinator in the Teacher Education discipline. They consult on the overall curriculum and on student achievement within the program, addressing the two components of the program. Similarly, there are interdisciplinary programs like the Birth Through Kindergarten Interdisciplinary Studies in Education MEd or the MSN/MBA degree that engages faculty from two departments to create one curriculum. For these programs, there are faculty coordinators from each department that work together to administer all of its components. In all cases, responsibility for each educational program's coordination is assigned to appropriate persons.

Undergraduate Program Coordination

Department heads (sometimes called department chairs) are tasked with oversight of educational programs (see [Administrative Guidelines for the Appointment, Duties and Evaluation of Department Heads](#)). Every undergraduate program at the University of North Carolina at Greensboro must have an Academic Program Coordinator (APC) identified (see [Guidelines for the Responsibilities of Undergraduate Academic Program Coordinators](#)). Academic Program Coordinators are responsible for administration of processes related to recruitment, admission, advising, and qualifying of students in their program. They are responsible for curriculum development and review within the program. The APC is responsible for assessment of the program and is often integrally involved in periodic program or departmental review. At UNC Greensboro, APCs are typically appointed at the major level and oversee all concentrations within the major.

At UNC Greensboro, the role of APC is often fulfilled by a Director of Undergraduate Studies (DUS). This faculty member is appointed to oversee the general operations of the program. Often times that person executes all of the responsibilities of the APC. Sometimes, the DUS is not directly responsible for an activity, like advising, but is informed in the process and is part of the decision-making process for issues involved in the activity. The [Program Coordinator List](#) includes the APC, whether that person is also the DUS or department head.

The APCs must be academically qualified to oversee the program. UNC Greensboro reviews the alignment of each program coordinator's academic degree(s) with the program curriculum. When the alignment of the terminal degree and program curriculum is not readily apparent, or when the APC does not have the terminal degree in the program's discipline, a justification is provided for assignment of this role. In all cases, a person with the appropriate qualifications oversees each undergraduate program.

Graduate Program Coordination

At UNC Greensboro, the Graduate School is a longstanding administrative structure that oversees a range of elements of graduate education. For this reason, there are formalized structures that exist for Directors of Graduate Studies that do not exist for undergraduate education.

Graduate programs at UNCG are coordinated by Directors of Graduate Studies (DGS), who are also responsible for curriculum development and review. Some programs appoint a separate "Program Coordinator" to handle administrative tasks within degree programs. The duties of these program coordinators are delegated to them by the DGS and are limited to duties such as coordinating day-to-day communication with the students, maintaining academic records, and facilitating course registration.

The policy governing appointment and responsibilities of Directors of Graduate Studies is maintained by the Provost (see [Appointment as Director of Graduate Studies](#)). DGS are appointed to three-year terms by the unit dean in consultation with the department head and program faculty. The DGS must be a tenured Member of the Graduate Faculty in an appropriate field to serve as DGS. This policy allows a unit dean to petition the Dean of the Graduate School to assign the role of Director of Graduate Studies to an individual who is otherwise not eligible under this standard. The standard for Membership in the Graduate Faculty (see [Graduate Faculty Appointment Policy](#)) requires a terminal degree in their field, demonstrated commitment to excellent teaching, research competence, and a commitment to professional development in their discipline.

The DGS represents the program to faculty governance bodies, takes leadership in maintaining program quality and effectiveness, and communicates with administration about the program's concerns. Among their specific duties are admitting and recruiting students; advising students; enforcing, revising, and maintaining departmental requirements and curricula; evaluating students' academic progress; coordinating funding for students in the program; and ensuring compliance with University and Graduate School policies governing graduate education. The Program Coordinator List includes those persons with program coordination responsibilities, who is the DGS.

6.2.c Program Coordination

Interdisciplinary Program Coordination

Each interdisciplinary program at UNC Greensboro also has a program coordinator. In the past, interdisciplinary programs were organized within an academic unit and conformed to the same program oversight expectations of that unit. For example, the Women's and Gender Studies program is housed in the College of Arts and Sciences (CAS). Leadership reported to the CAS administration and met the same expectations of other Directors of Graduate Studies or program coordinators in the College. In 2019, as the number of interdisciplinary programs grew, the University established governance rules for those programs that involves the drafting of a Memorandum of Understanding (MOU). That MOU includes the assignment of a program coordinator for each program with appropriate disciplinary credentials and the creation of an advisory committee to oversee all program matters (see [Interdisciplinary Programs: Establishment, Administrative Structure, Faculty Appointments and Processes](#)). Between the program coordinator and the advisory committee, appropriate coordination of the program is provided.

The Program Coordinator List includes those persons with program coordination responsibilities, whether Academic Program Coordinator or Director of Graduate Studies, for all interdisciplinary programs.

Conclusion

The list of each educational program, its program coordinator(s), academic credentials, review of transcript, and justification for role when not justified by the academic qualification is included as evidence that UNC Greensboro assigns appropriate responsibility for program coordination.



8.1 Student achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Judgment

Compliant Non-Compliant

Narrative

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. Multiple measures are used to document student success and identify areas for improvement.

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

UNC Greensboro uses a number of measures to evaluate student achievement. The University tracks goals related to student success, impact, and institutional excellence and diversity among other things. Central to those are student persistence, completion, and graduation. As part the UNC System’s Higher Expectations project, UNC Greensboro has identified student success for low income and rural students as core initiatives. Additionally, student achievement on some normed exams speak to the achievement of our students as they enter their professions, with two of the most significant for the UNCG mission being the Nursing and Education outcomes. All of these measures – persistence, completion, graduation, and normed exam results – are presented as evidence of the University’s commitment to student achievement.

UNCG monitors the success of students and progress toward the mission statement using student achievement metrics that are typical in higher education: persistence and graduation rates. Each of the established targets are set based on benchmarks that have been accomplished and the institution’s understanding of how it will serve the state of North Carolina. Targets are set internally by leadership, including the Chancellor, Provost, Vice Chancellor for Enrollment Management, Associate Provost for Student Success and Dean of Undergraduate Studies, Associate Vice Provost for Institutional Research, and academic Deans. The University also uses a set of key performance indicators (KPIs) that were created as part of the **University of North Carolina System’s Strategic Plan — Higher Expectations**

8.1 Student Achievement

initiative. These KPIs, which for student achievement include targets for low income and rural student enrollment and completion rates, are written into the strategic plans at the System and University levels. The targets for those KPIs are specified in [Taking Giant Steps: Goals and Initiatives](#). Students enrolled in off-campus and online programs meet the same requirements for their academic programs and graduation and are included in the reporting that follows.

Targets for these metrics are intended to be reasonable for the University. UNCG has put into place a number of Student Success initiatives and appointed an Associate Provost for Student Success, in addition to the Vice Chancellor of Enrollment Management, to focus on ensuring more UNC Greensboro students complete their degrees. While measures and goals may be described as “prioritize” items, as noted in the [UNC System – UNCG Higher Expectations Memo](#), the targets reflect multi-year analyses and were set based on efforts that were already in place to address many of the metrics. Targets reflect realistic goals for the University.

Performance relative to all of these targets is published on the [Student Achievement webpage \[01\]](#).

SIX-YEAR GRADUATION RATES

UNC Greensboro uses the IPEDS (Integrated Postsecondary Education Data System) report for graduation data for full-time, first-time degree-seeking undergraduates who complete their degrees within six years and compares them to the peer institutions. According to the U.S. Department of Education [IPEDS Graduation Rate definition](#) publication, “IPEDS graduation rates (GR) are reflective of full-time, first-time, degree-/certificate-seeking students who started and finished at the same institution. Students included in graduation rates do not represent all of the students at an institution (e.g., GR excludes part-time and transfer students).”

UNCG’s IPEDS graduation rate has been higher than the peer average for the cohort reported each year since the 2008 cohort. Because of this central role for this data, this metric is the data point that UNCG identified and uses for SACSCOC’s completion indicator reporting. UNCG’s minimal target is to sustain the graduation rates established with the baseline (53.9%) as it continues to diversify ethnically and economically. However, new initiatives related to student success suggest that UNCG can realize a 2% annual increase over the five subsequent years. These initiatives resulted in UNCG’s highest fall to spring retention rate (fall 2019 to spring 2020) since 2014, a rate of 93.4%, up from 92.3% the previous year.

Baseline: 53.9% based on the 2010 cohort

Minimal Target: sustain baseline of 53.9%

Target: 58.7% for the 2015 cohort

Table 8.1 – 1
IPEDS Six-Year Graduation Rates

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Cohort	2010	2011	2012	2013	2014	2015
Minimal Target	-----	53.9%	53.9%	53.9%	53.9%	53.9%
Target	-----	54.2%	55.28%	56.38%	57.75%	58.65%

8.1 Student Achievement

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Achieved	53.9%	54.3%	53.5%	58.6%	---	---
Peer Rates	50.1%	50.5%	52.7%	54.5%		

Efforts to Meet Expectations

UNC Greensboro recognized that it met the increased target of 52.4% in 2017-2018 but knew that more focus needed to be paid to undergraduate graduation rates. In 2018-2019, coinciding with the slight dip in graduation rates, the University reorganized existing offices focused on student retention and completion, establishing a new Division of Student Success to address those issues. A new position, Associate Vice Provost for Student Success and Dean of Undergraduate Studies, was created to head the Division. Under his leadership, UNCG is focused on creating successful sophomores who take and complete courses in their early careers in order to create momentum toward graduation. With a Retention and Graduation Task Force, a revised General Education program, a Math Pathways program to help students succeed in math courses appropriate for their programs of study, and other initiatives, the new Associate Vice Provost is building infrastructure for improved graduation rates. As noted, there are early indications of success in the retention numbers for first-year students, as reflected in the 2013 cohort which had a graduation rate of 58.6%.

Graduation Rates by Gender

UNC Greensboro understands the importance of tracking incoming full-time freshmen by various demographics. Of particular focus for the institution is the graduation rates for both males and females. UNCG has a strong history of graduating females who enroll as first-time, full-time freshmen, and wants to maintain that. However, the University sees a significant difference in their male counterparts to graduate. For this reason, the University has put in place the Spartan Men’s Initiative, offering support for the duration of undergraduate enrollment specifically to 35-40 male students annually. As freshmen they enroll in unique sections of the First Year Experience course, meet regularly with the program director who acts as a mentor, and attend events designed to keep them engaged and enrolled. This program’s persistence rates are better than the rates for the overall population. The 2017 cohort of Spartan Men’s members persisted to their second year at a rate of 83.3%, compared to 76.3% (see [Spartan Men's Initiative Persistence Rates](#)).

To align with the overall increase in graduation rates and to reflect the trend in recent data, UNCG is targeting at minimum a 2% annual increase in graduation rates by male students.

- Baseline: 53.9% based on the 2010 cohort
- Minimal Target: 2.0% increase in male graduation rates each year
- Target: Parity in graduation rates between males and females

8.1 Student Achievement

Table 8.1 – 2
IPEDS Six-Year Graduation Rate by Gender

IPEDS 6-Year Graduation Data	UNCG	Peers	Target
2010 cohort	53.9	51.2	
Men	46.9	45.8	
Women	57.0	53.6	
2011 cohort	54.2	52.2	
Men	47.2	46.0	47.83
83Women	57.7	54.2	
2012 cohort	53.5	53.0	
Men	49.0	48.3	48.78
Women	55.9	56.2	
2013 cohort	59.0	50.0	
Men	54.6	50.4	49.8
Women	60.5	57.9	
2014 cohort			
Men			50.75
Women			
2015 cohort			
Men			51.77
Women			

FIRST YEAR COHORT PERSISTENCE AND GRADUATION RATES

First Year Cohort Persistence

The target set internally for first year to second year persistence is to increase persistence incrementally in ways commensurate with the institution’s five-year graduation-rate targets. (Persistence is a student’s year to year progress toward their degree at UNCG.) This approach was set with implementation of the University’s Strategic Plan in 2017. In practice, this means an improvement of 1.6%-2.0% each year (60 students) until the 2021-2022 academic year, when first-year retention should be 84%.

Baseline: 75.6% based on the 2010 first-time, full-time cohort

Minimal Target: 84% for the 2021-2020 cohort

8.1 Student Achievement

Table 8.1 – 3
One Year Persistence Rates Incoming Full-Time Freshmen

	N	1st Year	2nd Year	3rd Year	4th Year	5th Year
2010	2515	75.6	65.2	60.3	58.4	56.0
2011	2433	75.8	64.6	60.1	57.6	57.0
2012	2516	73.6	66.1	61.5	58.8	57.6
2013	2482	78.1	68.8	65.1	61.9	56.9
2014	2593	77.0	69.1	64.3	62.19	60.53
2015	2773	76.2	67.5	64.0	61.8	
2016	2850	77.4	68.8	63.9		
2017	2791	76.3	67.12			
2018	2978	75.22				

Five-Year Graduation Rates

Student Achievement goals are addressed by both the University of North Carolina (UNC) System and the UNCG Strategic Plans. UNCG monitors the success of students and progress toward the mission statement using a set of key performance indicators (KPIs) that were created as part of the [University of North Carolina System’s Strategic Plan — Higher Expectations Performance Agreement](#) initiative, made official in 2016 using the 2015 numbers as baseline figures. The baseline five-year graduation rate, which is the number of first-time, fulltime, degree-seeking undergraduates who began at UNCG and subsequently received a baccalaureate degree from any accredited institution of higher education, was set in 2015 at 56.7% based on the 2010 cohort. Improvement targets above this baseline were set in collaboration with the UNC System. *These numbers can be higher than UNCG’s six-year graduation rates because they include students who started at UNCG but completed degrees elsewhere.*

In the goal-setting process, an increase of approximately 1.5% per year in 5-year graduation rates was determined to be reasonable, given that the University had established a pattern of that level of increase in the previous two years. The 2021-2022 graduation-rate target was thus set based on a 1.5% annual increase over 2016-2017 graduation numbers. This goal was associated with implementation of the University’s Strategic Plan in 2017.

UNC Greensboro saw notable improvement in the five-year graduation rate for 2017-2018, which it associates with student success initiatives implemented in recent years. Data for these Key Performance Indicators are published on the Student Achievement web page and also on the Office of Institutional Research’s University KPI tracking pages, which is updated when the data are finalized by the UNC System (see [University KPIs for 5-Year Graduation Rate](#)).

Baseline: 56.7% based on the 2010 cohort

Minimal Target: 62.4% for the 2021-2022 cohort

8.1 Student Achievement

**Table 8.1 – 4
Cohort Five-Year Graduation Rate**

Cohort Five-Year Graduation Rate		
	Actual	Goal
2014-2015 (2010 cohort)	56.77%*	
2015-2016 (2011 cohort)	56.18%	
2016-2017 (2012 cohort)	56.88%	
2017-2018 (2013 cohort)	62.30%	57.56%
2018-2019 (2014 cohort)	60.2%	58.70%
2019-2020 (2015 cohort)		59.84%
2020-2021 (2016 cohort)		61.10%
2021-2022 (2017 cohort)		62.40%

Low Income Enrollment and Completion

In addition to persistence and 5-year graduation rates, enrollment and completion for low income students are also important measures of UNCG’s student achievement. In the UNC System’s strategic planning definitions, Low-income Enrollment is “The number of in-state, degree seeking undergraduates in the fall enrollment snapshot (i.e., SDM Census Snapshot) who received a federal Pell Grant (any amount over the course of the academic year), and a student’s low-income status can change from year to year.” “Low-income completion” is defined as “The number of in-state undergraduates who both: (1) received a baccalaureate degree in the current academic year (Summer II, Fall, Spring, Summer I); and (2) received a federal Pell Grant within the last 5 years (either the current academic year or any one of the preceding 4 academic years) at the institution receiving credit for the completion. These definitions can be found in the [UNC System Definitions of populations](#) document.

Targets for these metrics are specified in [Taking Giant Steps: Goals and Initiatives](#). These were established as reasonable targets for UNCG, based on previous data examined by both the UNC System and UNC Greensboro. Enrollments of low-income students increased by more than 4% in a single year, and then significantly (by more than 8% then more than 11%) in the next 2 years. As an institution that is first in North Carolina and 27th in the nation for Social Mobility, which identifies institutions that are most successful in enrolling and graduating students who come from disadvantaged backgrounds, this increase is expected (see [Social Mobility Article](#)). UNCG continues to seek to enroll low income students but continues to work toward its moderate goal of an annual increase of approximately 3% each year.

Data for these Key Performance Indicators are published on the Student Achievement web page and also on the Office of Institutional Research’s University KPI tracking pages, which is updated when the data are finalized by the UNC System (see [University KPIs for Low-Income Students](#)).

8.1 Student Achievement

Low Income Enrollment

Baseline: 7089 students enrolled in Fall 2015 in this population
 Minimal Target: 15.1% increase to 8161 enrolled by Fall 2021

**Table 8.1 – 5
 Low Income Enrollment**

	Goal	Actual	% from Baseline
Fall 2015	-	7089*	-
Fall 2016	-	7386	4.19%
Fall 2017	7250	7700	8.62%
Fall 2018	7464	7920**	11.7%
Fall 2019	7679		
Fall 2020	7920		
Fall 2021	8161		

*baseline

**draft data from the UNC System, to be finalized in spring 2020

Low Income Completion

Completions increased by 7% from 2015-2016 to 2016-2017. With that baseline increase known, a modest and achievable goal of increasing by approximately 6% was put in place starting in 2018-2019 and each year after that. As noted above, UNC Greensboro’s campus is an environment that supports Pell-eligible students through its programs and support services, and therefore the institution believes this target to be a reasonable and achievable outcome.

Baseline: 1596 students completing in 2015-2016 in this population
 Minimal Target: 32.5% increase to 2115 by 2021-2022

**Table 8.1 – 6
 Low Income Completion**

	Goal	Actual	% from Baseline
2015-2016	-	1596*	-
2016-2017	-	1704	7.0%
2017-2018	1674	1776	11.5%
2018-2019	1778	1841**	
2019-2020	1881		
2020-2021	1998		

	Goal	Actual	% from Baseline
2021-2022	2115		

*baseline

**draft data from the UNC System, to be finalized in spring 2020

Rural Enrollments and Completions

Another important KPI identified for UNCG is rural enrollments and completions. “Rural” refers to those students residing in Tier 1 or Tier 2 counties (according to 2016 North Carolina County Tier designations) within the last 5 years. Enrollment is the number of in-state, degree seeking undergraduates in the fall enrollment snapshot (i.e., SDM Census Snapshot) who reside (county of residence) in a Tier 1 or Tier 2 county. Note that a student’s rural status can change from year to year. “Rural completions” is the number of in-state undergraduates who both: (1) received a baccalaureate degree in the current academic year (Summer II, Fall, Spring, Summer I); and (2) resided in a Tier 1 or Tier 2 county within the last 5 years (either the current academic year or any one of the preceding 4 academic years).

The University is working to improve access and graduation rates for these students by creating co-admission programs with North Carolina’s strong community college system to increase the opportunity for students to have access to a four-year degree. The goal was set for rural student enrollment, as dictated by the system, to increase 9.4% by 2021 and rural completions to increase by 12.9% by 2021-2022. The Office of Undergraduate Admissions allocated additional time and resources to these counties and students to illustrate the affordability and environment that is suitable to students from rural counties. Rural completions have already exceeded the goal of 1167 with a total of 1193 at the end of 2017-2018 school year.

Data for these Key Performance Indicators are published on the Student Achievement web page and also on the Office of Institutional Research’s University KPI tracking pages, which is updated when the data are finalized by the UNC System (see [University KPIs for Rural Students](#)).

Baseline: 4967 students enrolling in this population in Fall 2016

Minimal Target: 9.4% increase to 5436 by Fall 2021

Table 8.1 – 7

Rural Student Enrollment

	Goal	Actual	% from Baseline
Fall 2016	-	4967*	-
Fall 2017	-	4911	-1.15%
Fall 2018	-	5025	1.15%
Fall 2019	-		
Fall 2020	-		
Fall 2021	5436		

*baseline

Rural Completions

Baseline: 1034 students completing in this population in 2015-2016

Minimal Target: 12.9% increase to 1167 by 2021-2022

Table 8.1 – 8
Rural Student Completions

	Goal	Actual	% from Baseline
2015-2016	-	1034*	-
2016-2017	-	1128	9.1%
2017-2018	1054	1193	15.4%
2018-2019	1081	1158**	12.0%
2019-2020	1107		
2020-2021	1137		
2021-2022	1167		

*baseline

**draft data from the UNC System, to be finalized in spring 2020

NORMED EXAMINATIONS

Another of the student achievement measures that is important to track is the normed examination scores for the nursing and teacher education students at UNC Greensboro. UNCG has a competitive Nursing BSN program that graduates approximately 100 students each year. Similarly, the teacher education program that prepares elementary education, middle grades and high school teaching licensure candidates graduates approximately 100 students each academic year. Both of these programs collect licensure exam pass rates for their graduates. These data are also published on the [Student Achievement webpage \[01\]](#).

School of Nursing

The National Council Licensure Examination for Registered Nurses (NCLEX) is a national examination for the licensing of nurses. Prior to 2016 the acceptable pass rate as established in the school of Nursing's Systematic Evaluation Plan was 90%. In 2016 a new evaluation plan was established by the School of Nursing, using that year's 88% pass rate as the baseline, with a goal of 95% by 2022, with incremental increases along with way. UNC Greensboro had achieved these rates in the past and curriculum revisions were intended to impact the scores. This goal has already been surpassed with a passing rate of 97% in 2017 and 96% in 2018, both above the national and state average passing rate, with just a slight dip below the target in 2019.

Data for these results are published on the School of Nursing Program Outcomes web page and the Student Achievement webpage, which is updated when the data are finalized by the UNC System (see [School of Nursing Program Outcomes](#)).

8.1 Student Achievement

Baseline: 88% based on the 2016 cohort

Minimal Target: 95% of cohort passes on the first attempt by 2022

Table 8.1 – 9
Nursing First-time NCLEX pass rates

Nursing First-time NCLEX pass rates												
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
UNCG	89%	95%	85%	95%	97%	92%	87%	89%	88%	97%	96%	94%
US	89%	84%	83%	84%	94%	79%	84%	87%	88%	90%	92%	
NC	87%	88%	87%	88%	92%	83%	85%	89%	90%	93%	95%	

School of Education

The Initial Licensure Summary Pass Rate is the normed test measure that UNC Greensboro uses to assess its teacher education program student achievement. The University’s goal is to meet or exceed the state average pass rate, which varies from year to year. Since that state rate is presented post-hoc, the University also seeks to improve rates from the previous year. The Statewide Pass Rate is presented with the institution’s results in the following table.

Data for these results are published on the School of Education Program Outcomes web page and the Student Achievement webpage, which is updated when the data are finalized by the UNC (see [School of Education Initial Licensure Summary Pass Rates](#) webpage).

Baseline: 81.7% based on the 2015-2016 cohort

Minimal Target: Meet or exceed the state average pass rate

Table 8.1 – 10
Initial Licensure Summary Pass Rates, Traditional and Alternative Students

Year Completed	UNC Greensboro			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
2015-2016	175	143	81.7%	2664	2250	84.5%
2016-2017	183	145	79.2%	2701	2043	75.6%
2017-2018	126	91	72.2%	2364	1789	75.7%

8.1 Student Achievement

Efforts to Meet Expectations

These summary pass rates for Initial Licensure include all tests required across all of the licensure areas offered at UNCG including Praxis 2 and Pearson Foundations of Reading and General Curriculum tests.

NC State Board of Education policy changed beginning with the 2015-2016 academic year, allowing candidates to be licensed and teach for up to three years without having passed licensure exams. This resulted in a drop in both the number of our candidates taking the tests before licensure and a drop in the passing rate. To address this issue, in the spring of 2017, The Collaborative for Educator Preparation (the office that oversees teacher education preparation programs) began requiring candidates to take and pass licensure exams in order to be recommended for a license. The School of Education has also partnered with the Piedmont Triad Education Consortium (PTEC) to offer preparation support for the two tests with low passing rates, the Pearson General Curriculum Multisubject test and the Pearson General Curriculum Mathematics test.

Conclusion

UNC Greensboro identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. Goals are often set after consultation with the UNC System, although some, like the normed tests, are internally defined. UNC Greensboro tracks progress on these goals and determines appropriate courses of action to achieve its targets. UNC Greensboro seeks proactively to improve outcomes for all of its students, even when goals are being met.



8.2.a Student outcomes: educational programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
student learning outcomes for each of its educational programs.

Judgment

Compliant Non-Compliant

Narrative

Continuous assessment and improvement of educational programs is integral to the mission of The University of North Carolina at Greensboro (UNCG). To achieve this goal, UNCG employs various methods across the academic and administrative branches to ensure a culture of continuous improvement. The institution identifies expected outcomes for its educational programs, identifies direct measures for assessing those outcomes, and documents that programs seek improvement of student learning as a result of assessment. UNCG is committed to the careful planning of educational outcomes, analysis of those outcomes, the formulation and implementation of procedures to improve them, and a review of those planned improvements to close the loop of continual learning.

Assessment Support System

Institutional effectiveness and academic assessment have a mature support system in place at UNCG. In 2005 a new, full-time position of director of Academic Assessment was created to coordinate academic program assessment activities; that position has since been revised to include accreditation oversight and is now titled Associate Vice Provost and Director of the Office of Assessment, Accreditation, and Academic Program Planning (Director of OAAAPP). The Office also has a project manager, a technical support administrator, and an administrative assistant who support the assessment reporting process. This team supports assessment activities for faculty and staff across campus and the Student Learning Enhancement Committee (a Faculty Senate committee) as they provide feedback on assessment within academic programs.

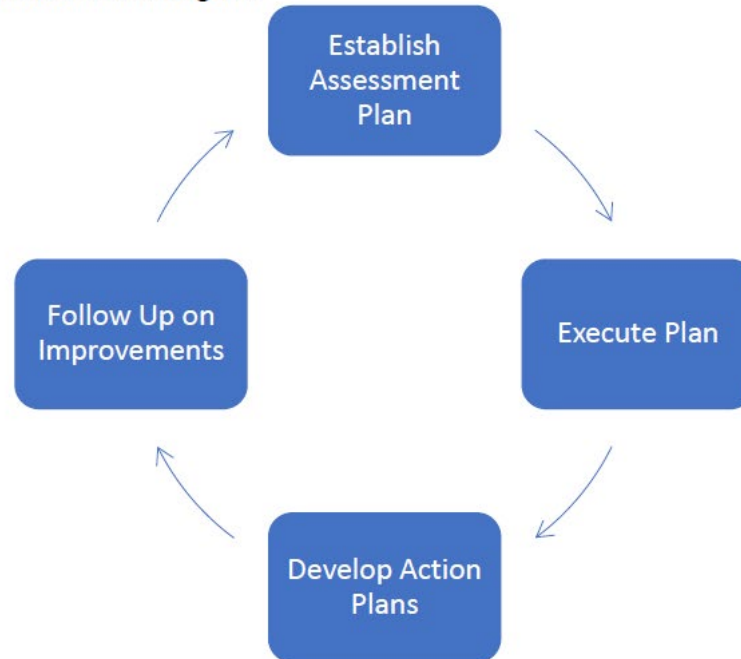
Institutional Effectiveness

The University of North Carolina at Greensboro engages in annual assessment of academic programs and administrative offices. The process includes four fundamental assessment cycle steps. First, at the start of the academic year, the appropriate faculty in the program establish an assessment plan revised for their specific student learning outcomes. In many cases, the assessment plan in full or in part exists across multiple years. Second, during the year, the assessment plan is executed and findings (results) are reported. At the end of the year, in the third step, action plans are developed to respond to findings that reveal areas of needed improvement for the program. Upon completion of the action plan, the results of the action plan are evaluated for effectiveness in the fourth step. The process is repeated each academic year to create a series of connected assessment activities over the years. An [Academic Assessment](#)

8.2.a Student Outcomes – Educational Programs

Handbook assists faculty new to the assessment process by defining its component parts and their purposes.

The cycle is illustrated in this diagram:



All of these efforts are evaluated in a fifth step: a peer-review process led by a committee of faculty called the Student Learning Enhancement Committee (SLEC). Using internally-constructed rubrics, committee members evaluate the elements of the assessment reports submitted. In most cases multiple raters read a single report to establish validity. Their ratings and comments are adjudicated by the committee chair and the Director, an ex-officio committee member, and feedback is returned to the director or head of the program. With this process, which has been in place since 2011, the University has assurance that assessment processes are ongoing, that the efforts meet the expectations set forth by our own faculty and staff, and that when expectations are not met that feedback is returned to the program faculty.

SLEC was created in April 2010 as an entity of the Faculty Senate. It is tasked with reviewing annually assessment reports for educational programs and providing feedback to the departments, updating annually the Faculty Senate with a status of academic assessment at UNCG, and advising deans on improving assessment to advance student learning. This committee was the first campus entity to present a set of standards for academic assessment to campus, through an evaluation form they designed to evaluate assessment plans. In the form they clearly defined expectations for a minimum number of college-level outcomes (3), a direct measure that aligns with each SLO, specific targets, and a required action plan. This evaluation form has since been revised into a rubric (see [2018-2019 Academic Assessment Reporting Feedback Rubric](#)). The committee consists almost entirely of faculty. It has a faculty chair, faculty representation from six of the seven academic units at UNCG, a faculty liaison from the General Education Council, a liaison from the Faculty Senate, and a faculty representative from the University Libraries (see [2018-2019 SLEC Committee Roster](#)). (The Joint School of Nanoscience and Nanoengineering has a small number of faculty, and therefore does not have an appointee to all faculty committees.) The Associate Vice Provost and Director of Assessment, Accreditation, and Academic Program Planning serves as an ex officio member, as noted above.

8.2.a Student Outcomes – Educational Programs

Assessment is tied to the University's mission and strategic plan. Student learning outcomes are fundamentally tied to the mission and planning. They illustrate how each academic area within the University is a "learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful and engaged citizenship," as noted in the mission. UNC Greensboro's current strategic plan puts student learning at its center. "Student transformation" as it relates to building Vibrant Communities means *Students will gain the necessary knowledge and skills to be active contributors to their communities* (see [UNC Greensboro Targeted Initiatives](#), found on the institution's [Strategic Plan](#) web site) Assessment of academic programs assures all stakeholders that the University is fulfilling its mission.

The assessment cycle calendar was devised to incorporate the University's annual processes. Academic assessment is conducted for an academic year. At the start of the academic year, assessment plans, which include the student learning outcomes, measures, and targets, are set by program faculty. In most cases those components do not change each year but are maintained across multiple assessment cycles. Throughout the academic year, from fall to spring, data are gathered. After the academic year completes, data are reported. Complete assessment reports are due by September 30 of the next academic year. Extending reporting into the next academic year allows faculty to have time to reflect on the results, meet to analyze and discuss conclusions, then identify action plans for the new academic year. Their conclusions from the actions identified in the previous academic year, referred to as "Action Plan Follow-Ups," are reported, too. The evidence of improvement to learning based on assessment is thus provided.

UNC Greensboro has moved to a cycle that allows most programs to define action plans and report follow-ups to action plans on a biennial basis. Action plans need only be defined every other year, and follow-ups to those action plans need only be reported every other year as well. This gives programs that have a long-established routine for student learning assessment more time to track trends, identify actions for improvement, and observe the results of those actions. Programs that are still developing an assessment routine that meets UNCG expectations produce annual reports. Even with a biennial action planning and improvement process, every program is expected to collect data annually.

The assessment cycle is supported in the [UNCG Academic Assessment Handbook](#) that is available for faculty to reference. It explains the purpose of assessment, the components of an assessment report and how to construct or identify them, and institutional expectations for all parts of assessment, which focuses on measurable student learning outcomes. Additionally, the Director offers occasional campus-wide training on assessment topics like Writing Assessment Reports (see [Writing Assessment Reports](#)). Some workshops, like a specialized presentation on course-based assessment, are delivered through the Teaching and Innovations Office (TIO) (see [Assessment Practices for Humanities Courses](#)). However, at UNCG the TIO and OAAAPP have found that faculty prefer to seek support that is targeted at their specific needs, and thus discussions or presentations are often developed with a single department or program in mind and are offered upon request. The Director routinely holds more than 10 unique assessment training or discussion sessions each academic year. In fall 2019, tailored sessions included a rubric calibration exercise with faculty in the Anthropology department, and a discussion about formative assessment data and how it could serve the undergraduate program in Communications Studies. We also know that faculty like to seek out resources and use them on their own schedule, so the Director makes available videos for those who seek virtual support (see [Academic Assessment Reporting Process Video Presentation](#)).

8.2.a Student Outcomes – Educational Programs

Institutional Effectiveness Policy

UNC Greensboro has an **Institutional Effectiveness Policy** that supports the educational program assessment process. The policy indicates that “[a]ssessment is conducted by each academic and administrative unit on an annual basis, following the academic calendar.” Enforcement of the policy is the responsibility of each division or unit, with most units appointing an associate dean to lead assessment efforts, although the Provost and Chancellor have ultimate oversight. The policy is included with reminders about assessment responsibilities when communications are sent to educational programs (see **Academic Assessment Reports Reminder September 2019**). Programs are attentive to the policy and process, as indicated by a 95% submission rate for educational program assessment reports in the 2018-2019 cycle.

Reports may not be submitted for various legitimate reasons that include personnel changes or curriculum revisions that are in the process of being implemented. For example, the Special Programs in Liberal Studies BA concentration in Environmental Studies was merging with the Geography department in fall 2018. They were developing a new curriculum in the form of a new BA in Environment and Sustainability that focused on additional science, and therefore faculty were not continuing their existing curriculum. For that reason, they did not submit a report following the 2017-2018 academic year, as discussions about that curriculum had ended in lieu of discussions about the new curriculum. Therefore, in fall of 2019 they submitted a report that included data from 2017-2018 as well as 2018-2019 and reflected the impact of that data on decisions to revise the curriculum (see **2018-2019 SPLS Environmental Studies BA Report, SLO 3 Findings**).

Academic Program Assessment

As the UNC Greensboro Academic Assessment Handbook emphasizes, faculty are at the center of assessment of educational programs. “Assessment is the process of identifying what faculty want students to ‘get out of’ a program in terms of learning outcomes and finding opportunities for students in their careers at UNC Greensboro to demonstrate that learning. Faculty then review the results of those opportunities and discuss what the results communicate about how well a curriculum is working. The final step in the process is taking specific steps to improve student learning, even if the program seems strong overall.” (p. 2) Assessment at UNCG is, first and foremost, a catalyst for discussion about student learning among faculty teaching in an educational program.

Faculty on the Student Learning Enhancement Committee defined the set of expectations used for assessment of learning at UNCG. In 2010, a set of criteria were devised and published in the “Enhancement Progress Rubric” (see **2010-2011 Enhancement Progress Rubric**). These standards defined the minimum expectations for assessment in any UNCG assessment report, and also present aspirational criteria for faculty to consider. Standard expectations include a minimum of 3 Student Learning Outcomes (SLOs) and a single direct measure for each SLO. Aspirational criteria include measures that use two or more raters to evaluate student work. While the checklist of criteria has been converted to a holistic rubric, the expectations have been largely unchanged. Each academic program must have a minimum of 3 SLOs and have a direct measure for each SLO. (Certificates may have just 2 SLOs.) They must report findings and have an action plan for improvement based on assessment evidence. In later years, the requirement to document action plan follow-ups was added to the rubrics. This requirement had existed on the reports from the start but was not part of the feedback process.

8.2.a Student Outcomes – Educational Programs

In the early stages of assessment at UNC Greensboro, faculty struggled to develop appropriate assessment reports. Following the first review conducted by the Student Learning Enhancement Committee the faculty committee determined that only 37% of programs met an acceptable level of the standards set by the committee for institutional assessment. The director of the then Office of Assessment and Accreditation (OAA) met with faculty from many programs individually to review the SLEC results and identify improvements to be made in the assessment process. Improvements included 1) drafting appropriate student learning outcomes, 2) identifying measurable outcomes that are appropriate for program learning, 3) describing results so that they clearly communicate outcomes, 4) disseminating results to concerned stakeholders (usually program faculty) and 5) forming action plans within those groups to improve student learning. Within two years, when faculty had time to implement revised assessment plans based on advice from OAA, 62% of the assessment reports met expectations, and many more were in the process of revising their assessments. In 2017-2018, 80% of programs met expectations. UNC Greensboro continues to work toward meaningful assessment in all programs.

Student Learning Outcomes

All major programs at UNC Greensboro have defined student learning outcomes, and they are posted on the [“Expected Learning Outcomes \[01\]”](#) page of the University’s web site. These are also the SLOs found in each educational program’s assessment report. Student Learning Outcomes at UNCG describe what the program faculty have determined are the primary knowledge, skills, or values that students graduating from the program should demonstrate.

UNCG has many concentrations within majors that are often referred to as “programs.” Some departments choose to report on assessment of learning for each concentration separately, like the Biology Department does. They have a Biology BA and Biology BS which each have educational program SLOs, but the Bachelor of Science degree has concentrations in Biotechnology, Environmental Biology, and Human Biology. The faculty in Biology have chosen to write separate assessment reports for each concentration, although the student learning outcomes are the same. Examples of each are provided (see [2018-2019 \(BS\) Biotechnology Report](#), [2018-2019 \(BS\) Environmental Biology Report](#), and [2018- 2019 \(BS\) Human Biology Report](#)). For most major programs, however, faculty do not submit separate reports at the concentration level.

SLOs for all educational programs are measurable, and “are expressed with action verbs that indicate knowledge or skills that will be demonstrated,” as described in the rubric that the SLEC uses to evaluate them. Faculty are provided with guidance and support for developing SLOs in the Academic Assessment Handbook. SLOs align with the program’s mission or purpose, and may also reflect accreditation standards for programs that have specialized accreditations or may reflect disciplinary outcomes supported in their field or by their professional organizations. SLOs should always reflect the appropriate level of learning (undergraduate, master’s, doctorate) for the program.

Examples from UNCG assessment plans include:

- Students will demonstrate the ability to analyze economic issues. (Economics BA)
- [Students] Demonstrate a comprehensive understanding of major theoretical perspectives in family studies and human development by being able to compare and contrast various theoretical ideas. (Human Development and Family Studies MS)
- Quantitative students will be able to apply quantitative research methodologies to develop, improve, and interpret analyses of assessments. (Educational Research Methodology and Evaluation PhD)

8.2.a Student Outcomes – Educational Programs

Assessment Activities

At UNCG, faculty in each program determine what measures will be used to assess the student learning outcomes in the program. Expectations are that each measure aligns with the student learning outcome it is associated with, that there is at least 1 direct measure for each SLO, and that grades are not used as measures. Measures are typically course- or program-embedded artifacts that students complete as part of the coursework in their programs. As Banta and Palomba explain in their book, *Assessment Essentials*, using course-embedded materials for program assessment is cost-efficient and “is least likely to have problems related to student motivation” (p. 25). As is often pointed out to faculty who question participating in assessment processes, they are usually already “doing” assessment, in the form of course work that reflects their program’s SLOs. That course-based work is often reevaluated using the lens of program outcomes to serve as programmatic assessment measures at UNCG. In the *Academic Assessment Handbook*, UNCG encourages faculty to identify measures that answer the question, “how will students demonstrate to me that they have attained this learning?” (p. 10)

Examples from UNCG assessment plans include:

- Economics BA, analyze economic issues SLO: In ECO 301, students completed an assignment in which they were asked to read “The Market for Human Kidneys” in their textbook, then write three or four short paragraphs describing and discussing the economics of the human kidney trade. “In particular, your paragraphs should describe the issue, analyze the issue, and propose policies to address the problem of trade in human kidneys. Your conclusion should state whether or not the sale of human kidneys should be permitted based on your assessment of the issue.” Responses were evaluated using a 3-point rubric developed specifically for this SLO.
- Human Development and Family Studies MS, compare and contrast theoretical ideas: The instructor of HDFS 652, “Theories of Human Development,” evaluates the written and oral materials presented in the major course paper that is one of the course assignments. There is one rating of theoretical understanding demonstrated in writing and one rating for theoretical understanding demonstrated orally, evaluated using a 5-point rubric developed for this SLO.
- Educational Research Methodology and Evaluation PhD, develop, improve, and interpret analyses of assessments: All doctoral students complete comprehensive exams as part of their program of study. Comprehensive exams consist of four questions related to the ERM curriculum and their intended dissertation topic. All dissertations have three ERM faculty on the committee, meaning nearly 50% of the faculty carefully review each work sample.

Analysis of Findings/Results

Results, or “Findings” as they are called in UNC Greensboro’s assessment reporting process, are analyzed by faculty in the program. In the assessment reports, faculty are asked to describe the “dissemination” of assessment results, to explain how the results are discussed and actions identified. Programs share and discuss these results in different ways. Many make the conversation a topic at a departmental faculty meeting or curriculum committee meeting. Some share the results and get feedback from external stakeholders like advisory boards. The analysis of assessment data and action plans for improvement originate with the faculty.

Example:

- Economics: In 2017-2018, the department noted that results are shared with the faculty and the Advisory Board. Additionally, in 2018-2019, the department decided to share results with other stakeholders through a newsletter.

8.2.a Student Outcomes – Educational Programs

- Human Development and Family Studies: The Student Learning report is shared with the faculty by email in summary form (SLO, Target, and Findings). The results are usually discussed in detail at the departmental retreat. This year's retreat was focused on a major curriculum initiative- incorporation of a research experience into the curriculum for all students.
- Educational Research Methodology and Evaluation: At two faculty meetings each year, the results of student comprehensive exams are discussed. Our departmental meetings are meetings of the whole. Given the small number of participating students, we talk through our conclusions about each student performance, any perceived weaknesses, and how those weaknesses might have been addressed through individual interventions with the student or changes to our departmental practices.

This is the cornerstone of assessment at UNC Greensboro. Conducting assessment generally does not improve programs, but discussing the results of assessment can. Assessment, or the collection of data and information about student learning in an educational program, is therefore intended to be a catalyst for discussion or an impetus for faculty to come together to discuss learning in their programs. The Academic Assessment Handbook addresses this point and provides guiding questions for faculty, such as, where in the curriculum was the outcome introduced and reinforced? And are there appropriate student support structures in place? (p. 17-18) Faculty collect and calculate the assessment data, and then they must interpret their meaning as it relates to the health of the educational program. Even when outcome targets of achievement are met, faculty are encouraged to discuss the roots of those successes and where they might be duplicated or enhanced for more students.

Continuous Improvements (Action Plans and Follow-Ups)

“Action plans” are required for each educational program and related to assessment of learning results, as noted in the Handbook. Faculty are directed to “convene to look at the data. They should discuss what the data tell them about the program and its students. They should critically think about what the data say about strengths and weaknesses in student learning.” (p. 19) That discussion should lead to changes in the curriculum, prerequisites, course sequences, additional help for students, revisions in assignments, or any other revision that could address improvements needed in programmatic learning outcomes.

UNC Greensboro also emphasizes that it is not enough to plan an improvement, but that those actions must be executed. This is where the program explains how the use of assessment results improved (or sought to improve) educational programs. The reporting template asks program faculty to close out previous action plans by reporting on “Follow-Ups” associated with each plan. While details vary from brief to expansive, that part of the report is evaluated by the SLEC for its completion and appropriateness.

Example:

The Human Development and Family Studies MS faculty indicated a review of student perceptions of their overarching curriculum was their action plan in after the 2017-2018 academic assessment cycle:

In prior years, we sought student feedback regarding the masters SLOs and their response was positive noting the learning outcomes were meaningful and mapped well to the curriculum. We have yet to seek their feedback on the indicators or measures used to assess the SLOs. This will be our plan for the coming year. Specifically, we will discuss how to best gather student feedback in a meeting of our Graduate Studies Committee which includes one student representative. Possible options for consideration include a quantitative online survey for students, focus groups with students, or a combination of both. We will bring the results to the Graduate Student Faculty Liaison Committee for further discussion among a group

8.2.a Student Outcomes – Educational Programs

of students. Then, we will share the results with the graduate faculty and consider modifications to the measures if needed based on student feedback.

In 2018-2019, they reported on those efforts:

We sought student feedback on the meaningfulness and appropriateness of our Student Learning Outcomes. The feedback was positive, and we do not plan to change our SLOs in the near future. In addition, we have won awards from the University twice based on the quality of our approach. However, we had not sought out student feedback about our approach to measuring SLOs to date. Thus, soliciting student feedback on how we measure SLOs in our MS program was the focus of our action plan. Specifically, we sought graduate student feedback on how we measure the SLOs. We wanted feedback on the sources of information (i.e., which products or courses are used), the indicators (e.g., oral or written performance) used for rating the SLOs in our MS Program, and the rating scale used to assess student learning outcomes.

Feedback was sought via focus groups and a brief quantitative survey. The quantitative results were shared in an earlier SLEC submission. For the purposes of the 2018-2019 SLEC submission, the qualitative findings were collected via focus groups from a sample of 12 students who were diverse with respect to race/ethnicity/nationality, current program and stage (1st and 2nd year MS/early and advanced PhD student), and area of specialization (ECE, SC, FS,HD). Focus groups solicited discussion related to Learning Outcomes of Master's Program (1-5): General feedback confirmed that students felt that the source (e.g., selected courses) seemed appropriate and meaningful to assess these outcomes. Given that faculty now 'own' courses, students felt it was important that faculty remain mindful of consistency in the ways in which SLEC courses are taught across faculty to ensure comprehensive coverage (written and oral) of course material. Students did not recommend we omit/replace any current sources/indicators for this outcome but did suggest that faculty be mindful of the subjectivity involved in the ratings and that faculty communicate at the onset and during the semester how the SLO competencies and expectations are being evaluated (e.g., "demonstrating understanding", written or oral can be comprised of different factors across faculty). There is no plan to continue, revise or reapply this action in the near future.

Additional evidence of use of assessment to seek improvement is included in the sample of reports provided. All educational programs at all levels in all academic units are expected to seek continuous improvement in learning.

Works in Progress

While UNC Greensboro has a mature assessment system, maintaining attention to the system by all parties requires continuous effort. Not all program faculty tend to the assessment process with the same effort, and changes in faculty members in the department or program leadership can impact how assessment is managed in an educational program. Some programs need additional time and support to understand assessment processes and priorities, and to make it a meaningful habit.

One such example is the Religious Studies BA program. When the assessment process was first defined at UNC Greensboro, the faculty in the department put together a good assessment plan, collected data, analyzed it and identified action plans. Consistent cycles showed they were tending to assessment, implementing action plans, and continuing the process. In fall of 2018, after submission of 2017-2018 reports, the SLEC committee noted the program was not collecting data and tending to the cycle of improvement. The Director met with the department head in November 2018 to discuss the committee's feedback and steps for addressing the issues. The department head indicated that faculty turnover resulted in inattention to the process, but that the department was hiring a faculty member who would

8.2.a Student Outcomes – Educational Programs

act as assistant department head and have assessment as a responsibility. The report for 2018-2019 (see [2018-2019 Religious Studies BA Academic Assessment Report](#)) shows that the department is addressing the concerns of the SLEC and improving its assessment practices.

Programs may not meet institutional assessment expectations at this time and require enhanced support from the Office of Assessment, Accreditation, and Academic Program Planning, but efforts will continue to help those faculty improve their assessment processes.

Continuous Improvement

UNC Greensboro reviews action plans regularly, as noted in the description of the review process by the Student Learning Enhancement Committee (SLEC) and the criteria included in the Academic Assessment Reporting Feedback Rubric. However, there are incidents when a program submits a “no action required” statement over multiple cycles. The Office of Assessment, Accreditation, and Academic Program Planning monitors this type of trend, and the Director reaches out to the program coordinator to discuss the situation and stop the cycle. This is often a misunderstanding of what should be included in the report and not evidence that the program faculty are failing to improve their programs.

For example, when the MSA program coordinator was contacted about having multiple years of reports without an action plan for improvement, he indicated that the faculty had absolutely made improvements to the program based on assessment evidence, but that he did not understand that those should be included in the report. This program educates school administrators, and the faculty found that the internship was not long enough for students to observe the range of skills they would need to employ. The faculty extended the internship from 2 semester to 3 semesters. They have found that students now have a more complete set of skills than they were getting from just 2 semesters. They have also revised ELC 670, Leadership for Teaching and Learning, to include equity study. They saw in students’ research projects that they were doing “surface level research” inside their schools, but they needed them to produce “deeper” research. The course revision resulted in students having a better understanding of the data in their schools.

UNC Greensboro wants to see a culture of continuous improvement demonstrated in assessment reporting. With continued attention to the reports through the SLEC reviews and support from the Office of Assessment, Accreditation, and Academic Program Planning, the University is helping faculty to share their efforts in improvement of learning.

Assessment Samples

UNC Greensboro has more than 150 educational programs, including bachelor’s, master’s, doctoral, and certificate programs, since academic concentrations are generally assessed within a major. A complete list of all programs assessed is provided (see [Academic Assessment 2018-2019](#)). In order to illustrate the range of assessment outcomes and processes while including programs from across diverse disciplines, a representative sample of programs was taken from UNC Greensboro’s inventory. Approximately 31 percent of programs are presented (52 of 167), representing all degree levels and certificates, all units (two colleges and five schools) and one program that is administered by 2 units, accredited and not accredited, and online and off-campus programs. A representative sample was chosen from each of the units. (See [Assessment Report Sample](#) for representation from each category.) Table 8.2.a -1 lists those programs and the years of assessment included. This sample includes on-campus, off-campus, and online

8.2.a Student Outcomes – Educational Programs

programs, and no distinction exists in program assessment expectations for on-campus, off-campus, and online programs.

UNC Greensboro has more than 40 certificates, but the vast majority of them are derived from other Master’s degree curricula, and are therefore not assessed separately. For the six that have unique curricula, two began in the 2018-2019 or 2019-2020 academic year (Design and Making in Education and Health and Wellness Coaching) and have not yet completed an assessment cycle. They have developed their SLOs, which are posted on the Expected Learning Outcomes webpage. One program, the Global and Regional Studies certificate, has not had students enrolled in recent years but is seeking to rejuvenate the program. The other three programs, post-baccalaureate certificates in Dietetics Internship, Ethnomusicology, and Jazz Studies, complete separate assessment reports and are included in the sample.

UNC Greensboro also has newly-established programs since its last reaffirmation. Some of those programs have not completed full assessment cycles, but have submitted an assessment plan or initial report with an action plan. Examples of those new programs’ assessments are included, such as the Integrated Professional Studies BS which is a fully-online major. That program was established in fall of 2017, and the faculty submitted their first assessment plan in 2017-2018 (mission, SLOs, measures, targets) and their first report in 2018-2019. They will report on their first action plan follow-ups in the 2019-2020 academic year.

At least two years of assessment are included to demonstrate at least one complete cycle of assessment and improvement, although in many cases there are multiple cycles. In the first report, an action plan for improvement is devised. In the second, the results of that action plan are reported. In the table, “EXEMPT” indicates the educational program is on a 2-year action planning cycle and was exempt from developing an action plan and reporting follow-ups in the year where EXEMPT is noted.

The reports are constructed in the following sequence:

- Program mission statement
- Follow-up report on previous action plans (to close out the old cycle)
- Assessment for the academic year
 - Student Learning Outcomes (SLOs)
 - Measures for the SLO
 - Targets for the measures
 - Findings for the measures (results)
- Dissemination of results (with whom results are shared and discussed, began collecting in 2016-2017)
- New Action Plans

Table 8.2.a-1 Academic Departments and Programs Assessment Sample

Assessment Reports	2018-2019	2017-2018	2016-2017	2015-2016
Anthropology BA	Report	Report	Report (EXEMPT)	Report
Art BA	Report	Report	Report	Report
Biology BS	Report	Report	Report (EXEMPT)	Report
Classical Studies BA	Report	Report	Report	Report

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Assessment Reports	2018-2019	2017-2018	2016-2017	2015-2016
Computer Science BS	Report	Report	Report (EXEMPT)	Report
Geography BA	Report	Report	Report	Report
Interior Architecture BFA	Report	Report	Leadership Change	Report
Mathematics BS	Report	Report	Report (EXEMPT)	Report
Special Programs in Liberal Studies BA - International and Global Studies	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Special Programs in Liberal Studies BA - Humanities (online)	Report	Report	Report (EXEMPT)	Report
Nutrition BS - Nutrition & Wellness	Report	Report	Report (EXEMPT)	Report
Kinesiology BS	Report	Report	No report – undergoing curriculum revision	Kinesiology BS – -Fitness Leadership -Sports medicine
Public Health Education (BS) Health Studies (online)	Report	Report	Leadership Change	Report
Integrated Professional Studies BS (online)	Report	N/A <i>(New – Fall 2017)</i>	N/A <i>(New – Fall 2017)</i>	N/A <i>(New – Fall 2017)</i>
Art Administration BA	Report	Plan	N/A <i>(New – Fall 2017)</i>	N/A <i>(New – Fall 2017)</i>
Music Education BM	Report	Report	Report	Report
Drama (BFA) Design and Technical Production	Drama BFA - Design and Technical Production	Drama BFA - Design and Technical Production	Drama (BFA) Technical Production	
Business Administration BS Business Studies (online)	Report	Report	Report	Report
Marketing BS	Report	Report	Report	Report
Finance BS	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Collaborative for Educator Preparation	Report	Report	Report (EXEMPT)	Report
Nursing BSN (off-site)	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Communication Studies MA	Report	Report	Report (EXEMPT)	Report

8.2.a Student Outcomes – Educational Programs

Assessment Reports	2018-2019	2017-2018	2016-2017	2015-2016
Creative Writing MFA	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Languages, Literatures and Cultures MA	Report	Report	Report	
Public Affairs MPA	Report	Report	Report (EXEMPT)	Report
Women's and Gender Studies MA	Report	Report	Report	Report
Social Work (Joint program with NC A&TSU) MSW	Report	Report	Report (EXEMPT)	Report
Birth – Kindergarten Interdisciplinary Studies in Education and Development M.Ed.	Report	Report	Report (EXEMPT)	Report
Gerontology MS	Report	Report	Report (EXEMPT)	Report
Dance (MFA)	Report	Report	Report	
Information Technology and Management MS (online)	Report	Report	Report	Report
Accounting MS	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Consumer Apparel & Retail Studies MS	Report	Report	Report	Report
Nursing MSN	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Library & Information Studies MLIS	Report	Report	Report	
School Administration MSA *	Report	Report	Report	Report
Nanoscience MS (off-site)	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Educational Leadership (EdS)	Report	Report	Report	Report
Medicinal Biochemistry PhD	Report	Report	Report	Report
History PhD	Report	Report	Report (EXEMPT)	Report
Computational Mathematics PhD	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Psychology (PhD) Clinical	Report	Report	Report	Report

8.2.a Student Outcomes – Educational Programs

Assessment Reports	2018-2019	2017-2018	2016-2017	2015-2016
Communication Sciences & Disorders PhD	Report	Report	Report (EXEMPT)	Report
Kinesiology EdD (online)	Report	Leadership Change	Report (EXEMPT)	Report
Music Education PhD	Report	Report	Leadership Change	Report
Music DMA	Report	Report (EXEMPT)	Report	Report (EXEMPT)
Economics PhD	Report	Report	Report	Report
Education Research Methodology & Evaluation PhD	Report	No report – undergoing curriculum revision	No report – undergoing curriculum revision	Report
Dietetic Internship PBC	Report	Report	Report (EXEMPT)	Report
Jazz Studies PBC	Report	Report	Report	
Ethnomusicology PBC	Report	Report	Report	

* The MSA has both on-campus and off-campus programs. They are reported separately. The off-campus program was initiated in fall 2019 and has yet to submit a report. A 2019-2020 Plan can reviewed [here](#).

School of Education Assessment Process for Teacher Education

The School of Education (SOE) at UNCG has an internal assessment process that is uniquely developed for teacher licensure program educators but mirrors the assessment expectations and processes institution-wide. While all programs in the SOE participate in UNC Greensboro’s university-wide assessment processes, their additional assessment approach provides different ways to think about assessment of learning and teaching innovation that improves learning.

UNC Greensboro’s teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and will soon seek reaccreditation under the Council for the Accreditation of Educator Preparation (CAEP) standards. Since 2017, the Director of Assessment for the School of Education at UNCG has worked with faculty to define an assessment process specific to their accreditation needs. That process is documented in a Continuous Improvement Log (CIL) and is valuable for enhancing programs, testing innovations, and documenting improvements. The CIL asks faculty to collaborate in assessment and frame learning improvements as “improvement contributors.” They develop research questions related to student learning as part of the assessment process. Faculty identify their source of data which may be direct or indirect, although they are encouraged to have at least one direct measure.

Using the findings from the assessment data, faculty develop action plans. They describe what curricular, pedagogical, and/or programmatic process changes they plan to make to try to improve the identified areas of weakness in students’ knowledge, skills, or abilities. In the CIL, faculty explain the theory underlying the changes they plan in order to provide a rationale for the action plan. These changes may include tweaking an assignment in one class, adding assignments to multiple classes, creating a new class, or more intentionally scaffolding courses in the program of study. Finally, they provide data for their actions, ideally collecting longitudinal data.

8.2.a Student Outcomes – Educational Programs

This new CIL process has provided guidance to SOE faculty as they review and synthesize their assessment data. Importantly, the new CIL process has allowed the SOE Director of Assessment to better understand, track, and support learning improvement efforts unit-wide. The logs are housed online using Box software. Examples are provided for the Birth through Kindergarten: Interdisciplinary Studies in Education and Development (BKISED) BS initial licensure program (see [BKISED Continuous Improvement Log 2016-2017](#) and [BKISED UG Continuous Improvement Log 2019](#)).

As with university-wide assessment processes, the SOE Director of Assessment provides feedback on the reports. An example of that feedback (see [BK UG Continuous Improvement Log Feedback 2019](#)) for the Birth Through Kindergarten BS degree is provided.

BRYAN

The Bryan School of Business and Economics is one of the largest business schools in North Carolina and holds dual accreditation in business and accounting from the Association to Advance Collegiate Schools of Business International (AACSB).

Faculty meet regularly to discuss learning goals, assessment instruments, results, and recommendations for curricular improvements in subcommittees, committees, and the Faculty Assembly. Every learning goal for each program is assessed at least twice by delivery modality within a five-year cycle using a variety of direct measures. Online programs are assessed separately from on-campus programs to ensure comparability. Detailed data are collected for measurement as seen in the [Bryan School Assessment of Learning example](#).

In addition, as part of Bryan's curricular management, a Director of Assessment and Reporting was hired to handle the administrative component of Assessment of Learning (AoL). This position helps faculty focus on using AoL to enhance student learning by alleviating some of the administrative burden. Her role also includes educating new faculty on the AoL process and its benefits.

Conclusion

Continuous assessment and improvement of educational programs is integral to the mission of UNCG. Clear expectations now exist that educational programs will identify and define measurable outcomes, and express outcomes in consistently measurable terms. In each academic program, methods of assessment include at least one direct measure of each SLO and results are analyzed systematically and used for student learning improvement. For the General Education Program, UNCG has executed multiple rounds of assessment for most SLOs, and continues to assess student learning in all aspects of the program. The University has developed institutional procedures explicitly requiring the documentation of expected learning outcomes, program assessment, analysis of results of assessment, and the use of analysis of results for program improvement and implementation for student learning across its programs. Assessment to improve learning is consistently conducted in academic programs at UNCG.

Reference

Banta, T. W., & Palomba, C. A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass Publishing.

8.2.a Student Outcomes – Educational Programs



9.1 Program content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education.

Judgment

Compliant Non-Compliant

Narrative

Educational programs at UNC Greensboro (UNCG) embody a coherent course of study, are compatible with the stated mission and goals, and are based upon fields of study appropriate to higher education. The University offers baccalaureate, master’s and doctoral degrees, and graduate certificates through its College of Arts and Sciences, the School of Education, the College of Visual and Performing Arts, the Joseph M. Bryan School of Business and Economics, the School of Health and Human Sciences, the School of Nursing, and the Joint School of Nanoscience and Nanoengineering. Doctoral degrees include the PhD, EdD, DNP and DMA. Master’s degrees include the MS and MA as well as the MEd, MBA, MFA, MM, MSN, and MPH. Joint master’s and doctoral degrees in Social Work are also offered with North Carolina Agricultural & Technical State University (NC A&T). Graduate certificates include post-baccalaureate and post-master’s certificates. Undergraduate degrees include the BA, BS, and BFA among others. A list of specific academic degrees offered at UNCG can be found in the University Catalog and the UNC System’s Academic Program Inventory, as well as the [Institutional Summary](#) submitted with this report.

UNCG follows a clear procedural path for curriculum planning, review, and approval. All proposed degree programs must demonstrate alignment with the mission and goals of the institution ([UNCG Vision and Mission Statement](#)), as well as the vision set forth by The University of North Carolina System Office as part of the curriculum development and approval process. The review process of new majors that includes a UNC System-wide review by the other institutions of higher education in the University of North Carolina System ensures each field of study is appropriate to the institution and higher education.

Alignment of the Curriculum with Institutional Mission and Goals

Curricula at UNCG reflect the mission and strategic vision of the institution. The [UNCG Vision and Mission Statement](#) indicates that the curriculum prepares all students for “meaningful lives and engaged citizenship,” and program descriptions indicate what students are prepared to do upon graduation. For example, the MS in Biology “prepares students for careers in the biological sciences, and it provides a strong foundation for further academic training, such as medical school or a doctoral program”. The [Specialized Education Services](#) department states, “Through community-engaged teaching, research, and service, students [in our bachelor, master’s and PhD programs] gain the

knowledge, skills, and hands-on experience necessary to make valuable contributions in institutions of higher education, state education systems, school systems, and community services.” Graduates of the Bryan School, as stated in the School’s Mission Statement (see [MBA Student Handbook 2018-2019](#)), are “principled leaders and exceptional problem solvers that have a global perspective, an innovative mindset, a broad understanding of sustainability and a commitment to improve the organizations in which they work and the communities in which they live.”

Program Coherence

When new programs are developed, faculty proposing the programs are asked to explain the coherence of the program curriculum and the connections to the University’s mission. For programs that create new majors and thus require Board of Governor approval, connections to the [UNC System Mission](#) must also be explained, as required in the Letter of Intent (see [Letter of Intent – BA in Environment and Sustainability](#)) that is used to propose new programs for UNC System Board of Governor approval. Those responses are evaluated in the curriculum review process (see [Evaluation Checklist for New Program](#)) by faculty at UNCG, and when Board approval is required, by peers at other UNC institutions. Faculty at the department, unit (school or college) and University-wide levels are directed to evaluate program requests for coherence and connection to institutional mission.

Undergraduate Majors

An undergraduate major at UNC Greensboro is defined in the [Undergraduate Majors, Minors, Double Majors and Simultaneous Degrees Policy](#). It states,

The major is a field of study in which a student must specialize in an academic discipline or interdisciplinary area of study by taking a minimum of 27 hours in a specified selection of courses in the subject matter(s) as a part of the requirements for completion of an undergraduate degree program. All students must complete the requirements for at least one major, in addition to general education requirements, to successfully earn a bachelor's degree. The major appears on the transcript.

All undergraduate academic programs at UNC Greensboro have a minimum of 120 credit hours. Each program requires a minimum of 36 credits at or above the 300-course level. The requirements for each program, including level and coherence, are approved by the Undergraduate Curriculum Committee, and any changes must earn the approval of that faculty committee.

Students complete a General Education program that consists of requirements to complete 12 category or marker courses. Students take courses in Fine Arts, Historical Perspectives, Literature, Mathematics, Natural Sciences, Philosophical/Religious/Ethical Perspectives, Reasoning and Discourse, Social and Behavioral Sciences, Global Perspectives (Western), Global Perspectives (Non-western), Speaking Intensive and Writing Intensive areas. General education courses are certified for alignment with the Gen Ed area they are addressing.

Academic units also have different requirements for students. In the Bryan School of Business and Economics, business programs share common learning goals. All of those programs include a common core of courses that deliver breadth and opportunities to achieve depth in business disciplines (see [Bryan School Undergraduate Requirements](#)). In the School of Nursing, the “first two years of study are in general education, basic sciences, and humanities. The majority of the work in the junior and senior years is in nursing” (see [School of Nursing Undergraduate Requirements](#)).

9.1 Program Content

UNC Greensboro's College of Arts and Sciences (CAS) enrolls almost half of the institution's undergraduates, and disciplines in CAS range from Philosophy to Interior Architecture to Chemistry. Faculty in Arts and Sciences determined many years ago that all students graduating with a degree in a CAS discipline should have a "deeper, richer understanding of the liberal arts" than what is provided in the General Education curriculum, so they developed the *Liberal Education Commitment* (LEC), which for many years was titled the "College Additional Requirements." The LEC requires for CAS majors additional course in some Gen Ed areas, namely one additional Literature, one additional Historical Perspectives, one additional Natural Science, and one additional Social and Behavioral Science. Students must also demonstrate proficiency in a Foreign Language through course work or assessment, and they must take a total of four writing-intensive courses (two more than Gen Ed) (see [CAS Liberal Education Commitment Requirements](#)).

The University Catalog contains the requirements for each academic program. Requirements are presented uniquely for each program; however, they follow a structure that allows students to see all components of the program. The catalog entry presents the University Requirements, General Education Requirements, Liberal Education Commitment Requirements (when applicable), Related Area Requirements, and major courses required, sometimes called "Core" courses, as well as their options for selecting a set of courses appropriate for their own academic development for each program. Related Area Requirements are required for the disciplinary major but reside in departments outside the major (see [Chemistry BA](#)).

The [Psychology BS](#), for example, presents 2 100-level "required" courses, asks the students to select four 200-level courses, presents 3 "required" 300-level courses, and asks the students to select "a minimum of four additional PSY courses at the 300 level or above," and "two courses in PSY at the 400 level or above in addition to" PSY 410, a required course.

The Early Care and Education Concentration under the Human Development and Family Studies major has a clear list of requirements, ranging from 200-400 level courses.

Major Requirements

Child, Youth, and Family Development Concentration Requirements EXPAND +

Early Care and Education Concentration Requirements HIDE -

Required	52
HDF 211	Human Development Across the Life Span †
HDF 212	Families and Close Relationships †
HDF 250	Introduction to Birth through Kindergarten Education and Programs
HDF 302	Infant and Child Development
HDF 321	Issues in Parenting
HDF 315	Assessment and Planning for Inclusive B-K Programs
HDF 341	Social Emotional Competence in Inclusive Settings
HDF 390 or HDF 409	Families and Children in Global Perspective Family Diversity
HDF 420	Birth to Kindergarten Teaching Practicum I
HDF 425	Infants and Toddlers: Development, Learning, and Curriculum
HDF 435	Preschool: Development, Learning, and Curriculum
HDF 440	Birth to Kindergarten Teaching Practicum II
HDF 450	Professional Experience in Early Childhood *
HDF 468	Diversity in Inclusive Early Care and Education
HDF 470	Leadership in Early Education
HDF 482	Administration of Dependent Care Programs

Requirements for each program are provided in the University Catalog under the program’s “Requirements” (see [University Catalog \[01\]](#)).

Graduate Majors

Graduate programs are also defined in regulations contained in the University Catalog. Master’s degrees are characterized as “[holding] the objective of a reasonable, comprehensive mastery of the subject matter in a chosen field, accomplished through study, training, and experience in research or other scholarly activities (see [Summary of Regulations on Certificates and Degrees](#)). They require a capstone experience, in addition to minimum grade requirements and completion of degree within five (5) academic years. Requirements for the Master’s degree can be found in the University Catalog.

For example, the Nutrition MS (see [Nutrition MS](#)) with the Thesis Option presents the Required Core Courses, Research Techniques, Electives, and Thesis (Capstone Experience) that each student must complete for the program.

9.1 Program Content

A **Plan of Study** must be outlined and signed by the master's student and director of graduate study/designee at the earliest practical time following the student's admission to The Graduate School, but no later than 50% of the program's completion. The plan must indicate all courses the student is expected to complete as a minimum requirement, including courses required for the major, supporting courses, the number of elective hours, and courses recommended for transfer. No more than 6 credit hours of independent study are permitted for most students. The plan is filed in The Graduate School, and any revisions must be submitted and accepted.

UNC Greensboro offers PhD, EdD, DMA and DNP degrees at the doctoral level, and each are defined in the catalog under "**Summary of Regulations on Certificates and Degrees**," then "Doctoral Degrees" (page 3) on the Graduate Policies page. A Doctor of Philosophy "is conferred upon those students who have completed, with high distinction, a prescribed period of intensive study and investigation in a single field of learning. Students must master the methods of study in the chosen field and demonstrate familiarity with what has been done and with the potentialities for further progress in the field. They must also demonstrate capacity for original and independent study or creative work and must present evidence of such investigation in a scholarly dissertation." Students earning a DMA "receive depth in subject matter as well as professional development. ... It is expected that each student will make a significant research contribution to the discipline culminating in a scholarly dissertation."

Doctoral degrees require major and minor fields of study and competence in research, as well as satisfactory reading knowledge of at least one modern foreign language, a minimum grade requirement, and completion of degree within seven (7) years. Doctoral program requirements are detailed in the University Catalog with Required Core Courses, Additional Requirements, Electives, and Dissertation credits, as illustrated by the **Educational Research Methodologies PhD** with a concentration in Program Evaluation. In this example, the "Additional Required Core" entry points students to the required courses for the Concentration listed below.

A **plan of study for doctoral degree** students must be outlined by the student and the advisory/dissertation committee at the earliest possible time following admission of the student to The Graduate School. The plan must indicate the major and minor fields, specific courses the student is expected to complete, all specific core, seminar, language, and research requirements. The Plan of Study is submitted to the Vice Provost and Dean of The Graduate School for approval. The Dean may refer any or all plans of study to the Graduate Studies Committee for review and recommendation. Any subsequent changes in the plan of study or in the subject of the dissertation must be submitted to The Graduate School for approval.

All new graduate academic programs are approved by the **Graduate Curriculum Committee (GCC)** then the full **Graduate Council**, and any revisions must earn the approval of the GCC. In fall 2019, the Computer Science PhD entry in the Curriculum Inventory Management system and the full **Request to Establish document** (see **Computer Science PhD New Program Request to Establish** and **Computer Science Request to Establish**) were reviewed and approved by both the GCC (see **Computer Science PhD Request to Establish Graduate Curriculum Committee Minutes**) and GC (see **Computer Science PhD Request to Establish Graduate Council Minutes**).

Program Planning, Review, and Approval

Curricula at UNCG originate with the faculty in their respective departments and programs, as referenced in **The Constitution of the Faculty** and the UNCG Curriculum Guide. Approval of new

9.1 Program Content

curricula is a multi-step process that involves on-campus review by department- and college/school-level curriculum committees, as well as University-level committees to ensure that all degrees and certificates awarded are clearly related to the purpose and goals of UNCG and that they are appropriate to fields of study in higher education.

The curricular review process ensures that programs are directly related to the certificates and degrees awarded. This process operates within the parameters of the [UNC Policy Manual 400.1 on Academic Program Planning](#), which indicates that:

Campuses shall continue to have a lead role in identifying academic program needs and in formulating proposals to meet those needs. The University's General Administration shall also engage in the identification of academic program needs. General Administration shall develop procedures to regularly review workforce and societal needs and, on at least a biennial basis, identify degrees and programs beneficial to the State. (Highlighted on p. 2)

New Majors

In the [UNC Policy Manual 400.1.1.1\[R\] Regulation for Academic Program Planning and Evaluation](#) that are also provided for the UNC System, the System Office outlines the procedures to be followed for new academic major program development and requires specific forms for use in the approval process. Each form contains the requirement that proposals explain how the new program is related to UNCG's mission and goals.

Faculty proposals for new undergraduate and graduate degrees follow an established procedural path. UNC Greensboro has implemented a curriculum review software from CourseLeaf that establishes consistent workflow for review of program and course requests. Reviews of all program requests, whether new or revised curricula, are conducted by department, unit, and University-wide curriculum committees.

Proposals are first vetted by the department faculty, who then take their request to their dean. If the dean approves the concept, he or she discusses the opportunity with the Provost. Upon endorsement by the Provost, the program is submitted as a request to be added to the institution's Priority List at the UNC System through an online program called "PREP" (see [UNC PREP \[02\]](#)). When the UNC System approves the program to be added to the Priority List, faculty are invited to prepare a Letter of Intent to Plan a New Degree Program form (previously called a Request to Plan a New Degree Program) (see [Letter of Intent – BA in Environment and Sustainability](#)).

The Letter of Intent summarizes the program request, including a description of the program, "How this program supports specific university and UNC System missions," student demand for the program, delivery modes, and basic information like degree type and CIP code. It also requires the institution to indicate if the program request constitutes a substantive change for SACSCOC. The document is vetted through UNC Greensboro's internal curriculum approval process to ensure it aligns with the mission and programs appropriate for higher education, moving from the department's curriculum approval process to the College or School's curriculum committee, to the University-wide curriculum committee where faculty vote to approve or reject all curriculum change requests. The Office of Assessment, Accreditation, and Academic Program Planning assesses whether the request will need to be submitted as a substantive change and informs the faculty if needed. The Provost reviews and approves the request, and it is then submitted to the UNC System Office for review and approval.

9.1 Program Content

Once Letters of Intent for new programs are approved by the UNC System, faculty are invited to prepare a second proposal making a **Request to Establish New Academic Degree Program form**. This form includes enrollment, admission requirements, degree requirements, hours to degree, other program requirements like residency and comprehensive exams, a faculty roster, delivery mode considerations, library adequacy to assist the program, facilities, budget, support services, licensure and accreditation considerations, and other items. These proposals are again routed through on-campus channels described above, except that this form requires the Chancellor's signature. It is then submitted to the UNC System, again through PREP.

All new majors in the UNC System are available for comment from colleagues at the other UNC System schools. Letters of Intent and Request to Establish documents are circulated to the other institution's faculty via the PREP system. Faculty and others are able to comment on the alignment of the program with the institution's mission, capacity for the institution to support the program, coherence of the course of study, and appropriateness of the curriculum for higher education. Institutions respond to comments from their colleagues so that the UNC System Office is assured the program seems appropriate for the institution and the System. New doctoral programs require an additional evaluation from an ad hoc external review team.

When all other approvals are in place, new program requests are presented to the UNC Board of Governors for consideration. Authorization must be granted by the Board before any new program is advertised or offered. When the program is approved, it is added to the institution's **Academic Program Inventory** maintained online by the UNC System.

The process for the review of new major programs is outlined explicitly in the UNCG Curriculum Guide, and the steps are adhered to with each proposal. This process permits questions and concerns, including questions about the proposed program's compatibility with UNCG's mission and goals, to be discussed by faculty and administrators, and, if needed, allows revisions to be made prior to submitting a proposal to UNC System. New programs or curricula cannot be offered until all of the required on-campus and external approvals have been received. Several new programs were approved at UNCG during 2018-2019, including a new BS in Information Studies (see **BS Information Studies Letter of Intent and Request to Establish**) and a MS in Informatics and Analytics (see **MS in Informatics and Analytics Letter of Intent and Request to Establish**).

New Concentrations and Certificates

UNC Greensboro has an internal process to provide faculty oversight for the creation of new concentrations within a major or new graduate certificates. These educational program requests are not required to be approved by the UNC System, and therefore are evaluated only internally to the University.

As noted above, the institution has established curriculum review processes that originate with faculty in the program and are managed through our curriculum review software. The concentrations and certificates are submitted through the same software as new majors, and they follow similar workflows. They are routed from the faculty originating the request to the department's curriculum committee. Upon approval, the request is then reviewed by the unit-level committee (College or School), and then the appropriate University-wide committee (UCC for undergraduate requests and GCC for graduate requests). The curriculum inventory management system allows UNC Greensboro to have a record of all requests, to see each review step that has been executed or still remains, and to know where each request is at any moment.

9.1 Program Content

Off-Campus and On-Line Degree Programs

Procedures for proposing online or off-campus education programs are identical to those of on-campus programs. If a new program is designed to be offered at a distance from its inception, that request and review is included in the Letter of Intent and Request to Establish process described above. If distance education delivery is added to a face-to-face program after it has been established, a formal request through the UNC System must be initiated.

In order for a previously-established program to be offered online, they must be approved by the UNC System using a Request to Deliver an Existing Degree Program – New Delivery Mode form. As with any educational program, development and management of online and distance education programs reside within the academic units and faculty to ensure that there is comparability to campus-based programs in all aspects, including academic rigor, instruction, technology, student services, faculty and student training, etc., so just as with face to face programs, the curriculum review process starts with department faculty. For most programs, there is no difference between curriculum requirements for a face-to-face program and an online program, although the options for electives or course selection from a list may be a subset of the face to face options. The requests then flow to the unit-level curriculum committee and University-wide curriculum committees, and finally to the UNC System. This is managed through the curriculum inventory management software. Again, the UNC System distributes the forms to all sister institutions in the system for faculty at those schools to provide comments. UNC Greensboro followed this process in fall 2018 when it moved its Master of School Administration to an off-site location in Browns Summit, NC. (see [MSA Request to Deliver North Campus](#)). When all approvals are in place, the system adds this mode of delivery to the online [Academic Program Inventory](#). (In the inventory, column 1 indicates approval to deliver a program face to face, column 2 off-site, and column 3 online.)

Conclusion

UNC Greensboro’s educational programs embody a coherent course of study, are compatible with the stated mission and goals for the institution and the UNC System, and are based upon fields of study appropriate for higher education.



9.2 Program length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina at Greensboro (UNC Greensboro or UNCG) is in compliance with the policy of ensuring that program length is appropriate for each of the institution’s educational programs. UNCG embraces student learning as its highest priority (see [UNCG Vision and Mission Statement](#)) and is committed to providing exemplary learning environments at the undergraduate and graduate levels. Consistent with this commitment, required processes ensure that program length is appropriate for all educational programs.

UNCG utilizes a standard semester credit hour as a unit of measurement for all degree programs.

Undergraduate Program Length and Credit Hour Requirements

UNC Greensboro complies with SACSCOC principle that requires that the baccalaureate degree be at least 120 semester credit hours. Balancing that is [UNC System Policy 400.1.5.\[R\] - Regulations Related to Fostering Undergraduate Student Success](#), which sets 120 semester credit hours as the maximum number of semester credit hours that may be required for an undergraduate degree by a UNC System school. Exceptions to this policy must be approved by the institution’s Board of Trustees and reported to the UNC System Board of Governors.

To meet both SACSCOC principle and UNC System policy, the majority of baccalaureate degree programs at UNCG require exactly 120 semester credit hours. A complete listing of all baccalaureate degree programs indicating this requirement is given in the Undergraduate Program List (see [UNCG Undergraduate Program List](#)).

Graduate Program Length and Credit Hour Requirements

Graduate-level degree programs vary in length. All master's degree programs require at least 30 semester credit hours with a range of 30-66. Doctoral degree programs semester credit hour requirements fall in the range 42-90 semester hours. Each doctoral program establishes its semester credit hour requirement, dissertation requirement, practicum, or performance requirements with the approval of relevant internal review bodies following procedures that ensure appropriate program length. Faculty members in each academic discipline determine the appropriate length for graduate programs based on program outcomes, comparisons to high-quality programs at peer or aspirational institutions, and national or state accreditation standards.

Academic departments and the offices of the deans of the colleges and schools implement semester credit hour policies through student advising. The University Registrar's Office enforces undergraduate semester credit hour requirements through its automated degree audit service, which is available to students through a secure, web-based portal and through the process of degree clearance, during which students' credits are evaluated for graduation. Academic departments implement graduate degree and certificate program credit hour requirements through advising. The Graduate School enforces credit hour requirements through its process of degree and certificate clearance during which students' credits and any capstone, thesis, or dissertation are evaluated for graduation.

Post-baccalaureate Program Length and Credit Hour Requirements

SACSCOC Core Requirement 9.2 stipulates that the first graduate degree requires a minimum of 30 semester credit hours, with the expectation that higher degrees should contain progressively more hours. All Master's degree programs at UNCG require at least 30 semester credit hours; Doctoral programs require at least 42 semester credit hours.

Master's Degree Program Length and Credit Hour Requirements

Master's degree programs at UNCG require between 30 to 66 semester credit hours. The MLIS, for example, requires 36 hours, and students sometimes earn more (see [Master's Plan of Study](#)). A complete list of master's degree programs, including the program length for each, is available in the [Master's Program List](#) provided. The semester credit-hour requirement for each degree program is consistent with the 30-semester hour minimum.

For example, the UNCG MFA in creative writing is a terminal degree that requires 48 semester hours to complete. A survey of similar programs indicates that this is appropriate: American, Cornell, and UNCW also require 48 semester hours; Boston University (32), Louisiana State University (42) and the University of Central Florida (36) require fewer; the University of Florida (54) requires more.

Doctoral Program Length and Credit Hour Requirements

Each doctoral program sets its own credit hour and dissertation or performance requirements, with approval of the relevant internal and external review bodies and by following procedures that ensure appropriate program length. These higher degrees require progressively more hours to complete. The PhD in Educational Studies with a concentration in Teacher Education and Development requires 60

credits, for example, which each student completes according to their individual Plan of Study (see [Doctoral Plan of Study](#)). A complete list of doctoral degree programs, including the program length for each, is available in the [Doctoral Program List](#) provided. This inventory shows that doctoral programs at UNCG range from 42 semester hours (in English) to 107 semester hours (in Nursing). Semester credit hour requirements are listed in each department's degree requirement section in the University Catalog. A sample is provided here:

Department	Master's Degree Semester Hours	Ph.D. Semester Hours	Ph.D. Admission from baccalaureate?
English	30–36	42–44	No
Biology	30	55	Yes
Chemistry & Biochemistry	30	56	Yes
Geography	34–37	48–54	No
History	30	45–60	No

There are five doctoral degree programs at UNCG that require fewer than 60 semester hours to complete. Of these five, all programs require more hours for the doctoral degree as compared to the master's degree. Three of these programs require a master's degree for admission. Two programs permit direct entry from the baccalaureate degree to the Doctor of Philosophy degree: the Ph.D. in Environmental Health Science (Biology Department, 55 semester hours) and the Ph.D. in Medicinal Biochemistry (Chemistry & Biochemistry Department, 56 semester hours).

According to the Department Head in the Department of Chemistry and Biochemistry, the majority of Chemistry Ph.D. programs accept students with a bachelor's degree but no master's degree. Some students earn an M.S. degree in route to the Ph.D. degree, although the M.S. degree at UNC Greensboro is intended to be a terminal degree and not a pathway to the doctoral program. Of the 34 students who have currently graduated from the Ph.D. program, only three entered with a M.S. degree, and on average these students ended up taking 59.79 semester hours to complete their degree.

Of the eight students who have completed the Ph.D. degree in Environmental Health Science, four students entered with a M.S. degree; on average these students ended up taking 60.5 semester hours to complete their degree. Students who enter the Ph.D. degree from the baccalaureate are expected to enter the program with levels of research experience and productivity that are similar to those of students entering the program with an M.S. degree.

Combined Program Length and Credit Hour Requirements

UNCG has five programs that offer a combined degree; four of these are combined Master's and Ph.D. programs; one is a combined MSN/MBA program. The hours for the combined Master's and Ph.D. programs range from 75 to 78. These requirements represent at least 30 semester credit hours counting towards the Master's degree, with the balance of the semester credit hours counting towards the Ph.D. The joint MSN/MBA program requires 62 semester credit hours, exceeding the 30 semester credit hour standard for each Master's degree.

9.2 Program Length

Combined Degree Program	Number of Semester Hours Required	Stand-alone M.A./M.S./M.S.N. hours required	Stand-alone Ph.D. or M.B.A. hours required
Economics M.A./Ph.D.	75	30	45
Educational Research Measurement and Evaluation, M.S./Ph.D.	78	33	45
Kinesiology, M.S./Ph.D.	78	36	42
Psychology, M.A./Ph.D.	105	45	60
Health Management M.S.N./M.B.A.	62	37	33

While the four M.A./Ph.D and M.S./Ph.D. programs combine two existing degrees within the same department (and hence the total required hours exceed 60 credit hours for 2 advanced degrees), the M.S.N./M.B.A. was a new program that went through the usual “Authorization to Establish” protocols through the UNC System Board of Governors to create the major “Health Management.” This program was designed as a single curriculum.

Accelerated Degree Program Length and Credit Hour Requirements

UNCG has the following accelerated degree programs:

Accelerated Master’s Programs (AMP)	Semester Credit Hours Double-Counted	Possible minimal number of non-duplicated hours
BS to MS in Accounting	Up to 6	144
BA to BS or MBA in Business Administration	Up to 9	150+
BA to MA in Communication Studies	Up to 12	138
BS to MS in Computer Science	Up to 12	138
BA to MA in Applied Economics	Up to 12	138
BA or BS to MS in Educational Research, Measurement, and Evaluation	Up to 12	138
BA to MA in English	Up to 12	138
BA in Geography to MA in Applied Geography	Up to 12	142
BS to MS in Information Technology and Management	Up to 12	138
BA or BS to MA in Mathematics	Up to 12	138
BS in Recreation and Parks Management to MS in Parks and Recreation Management	Up to 12	144
BS in Consumer, Apparel, and Retail Studies to MS in Retail Studies	Up to 12	138
BA to MA in Women’s and Gender Studies	Up to 12	144

9.2 Program Length

Other Accelerated Degree Programs (ADP)	Semester Credit Hours Double-Counted	Possible minimal number of non-duplicated hours
BFA to MFA in Interior Architecture	Up to 19	150+
BS in Physics to PhD in Nanoscience	Up to 12	150+

Of these 15 programs, the AMP in Business Administration and the AMPs in Interior Architecture and Nanoscience all exceed the minimum threshold of 150 non-duplicated credit hours. Given the double-counting of graduate credit hours, it is possible to complete the AMP programs in Accounting, Parks and Recreation, and Women’s and Gender Studies with as few as 144 non-duplicated hours, the program in Geography with 142 non-duplicated hours, and the programs in Communication Studies, Computer Science, Applied Economics, ERM, English, Information Technology and Management, Mathematics, and Retail Studies with 138 non-duplicated hours. In all of these cases, there are no more than 12 Advanced Program hours that count towards both the baccalaureate and master’s degree.

These accelerated programs are intended to retain our highest achieving undergraduate students whom our faculty deem are ready for graduate-level work and who would benefit from an academic challenge, even as they complete their undergraduate requirements. The model is based on the Advanced Placement and International Baccalaureate model by which high school students may use credits earned in high school for college credit. Demonstration of academic excellence and commitment to pursuing graduate education are central to the process for students who enter these programs.

The requirements for all new accelerated programs are reviewed by department and unit curriculum committees before being reviewed by the UNCG Undergraduate Curriculum Committee and the UNCG Graduate Curriculum Committee. These committees provide faculty curricular input as part of university governance and ensure academic integrity. In all combined degrees, admission to the graduate program is conditional upon favorable review of all undergraduate degree credentials. Although programs develop their own admissions criteria, at a minimum, any student admitted to a combined degree program must have an undergraduate GPA of 3.5 on a 4.0 scale based on at least 30 semester credit hours earned at UNCG. Students become eligible to apply to these accelerated programs after the completion of 60 semester hours and the courses that can be double counted are chosen by faculty so as to not diminish the Graduate School experience (see [Accelerated Bachelor’s to Master’s Degree Program](#)). These requirements were proposed in 2012 (then called the Accelerated Degree Program - ADP) and approved by both the Undergraduate Curriculum Committee (see [AMP Approval-UCC Meeting Packets March 22, 2013](#)) and Graduate Studies Committee (see [AMP Approval-Graduate Studies Committee](#)). The AMP policy is published in the University Catalog ([Accelerated Bachelors to Master’s Program Catalog text](#)).

Programs prescribe the maximum number of semester credit hours and the specific graduate-level courses that may be double-counted towards the baccalaureate and graduate degrees. Admission to an accelerated program is a promise of admission to the Graduate School. Programs send the admitted student a letter listing both the undergraduate and graduate courses from which they may compose their plan of study. The student is considered an undergraduate until the baccalaureate degree has been received. The student must then transfer the agreed graduate-level courses taken as an undergraduate to the graduate degree. Only courses in which a grade of “B” or above have been earned will be transferred to the graduate degree.

9.2 Program Length

An example of the courses appropriate for application to the Accelerated Master’s Program is provided from the Mathematics discipline. This illustrates what an undergraduate student would take in the seventh and eighth semesters of their undergraduate careers.

Typical AMP in Mathematics (double counting 6 semester hours)	
Semester 7	Semester 8
MAT 490 (3 hours undergraduate only)	MAT 540 (3 hours graduate only)
MAT 301 (3 hours undergraduate only)	MAT 596 (3 hours graduate only)
MAT 311 (3 hours undergraduate only)	MAT 602 (3 hours undergraduate only)
MAT 595 (3 hours UG and 3 hours GR credit)	MAT 545 (3 hours UG and 3 hours GR credit)
MAT 514 (3 hours undergraduate only)	

As another example, faculty in the Communication Studies accelerated program prescribe five 3-credit courses that may be applied to both the bachelor’s and master’s degrees, all at the graduate level. Those courses, as they explain in the University Catalog, “are well suited to ADP [Accelerated Degree Program] students...” (see [Communication Studies AMP Requirements](#)). The faculty clearly explain to students that “All degree requirements for the Master of Arts in Communication Studies remain the same.” Undergraduates merely replace courses they would have taken at the undergraduate level with courses at a more advanced level that help them develop more advanced skills and knowledge. They complete their bachelor’s degree while preparing for a master’s degree. Another example, from the Recreation and Parks Management BS program in the School of Health and Human Sciences, is attached (see [Recreation and Parks Management AMP Requirements](#)).

Overall integrity of all accelerated programs is maintained by requiring students to meet all undergraduate- and graduate-level program learning outcomes and program-level assessment requirements regardless of the number of credit hours taken.

These programs began admitting students in Fall 2013, and thus far, few students have completed an accelerated program. UNCG collected recent graduates’ data from six different programs (Mathematics, Economics, Geography, Computer Science, Accounting, and the MBA program). Of these six students, three have continued in a PhD program upon completing the accelerated master’s degree. These students had an undergraduate GPA in the range 3.93–4.0, with an average of 3.989; they completed range of 124–207 semester hours towards their baccalaureate degree, with an average of 158.8 semester hours; the graduate GPAs ranged from 3.52–4.0, with an average of 3.855; five of six students completed 30 semester hours towards their master’s degree and one student completed 33 semester hours towards the master’s degree. On average, these students completed over 171 non-duplicated semester credit hours to obtain both the baccalaureate and master’s degree.

Off-Campus and Online Programs

All off-campus and online degree programs and certificates follow the same guidelines with respect to program length as do on-campus programs. The [UNCG Distance Education Policy](#) states that academic units will ensure that all on-campus academic policies will be adhered to in the domain of off-campus distance education and will maintain the same high standards for programs delivered as distance

9.2 Program Length

education. This includes program curriculum. A complete list of off-campus and online programs, including the program length for each, is available in the [Off-Campus and Online Program List](#).

Authorization and Approval of New Programs

The process of developing a proposal for authorization to establish a new degree program ([The UNC Policy Manual 400.1.1\[R\] Regulation for Academic Program Planning and Evaluation](#)) requires

- the institution must demonstrate capacity of the institution to deliver a quality program that meets student demand, societal demand, budget and source of funding for the proposed program, collaboration possibilities with other degree programs within UNC System, and relationship of the new degree program with institutional mission;
- the institution must comply with regulations on fostering undergraduate success that limit the number of baccalaureate degree program credit hours to no more than 128 semester credit hours and that designate baccalaureate programs exceeding 135 semester credit hours as five-year baccalaureate programs;
- the UNC System office manages the review process – external reviews will be required for all doctoral programs and may be sought to evaluate institution readiness to deliver programs at any level;
- the UNC System (in cooperation with the institutions) will periodically review and determine a standard maximum number of new degree programs that each institution can have under review at any given time.

All new degrees are proposed using UNC System forms that require program length (see [The UNC System Request to Establish New Academic Degree Program](#)). The Office of Assessment, Accreditation and Academic Program Planning keeps such documents on file for each graduate program. Program revisions that affect existing program length also typically examine comparable programs in addressing the rationale for the change. The rationale is required by UNCG's Program Revision Form (see [Program Revision Rationale Change in Program Length Accounting MS](#)). The Office of Assessment, Accreditation, and Academic Program Planning keeps all documents for any new or revised baccalaureate or post-baccalaureate program.

After review and approval by the proposing academic department, the appropriate college or school curriculum committee, and the academic dean of the college or school, the Faculty Senate charges the Undergraduate Curriculum Committee (see [UNCG Faculty Senate Undergraduate Curriculum Committee Charge](#)) with review and approval of all requests for baccalaureate program establishment or revision. By contrast, the Graduate Council (see [Graduate School/Faculty Governance](#)) is responsible for review and approval of all requests for graduate and post-baccalaureate professional program establishment or revision. The Chancellor and Provost then review and approve all requests. New programs are then submitted to the UNC System Board of Governors. UNC System policies and procedures are detailed in [The UNC Policy Manual 400.1.1\[R\] Regulation for Academic Program Planning and Evaluation](#). This document affirms that UNC System is responsible for managing the review process for new degree proposals and, after consultation with disciplinary experts and UNC System campuses at various stages, for making a recommendation to the Board of Governors. As outlined in the [UNCG Substantive Change Compliance Policy](#), requests for new programs, altering the length of a program significantly, and/or discontinuing existing programs must be approved by the UNC System and, as appropriate, by the SACSCOC.

In sum, all program and curricular decisions are made as a result of best practices research, accreditation or licensure requirements, and disciplinary integrity. UNCG's academic programs aim to

foster intellectual inquiry and prepare students for meaningful lives and engaged citizenship, including work or advanced study in their chosen field. Each program's length is appropriate to this mission.

Conclusion

The institution offers one or more degree programs based on the appropriate number of credits at each level: at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. In the rare exceptions when that is not the case, UNCG provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.



10.2 Public information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina Greensboro makes available to its students and to the public current University calendars, grading policies, cost of attendance, and refund policies. This information is made publicly available through UNCG’s website and during various information sessions with students.

Academic calendars, grading policies, cost of attendance, and refund policies are published/disseminated as follows:

Academic Calendars

The calendars are posted on the [University Registrar’s Office Web Site](#).

Calendars, including key academic dates for beginning and end of semesters, registration, course withdrawal, and final examinations, are included materials shared at SOAR (Spartan Orientation, Advising, and Registration) with all new students ([New Student Orientation for Freshmen – p. 21 \[01\]](#)).

Grading Policies

The University’s grading policies are published in the institution’s University Catalog, which has sections listing requirements for both undergraduate students (see [UNCG University Catalog Undergraduate Grading Policies](#)) and graduate students (see [UNCG University Catalog Graduate Grading Policies](#)).

As stated in the University’s [Distance Education Policy](#), students in distance and online programs adhere to the same grading policies as on campus students:

Online and distance education courses, whether taught as part of an approved online program or not, also follow existing policies in these areas; that is, all current policies and services that apply to on-campus education will apply in the domain of online and distance education.

Cost of Attendance

The UNCG Financial Aid Office posts an estimated cost of attendance (see [Estimate Your Bill](#)). The **Cost of Attendance** (COA) is an estimate of what students may spend for the listed items. These are not charges nor is it an official bill. The COA is accessed on the Financial Aid "Consumer Information" page and is used to determine the maximum amount of financial aid that a student might need. It is provided as a guide to help students and families in budgeting for the academic year.

The tuition and fee schedule for each semester is posted online by the [Cashiers and Student Accounts Office](#).

Refund Policies for Tuition and Other Fees

The [UNCG Refund Policy for Tuition and Fees](#), with refund appeal information, and information on other refunds for other services are also published on the web and include:

- [Housing and Dining Plan refunds](#) (see also [Housing and Residence Life Cancel Your Housing](#))
- [Late Fee for Registration](#)
- [Military Call-Up Policy](#)

Refund information for tuition and fees, and housing and dining plans; as well as fees for late registration and military call-up are available on university web sites.

The [UNCG Refund Policy for Tuition and Fees](#) is found on the website and states, "There will be a \$50.00 non-refundable processing fee charged to all students who completely withdraw from the University after Late Registration and Schedule Adjustment period. Tuition and fees will be adjusted per the University's Total Withdrawal Refund Calendar." An example of the calendar is given.

[Housing and Dining Plan Refunds](#) policies are specified on the Cashier's and Student Accounts website and detailed within the [2019-2020 Housing Contract](#). It is University policy that room rent and board are not refundable, however if the student qualifies for an exception, the refund is prorated based on the expired portion of the term. Under Section 21 Cancellation, fees associated with cancellation of the contract are listed (see also [Housing and Residence Life Cancel Your Housing](#)).

[Late Registration Fees](#) are outlined in the University Registrar's Office website. "Students who register after the Registration Deadlines, whether for the first time with written permission or after being reinstated after a cancellation," are assessed a fee of \$45.00.

In the [Military Call-Up Policy](#), it is specified that the student's tuition and general fees are fully refundable. Room and board are refunded based on the number of weeks the room is occupied and the meals consumed.

As noted above, students in distance and online programs adhere to the same policies as on campus students, as stated in the Distance Education Policy.

Conclusion

The University of North Carolina Greensboro makes available to its students and to the public current University calendars, grading policies, cost of attendance, and refund policies. This information is made

publicly available through UNCG's website through the Cashier's and Students Accounts Office, the University Registrar Office, Housing and Residence Life and Financial Aid.



10.3 Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

Compliant Non-Compliant

Narrative

Beginning Fall 2018, the University of North Carolina Greensboro annually publishes the **UNC Greensboro University Catalog [01]**, comprised of both undergraduate and graduate course and degree requirements. This catalog is available online. When the next annual catalog is published, the prior year’s version will be archived and continue to be made available online. The UNC Greensboro University Catalog’s website contains links to the archived bulletins. Prior to Fall 2018, the University of North Carolina Greensboro separately published an Undergraduate Bulletin and Graduate Bulletin on an annual basis. The **archived Undergraduate Bulletins** are available online from 2010-2011 to 2017-2018. Undergraduate Bulletins prior to 2010–11 are available via the University Library’s UNCG Digital Collections: UNCG History Collections: **University Publications: Bulletins and Course Catalogs**. A link to those digital collections can also be found on the University Catalog archive webpage. The **archived Graduate Bulletins** are available online from 2004-2005 to 2017-2018. Graduate Bulletins prior to 2004-2005 are available in print at UNCG’s Jackson Library and are slated to be digitally converted beginning in 2019.



10.5 Admissions policies and practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina Greensboro (UNCG) demonstrates compliance in undergraduate and graduate admissions policies and their consistency with the UNCG mission statement. UNCG accurately represents the institution's practices and policies in undergraduate and graduate recruitment materials and presentations. UNCG also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principals and policies as institutional employees.

Undergraduate Admissions

Undergraduate Admissions policies of UNCG are consistent with its mission as a learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship. UNCG applies its policies uniformly and fairly to provide educational access to academically prepared students. The factors considered for admission are consistent with widely accepted higher education standards.

General undergraduate admissions policies are established by the UNC Board of Governors. Campus-specific undergraduate admission processes are reviewed by the Provost and Executive Vice Chancellor (Provost) and approved by the Chancellor.

UNCG's admitting policies are implemented by the Office of Undergraduate Admissions, reporting to the Vice Chancellor of Enrollment Management. This reporting structure allows for ongoing evaluation of admissions practices to ensure that they support the University's institutional mission and educational purposes. UNCG's admissions policies are stated in the [University Catalog](#), on the [Undergraduate Admissions Web Site \[01\]](#), in Admissions publications, and are covered during group presentations on campus and during visits to high schools and community colleges. Policies are updated annually as needed.

Minimum admission criteria and high school course requirements for the UNC system are outlined on the UNC System website (see [UNC System Minimum Admission Requirements](#)). These include completion of core high-school level coursework for recent high school graduates, student performance in their high school coursework (GPA), and student performance in national achievement tests.

UNCG's admissions policies are based upon both quantitative and qualitative factors. Freshman applicants are evaluated on the basis of their secondary school record and/or college record, including

- overall grade point average
- SAT or ACT scores
- any supplemental material the applicant provides.

Prospective freshmen candidates for admission must meet UNC minimum requirements, as follows:

- minimum 880 SAT or 17 ACT test scores;
- minimum 2.5 HS GPA;
- meet the following minimum HS course requirements: four units of English, 2 consecutive units of a foreign language, four units of Mathematics: Algebra 1 and 2, geometry and one unit beyond Algebra 2; three units in Science, one of which must be a lab science, and two units of social studies.

Additional freshmen admissions guidelines, such as high school course selection and senior class schedule, and a recent freshman profile are listed on the university website and in UNCG Admissions publications (see [Freshman Admission Guidelines](#)).

Admissions criteria are uniformly applied, with a limited number of exceptions allowed by UNC System Policy. Specifically, a limited number (no more than 1% of the admitted class) of exceptions to the UNC Freshmen admissions requirements are made through a policy known as "Chancellor Exceptions". These may involve SAT/ACT's, GPA, or course minimums less than the UNC threshold. These exceptions may be made on the basis of strength of courses or unique talents brought to the UNCG community (i.e. exceptional extracurricular talent – musical, leadership experience, unique family situations, hardship, athletics, etc.)

Traditional transfer applicants with 24 or more transferable semester hours are evaluated on the basis of their overall grade point average from all post-secondary colleges attended. The requirements for these students are listed on the Admissions website here (see [Transfer Admission Requirements](#)). In addition, traditional transfer applicants must have met the minimum course requirements in [The UNC Policy Manual 700.1.1.2\[R\] Regulations on Transfer Student Admission](#). Transfer students with fewer than 24 transferrable hours are considered Freshmen and are evaluated based on admission criteria for freshmen.

Additionally, the UNC system may require applicant background checks under the circumstances outlined in [The UNC Policy Manual 700.5.1\[R\] Regulation on Student Applicant Background Checks](#).

Marketing and Recruitment Materials

In addition to the [UNC Greensboro Undergraduate Catalog](#) and the [Undergraduate Admissions Web Site](#), the Office of Undergraduate Admissions publicizes its policies to prospective students through a variety of recruitment materials. Distribution for each piece is outlined below. Distribution is uniform, and all materials are also made available to any student who may request them.

10.5 Admissions Policies and Practices

- A **Recruitment Presentation** is presented via PowerPoint to campus tour guests and students attending recruitment visits at high schools.
- A **Viewbook** is mailed to all prospective high school juniors annually.
- The **Freshman Roadpiece** is distributed to students at college fairs, high school visits, and mailed to new freshman inquiries.
- The **Transfer Roadpiece** is distributed to students at community college visits and mailed to new transfer inquiries.
- Our **Tour Piece** is distributed to all students attending a campus tour.
- The **Scholarship Brochure** is distributed to students attending college fairs and high school visits.
- Deadline Reminder Postcards are distributed to prospective seniors and seniors with incomplete applications (see **Application Live Postcard**, **Application Completion Postcard**, and **Deadline Reminder Postcard**).
- **Co-Admission Brochures** are distributed to students at participating community college fairs and in office visits.
- The **Guidance Counselor Newsletter** is distributed to guidance counselors on our email list and contacts at schools where last year's admitted students attended.
- **Parent Guide** is distributed to parents and families of prospective juniors in the summer before their senior year.
- **Deadline Reminder Emails** are distributed to prospective freshmen and transfers.

Additional recruitment materials are created for specific degree programs.

- Bryan School of Business distributes the **Undergraduate Business Brochure** at admissions events on campus. This document only includes admission details specific to the Bryan School.
- The School of Education distributes **Program Plan Documents** when meeting with prospective education students. These only includes details specific to School of Education.
- The College of Visual and Performing Arts distributes program-specific brochures to prospective visiting students, at admissions events on campus, and at high school visits and college fairs. Brochures are available for **Art**, **Arts Administration**, **Dance**, **Music**, **Musical Theatre**, and **Theatre**. They also have an information page about **Studio 91**, the arts-themed residence hall, for these students.

Materials developed for the Office of Undergraduate Admissions are overseen by the Director of New Student Marketing, in collaboration with the Director of Admissions. All content is reviewed and approved, then signed for record-keeping purposes (see **Admissions Marketing Routing Form**).

Marketing materials created for individual degree programs are handled within those programs. Bryan School of Business, School of Education, and College of Visual and Performing Arts materials are updated regularly under supervision from undergraduate program directors and advisors.

Admissions Personnel

Personnel in the Office of Undergraduate Admissions fall under several categories: Freshmen and Transfer recruitment, Campus Visit/Events, Marketing/Social Media, Application processing and technical services. All new admissions staff are thoroughly trained by seasoned UCG admissions staff members, by attending workshops held by our regional admissions organizations (CACRAO, SACRAO) and by attending various national workshops and seminars such as NACAC, EAB and Ruffalo Noel Levitz.

10.5 Admissions Policies and Practices

In summary, the Offices of Undergraduate Admissions publishes admissions policies that are consistent with the mission of The University of North Carolina at Greensboro. These policies are also compliant with the standards established by professional admissions organizations and are consistent with widely accepted higher education standards. UNCG applies its policies uniformly and fairly to provide access to academically prepared undergraduate students.

Graduate Admissions

Graduate admissions policies and practices align with the Institutional Mission in that all applicants for admission to graduate programs are considered without regard to race, color, sex, sexual orientation, gender identity, national origin, disability, age or religion and are directed to apply through the [Graduate School's application page](#). [Graduate admissions practices](#) follow the policies of the Graduate School which are presented in the University Catalog, and on the Graduate School Web Site – [Guide to Graduate Admissions](#). Graduate applicants to main campus and online programs must submit a completed online application, a nonrefundable application fee, and the following supporting credentials:

- One official transcript from every college and university previously attended. This transcript must indicate the name of the college or university and the dates the student attended. If credit from one institution has been transferred to another and is listed on the receiving institution's transcript, a transcript from the original institution is not required. If an applicant is currently enrolled in a degree program and will not graduate prior to an admission deadline, transcripts should be provided that reflect courses in progress. Unofficial transcripts may be used to make admissions decisions and students may be admitted for the first semester; however, they will not be permitted to register for the following semester until final official transcripts showing no in-progress coursework and/or degree awarded have been received.
- Applicants whose prior degree(s) is/are from a college or university outside the United States may also submit a third-party credential evaluation, but it is not required.
- Three letters of recommendation from former professors, employers, or persons well acquainted with the applicant's academic potential.
- Official copies of GRE scores or results from other authorized examinations, if required by the program to which one applies. Scores are valid for five years from the time originally taken.
- Any additional materials required by the program or department such as audition, interview, portfolio, resume, writing sample, personal statement, etc.

Graduate Admissions verifies all required application materials have been received and are at least copies of official documents (i.e. registrar issued transcripts). Applications are then holistically reviewed by each academic department. Any exceptions are uniformly applied and follow the process of reviewing the length of time that has passed since the applicant graduated with their undergraduate degree, whether or not they have taken graduate level courses and the hours/grades received, the major GPA versus the overall institution GPA, past and current work experience, strength of the recommendation letters, and the research interest of the applicant. The request for an exception is then presented by the Director of Graduate Studies to the Vice Provost and Dean of the Graduate School for review and final determination). One example is of an applicant with a 2.47 undergraduate GPA. The application was referred and approved by the Vice Provost and Dean of the Graduate School based on the Director of Graduate Studies reasoning of the degree having been earned in 1994 and has since

worked in the industry to which he was applying. His work experience and references suggested that the candidate would be successful in the program (see [Graduate School Admission Exception](#)).

In addition, admission policies are communicated to applicants and potential applicants through regularly scheduled on-campus presentations and programs and in individual advising sessions. The Graduate School works closely with each of the department's faculty through a director of graduate studies in each department to assure that all policies and procedures are published and practiced.

The [Visiting and Non-degree Seeking Program](#) provide applicants with a non-degree option that allows potential degree applicants to build skills and competencies in preparation for degree admission. The program is open to all who have earned an undergraduate degree and want to enroll in graduate level courses. The program contributes to the University's mission by broadening the doors of access for all applicants.

Graduate admissions policies align with the UNC System and therefore align with best practices in higher education.

Graduate Recruitment

The Graduate School publishes general admission materials that are aimed at promoting the broad spectrum of graduate program opportunities at UNCG. The publications used in recruitment include the annual University Catalog, as well as an [Online Viewbook \[02\]](#) that serves to introduce graduate education at UNC Greensboro by profiling current students. These materials provide sources for financial aid and student housing and detail life in the Piedmont Triad. Individual program information on each of the certificate, 55 master and 26 doctoral programs is linked from the viewbook to the University Catalog where curricular requirements, program concentrations, and faculty interest and research areas and are outlined. All Graduate School publications are designed to complement departmental and program publications and are vetted by the Graduate School's Director of Strategic Communications. The Graduate School, in an effort to provide uniformity and consistency, assists departments in designing and editing program-specific brochures and materials for public distribution.

These materials are also appropriate for students interested in UNC Greensboro's online and off-campus programs because the academic content, admissions requirements, and graduation requirements are the same for these programs as for on-campus programs. In addition to printed materials, students can find information on distance education programs by navigating from the [UNCG Online \[03\]](#) website specifically to the [online graduate degree programs](#) page. Through these links, students can discover program information, [tuition costs](#) programs, and download a customized brochure with complete program details (see [UNCG Online Graduate Brochure](#)), admission deadlines (see [UNCG Online Graduate Application Checklist](#)), start dates and graduation requirements.

In addition to publications, the Graduate School recruits off campus at other colleges and universities through graduate fairs, professional school events, and specialized program events for undergraduates. All new graduate admissions staff are thoroughly trained by seasoned UNCG admissions staff members according to the Guide to Graduate Admissions, by attending workshops held by our regional admissions organizations (CACRAO, SACRAO) and by attending various national workshops and seminars such as Slate, Slate Launchpad 2.0, and NAGAP. As policies and practices to the University Catalog and Guide to Graduate Admissions are updated, training and orientation is ongoing and conducted by either the Director or Assistant Director of Graduate Recruitment and Admissions to

10.5 Admissions Policies and Practices

ensure quality improvement. The University Catalog, Guide to Graduate Admissions, the Graduate Viewbook, and a financial flyer are used in recruiting events such as college fairs, information sessions, and campus visits. All recruiting staff are trained on each document as to provide accurate information to prospective graduate students. The Graduate School also participates in several organizations where admission policies are both clearly outlined and demonstrated.

Recruitment of distance/online students follows the general practices described by The Graduate School. Multi-media marketing communication efforts -ranging from online search and display, radio, print advertising, Public Relations and promotional tools - are used to drive awareness and generate inquiries for UNC Greensboro's portfolio of graduate level online programs. Students may find information on distance programs by navigating the UNC Greensboro website or UNCG Online web site.

Links/Other Recruitment Materials:

- Recruitment Toolbox for Directors of Graduate Study
- [Graduate Programs Viewbook](#)
- [Graduate School Flyers Template](#)
- [Graduate Student Videos \[04\]](#)
- [AMP Brochure](#)
- Certificates Brochure
- GRE Name Buy Emails
- TOEFL Name Buys
- Departmental Emails
- [Request Information Button for Departmental websites](#)
- [On Location Open Houses and Information Sessions](#)
- [Campus Tours Registration Form](#)
- IChat
- WeChat
- Apply Now Button

International Graduate Recruitment and Admissions

The functions of undergraduate recruitment and admissions at UNC Greensboro reside in the newly formed division, The Office of International Recruitment and Admissions Office (IRAO). Recruitment of international graduate students is a collaborative effort, championed and conducted by individual departments and respective Chairs, Directors, and faculty from individual Schools, as well as the Director of International Recruitment.

Recruitment activities for undergraduates are conducted by the Director of International Recruitment. The University recently approved agency-based recruitment as part of its overall five-year enrollment plan. The IRAO's use of fee-paid agencies (aka, independent contractors) follows strict guidelines set under NACAC and US Department of State. The agencies are subject to the same principles and policies of ethical and responsible recruitment practices as the university and this is clearly articulated within each agency agreement. All agencies receive, as well as provide, training and orientation and/or a site visit by the Director or agency representative for continuous quality improvement. Programmatic recruitment activities include but are not limited to: development of transfer agreements with US and

10.5 Admissions Policies and Practices

overseas transfer agreements, partnerships with global English language schools, college fairs, recruitment at IBs, academies, high schools, country-specific, digital marketing, TOEFL name buys. International admissions practices follow the university's recommended GPA, SAT and/or ACT scores (where applicable) and conducts a holistic review of the applicant's qualifications. All applicants are reviewed in a fair and consistent manner. Unique to international students are a) the English language requirement and b) US high school equivalency determination when coming from an overseas institution. UNCG publishes its English Language Proficiency requirements in its catalog and on its international admissions webpage, and recently expanded comparable English test scores to that of the TOEFL or IELTS university requirements through the proper approval route. Admissions requirements, instructions on how to apply, and admissions criteria are published on [the International Admissions Website \[05\]](#). Admissions review is done by a three-step process: applications are vetted through Admissions processing, reviewed by the UIAC and/or International Assistant, and final review conducted by the Director of International Recruitment. Marketing material is reviewed by University Communications (UC) and in keeping with the UNCG brand guide.

International graduate recruitment is also conducted through fee paid, agency-based recruitment under the leadership of the International Recruitment & Admissions Office (IRAO) and its five-year strategic enrollment plan. Agency contracts, following strict guidelines, are housed in the IRAO and the Provost's office and go through approval within the Total Contract Management (TCM) system which includes review and approvals by Purchasing and Legal departments. The university also utilizes New Mind Education, a non-fee paid organization, that has been recruiting international graduate students for UNCG for more than seven years and recruits exclusively in China. New Mind Education applicants are subject to the same admission criteria for direct entry and conditional entry.

Undergraduate admissions criteria are uniformly applied, with a limited number of exceptions allowed by UNC System Policy, using the same process as the Undergraduate Admissions Office. These exceptions may be made on the basis of strength of courses or exceptional extracurricular talent – musical, leadership experience, unique family situations, hardship, etc.).

Graduate international applications are processed by the Graduate Admissions Office with the same approach as domestic applications and decisions are based on the same qualifications, plus the addition of demonstrated English language proficiency via the IBT TOEFL or IELTS, or comparable English language training. International applications are subject to the same university admission criteria as published by the Graduate Admissions Office and specific School for which they apply, which may have additional specialized qualifications. Conditional admission is possible should the student not meet the English language proficiency requirement (see [The Graduate School International Students \[06\]](#)).

The IRAO collaborates and consults with Admissions, University Communications (UC), and UNCG approved vendors for developing and maintaining publications for its international office to ensure brand standards are met. The IRAO has developed an [Undergraduate International Fact Sheet](#), and co-designed pop-up banners and a tri-fold display with a university approved marketing firm to ensure consistency in its brand and messaging. The development of international freshmen and transfer brochures are under development in conjunction with Admissions, as well as additional 'road pieces' when attending US and overseas fairs. Digital marketing and advertising are governed by the UC with IRAO collaboration to ensure specific messaging intended for an international audience. Recruitment materials and presentations delivered accurately, represent the facts and figures, points of pride, key strengths, and SACSCOC accreditation of the university.

10.5 Admissions Policies and Practices

Marketing material is developed by the Graduate School under the guidelines of University Communications and in keeping with the university's brand guide. Admission criteria and policies for international students are published in the University Catalog (see [Graduate Admissions Practices](#)) and on the Graduate School Web Site – [Guide to Graduate Admissions](#).

Conclusion

In summary, the Offices of Undergraduate Admissions, International Undergraduate Admissions and Recruitment Office, and Graduate Admissions publish admissions policies that are consistent with the mission of The University of North Carolina at Greensboro. These policies are also compliant with the standards established by professional admissions organizations and are consistent with widely accepted higher education standards.



10.6 Distance and correspondence education

An institution that offers distance or correspondence education –

- a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina at Greensboro a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit, b) has written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs, and c) notifies students in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

An institution that offers distance or correspondence education –

a) Students Registering in Distance Education

The [UNC Greensboro Distance Education Policy](#) states that “UNCG will have processes in place to assure that the student who registers for the off-campus distance education course or program is the same student who participates in and complete the program and receives credit.” Those processes are contained within several policies that apply to students from the time they become prospective students and create an account with the university. Primarily, UNC Greensboro utilizes a unique login process and reinforces it with system use and academic integrity policies.

UNC Greensboro (UNCG) verifies the identity of students who attend classes at the University regardless of status as admitted or visiting, online or on-campus. This verification begins when the student first applies for formal admission (see [UNCG Admissions Application Forms](#)), or first applies for visiting-student status. Verification continues when they register for classes and access the institution’s learning management system, CANVAS, for their coursework. For some courses, the University of North Carolina Online Proctoring is used for verifying student identification.

To apply online each undergraduate student creates a UNCG-specific **SpartanLink Sign-in**, and each graduate student creates a profile in Slate (see **Graduate School Application Management**), the graduate application and admissions platform, which creates the first layer of verification. To further document the student's identity, **campus-safety questions** are addressed in both the application for admission and in the application for visiting students. All information supplied on a student application is reviewed by staff before being entered into Banner, UNCG's Enterprise Resources Planning (ERP) system. Students seeking North Carolina Residency (for tuition purposes) verify through the **North Carolina Residency Determination Service**, through which their identity information is compared against federal and state databases. Finally, by electronic signature, all students (undergraduate, graduate, and visiting) must affirm that the information they have supplied on their application is true and complete, and that they understand that any purposeful misrepresentation might consequently deny them admission to the University or dismissal after they are admitted.

There are separate applications for domestic and international students. However, all students must supply specific identification material such as proof of citizenship or other residency identification cards, previous school attendance (high school or other school transcripts), previous addresses, veteran status, and work history if applicable.

After being admitted to the University as degree-seeking, or granted privileges as visiting, distance students are assigned a unique user identification number with which they will register for courses. An additional system-generated username and randomly assigned personal identification number provide access to all UNCG network and password-protected content, including the learning management systems (LMS) for online courses (see **Canvas Use Policy**, and **Learning Management System Use Policy**).

All unique logins require secure, user-generated passwords. The system automatically requires all users to reset passwords every 365 days. 365 days was chosen as an acceptable window due to the other requirements of **UNCG's Password Policy** such as:

- a minimum of 16 characters
- a mix of upper- and lower-case alphabet characters (a-z, A-Z)

If a student forgets a password, it can be reset online by the student through the **Self-Service Password Resetting Form** hosted by UNCG Information Technology Services (ITS). This utility asks a series of specific questions to confirm that a student is the same student originally documented as the account holder. These questions include verification of the student's: University identification number, username, birthdate and year, and the correct answer to a unique security question. ITS also provides an optional **two-factor authentication** service to further protect and secure users' access to various services, including the LMS.

The University of North Carolina Online Proctoring Network (The University of North Carolina Memorandum of Understanding) certifies qualified individuals to proctor exams for students taking distance courses through the UNC Online System. At a proctored exam, distance students are required to show government-issued photo identification with a signature prior to taking and turning in an assessment. It is a violation of the **Academic Integrity Policy** and the **UNCG Acceptable Use of Computing and Electronic Resources Policy** for a student to share user identification numbers, network access, or passwords with or to falsify information.

10.6 Distance and correspondence education

Not every distance student is required to take exams or tests that are proctored. That determination, as with other instructional options, is the decision of the academic department. If a student is required to take a proctored exam, it is the student's responsibility to locate a proctoring center from the UNC General Administration website and to pay any applicable fees. Acceptable proctoring sites are public testing centers, schools, and libraries (see [University of North Carolina Online Proctoring Network](#)). Many students are able to find free proctors at the University or public spaces like libraries.

Summary of Students Registering in Distance Education

Students should not access another student's information or coursework in distance-education courses at UNCG. The same student who applies for and registers with a distance-learning program must enter numerous login credentials to register for an online course, access online course materials, take online exams, and check grades. If an instructor requires students to physically sit for a proctored exam, students must produce photo identification before taking the exam. UNCG's current verification policies ensure multiple checkpoints are validated by the registration and learning-management systems in UNCG distance-education programs.

An institution that offers distance or correspondence education – (b) Privacy of Distance Education Students

UNC Greensboro has written procedures in the shape of policies for protecting the privacy of students enrolled in distance education courses or programs. This is the same means of verification of identity and protections that are afforded to all UNC Greensboro students. As noted in section a, each student has a unique login, and all unique logins require secure, user-generated passwords. The system automatically requires all users to reset passwords every 365 days, and all passwords must be a minimum of 16 characters and a mix of upper- and lower-case alphabet characters (a-z, A-Z). To reset passwords, the student is asked a series of specific questions to confirm that they are the same student originally documented as the account holder. These questions include verification of the student's: University identification number, username, birthdate and year, and the correct answer to a unique security question. The optional [two-factor authentication](#) service further protects and secures students' access to various services.

Distance and correspondence students at UNCG receive the same rights and privacy protections afforded to students attending face-to-face classes on the main campus. Information collected by UNC Greensboro (UNCG) from distance learners is neither shared with nor given to third parties for any reason. Given that these protections are the responsibility of multiple areas of the university, it is the practice of UNCG to use the established university policies and area specific procedures as a global method to protect the privacy of students enrolled in distance and correspondence education courses or programs. It is a "distributed implementation, centralized enforcement" approach. Policies and procedures that address these rights and protections include:

- Family Educational Rights and Privacy Act (FERPA)
- The North Carolina Identity Theft Protection Act, NC Gen. Stat. 75-65, and 132-1.10(c1)
- Canvas Use Policy
- Distance Education Policy
- Identity Management Process
- Information Security Incident Reporting and Notification Policy

10.6 Distance and correspondence education

- Information Security Management Standards
- Information Security Policy and Data Classification Policy
- Learning Management Systems (LMS) Use Policy
- Appropriate Network Device and Domain Name Space Registration Procedure
- Physical Access to Information Technology Resources
- Policy on Social Security Numbers (SSN)
- Remote Access Procedure
- Student Directory Not on Public Web
- Suppression of Directory Information for Students

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) restricts the information about students that may be released. Under FERPA, a student has the right to request in writing that disclosure of personal information be withheld from persons outside the University. The University does not sell student information. However, unless a student requests in writing to the contrary, federal law permits the University to release directory information to the public without the student's consent.

10.6 Distance Education

Identity Theft Protection Act of 2005 (North Carolina General Statutes §132-1.10(c1) Public Records and North Carolina General Statutes §75-65 Article 2A Identity Theft Protection Act

Ratified in by the North Carolina General Assembly in September 2005, the Identity Theft Protection Act provides consumers with stronger safeguards for their personal information. The act requires agencies to strengthen the security of their systems of record and requires agencies to notify individuals if their information has been compromised. The act also gives North Carolina consumers the right to freeze their credit reports in the event of a compromise. UNC Greensboro complies with this statute.

Canvas Use Policy

Canvas (by Instructure) is the University's official learning management system (LMS). UNCG LMS Administrators monitor this policy. The following guidelines contained in the policy help to ensure the privacy of student work submitted and accessed through Canvas.

- All users must authenticate with unique user credentials.
- All users of the University's Canvas environment must access the system through a designated, active University computing account that has a University email account.
- Users not employed by the University, who require access for University-sponsored activity, must apply for an affiliate account (see [Account Eligibility-Affiliate Account](#)).
- Affiliate accounts are subject to renewal each year as part of the central UNCG Human Resources office procedure. Renewal is at the discretion of the University (see [Affiliated Persons Request Form](#)).
- The managing unit(s) of the system shall disable access or remove users for inappropriate behavior (see [The University Policy Manual, Learning Management System Use Policy](#) – "User Management and Access" section).

Distance Education Policy

The UNC Greensboro Distance Education Policy seeks to protect an online student's privacy in course materials:

"Student participation in online education may be recorded through the technology being employed (e.g., video-chat applications), and student participants may be required to post materials electronically.

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Faculty will inform students in the syllabus (a) that their participation will be recorded (b) of the circumstances under which others may have access to those recordings and their postings and (c) recordings and postings should be kept in a manner consistent with the **Electronic Records Retention Policy**. Additionally, recordings and postings should be destroyed when they are no longer needed.”

This policy establishes privacy for students who participate in recordings of online learning.

UNCG Information Technology Services (ITS) monitors the following policies and procedures:

Identity Management Process (University Computing Accounts)

ITS has implemented enterprise software packages, such as Identity Finder and CloudLock, to identify and remediate files stored on computer workstations or in cloud storage services that contain restricted data or personally identifiable information. These policies apply to all student data, including online learners. Searches are pushed out to institutional computers to identify personal identifiers that may be vulnerable. They can then be removed from the files or stored in a more secure place.

Information Security Incident Reporting and Notification Policy

This policy establishes Information Security Incident reporting and notification requirements, to further protect student data and privacy.

“Protected Data” are data protected by legal, regulatory, or contractual requirements, or by University Policy. The North Carolina Identity Theft Protection Act (**North Carolina General Statutes §75-65**, and **North Carolina General Statutes §132-1.10(c1)**), and the **Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)** are examples of regulations that define protected data and its security requirements. Such data include, but are not limited to Social Security numbers, credit card/ financial information, and student records. Such information does not include publicly available directories containing information that an individual has voluntarily consented to have publicly disseminated or listed, including name, address, and telephone number. Moreover, it does not include information made lawfully available to the general public from federal, state, or local government records. Please see the University’s **Data Classification Policy** for more detailed information about protected data and classification and storage requirements for such data.

University Employees and Affiliates must promptly report suspected Information Security Incidents, including physical loss of equipment or storage media, to their department head (or in Incidents involving the department head, to the department head’s immediate supervisor) and to the Information Security Office using the process outlined in the University’s **Data Security Incident Reporting Procedure**.

Information Security Management Standards

The purpose of the UNCG Information Security Management Standards (ISMS) document is to support the University's goal of protecting the information assets owned by or in the care of the University. Its specific purpose is to act as a bridging document among the University's Information Security Policy, the ISO 27002 Standard, and the procedures supporting specific security objectives. These standards set the codes of practice with which the University aligns its information technology security program.

Information Security Policy and Data Classification Policy

As referenced earlier, UNCG's "distributed implementation, centralized enforcement" approach applies to the Information Security and Data Classification Policies, with ITS, in cooperation with other University authorities and administrators, enforcing these policies, and establishing standards, procedures, and protocols in support of the policies.

UNCG's Information Security Policy and Data Classification Policy (and associated procedures) require University data to be stored on appropriately rated file storage facilities that are centrally managed by ITS. The primary purpose of this policy is to minimize the risk of University data being compromised and accessed by unauthorized individuals as a result of a local computer workstation security breaches. Additionally, it supports a high standard of network security and protects the integrity of the campus network and networked data.

The University's computing and telecommunication networks, computing equipment, and computing resources are owned by the University and support the academic and administrative functions of the University. All residence hall networking and infrastructure are operated solely by UNCG. Enforcement actions mitigate risks and losses associated with security threats to the network and networked data.

Related information is in the [Appropriate Network Device and Domain Name Space Registration Procedure](#), [Information Security Management Standards](#), [Remote Access Procedure](#), and [Limit Network and Restricted Data Access on Personal Machines Procedure](#).

Learning Management Systems Use Policy

For the purposes of this policy, a learning management system (LMS) is defined as software for delivering, tracking, and managing UNCG course instruction that contains personal student data (name, ID number, email address), regardless of how these data are populated in the LMS. The guidelines are similar to the Canvas Use Policy. For example, all users of LMS must authenticate with unique user credentials and all users of LMS must access the system through a designated account.

To assist the University in maintaining compliance with applicable procedures and law, this policy addresses important considerations in the use of LMSs at the University. It is intended to cover any LMS for which a separate, approved LMS policy does not exist, such as Moodle. This policy applies to faculty, staff, students, and other LMS users.

Appropriate Network Device and Domain Name Space Registration Procedure

This procedure covers all physical network access connections on the campus. All faculty, staff, and students are also implicitly covered.

All devices operating on UNCG's network will be identified through a database registration or authenticated via a Network Admission Control (NAC) system and centralized identity management systems (IDMS). This authentication ensures devices connecting to the University network with student data are secure.

Physical Access to Information Technology Resources

This policy applies to all faculty, staff, students, contracted vendors, and other parties who require access to the University communications duct bank, telecommunications closets, network distribution facilities, and data centers (hereinafter "IT Secure Areas") in construction and operations funded by all

10.6 Distance and correspondence education

state, fee, auxiliary, and foundation sources. These facilities are designated ISO 27002 information technology (IT) Secure Areas as described in ISO/IEC27002 Code of Practice. The managing unit for IT Secure Areas is Information Technology Services.

IT Secure Areas are isolated in dedicated (non-shared) access-controlled space. At no time does any individual access IT Secure Areas or place equipment or wiring in any IT Secure Area without written approval from the Vice Chancellor for Information Technology Services.

Access to IT Secure Areas is controlled and restricted to only authorized ITS and non-ITS personnel who require ongoing access to IT Secure Areas. Authorized ITS and non-ITS personnel are identified and maintained by the Vice Chancellor for Information Technology Services and/or a designee.

Policy on Social Security Numbers

This policy helps safeguard Social Security number (SSN) data of UNCG students, employees, and the public, while providing guidance on how SSNs may be obtained, used, and disclosed. This policy is designed to facilitate University compliance with N.C. Gen. Statutes 132-1.10 (lawful use of SSNs) and the federal statutes cited herein.

Unless required by law, an SSN shall not be transmitted over the internet, except where the connection is secure, or the SSN is encrypted. SSNs may not appear on any materials that are mailed, unless state or federal law or regulations allow or require that the SSN appear on the documents. A mailed SSN may not be printed, in whole or in part, on a postcard or other mailer not requiring an envelope or be visible on the envelope.

Remote Access Procedure

This procedure covers all remote desktop style (remote control) access from off campus. Faculty, staff, and students with campus offices and vendors are implicitly covered. Off-campus students do not have remote access to computers inside the residence halls.

UNCG approved remote access methods include ITS-provided, pre-configured:

- virtual private networking (VPN) software
- wireless remote access points
- virtual desktop technology

Each of these approved remote-access methods presents the remote machine as a logical part of the campus network. Use of these approved remote access methods requires Enterprise Authentication credentials common to other applications on the UNCG network. This helps to prevent sharing or transmitting student data improperly.

Student Directory Not on Public Web (University Directory Information)

The University provides a web-based public directory that contains faculty and staff contact information, as well as a student directory. However, to access the student directory, UNCG users must authenticate as current faculty, staff, or students. Student FERPA suppression is honored within this student directory, allowing a student to withhold their personal information from the rest of the student body.

Suppression of Directory Information for Students

Under the 1974 Family Educational Rights and Privacy Act (FERPA), a student has the right to request in writing that the disclosure of directory information be withheld from persons outside the University.

10.6 Distance and correspondence education

Please note that this information can only be suppressed from the public, not from University officials and certain state and federal officials.

A student may suppress their name from the printed and web versions of the University Directory and Campus Information by filing a suppression of personal information form with the University Registrar's Office. A student must be enrolled at UNCG to file a suppression, which will remain in effect until revoked in writing, even after they are no longer a student. Once the information is suppressed, it will not be released to news services or posted on the Registrar's Website for honors such as Dean's List or Chancellor's List or printed in the UNCG Commencement Program when they graduate, unless they revoke the suppression.

Summary

The privacy of distance-education students at UNC Greensboro is protected in multiple layers, from individual login credentialing to limits on student information released to the public. These are the same protections afforded to on-campus students enrolled in face-to-face courses. The policies that the University currently has in place to validate students through multiple checkpoints ensure that student privacy is protected.

An institution that offers distance or correspondence education –

- c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.**

UNC Greensboro offers many courses online. At this time there is no comprehensive charge at the University level for verifying student identity, however, course instructors may require students to take proctored exams as means of ensuring the person completing the assessment is the person enrolled in the class (see [UNC Online Proctoring Regulation Memorandum of Understanding](#)).

Once the schedule of classes is posted for a given semester, any online section of a course will carry an attribute and a note stating that additional fees may be associated with the course for students in online programs. The message states, "If you are an online degree-seeking student, this course may require you to pay additional fees for exam proctoring. Additionally, you may be required to find your own appropriate site for proctoring" (see [Message to Students Regarding Possible Fees](#)). If a UNCG student is interested in taking a test on the Greensboro campus, they can and no proctoring fee would be charged. Students often take advantage of this option since many students in online courses are also taking courses on campus.

Students are notified in writing at the time of registration or enrollment of potential additional fees via course detail information in the registration forms. Furthermore, non-UNC Greensboro students that are seeking to take online UNC Greensboro courses through the UNC Online system receive the same alert as UNCG students upon registration about proctoring fees. If a proctor charges a fee, students are responsible for paying the fee to that proctor. Students can view and compare fees before scheduling exam appointments.

Summary

UNC Greensboro ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

10.6 Distance and correspondence education

Conclusion

UNC Greensboro offers distance education to its students. In the process of delivering learning to them, the institution ensures that the student who registers in an online course or program is the same student who participates by implementing a number of policies that tend to different points where students and faculty, and their data, connect online. The institution has written policies, processes, and procedures related to protecting the privacy of distance students. All students who enroll in online courses are notified in writing at the time of registration of any projected additional student charges associated with verification of student identity.



10.7 Policies for awarding credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina at Greensboro has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy as expressed in the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\) Credit Hours Policy Statement](#).

UNC Greensboro follows a semester system, adhering to [The UNC Policy Manual 400.1.6 The University of North Carolina Academic Calendar](#). This policy requires a minimum of 75 class days per semester with 750 minutes of scheduled instructional time or the equivalent per credit hour. A standard UNC Greensboro semester is 15 weeks in length. Some courses are available in parts of term and must meet the policy standard for scheduled instructional time per credit hours; an example of this includes a course section that meets for the first half of the semester only, but with an increased number of meetings each week or longer meetings for each class section so that learning objectives are met.

Compliance with Appropriate Regulations: Courses

UNC Greensboro courses are identified in [The UNC Greensboro University Catalog Course Level Descriptions](#) (page 4) with the subject code and course level number. In general, the number assigned to a course denotes its level and may also indicate the type of course.

Course level numbers are structured as follows:

Course Level Number	Description
100-199	intended primarily for freshmen
200-299	intended primarily for sophomores
300-399	intended primarily for juniors
400-499	intended primarily for seniors
500–599	for all graduate students
600-749	for all graduate students, including doctoral
750-799	doctoral level only

UNC Greensboro defines credit hour in accordance with the “Federal Definition of the Credit Hour,” as expressed in the SACSCOC Credit Hours Policy Statement:

the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates...[N]ot less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester...or equivalent amount of work over a different amount of time.

UNC Greensboro awards student semester credit in semester hour units. The University’s standards reasonably approximate this quantitative requirement. [The UNC Greensboro University Catalog](#) provides an explanation of UNC Greensboro’s “[Credit Hours](#)” (page 11):

Course Credits for all courses are reported in credit hours. A credit hour credit equals one 50-minute class period per week or its equivalent throughout one semester. The number of credits given for each course is listed as part of the course description.

Thus, a three credit-hour lecture class meets for 150 minutes per week, either as three separate 50-minute sessions, two separate 75-minute sessions, or one 150-minute session; a one-credit lab class meets for two hours each week; and, a two-credit studio course meets for four hours each week.

As stated in the *Curriculum Guide* [UNCG Course Credit Structure Guide](#), “a rationale must be offered if the credit structure [on a course proposal] exceeds or requires fewer than the required contact hours.” There are no recent examples of a rationale having been accepted. For example, when fewer contact hours than required were proposed in fall 2019 for a dance class to be offered in academic year 2020-2021, the Undergraduate Curriculum Committee requested a rationale from the department. The department revised with a credit hour structure to align with the contact hours (see [DCE 112 and 412 credit structure](#)).

10.7 Policies for Awarding Credit

The UNC Greensboro University Catalog provides further explanation for how semester hours correlate to time spent in and outside of the classroom in “[Suggested Academic Workload Guidelines](#)” (pages 4 and 5):

Students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the following recommendations are offered:

1. In general, students should plan to devote between 2–3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30–45 hours weekly for completing outside-of-class reading, study, and homework assignments.
2. Students who are employed more than 5–10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities, and course work requirements.

Thus, UNC Greensboro explicitly defines its use of credit hour as a quantitative measure of instructional time.

This definition of credit hour is commonly accepted in academia. As evidenced by their online class schedules, showing credit hours and meeting patterns for course sections, UNCG peer institutions, such as Bowling Green State University, Georgia State University, and Miami University (Ohio) use this definition. Also, other UNC system schools use this definition, as well, including Appalachian State University, North Carolina State University, and The University of North Carolina at Chapel Hill.

Faculty Oversight

UNC Greensboro has an infrastructure of faculty committees and faculty-managed processes that support sound and acceptable practices for determining the amount of credit and level awarded for courses with reference to learning outcomes and content. All new courses and course revisions that involve credit structure changes are reviewed by the appropriate faculty committee. As with all curriculum revisions, faculty within a program propose a new or revised course. Each department has a curriculum committee, which may be a committee of the whole. Proposals approved by the department faculty proceed to a unit-level (school or college) curriculum committee. Those committees consist of faculty that represent the departments in the unit.

Proposals that are approved by the unit-level committees move to the University-wide committees. In compliance with [The Constitution of the General Faculty The University of North Carolina Article II, Section C. Duties of the Faculty Senate and Bylaws of the Faculty Senate under Article III, Section B, Standing Committee Structure and Charges](#), the Undergraduate Curriculum Committee (UCC) is tasked to “review and approve all proposals for new courses [and] existing courses in which substantial changes have been made...”. The UCC membership consists of 9 voting members of the General Faculty, who represent the Faculty Senate and all academic units except for the Joint School of Nanoscience and Nanoengineering, which does not have undergraduate programs.

The Graduate Council’s Curriculum Committee (GCC) operates under the Graduate School/Faculty Governance charge which states the Graduate Council’s responsibilities include to “Review all proposals for new courses, revised courses, and modifications to current courses taking one of the following actions: approve, deny, or approve with modification” (see [Graduate School Faculty](#)

10.7 Policies for Awarding Credit

Governance). The GCC comprises one representative from each of the academic units, and the dean and associate dean of the Graduate School.

The Undergraduate Curriculum Committee and the Graduate Curriculum Committee, review and decide upon final course and curriculum requests; such requests include adding, changing, and ending courses and academic programs. As part of the review process, the members of these committees consider whether the credit hours indicated are aligned with the stated goals of the course. This review includes ensuring that credit hours specified are in keeping with the course description and learning outcomes described in the course proposal. Likewise, the review determines if course level as indicated by the course number is appropriate, considering the rigor and intended student population. Faculty serving on curriculum committees are provided with a checklist to guide their considerations as they review course proposals, and those checklists point to these specific questions (see **New Course Checklist and Revised Course Checklist**). Independent Study courses go through the same review process as other UNCG new course proposal. In some instances, the Committee also may refer to the department description in order to gain a better understanding of how a course's proposed credit structure might relate to a department's accreditation/certification, mission, or goals.

Credit structures are specifically reviewed by the faculty in these committees.

- In fall 2019, MUP 686: Advanced Instrumental Conducting was proposed as a new course. In the Reviewer Comments at the bottom of this curriculum review document, the chair of the academic unit curriculum committee sent the request back to the department because the original credit structure presented was not appropriate. The curriculum committee determined "Credit hour structure is non-standard. Typically, a 3 hour lab received 1 hour of credit." The request was revised and the final version included appropriate credit structure. It was approved by the Graduate Curriculum Committee on Nov. 15, 2019 as seen in the Approval Path at the top of the request (see **MUP 686 Course Revision**).
- In fall 2019, the Undergraduate Curriculum Committee received a request from the Dance Department for a variable credit course called "DCE 412: Contemporary Dance IV." Unable to reconcile the credits associated with the laboratory minutes proposed, the UCC asked the faculty member to review the request and provide an explanation. In response, the faculty revised the credits associated with the courses. The proposal, with revisions described in the "Rationale" section, and the email communications from the UCC to the faculty proposing the course attached at the end are provided (see **DCE 412 Course Revision**).
- In fall of 2018, the Physics Department proposed new independent study courses at each undergraduate level – 100, 200, and 300. (400-level independent study courses already existed.) (See **Physics New Course Proposal**.) The Undergraduate Curriculum Committee determine that it could not approve the requests without an explanation of the course credit level definitions. A faculty representative attended a UCC meeting and also provided a chart explaining the course levels. That email communications between the committee and the department's faculty representative and the chart produced are shown in the document called "**Physics Course Proposal Communications from UCC**." Following the conversation and documentation of course credit levels, the courses (PHY 196, PHY 296, and PHY 396) were all approved by the UCC.

The Undergraduate Curriculum Committee and the Graduate Curriculum Committee also review and act on online courses and courses offered off site or through other modes of delivery (see **ISM**

635 Online Delivery), which was returned to the department to ensure they provided appropriate documentation related to online delivery of courses.) These courses are considered under the same criteria as on-campus courses, in compliance with **UNCG's Distance Education Policy**.

UNC Greensboro has no direct assessment competency-based programs.

Conclusion

Through its policies, procedures and infrastructure, UNCG complies with the SACSCOC Credit Hours Policy for courses and programs and adheres to UNC BOG Policies and Regulations regarding academic program development. UNCG's publications, including the *Curriculum Guide*, and The UNC Greensboro University Catalog define and map the appropriate processes for determining credit for courses and academic programs; UNCG's faculty, through its Faculty Senate committees, ensures that courses and programs meet all applicable requirements.



10.9 Cooperative academic arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgment

Compliant Non-Compliant

Narrative

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

UNC Greensboro has two types of cooperative academic arrangement with North Carolina Agricultural and Technical State University, one for joint programs in Social Work and one for a joint school of Nanoscience and Nanoengineering. Joint academic agreements exist for two Joint Programs and a Joint School; and include academic offerings at both institutions that result in a single credential. Thus, while these are called joint programs by the institutions involved, they fit the SACSCOC terminology of being cooperative academic arrangements, but they are not joint degrees, as only a single institution's name appears on the transcript or diploma.

Joint Programs

The University of North Carolina at Greensboro and North Carolina Agricultural & Technical State University (NCAT) offer two joint graduate programs, the Master of Social Work (MSW) and the PhD in Social Work (see [JMSW in Social Work Agreement 2018](#) and [Joint PhD in Social Work Agreement](#)). The MSW has been in place for several years, but the PhD was just initiated in Fall 2019.

UNC Greensboro faculty and administrators participate in the development and evaluation of agreements for the joint relationships to ensure the quality of the educational courses and programs. [Article I](#) of both agreements describe the organizational status and administrative structure for the program, spelling out the director's role and faculty positions assigned to the programs. Resources and services are covered in [Article IV](#).

The structure and administration for each program is identical. The two institutions share courses and faculty that contribute to the credits that are awarded. Courses are approved through the UNCG curriculum process, courses and programs of study are published in the University Catalog, scheduled

through the UNCG scheduling process, and taught as UNC Greensboro courses. Courses taken at NCAT are noted on the unofficial UNC Greensboro transcript with a Campus of “Site Off-Campus,” although not on the official transcript. (Example of the unofficial and official transcripts are provided for the same student for comparison [see [JMSW Transcript](#)]).

Oversight of the curriculum is explained in [Article VI](#). The courses and program are approved through the curriculum review process at both universities, and course and curriculum changes have been submitted and reviewed through UNCG’s processes, including a new course approved in fall 2019 and the initiation of the new joint PhD in Social Work (see [SWK 680 New Course Proposal](#), [Graduate Curriculum Committee Minutes 11.08.19](#), and [JPhD in Social Work Request to Establish](#)).

Faculty from NCAT are appointed as instructors at UNC Greensboro and credentialed as all instructors are. Faculty are covered specifically in [Article V](#), where it is explained that faculty are credentialed through the processes established at each institution. The program coordinator has a 50% appointment at each institution. The program coordinator for the JMSW, who is a NC A&T faculty member with a joint appointment at UNC Greensboro, has been evaluated by the UNC Greensboro department head (see [JMSW Program Coordinator Review 2016](#) and [JMSW Program Coordinator Review 2019](#)).

The JMSW has been reviewed and reaffirmed periodically (see the [JMSW in Social Work Agreement 2013](#), [JMSW Agreement review 2017](#), [JMSW Agreement review 2017\(2\)](#)). The programs have an Inter-University Coordinating Council that meets regularly to discuss the curricular and administrative operations of the program; it is described in Article II of each agreement. The PhD, which just began in fall 2019, will be reviewed every two years, as stated in [Article II of the Joint PhD Agreement](#).

In the agreements for the Master’s in Social Work and PhD in Social Work, all credits are transcribed as UNCG credits because they are UNCG credits.

Joint School

UNC Greensboro and North Carolina Agricultural & Technical State University (NC A&T) established a joint school of Nanoscience and Nanoengineering more than a decade ago (see [Joint School of Nanoscience and Nanoengineering Management Agreement](#)). The school has one dean and one department, as explained in [Articles 2 and 3 of the Management Agreement](#). The department has a single department head and faculty who teach in each program (see [JSNN Dean and Provosts Meeting Agendas](#)). However, NCAT offers Nanoengineering courses and programs and awards Nanoengineering diplomas. UNC Greensboro offers Nanoscience programs and awards Nanoscience diplomas. Faculty teach primarily in their own programs but are sometimes shared.

When a UNCG Nanoscience student takes a course from the NCAT program, it appears on the [UNCG JSNN Transcript](#) as UNCG credit. This occurrence is occasional and with the approval of their advisor. However, UNCG is assured of the quality of the course because the dean and department head oversee both UNCG and NCAT courses, and the faculty work together within the department to assure the curriculum quality (see [JSNN Dean and Provosts Meeting Agendas](#)). All courses are approved by the department faculty and the respective University’s curriculum review process.

The department head has authority over both programs, and therefore oversees both the faculty credentials and the course content of any courses transcribed as UNCG credits. The Dean, who is a joint appointee between UNCG and NC A&T, approves the annual review of the NCAT Director of

10.9 Cooperative Academic Agreements

Graduate Studies, thus demonstrating oversight of the academic integrity of the courses (see [2019 Annual Review – NC A&T Director of Graduate Studies](#)).

Based on the oversight by UNC Greensboro of the faculty and the curriculum delivered through NCAT courses, all credits are transcribed as UNCG credits because they are UNCG credits.

Conclusion

The institution ensures the quality and integrity of the work recorded when transcribing courses related to two joint programs and one joint school that are involved in formal cooperative academic arrangements. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.



12.1 Student support services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgment

Compliant Non-Compliant

Narrative

UNC Greensboro provides appropriate academic and student support programs, services, and activities consistent with our institutional mission. The University maintains a broad array of programs and services that enhance the educational development of all students in the context of the **University's Vision and Mission**:

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

UNCG is...

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

The University leadership has expressed a continued commitment to student success and working to improve retention both for its best prepared students and for students who come from historically underserved populations including those whose socio-economic backgrounds put them at risk of not completing degrees. The **University's Strategic Plan** focuses on transformation, community, connections, and wellness for all students-a set of core values embedded in everything we do. It also sets specific goals for student success. As a way to coordinate this work, expand existing programs, and develop support initiatives as necessary, the University has invested in a new Division of Student Success. Many of the student support programs and services are now housed in the new Division, but

other initiatives exist in academic units across the University, as well as in Student Affairs. These people, systems, and offices are being woven together toward the achievement of an ambitious set of retention and graduation goals.

Student Demographics

The student body profile for Fall 2018 total enrollment was 20,106 (see [2018 Student Enrollment Factbook-Total Enrollment](#)), including 19,321 degree seeking students (see [2018 Student Enrollment Factbook-Degree Seeking Students](#)), 16,238 undergraduates, and 3,083 graduate students.

- 81% of students were enrolled full-time, 67.1% of enrollment were female.
- 49.3% of students were white, 27.7% were Black/African American, 9.5% were Hispanic, and 13.5% represented other populations.
- In 2018 UNC Greensboro was officially recognized as a [Minority-Serving Institution \(MSI\)](#) with Hispanic population experiencing the largest growth.
- Based on the online student profile, (see [2018 Student Enrollment Factbook-Online Student Enrollment](#)) there were 2,621 (13% total enrollment) students enrolled in online and off-campus programs for Fall 2018. Of these 2,621 students, 1,649 were undergraduate students. This represents a growth of 85% since 2013 in online enrollment.
- 5,767 students lived in campus housing.
- UNC Greensboro also has a large percentage of the student body that represents many populations labeled underserved based on enrollment, retention, and completions comparisons by NCES, including first generation students, Latinx, Black/African American, and students living in poverty.
- At UNC Greensboro, there are 5,674 first generation students representing 34% of the overall enrollment.
- The fall-to-fall retention rate for first-time in college students at UNC Greensboro is 77% which is higher than the national average of 62% for public institutions but lower than other North Carolina system institutions (e.g. NC State, UNC Chapel Hill, UNC Charlotte, etc.).
- The [6-year graduation rate](#) for undergraduates at UNCG is 54%, which is 6% higher than national peer institutions.

Student Support Services Structure

The student support programs are designed to support the growing diversity of students attending UNC Greensboro. Many programs including the libraries, student health, counseling center, campus activities and programs, recreation and wellness, tutoring, intercultural engagement, leadership and civic engagement, among others are design to support all students including online and graduate students.

UNC Greensboro also provides a host of programs that provide specific interventions to support targeted support for students who are at-risk. These include a First Year Student Success program; Federal TriO programs targeting underserved populations to increase college attendance and success; mentoring for first generation students, racial minorities, and men (national variance for four year public universities show a 5% lower rate for men graduating compared to 10% at UNCG); accessibility programming for students with documented disabilities; counseling and wellness programs to help address the stress of college; and five new grant programs to pilot new interventions to improve persistence and graduation rates. Student support services are housed primarily in three areas including Divisions of Student Affairs, Library, and Student Success Division (formerly Enrollment Management).

12.1 Student Support Services

Services Overview

The Division of Student Affairs

The vice chancellor for Student Affairs reports to the Provost and Executive Vice Chancellor (Provost) (see [Academic Affairs Organizational Chart](#)) and is a member of the [Chancellors Executive Council](#). Staff members across Student Affairs collaborate with campus and external constituents to provide access, facilitate students' progress and persistence, and advance learning at The University of North Carolina at Greensboro (see [Division of Student Affairs Mission and Goals](#)). Programs and services are available to all students including graduate and undergraduate students, nontraditional and traditional students, online and off-campus, and by students who represent the broad diversity of the University community.

The Division has organized comprehensive programming, activities, and services through eleven departments and offices:

Campus Activities & Programs

Elliot University Center

Campus Recreation and Wellness

Career and Professional Development (Career Services)

Dean of Students Office

Office of Accessibility Resources and Services

Housing & Residence Life

Office of Leadership and Civic Engagement

Office of Intercultural Engagement

Student Health Services (includes Medical Clinic, and Counseling Center)

Office of Military Affiliated Services

Contributions to Student Learning and Development

Staff operate with the belief that student learning outcomes result from transformative experiences that enable student to connect knowledge, attitudes and skills learned in the classroom, engagement throughout the campus community, interactions with peers, and off campus activities. Based on *Learning Reconsidered*, 21st century skills, and UNCG General Education Requirements, Student Affairs has developed six student learning domains which are captured through the Co-Curricular transcript. The goal is for the co-curricular transcript to document the learning students achieve outside the classroom. This document provides employers with information about the outcomes students gained through programming and participation in organizations. The six domains include (see [Co-Curricular Transcript](#)): Intercultural and Global Understanding; Civic Literacy and Social Responsibility; Leadership and Ethical Development; Career, Professional, and Financial Development; Interpersonal Skills and Intrapersonal Competence; and Health and Wellness.

All students are encouraged to take advantage of myriad opportunities to develop competency in each of the six student learning domains. These opportunities reflect the University's mission and philosophy of multifaceted learning and development that occurs in and beyond the classroom. The programs are promoted in a variety of ways including departmental web pages, online handbooks, videos, and other educational materials and through personal presentations to groups, classes and events. Promotion of these opportunities begins with prospective students through admissions recruitment, new student

12.1 Student Support Services

orientation (both undergraduate and graduate), and continues throughout the student experience. There are newer support activities for graduate students, particularly in the realm of career and professional development.

Campus Activities & Programs

Campus Activities & Programs (CAP) offers co-curricular programs and services designed to help students develop relationships with their peers and better integrate into the institution. It further helps them develop leadership skills, civic responsibility, and cultural awareness, particularly through the more than 300 student organizations with which staff work. These organizations represent the rich diversity of the University's student populations ranging from graduate to undergraduate students, ethnically diverse student groups, non-traditional students, to Greek letter organizations and honor organizations. Campus Activities & Programs also seeks to provide specific services to all students (undergraduate, graduate, commuter students, and online learners who attend events on campus) to enhance their experience and connect them to the University and surrounding community.

Campus Activities & Programs is a primary campus contact point for students through student programming groups and organizations such as the Activities and Campus Events Board (ACE), Student Government Association, Graduate Student Association, The Carolinian (the student newspaper), WUAG (student-run radio station) and Greek Life. Specific staff members are assigned primary programming responsibility to advise students who plan events for **UNCG weekends**, Minerva's Middays, ACE events, student group events, fraternities and sororities, and for major campus traditions such as Homecoming

The following represent changes based on student feedback and data.

1. CAP prioritized weekend programming to help engage the large number of students staying on campus over the weekend. This was carved out primarily from an underattended movie program.
2. **Minerva's Middays** were developed to engage students who traditionally would not come back on the weekends to attend events. Minerva's Middays is a program that is held twice a week and many non-traditional students such as adults and commuters are attending the events. Minerva's Midday programs include personalized novelties, DIY craft events, food trucks, themed activities, and more. Minerva's Midday events are almost always free and open to all UNCG students with a valid UNCG ID.
3. The Campus Activities Board is a student programming board. It was restructured to get a more diverse student board to plan and implement events that reach a more diverse audience. They are now called Activities and Campus Events. This has led to an increase in the diversity of students attending programs.

Elliott University Center

The **Elliott University Center** works to enhance the educational experience for all students and help build a sense of campus community by creating an environment and maintaining facilities for students to come together to learn, relax and engage in campus programs. Facilities and services include an information desk; study and TV lounges designed for students who commute to campus; meeting, conference, and multi-purpose rooms; Cone Ballroom; an auditorium designed for special events; technical support and equipment rental for campus events; and storage lockers for commuter students. The Elliott University Center also houses the Food Court and separate dining option, the University

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Bookstore, a convenience store, a mediation room, a Barnes and Noble Café, ATM's and several departments in the Division of Student Affairs.

The University Reservations Office, also a part of the Elliott University Center, reserves space in the Elliott University Center, and several outdoor spaces on campus as well as space in the academic buildings for non-academic meetings and events. The Elliott University Center tracks facility utilization by student, faculty/administrative and external groups. The University Reservations staff monitors facilities for utilization rates and trends in order to improve space utilization. There were 1,320,857 visits to the EUC in 2018-2019 and 14,337 reservations to use a meeting space on campus.

Campus Recreation and Wellness

The **Department of Recreation and Wellness** focused on a balance of social, mental, and physical wellness creates a foundation for successful, healthy individuals. The Department of Recreation and Wellness fosters comprehensive wellness by engaging students and the UNCG community in experiential and educational opportunities. The department promotes lifelong success through meaningful and inclusive programs and resources. It also serves as one of the largest student employers on campus employing approximately 300 students.

In order to better meet the needs of students, the **Leonard J. Kaplan Center for Wellness** (and see **Department of Recreation and Wellness**) was built in 2016. It provides 216,000 sq.ft. of space to meet the recreation and wellness needs of students, faculty, and staff. Kaplan program provides programming in the following areas the meet the diverse needs of students: aquatics, fitness programs, competitive sports, outdoor adventures, and wellness.

All students, faculty and staff have access to the Kaplan Center. Main campus students are required to pay a student fee granting them access to the Kaplan Center. Faculty, staff, and students enrolled at distanced education options (remote sites and online) can purchase a membership. 78.3% of all fee-paying students use the facility as least once in the 2018-2019 academic year. One growth example is group exercise which offered 2,105 classes during 2018-2019 with over 22,000 participations recorded by headcount. The new virtual class format program had 1,565 participations throughout the year.

One of the university strategic plan objectives is related to Wellness. Wellness programming specifically provides programming to support the mental/behavioral health needs of students including: alcohol and drugs, body image, eating disorders, sexual assault and rape, stress management, STDs, HIV and AIDS, safer sex, contraception, nutrition, and general wellness (see **Healthy Relationships Week** and **Red Flag Campaign**). Overall the Wellness programs had a 63.8% increase in program attendance 1,099 participants in 2018 to 1,800 participants in 2019. A marketing strategy was developed to address under-engagement of racial/ethnic minorities in mental health programming leading to a 38.17% increase in participation in Mental Health

Career Services

The **Career Services Center** offers career development resources, events and information to foster career exploration and cultivate student career readiness. The Center is in the Elliott University Center, UNCG's student union, and welcomes students to drop in for assistance. A team of Peer Career Ambassadors are trained every fall and spring to engage with their classmates and share career resources and assistance with resume development. This service was developed to reduce the barrier to

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engagement by students by eliminating the need for appointments and having peers greet and assist them. The Center also features a classroom for workshops and other small group career readiness training as well as a full library of career development materials to support career exploration, job search, and grad school pursuits.

Nationally, post-graduation employment remains a barrier for many students. In order to address this issue, the Center's employer relations team proactively cultivates relationships with employers across industries. The team recruits local, regional and national employers to participate in **five annual fairs** to promote part-time, full-time and internship opportunities. Opportunities are also available on Handshake, the gateway software for all job-related services, and students can easily search and apply for thousands of positions. Beyond Handshake and career fairs, employers also visit campus to host on campus interviews and information sessions. The Career Services suite is equipped with six dedicated rooms to allow employers to easily conduct interviews. The employer relations team also creates opportunities for students to network and meet alumni industry contacts.

In order to centralize the student employment experience, the Student Employment Office (SEO) is housed within Career Services. This office supports over 1,500 students annually to complete 19 paperwork which permits them to work part-time. The office promotes on- and off-campus opportunities. The SEO guides campus managers who want to hire Federal Work Study and non-work study positions in their departments. In addition to Handshake, the center offers many online resources including interview preparation, networking databases, and resume development, to support distance learners who may not physically come to campus. The website also serves as a resource for students, faculty/staff, alumni and employers.

To provide support for first generation students, the Center provides career coaching to students in the undergraduate and graduate programs, as well as recent graduates, and conducts career development workshops and seminars on topics including self-assessment, resume development, interview preparation, and job search strategies. In addition, career coaches develop and deliver customized programming for each School and College to tailor offerings toward majors and degree levels as appropriate. Emphasis is placed on how to pursue entry into graduate school as well as how to land a job, and support is available for all aspects of these processes.

Additionally, a few services are designed to be provided online to provide support for online and off-campus students. Students can also schedule a career coaching appointment online. Students may opt for an in-person, virtual or phone appointment based on their preference. Over 1,500 students engaged with InterviewStream to participate in mock interview preparation as an additional electronic resource. When Handshake was implemented 9,000 students activated their accounts within a 9-month period and nearly 19,000 job applications were submitted.

Dean of Students Office

The **Dean of Students Office** provides social support to students. These services are designed to meet the unique needs of students including crisis management meetings, case management for students who are academically at-risk (through referral process by instructors and other support services), supporting students who need medical notes related to class attendance and supporting students who may be encountering barriers to their success. The office further supports students through the parent and family council hosting events to help bridge a relationship between the university and students support networks. The goal in these programs is to enhance the educational experience for all students,

12.1 Student Support Services

including those online or off-campus, by initiating learner- centered programs and services that foster a culture of care conducive to academic and personal development.

Information about student advocacy and support resources as well as policies affecting students are the primary responsibilities of the Dean of Students Office. The Dean of Students Office educates students about their rights and responsibilities as UNC Greensboro community members; assists students with interpreting university policies and procedures; assists students searching for options or support for current academic and personal situations; and coaches students on how to effectively communicate with their faculty and other staff. Education is one of the focuses of the Dean of Students Office which offers trainings and outreach (see [Dean of Students Presentations and Outreach](#)) materials for students, faculty and staff on recognizing students in distress.

The Dean of Students Office also supports faculty through consultations on academic integrity, managing disruptive behavior in the classroom, student mental health concerns and other issues impacting students.

Office of Accessibility Resources and Services

Office of Accessibility Resources and Services (OARS) coordinates and provides a variety of academic and support services. Needs of students are fulfilled in the following ways:

- *Alternative Testing.* Some students need to take their tests in a non-traditional format. Modifications may include extended time (most frequent accommodation for online learners), private rooms, reader, scribe, or use of word processor for essay examinations. Arrangements for these accommodations are made through OARS.
- *Academic and Organization Assistance.* Students registered with OARS may have unique learning styles. Students are taught how to adapt their specific learning styles to their academic course work.
- *Adaptive Technology/Computer Services.* OARS offers a wide range of adaptive equipment, such as voice-synthesis/recognition software, screen-readers, smart pens, assistive listening devices, Braille translation/printing and books/documents scanned to electronic text format. Adaptive equipment can be used in OARS, campus computer labs and classrooms.
- *Advocacy Assistance.* OARS staff members are able to serve as advocates in instances where students and college officials have concerns regarding the appropriateness of services and/or accommodations. In addition, a formal grievance procedure can serve to resolve disability-related complaints.
- *Interpreter Services.* OARS offers a wide range of services for students who are deaf or hard of hearing to include interpreting, captioning, CART and note-taking services.
- *Note-taker Services.* Note taking is available as needed for students who require this assistance.
- *Tutoring.* The Student Success Center offers tutoring at no additional cost for all students in 100-200 level courses. OARS staff trains the tutors to meet specific student education needs and learning styles.
- *Online Students:* Through a dedicated IT support staff person OARS provides technical support for the development of accessible content for students in online courses. In addition, OARS has specific policies and guidance to support students as they request accommodations in their online coursework (see [Office of Accessibility Resources & Services-Distance Learning](#))
- *Distance Education:* Any student taking at least one course at UNCG receives support for that specific course for all off-campus sites including ones partnered with other universities.

12.1 Student Support Services

OARS serves all University students (including online learners) at both the undergraduate and graduate level who present documentation of a physical or mental disability impairing one or more major life activities as defined under the ADA.

OARS supports faculty and staff by helping to ensure students can access their classrooms and their class content. Faculty access the supportive resources and knowledge of OARS through the homepage which includes a specific section for faculty and staff, and/or by interacting with OARS staff and by attending and participating in workshops and disability awareness activities provided by the office. OARS dedicates its activities and efforts to helping educate the campus on being proactive in embracing and applying the concepts of Universal Design (UD), to be both welcoming and inclusive for all students.

Housing and Residence Life

The **Office of Housing and Residence Life (HRL)** provides on-campus housing to approximately 5,700 students in a variety of facilities from traditional residence halls, to suites, to apartments. Approximately 80% of each new freshman class lives on campus in addition to upperclassmen and graduate students. HRL provides academic and personal support services and programs that enable students in establishing a personal sense of interdependence and help prepare them for responsible service as members of a global community. HRL maintains significant partnerships with Academic Affairs, including four Faculty-in-Residence, three residential colleges, an International Honors College residence hall, and “Studio 91” – an Arts residence hall partnership with the College of Visual and Performing Arts. There are 15 classroom spaces and over a dozen faculty offices in the residence halls.

Office of Leadership and Civic Engagement

The **Office of Leadership and Civic Engagement (OLCE)** at UNC Greensboro serves as a catalyst for experiential curricular and co-curricular leadership development and civic engagement initiatives that empower students to effect positive change and serve as citizen leaders in a global community. Through community engagement, integrated learning, and reflective practice we equip students to develop a personal, professional and civic identity. UNCG students have the opportunity to realize their capacity to effect positive change in society and enhance their personal philosophy of leadership through OLCE programming. Ultimately, our work will help students recognize themselves as citizen leaders with a call to actively participate in society, accountable to and responsible for the common good.

Every program offered through OLCE is open to all UNCG students and there is a leadership challenge program designed specifically for graduate students. Broad marketing strategies to reach diverse demographics and capitalize on partnerships built across campus to encourage student involvement. In regard to online and off-campus programs, OLCE is piloting an online version of our **Leadership Challenge** program to meet the needs of distance and graduate students. A larger implementation is scheduled for Spring 2020.

Office of Intercultural Engagement

UNC Greensboro represents one of the most diverse campuses in the state as a minority serving institution (53% overall student population) and also approximately 18% LGBTQ+ (NSSE 2018) students. In order to meet the diverse needs of those students, the Office of Intercultural Engagement (OIE) at UNC Greensboro strives to be a model of excellence for inclusive student-centered intercultural

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engagement and education, dialogue, and community building. OIE contributes to the academic mission of UNC Greensboro by collaborating with various campus and community partners to complement and advance institutional goals for diversity, equity and inclusion. Programs are student-centered, designed for inter, intra, and cross-cultural engagement. Programs offered by OIE are designed, scheduled and promoted to be accessible to all students regardless of classification, identity, and the proximity of their residence to campus (see [Office of Intercultural Engagement Programs and Activities](#)). OIE programs and initiatives are rooted in the values of empowerment through inclusive community building, education through sustained engagement, growth and transformation through dialogue. Attendance and learning outcomes are carefully designed and tracked using the [Co-Curricular Transcript](#). OIE staff adjust marketing and outreach efforts to reach all student demographics with specific effort to reach unengaged students. A variety of assessment tools are utilized including pre and post surveys, attendance records, fund utilization, focus groups, exhibits, event reservations, presentations and other forms of project products.

Student Health Services

[Student Health Services](#) provides student-centered, medical, counseling and wellness services which are affordable and accessible; utilizes a multidisciplinary and collaborative approach to wellness and health care; provides an environment of inclusion, respect and appreciation of diversity; promotes professional excellence, responsiveness and ethical practice; and is committed to the support of the educational, research and service missions of the university. Student Health Services is accredited by the Accreditation Association for Ambulatory Health Care Organizations (AAAHC).

Student Health Services is an ambulatory care facility providing medical, counseling and psychiatric services. Medical services include primary care clinics and specialty clinics—Women’s Clinic, Sports Medicine Clinic, Nursing Clinic—which are supported by radiology, laboratory, pharmacy, acupuncture, and massage therapy services. The immunization clinic provides allergy immunotherapy, immunizations, travel consultations, and prescriptions and vaccines. Counseling and psychiatric services are provided through the Counseling Center, described below.

All UNCG students are eligible to access services at Student Health Services. For medical services, the student health fee is required of all campus-based students, at both the undergraduate and graduate level, who take nine semester credit hours or above. The health fee allows students to access provider visits at no cost, and ancillary services (e.g. lab, x-ray, etc.) are provided at reduced charges. Students who do not pay the student health fee (e.g. online learners) are able to access all services at a reduced fee for service rate. Faculty and staff can access medical "convenient care" at Student Health Services at a reduced fee for service rate. Student Health Services medical clinic also provides services for workers compensation.

The [Student Health Services Counseling Center](#) offers a wide range of services (see [Counseling Center Services](#)), at no cost, that are designed to support and challenge the personal growth, academic success and emotional health of currently enrolled UNCG students, as well as services and programs to promote positive mental health throughout the university community.

The Counseling Center staff includes licensed Psychologists, Counselors, and Clinical Social Workers, and board-certified Nurse Practitioners, as well as Graduate Trainees. The Center staff are committed to meeting the needs of people of diverse racial, ethnic and national backgrounds, gender,

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sexual/affectional orientations, mental and physical abilities, religious/spiritual beliefs, and socioeconomic backgrounds and all types of diversity.

All students enrolled in one or more academic credit(s) are eligible for services in the Counseling Center. Online and off-campus students can access consultation services and telephonic crisis services, as well as online support. Distance learners who can present in-person at the Counseling Center are able to access services provided in the clinic or can access referrals to agencies in their respective communities if unable to come to campus. The Counseling Center serves in a consultative role for faculty and staff, partnering to meet the mental health needs of students, as well as provides outreach services in partnership with faculty and staff.

Office of Military-Affiliated Services

UNCG has been recognized as a Military Friendly Campus, a Best for Vets Campus, and a Your Strength Here (top 15%) school. These recognitions are based on support systems designed specifically for veterans. The **Office of Military-Affiliated Services** (MAS) serves all students who are associated with military families through two specific ways. First through the GI Bill certification process (659 students) and also through affinity group programming to these students (1533 total students). This student community includes active duty service members, veterans, reservists, National Guard personnel, and military family members. The office serves as a liaison and advocate for military affiliated students, improving success outcomes and developing a sense of community between our military and civilian populations. MAS coordinates with the University Admissions Office and the University Registrar's Office to ensure that any students using VA programs such as the **Choice Act** and **The Yellow Ribbon Fund** are charged accurate tuition and fees. Also, in the event UNCG students who are active duty, national guard, or reserve service members are activated or deployed by orders, the MAS office works closely with university academic departments to ensure that the students' plans of study are not adversely affected by their active service.

The targeted student programming offered by the MAS Office involves partnerships with other university departments such as the Office of Leadership and Civic Engagement, the Career Services Center, The Department of Recreation and Wellness, The Department of English, and the Office of Alumni Engagement. The programs offered include:

- The Veterans Leadership Challenge, a series of Leadership Development workshops that are tailored to address the unique nature of the leadership dynamic that exists within the military
- The Warrior Poets' Society, a group of active duty and prior service members who meet once a month with faculty from the MFA Writing Program to discuss the history of war poetry and analyze specific war poems through the framework of their own experiences in the military.
- A series of career development seminars each semester that assist students with translating their military training and experience into marketable job skills for their resumes.
- A variety of experiential learning opportunities for military-affiliated students at our Piney Lake facility, as well as outdoor adventures such as hiking, camping, sailing, and whitewater rafting.
- In Fall 2019, the MAS Office began a new outreach program to online students who are military affiliated. The purpose of this new outreach is to educate students about the services available to them due to their military status.

The MAS office also offers "Green Zone" training sessions to faculty and staff members, providing them the tools and skills they need to best serve the military-affiliated student community.

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The Division of Academic Affairs

In addition to the support services provides through the Division of Student Affairs, there are also specific services provided through the Associate Vice Provost for Student Success and Dean of Undergraduate Studies programs. The colleges also house discipline specific tutoring and advising services. The services provided through these units further the mission of the University by providing students access to resources necessary for their academic success.

Student Success Initiatives

The Office of Student Success Initiatives manages UNCG's participation in several communities of practice. Student support focused on various aspects of student learning and development is also offered by a variety of units in Academic Affairs. One significant project underway is the Frontier Set community of practice, funded by the Bill and Melinda Gates Foundation.

The Frontier Set is comprised of 29 institutions and 2 State Systems of Higher Education recognized for innovation in student success with a focus on improving outcomes for low-income, underrepresented and first-generation college students. The Frontier Set has three "solution areas": Advising, Digital Education, and Developmental Education, that have been identified as areas of focus in which strategies can be developed to improve student success. Three "capacity areas" have been identified to serve as support structures for these strategies. These are: Strategic Finance, Institutional Research, and Information Technology.

As a member of this community of practice, UNCG has identified specific strategies to pursue but are very careful to share the work supporting student success happening across campus (see [Student Success-UNCG High Impact Practices](#)). The specific strategies include the Spartan StartUp Program, the Advising Institute, and expanding access to supplemental instruction through online broadcasting of supplemental instruction sessions. Additional work is of course happening across campus through faculty engagement efforts with projects like [Moving the Metrics](#), a competitive internal grant process which encouraged faculty to initiate projects in five areas of focus all related to academic success. There are also efforts and resources available to faculty to develop pedagogical practices utilizing technology and culturally responsive practices. The institution promotes high impact practices and works to collaborate with faculty to infuse these practices into the curriculum as well as with other areas of campus to improve our co-curricular and extra-curricular opportunities. The institution is also working to improve access to and literacy of data across campus and particularly with those specifically tasked with student success efforts.

Recently, UNCG was awarded two Leveraging Connection Grants through the [Frontier Set](#) to partner with other institutions on two projects. The first is with Guilford Technical Community College to develop a joint orientation for students who intend to transfer to UNCG to complete a bachelor's degree. The second is with Lorraine Community College and Sinclair Community College to develop faculty training for culturally responsive pedagogy. This is training UNC Greensboro currently conducts with faculty.

New Student Transitions and First Year Experience

[New Student Transitions & First Year Experience](#) (NST&FYE) offers a range of programs and resources for new students delivered through orientation programs, transition courses, shared learning

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experiences, peer support, and student leadership. NST & FYE ultimately supports new students and their families' transition to college by encouraging exploration and connections to UNCG's many people, programs, and resources which provide a solid foundation for academic and personal success, while cultivating a sense of Spartan pride and affinity for UNC Greensboro. The **Keker Common Experience** (a UNCG High Impact Practice) focuses on common student success experience for all students. The **FYE 101**: Succeed at the G course is expanding sections to allow for more students beyond our identified "high priority" students (see **Your First Year**).

All programs, services, courses, retention outreach, interventions, and marketing are all designed for and targeted to new undergraduate students, including first time and transfer students, and on occasion, their families. Major activities include:

Families of Future Spartans: through Facebook and Undergraduate Admissions events, we connect with families of incoming students through the enrollment phases, prior to new student orientation.

SOAR: UNCG's required new student orientation for all new undergraduate students. It is a 2-day, overnight program for freshmen, and a 1-day program for transfers. Parent and family orientation runs concurrently with the student program. Information for online students is available on the **Online Orientation Website**

Rawkin' Welcome Weeks: 14+ days of welcome/onboarding events, program, and services to help students transition to UNCG, meet new friends, and learn of support resources.

NAVIGATE: UNCG's required new student convocation, a 1-day program on the day before classes begin. It is designed to introduce students to the academic community, create energy and excitement around beginning their college career, and to provide additional support resources.

Your First Year (YFY): Your First Year is a series of events, programs, and services designed to support first year undergraduate students (freshmen and transfers). All YFY activity is marked by our signature color of lime green, which clearly indicates the activity is designed for first year students. YFY includes: ConnectUp Informal grouping of students around hobbies/interests to connect them to an early friend network; SPEARS: Student volunteers who are posted all across campus on the first two days of classes to help direct students and to answer general questions; Storm the Streets: A collaborative program with Athletics, a one-mile spirit walk from campus to the Greensboro Coliseum to a men's basketball game, in an effort to teach students where the games are held and to create energy around Spartan athletics; First Finals Fest: A celebration and targeted resource fair for students who successfully completed their first semester at UNCG with resources are aimed at connecting students to support services for the second semester; YFY Texting: A text service offering the opportunity for students and families to text us any questions during SOAR and the first year; and YFY Zones: Tables/tents staffed at major events on campus, YFY Zones are spaces offering information and support for first year students; First Year Connect e-newsletter: A monthly newsletter sent by email to all new students during the first year, containing important information about deadlines, resources, and engagement opportunities.

FYE101: Succeed at the G: A 2 credit course offered to first year students, both freshmen and transfers designed to help new students transition successfully to academic and student life at UNC Greensboro. Students connect with the UNCG community, campus resources, and opportunities, while developing skills essential for academic success, and begin their journey to discover their own purpose and

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potential at the G. It is taught by instructors, made up mostly of UNCG faculty and staff, and supported by Peer Academic Leaders (PALS)

Keker Common Experience: is a holistic student success program designed to help new students transition to academic life at UNC Greensboro. This high impact practice instills a multi-faceted approach to student success and development to empower students with the tools and skills needed to find their way here. Students participate in a series of events aimed at connecting them to the campus, its resources, and each other. Students are provided a success guide and can apply for a scholarship based on participation in the Keker Common Experience.

Student leaders hired and trained to serve as peer mentors and event support during SOAR, Rawkin' Welcome Week, and other onboarding events

Peer Academic Leaders: Student leaders hired and trained to serve as peer academic mentors in the FYE101: Succeed at the G course

Alpha Lambda Delta: The National Honor Society for the First Year Success, selected, inducted, and advised out of our department

Tau Sigma: The National Honor Society for Transfer Students

Students First Office

Students First Office (SF) coordinates intervention processes across different academic and administrative units in order to determine the best possible success strategies for students facing academic, social, or financial setbacks. In collaboration with other support services across campus, SF serves as an academic information station for assisting students with academic advising, academic appeals, course overload requests, and graduation plan completion. Beginning in summer 2012, SF advisors were also responsible for the advisement of all exploratory (undecided) students at UNCG. Students First provides support for all undergraduate students.

Student Success Center

The center serves as a primary student resource for academic support. Included in the Center's programs are the Learning Assistance Center, Special Support Services, the Student Study Program, and the Supplemental Instruction Program. The Learning Assistance Center provides a diverse range of tutoring services and academic skills instruction. Special Support Services is a TRiO support program designed to maximize academic performance for UNCG students who are first-generation, from modest income backgrounds, or who have a disability, and who demonstrate academic need for services (see **TRiO Student Support Services**). Services include writing and research instruction, graduate/professional school guidance, financial literacy instruction, and the use of a learning lab. The Student Study Program (SSP) provides opportunities for students to form collaborative study groups which offer students an additional study strategy designed to enhance academic performance and success. The SSP connects students enrolled in the same course and section number to engage in a collaborative study process. Lastly, the Supplemental Instruction Program (SIP) provides students enrolled in general education courses known to be barriers to student success, based on historical DWF trend data, who want to improve their grades the opportunity to participate in added discussion and review forums led by a trained SIP leader.

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Academic Advising

Academic Advising is one of the centralized services provided to all students in the Students First Office. The Student's First Office provides both academic advising for all colleges but also provides exploratory advising to help students who are exploring a major. In addition, there are decentralized academic advising provided through individual schools and colleges. Advising Centers are located in each of the 5 professional schools (see **Bryan School of Business and Economics**, **School of Education**, **School of Health and Human Sciences**, **School of Nursing**, and **College of Visual and Performing Arts**), and the **College of Arts and Sciences**. For students in programs at the Union Square Campus, Joint School of Nanoscience and Nanoengineering, Moss Street Partnership School and North Campus, advising is conducted at those sites.

Faculty and professional academic advisors help undergraduate students understand the options and opportunities for academic programs of study, degree requirements, academic resources, and course selection. Academic advisors engage students in meaningful relationships designed to support and encourage a challenging and successful undergraduate education.

Academic advising supports the mission of the University by ensuring that students have the resources and support they need in order to progress toward successful degree completion. Advising also serves as a critical conduit for distributing University information to students. All undergraduate students are required to be advised prior to registration for the subsequent semester.

Each graduate student's program is planned with an advisor who is a graduate faculty member appointed by the department head or dean. The advisor interprets departmental requirements and arranges an orderly sequence of activities for the student's progress toward the anticipated degree. The student is responsible for continuing in satisfactory academic standing and for meeting all the degree requirements and deadlines for graduation or licensure. Therefore, students are advised to consult with their advisors frequently and to request their advisors to develop a tentative written plan of study. Requirements for the contents of the plan are outlined online in the Graduate School catalog. A copy of the approved Plan of Study is placed on file in The Graduate School.

Honors Programs

The Disciplinary Honors Program enhances study in the University's majors as well as in a special interdisciplinary studies option. Students in these programs complete twelve semester hours of Honors courses and a Senior Honors Project. Completing the Disciplinary Honors Program helps students refine analytical skills and complete a research project in the student's major, which helps them enter graduate or professional school or embark on a career. In the Disciplinary Honors Program, students work one-on-one with professors in the major, study topics in depth, and do original, sophisticated research, scholarly work, and creative projects. The program contributes to students' academic and personal development. It is for undergraduate students who are admitted to the program with a 3.3 UNCG grade point average.

Lloyd International Honors College is for incoming freshmen as well as transfer and current students who are interested in a liberal arts curriculum while studying in a larger research university setting. The International Honors Program is geared towards motivated, high-achieving students who have completed fewer than 30 hours, pursuing all majors. New first-year students take a 1-credit Honors Colloquium, which introduces them to the Honors experience and to UNCG, and a 3-credit 100-level

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Honors First-Year Seminar. In order to complete the requirements of the program by graduation, students need to complete three additional 200-level International Honors seminars, achieve proficiency of a second language, and study abroad, typically for a semester at one of UNCG's 100+ exchange partner institutions. Honors students in good standing receive a travel scholarship, currently \$1,300, which helps offset the cost of travel. The International Honors Program is very flexible and teaches students to think and read critically, craft clear arguments, and find their place in an increasingly interdependent world.

Honors ambassadors assist with both on- and off-campus recruiting events. They help by hosting overnight visitors, sitting on Honors College panels, taking prospective students to classes, telephoning and writing Honors College invitees, visiting high schools, and meeting with prospective students and their families at special programs on- and off-campus. Any freshman, sophomore or junior honors student may apply to be an ambassador.

International Programs Center assists students from more than 90 countries around the world who come to the University to pursue their educational goals. New international students are provided with a specialized comprehensive orientation program, offered at the beginning of both fall and spring semester. While the student rights and responsibilities for the University cover international students as well, these students also are subject to immigration, visa, and other state and federal requirements. Office staff provide information to international students on an ongoing basis, and programs regarding immigration related topics are offered throughout the year (see **International Student and Scholar Services**). The three objectives of the department are to: assist students who wish to travel and participate in study abroad, International House (I-House) is located in Phillip-Hawkins residence hall and is a residential community open to students with a particular interest in living and learning about people from other parts of the world and The Peer Advisor and Liaison (PAL) matches incoming international students with UNCG students to help exchange students adjust to life at UNCG, and in the USA in general.

The department promotes and supports the University mission by focusing on a teaching/learning environment dedicated to serve a diverse and well-prepared student body, to promote high levels of student achievement and to provide appropriate academic support services.

The Speaking Center

The **University Speaking Center** provides consultation support and instructional workshop services for UNCG students, faculty, employees, and members of the Greensboro community. Support is designed to help speakers further develop their own oral communication confidence and competence. They provide peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. Services they offer include **workshops, in-classroom group consultations, individual face-to-face consultations, individual online consultations**, and **support for non-native speakers**. Services are available for all students, including on-campus, off-campus, and online learners, and undergraduates and graduates.

The Writing Center

The **Writing Center** provides students with feedback and support in their academic papers. The center uses conversational methods to help students improve their writing, providing feedback rather than correction, and focuses on helping students develop their own writing rather than simply editing. The

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sessions for students are structured in person or in the online writing center to support distance education students.

The Math Emporium

The Math Emporium exists for some students who choose this unique type of Math course experience. Lecture and lab Mathematics and Statistics courses are enhanced versions of online courses. Students enrolled in Lecture and Lab courses will be required to attend a 1-hour class meeting every week and to spend a minimum of 3 hours per week in a Math Emporium Lab working on online learning assignments.

The goal of the weekly class meeting is to expand the students' understanding of selected course topics through problem solving, group work, and other pedagogical methods. The weekly meetings cannot cover all the material the students need to know, and, as with online courses each student is in charge of his or her own learning and must accept responsibility for spending time independently working on the course assignments, collaborating with classmates when appropriate, and seeking assistance when needed. In addition to the 1 hour class meeting spent specifically with the course instructor, the 3 hours students are required to spend in the Math Emporium Lab working on online mathematics assignments will be facilitated by teaching assistants specifically trained to assist students enrolled in Lecture and Lab courses. Midterm exams will be given during the scheduled class time and students will take the final exam during the common final exam time for mathematics courses.

The Undergraduate Research Program

The **Undergraduate Research, Scholarship and Creativity Office (URSCO)** is operated through the University Teaching and Learning Center is dedicated to promoting and supporting student success through mentored undergraduate research, creative inquiry and other scholarly experiences for the UNCG community. The URSCO is also dedicated to helping faculty become increasingly effective with mentoring undergraduate research and integrating research skills into courses and curricula.

The Graduate School

The Graduate School supports graduate students as students and as developing professionals. The office provides students with information about registration dates, instructions, and policies; about health insurance; about thesis and dissertation preparation; and about graduation application processes. For teaching and graduate assistants, the Graduate School provides the **Graduate/Teaching Assistant Website** that conveys information about workload and compensation, grading, and evaluations of teaching. The handbook also describes University policies like the Discriminatory Conduct Policy, Copyright and Fair Use Policy, Grievance Procedures, and the Sexual Harassment Policy. Through the **Preparing Future Leaders Program**, the School has joined with nearby North Carolina Agricultural and Technical State University (NCA&T) to provide transferrable skills and knowledge to help graduate students become successful in their disciplines and careers. The program includes two tracks. One is called **Preparing Future Faculty (PFF)** emphasizes pedagogical and professional development in teaching, research, and service; while the other, **Preparing Future Professionals** emphasizes skills for leadership, management, and community engagement positions. For all graduate students, there are workshops and forums offered to provide networking opportunities as well as additional professional development. The Minerva Scholars program is the recognition program for MFA and doctoral students in the School of Visual and Performing Arts. The Graduate School promotes student learning and enhances student development through a myriad of services and activities.

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Appropriateness

UNC Greensboro's services are appropriate for the students they serve, as demonstrated by how they address the needs of specific populations served on campus and how students utilize them. Several key departments across campus focus on support services and review and revise their services in response to student needs and data. The utilization for these services is contained in a single table in the "Utilization" section below. In addition to programs highlighted below, there are additional programs that have been developed and represent high impact practices for student success.

Student Satisfaction and Impact Data

One of the measures to demonstrate the appropriateness of services is that students report large degrees of agreement for the impact of their experiences at UNCG. In [the Culturally Engaging Campus Environments \(CECE\)](#) administered in Spring 2019 (described in more detail on page 18), students reported the following gains while students at UNCG: ability to be successful in college (78%), be an effective leader (71%), understand career options (71%), work productively on a team (65%), and learn on your own 75%. Approximately 90% of students reported it was likely or very likely that they would earn a bachelor's degree at UNCG.

The CECE also posed students questions about their satisfaction with services provided by UNCG. Through these questions students reported high degrees of satisfaction (agree/strongly agree) with services provided with no statistically significant variance based on gender, race, ability, and distance education (online and off-campus). 85% reported they were satisfied with their experience at UNCG (94% including neutral). 84% reported that people at UNCG often send me important information about new learning opportunities. 77% reported people at UNCG often send me important information about supports that are available. 70% reported that if they need support they know someone at UNCG they trust to provide that support. 82% of respondents reported if they had a problem they knew someone who they trusted to help them solve that problem.

Services focused on racial/ethnic minorities

Institutionally, significant resources have been allocated to ensure the success of minority students on campus. This starts with a faculty fellow overseeing equity, diversity, and inclusion through the Office of the Chancellor (see [Office of the Chancellor-Equity, Diversity and Inclusion](#)). This position helped to evaluate campus culture and make recommendations related to inclusion. The Office of Intercultural Engagement is another office (previously mentioned on page 8-9).

The services provided by the Counseling Center (see [The Counseling Center-Group Counseling](#)) uses social justice model with a focus on advocating for groups who have been oppressed and marginalized. The Center seeks to create a safe, affirming, inclusive and welcoming environment for all students. The Counseling Center understands diversity to include, but not be limited to: ethnic/racial identity, nationality, sex, gender identity/expression, sexual orientation, religion/spirituality, socioeconomic status, age, body shape/size, and ability. The staff strives to make the UNC Greensboro Counseling Center a safe place where individuals can strengthen their self-acceptance, confidence, and comfort with their own individual identities.

In addition, grants are used to help develop new practices to further the success of students from at-risk groups. First, the McNair summer research program (see [McNair Experience](#)) was developed to help

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undergraduates from first generation and minority backgrounds conduct research with faculty mentors in the summer in order to help them be more prepared for graduate school. This program engaged 25 students in summer 2019. Also, the Leveraging Connections – Culturally Responsive Pedagogy grant connects staff with faculty to help them develop culturally-responsive practices for their classroom to meet the unique needs of our diverse student population. In each of these contexts the grants are used as a way to pilot new programs and supplement existing programs. As part of the Frontiers Set Grant, The UNCG CHANCE Summer Initiative is designed to help Latino rising high school juniors and seniors with the opportunity to engage in programming focused on college preparation and leadership skills development experience (see [CHANCE-UNC Greensboro Undergraduate Admissions](#)). One hundred fifty students participated in the summer 2019 cohort.

Another practice for departments in the Division of Student Affairs is to audit the involvement patterns of students to determine parity in participation across the division. For instance, the Campus Activities and Program Office has focused on increasing the diversity of attendance of programs. They monitor annually to see increases in specific groups (Hispanic/Latino and Black/African American).

Example: CAP Activities and Programs

Race/Ethnicity	AY 16–17	AY 17–18	PY Change	AY 18–19	PY Change
Black	3136	3151	+15	2982	-169
Hispanic	643	733	+90	852	+119
Asian	562	629	+67	418	-211
Native American	191	209	+18	27	-182
Other	353	385	+32	558	+173
White	3324	3371	+47	2510	-807
Total	8209	8478	+269	7347	-1131

Finally, the CECE survey was administered in Spring 2019 to a sample of Undergraduates and a Graduate version will be administered in Spring of 2020. The CECE survey measures college students’ perceptions of their campus environment through questions about aspects such as cultural groups, meaningful cross-cultural engagement, the ways in which faculty and staff support students, holistic support, and experiences around diversity and inclusion. Student’s sense of belonging is also assessed with several questions about students’ connections to their campus. The survey is based on a conceptual framework that identifies external and internal factors that impact student success, some of which include family, finances, employment, demographics, initial academic dispositions, and academic preparation. It seeks to showcase student voices and create conversations about inclusive excellence, learning, and sense of belonging.

A few key findings from the Undergraduate Survey not mentioned the previous section were:

- 64% of students agreed or strongly agreed that “I feel like I am part of a community at UNCG.”
- 71% of students agreed or strongly agreed that “I feel like I belong at UNCG”. The three demographic groups that were significantly more likely to agree with this response were students who lived on campus, students who identified as female, and traditional college-aged students.
- Overall, most students (81%) agreed or strongly agreed that diversity is a major priority at UNCG.

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Services focused on first generation students

The following services provided to first generation have been discussed earlier in the report: [TRiO](#), [Student Success Center](#), [New Student Transitions and First Year Experience](#) (FYE), and [Students First Office](#).

Other services directed at first generation students include the following: the new [Academic Success Coaching Program](#) is a demonstration grant to pilot peer mentoring with first year students. The coaches are being trained to focus students on their academic success in order to increase first year retention on campus. The grant focuses on students who are at-risk including first generation students and racial/ethnic minorities.

The McNair's Scholars program also benefits first generation students by providing them with research opportunities with faculty mentors. This last academic year, "[First G at the G](#)" was also kicked off as an event to connect first generation students connect with first generation faculty and staff. It further helped them connect to services designed for first generation.

The [UNCG Guarantee Program](#) represents a selective scholarship program that supports high-achieving, low income students planning to attend UNCG. The program is developed to eliminate the financial barrier to success that often represents a barrier for many first-generation students.

Services focused on gender variances

One of the groups that traditionally unengaged and graduates at a lower rate is men on campus. Rural students, mostly men, are must less likely to graduate than other groups. In order to combat this issue, the Spartan's Men's Initiative was developed to engage in conversations about ways to navigate and make the most of their educational and professional experiences (e.g. internships, civic activities, volunteerism, etc.).

The RISE program also is designed to address inequity in representation in the STEM profession, including gender (see [RISE-Research and Instruction in STEM Education](#)). The program's area designed to help K-12 students explore the STEM fields, increase community collaborations in STEM, and provide research support to students in the STEM profession from URP groups.

Services focused on students with disabilities

The [Office of Accessibility Resources and Services \(OARS\)](#) has primary function in this area and mentioned earlier on pages 7-8. The [University Teaching and Learning Commons](#) provides professional develop to faculty around universal design, information about federal regulations, and how to support students with disabilities. In 2018 a new staff member was hired to support online learning. This position helps instructors create courses that model universal design, provide professional development for best practices related to online learning and inclusion, and also provide support for students who need accommodations in online courses based on their ADA disability.

In 2018-2019, 1721 students were registered with OARS and received accommodations (8% of total enrollment). Compared to national trends this represents approximately 42% of the potential students on campus with a disability. The national average for students self-reporting they have a disability is 19.4% (NCES, 2019).

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Services focused on online learners

UNCG Online

UNCG Online serves as a hub for the University's online programs and provides information specific to distance learners. The Dean of UNCG Online is responsible to the Provost. This division serves the University's online programs and provides information specific for all online learners. Academic Advising for distance learners is coordinated through the school or college, and at the departmental level. Students have the opportunity to consult with advisors prior to the registration window each semester, as well as throughout the year.

All distance learning students have access to the UNCGenie system, accessed online. Student services for distance learning students can be accessed through the university's single portal. The academic services that can be accessed from this portal page are Advising Centers, Graduate School, Learning Assistance Center, Office of Online Learning, Speaking Center, Summer Session, University Libraries, Transfer and Adult Student Academic Success, Undergraduate Admissions, Undergraduate Studies, Writing Center. The Student Life services that can be accessed are Bookstore, Cashiers and Student Accounts, Career Services, Dean of Students, Disability Services, Financial Aid, and Registrar. UNCG Online also provides websites with student service resources at their "Need Help" link and "**Student Services Online Help Website.**"

Online learners can also be linked to Information Technology Services. Services for distance learning students can also be accessed from a question listed on the **ITS Help Page for Online Learners**. The Division of Online Learning fulfills the mission of the University by working with the college and professional schools to offer online undergraduate and graduate programs for students who prefer to take courses off-site or online for many reasons. Many of these students are time and/or location bound due to the need to adhere to their work schedules and the distance required to be traveled to campus. Others may find distance learning as a preferred mode of learning or there may simply be course scheduling necessities for timely graduation.

Services that support Faculty

The University Teaching and Learning Commons (UTLC) offers support to faculty and instructors with the aim of promoting student learning and success. Through campus partnerships with Institutional Technology Services (ITS), the University Libraries, Instructional Technology Consultants, UNCG Online, and others, the UTLC offers ongoing campus-wide programming focused on four strategic areas: High Impact Practices; the Advancement of Teaching and Learning; Equity, Diversity, & Inclusion; and Technology Enhanced Pedagogy. Consisting of three offices (the Residential Colleges Office, Teaching Innovations Office, and Undergraduate Research, Creativity, and Scholarship Office), the UTLC annually supports 1200 faculty through programs such as New Faculty Orientation, course design incubators, colloquiums, and institutes and 800 students through living-learning communities and undergraduate research.

The UTLC serves as the primary contact point for faculty and educational development, pedagogy support, general teaching support, and faculty mentoring. The UTLC: Residential Colleges Office and UTLC: Undergraduate Research, Creativity, and Scholarship Office serve as a main contact for High Impact Practices (HIPs) and support faculty exploration and development of HIPs through ongoing grants, workshops, and brown bag events. The UTLC: Teaching Innovations Office focuses on teaching

12.1 Student Support Services

and learning support of the Advancement of Teaching and Learning; Equity, Diversity, & Inclusion; and Technology Enhanced Pedagogy through workshops, institutes, incubators, podcasts, teaching demonstrations, on demand teaching resources, weekly teaching newsletters, and one-on-one consultation. The Associate Vice Provost of the UTLC's office supports faculty mentoring and the annual Alumni Teaching Excellence Awards.

The UTLC central office spaces feature faculty meeting and workspace, the Jane D. Harris Scholarship of Teaching and Learning Library, and the Production Suite for course resource development. The main UTLC office space is shared with Institutional Technology Services: Learning Technology, allowing faculty a one-stop shop for pedagogy support and technology deployment. In the Production Suite, faculty can develop and produce audio and video course materials using three production studios: audio, one-button video, and lightboard. Additionally, the Jane D. Harris Scholarship of Teaching and Learning Library provides up-to-date scholarship and literature of best practices in teaching and learning. All faculty meeting and workspaces contain collaboration technology to encourage cross-disciplinary collaboration and teaching support.

Off-Campus Education

The current locations for all off-campus sites are as follows: Joint School of Nanoscience and Nanoengineering (South Campus), North Campus (in Brown Summit, NC), Moss Street Partnership School, North Carolina Agricultural & Technical State University, and Union Square Campus. Two of those sites are less than 2 miles from main campus (Union and NC A&T). The remaining sites are all within a 15-20 minute drive to main campus making library and other support services accessible even off campus. There are metered and day passes offered for students who only need to be on campus a few times per semester. On site advisors (faculty) are available to students at all off-site instructional sites to assist with advising and other services. OARS services are available electronically in the event students cannot come to main campus.

Utilization

The following chart documents the unique student engagement with each of the following offices on campus. The % enrollment field calculates the percent of overall enrollment this number represents. While one student might interact with multiple offices it provides a snapshot of the impact each office has on students since they provide unique services:

Campus Service	AY 18-19	% Enrollment	Notes
Military Affiliated Services	1533	7.6%	
Office of Intercultural Engagement	2777	13.8%	
Residential Students	5767	28.7%	
Office of Accessibility Resources and Services	1721	8.6%	
Dean of Students	2941	14.6%	
Student Health	6079	30.2%	
Counseling Center	2196	10.9%	
Career Services	9113	45.3%	
Campus Activities and Programs	7347	36.5%	
Student Clubs and Organizations	5185	25.8%	

12.1 Student Support Services

As demonstrated in the table above, the services for students are consistently utilized on campus. Services like the Dean of Students Office and OARS are designed for specific subset of students and are more responsive in nature which makes it difficult to gauge the exact engagement level by students who need services but other total student population services Career Services are used by 40%+ of the total student population.

University Teaching and Learning Commons provides professional development for faculty in three areas: Residential Colleges; Teaching Innovations; and Undergraduate Research, Scholarship, and Creativity Office. In 2018-2019, there were 1622 faculty and 219 graduate students served by the commons.

UTLC Services	Faculty	Graduate Students
Residential Colleges	236	12
Teaching Innovations	1149	182
Undergrad Research	237	25
Total	1622	219

Stakeholder Feedback and Utilization

Institutional Data Sources

The **Office of Institutional Research** provides data through interactive dashboards. These dashboards provide information about enrollment trends, monitor progress toward **key performance indicators**, provides **reports** about key at-risk groups regarding enrollment and persistence, and also provide reports and raw data to departments on an requested bases. In addition to institutional reports and utilization monitoring, UNC Greensboro also utilizes several nationally normed surveys to monitor student satisfaction with support services. These include the Beginning College Survey of Student Engagement (BCSEE), National Survey of Student Engagement (NSSE), Graduating Senior Survey, and Sophomore Survey. Each of these surveys provides the institution with information regarding student engagement with various types of services and satisfaction with those services. Data reports demonstrate frequency patterns of utilization by various student demographics in which students are asked how often they engagement with certain behaviors and supports. The information about behaviors and services provides the institution with information about populations which are underutilizing services and also ones in need of additional support.

In Spring 2019, the **Culturally Engaging Campus Environments (CECE)** previously mentioned was also administered.

Conclusion

UNC Greensboro has a diverse student population that are served by many services. Some services are targeted at specific populations while others are developed with all students in mind. Students utilize the services, and the offices and programs respond to how students use them and feedback they receive. UNC Greensboro provides appropriate academic and student support programs, services, and activities consistent with our institutional mission and the students we serve

12.1 Student Support Services



12.4 Student Complaints

The institution (a.) publishes appropriate and clear procedures for addressing written student complaints, (b.) demonstrates that it follows the procedures when resolving them, and (c.) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Judgment

Compliant Non-Compliant

Narrative

University of North Carolina Greensboro publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving them, and maintains a record of student complaints that can be accessed upon request by SACSCOC. Policies and procedures are reasonable, fairly administered, and well publicized.

Definition

Official complaints are those that have not been resolved through an informal process and are defined as

- One that is from a matriculated student
- Indicating that UNCG is in non-compliance with a policy
- Written (including emails) and “signed” (not anonymous)
- Including grade appeals

The following are complaints at UNCG:

- Appeals of Academic Integrity sanctions
- Appeal of Academic Suspension or Dismissal
- Appeals of Student Conduct decision and actions
- Complaint regarding a UNCG police officer
- Complaint regarding FERPA
- Complaints regarding discriminatory conduct
- Complaints regarding sexual harassment
- Academic Appeals for Continuing Students
- Final Grade Appeals – Undergraduate and Graduate
- Grievance related to the determination of eligibility for reasonable accommodations and/or the provision of disability related services and/or accommodations through the Office of Accessibility Resources and Services (OARS)

Location of Policies

UNCG policies and information about making complaints and reporting grievances are published in several locations on the University web site. The [Division of Student Affairs Website](#), the [Division of Student Affairs Website – Office of Student Rights and Responsibilities Website](#) and the [Dean of Students Website](#) are primary sources of information for students, faculty and staff regarding student policies. The [University Policy Manual](#) is also available online and provides links to all policies approved by the Chancellor and the Board of Trustees.

The [Student Code of Conduct](#) (the Code) is available online on the Division of Student Affairs website and is used to affirm to students the five University values of honesty, trust, fairness, respect and responsibility. Violations of University policies, rules or regulation, or violations of federal, state, or local law may result in a violation of the Code and imposition of student discipline. The Code addresses general student conduct, and fundamental fairness and due process requirements for student conduct proceedings, but “does not duplicate or replace the purposes of the Academic Integrity Policy or of other graduate or professional policies related to schools, departments, or professions.” Academic life at the University is governed by the [Academic Integrity Policy](#), which is found in the University Catalog.

There is no difference in policy application to students who learn at off-site locations or online.

Policies and Procedures Governing Written Student Complaints

The [Division of Student Affairs – Student Grievance and Appeals Policies and Procedures](#) provides information by which a student may address their complaints and grievances when they have been intentionally or substantially treated differently. As stated on the website, “Students are advised to put their concerns in writing and carefully document the events that led to the complaint or grievance.” Students are directed to contact the Dean of Students Office for advice as to which procedure to follow should they have any questions. Written complaints for these policies are handled by the Dean of Students Office.

The Office of Assessment, Accreditation and Academic Program Planning (OAAAPP) is responsible for the oversight of the student complaint log process. All information about recording written student complaints is available on the website (see [OAAAPP Student Complaints Website](#)), including information about the [North Carolina Student Complaint Process](#). The [North Carolina Student Complaint Form](#) is also available. If the student wishes to file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, a link is provided to the [North Carolina State Attorney General’s](#) web page.

OAAAPP in conjunction with the Dean of Students Office and University Counsel has provided workshops to the campus community on this process and the [Student Complaint Power Point](#) is available on the web page as well. The resources provide the UNCG definition of student complaints and describe the process for the academic year to be followed –

- In August an email (see [2019-2020 Email Request for Student Complaint Logs](#)) is sent to all department contacts identifying the requirement, defining a complaint, describing the process, and requesting they keep track of the complaints by completing the [Student Complaint Log](#). Departments are not required to utilize this form, but whatever form they use must include all that pertinent information.

12.4 Student Complaints

- In March/April another email is disseminated requesting that each department either forward their Student Complaint Log to OAAAPP or respond to the email stating “No Complaints” with the due date of July 31 (see [Request for Student Complaint Logs](#)).
- Records of the responses are entered into a central [2014-2015 to 2018-2019 Student Complaint Log](#) and any logs returned are collated and sent to the Provost’s Office for analysis to determine trends. The original student complaint records are kept in the departments while the logs are all stored in the Office of Assessment, Accreditation and Academic Program Planning.

Complaint logs contain the following information –

- Student identification number (the name is not requested in the log to protect the student’s identity)
- Complaint date
- Complaint method (if the complaint is not written, it is not necessary for it to be logged as per the definition)
- Complaint description
- Policy violations (while several policies are listed in the cell drop-down menu, they are not exhaustive, and the department can notate any others within the cell)
- Complaint receiver
- Where the complaint is directed (including to another department)
- Date of receipt by the department or person to whom the complaint was forwarded
- Record of action taken for resolution
- Date resolved
- Comments

Complaints against Policies

Students with Disabilities Policy (Reasonable Accommodations)

In October of 2019, the University was informed by the Office of Civil Rights (OCR) that our grievance process for handling a student with a disability complaint was out of compliance. As such, the University, per the recommendation of OCR, developed a new grievance procedure for the Office of Accessibility Resources and Services (OARS) (formerly the Office of Disability Services) that provides for prompt and equitable resolution of complaints by students with disabilities alleging a violation of their rights under Title II of the Americans with Disabilities Act of 1990 (Title II) and Section 504 of the Rehabilitation Act of 1973 (Section 504). Title II and Section 504 are intended to prevent discrimination based on disability.

This grievance procedure applies if:

- A student is denied accommodations, or
- A student believes the final accommodations provided are not adequate, or if accommodations were not provided, or
- A student believes, for any other reason, that they have been subjected to unlawful discrimination or a violation of their rights with respect to Title II or Section 504.

Grievance Procedures

A multi-level procedure for redress of disability related grievances is available to all students. Prior to initiating the grievance procedure, grieving students have the opportunity to seek advice from the Dean of Students or designees by requesting an appointment. The Dean of Students is a senior, non-academic administrator, responsible for planning and overseeing student-support programs and resources as well

12.4 Student Complaints

as enforcing campus policies that bear on student behavior and treatment. The Dean of Students is an impartial party who can facilitate informal conversations that lead to resolutions, as well as provide students with guidance on the formal grievance procedure. During any grievance procedure, any academic accommodations or services that have been established will continue uninterrupted.

Students with Disabilities Grievance Procedure Steps

1. If a student chooses to forgo the informal procedure described above, or if the student is not satisfied with the outcome of the informal procedure), then the student may initiate a Formal Grievance by requesting and filing a **Formal Grievance form**.
2. The form should be completed and submitted within three (3) business days of receiving the decision regarding the Informal Grievance, if possible. Where no Informal Grievance is submitted, the Formal Grievance form should be submitted as soon as the student first becomes aware of the act or condition that is the basis of the grievance, because delay in reporting may limit the scope of remedies available.
3. The OARS Director will confirm receipt of the formal grievance form and route the grievance to the appropriate office for further review. Such routing may include sharing copies of the complaint with the Dean of Students, the relevant academic department head/chair and/or academic dean.
4. The OARS Director will direct grievances as follows:
 - For grievances involving an undergraduate and a faculty member, the complaint will be referred to the Dean of Undergraduate Studies (the Dean of Undergraduate Studies is an academic administrator responsible for curricular matters);
 - For grievances involving a graduate student, the complaint will be forwarded to the Dean of the Graduate School (the Dean of the Graduate School is an academic administrator who has oversight of all graduate programs at the University);
 - For grievances involving other staff or students, the complaint will be forwarded to the Dean of Students Office, which will coordinate, if appropriate, with the Director of Equal Employment Opportunity (EEO) and Affirmative Action in the Human Resources Department.
5. Upon receipt of the formal grievance form, the Dean of Undergraduate Studies, the Dean of the Graduate School, or the Dean of Students, or their designees, as applicable, will conduct a formal investigation of the student's grievance within thirty (30) business days while class is in session. If more time is needed, the Dean or designee will notify the student in writing that the deadline must be extended. This written notification will specify the new, anticipated deadline for completing the investigation.
6. This review may include meeting with the aggrieved student and any involved faculty or staff members. The purpose of such a meeting is for individuals who wish to present additional evidence and/or witnesses in person to do so. Alternatively, this information may be provided in writing.
7. The relevant Dean's office will issue a written decision (including the reasons for the decision, directing any applicable remedy, listing steps to prevent recurrence, and any available appeal options) within thirty (30) business days of their completion of the investigation. If more time is needed, the Dean or designee will notify the student in writing that the deadline must be extended, and will specify the new, anticipated deadline.
8. If the student remains unsatisfied, the student may appeal within seven (7) business days of receiving the written decision from the relevant Dean's office. The student may appeal to the Provost or Vice Chancellor for Student Affairs or their designee for a review of the record in its

12.4 Student Complaints

entirety. The University official who conducts this review will issue a final written decision within thirty (30) business days. This decision is final and is not subject to further appeal.

While every student has access to the formal procedures, the University expects that every effort will be made by the student, any involved faculty members, and any involved OARS staff to resolve the grievance informally in ways consistent with the fair treatment of others within a supportive campus community. Formal and informal procedures for resolving grievances may be found on the Dean of Students web page [Student Policy Handbook Additional Policies](#) and the [Office of Accessibility Resources and Services Policies web page](#).

The procedures are effective as of January 2020. As of the submission of this report, there were no grievances submitted under this policy.

Examples of Non-Academic Complaints

The steps to evaluate student complaints follow closely those of the Grievance Procedures stated above for the Reasonable Accommodations policy.

1. If a student chooses to forgo informal complaint procedures, which involve conversations with the faculty member or office that applied a policy, or if the student is not satisfied with the outcome of the informal procedure, then the student may initiate a written complaint. A written complaint should be submitted as soon as the student first becomes aware of the act or condition that is the basis of the grievance, because delay in reporting may limit the scope of remedies available.
2. Upon receipt of the written complaint, the office receiving the complaint will either forward the complaint to the appropriate office to handle the issue or will conduct an investigation of the student's grievance.
3. The student is notified in writing of the decision.
4. If the student remains unsatisfied, the student may appeal to the Provost or Vice Chancellor for Student Affairs or their designee for a review of the record in its entirety. The student may also utilize the North Carolina Student Complaint Policy to appeal the grievance outside of the institution.

Student Complaint Example – Policy on Discriminatory Conduct

Logged from [2016-2017 Dean of Students Complaint Log](#)

Step 1 - On November 1, 2016, a student filed a written complaint (see [Student Complaint - Policy on Discriminatory Conduct](#)) with the Dean of Students Office regarding an incident that occurred in a residence hall that made the student feel unsafe and at risk by both students and university officials. The student reported being singled out, targeted, and verbally harassed with racist remarks.

Step 2 - On November 7, 2016, Associate Dean began an investigation of the discrimination complaint. On January 18, 2017, Associate Dean finalized the Discrimination/Harassment Investigation Report determining there was no violation. On January 18, 2017, Associate Dean shared report with the Assistant Dean for review. On January 19, 2017, Assistant Dean reviewed and concurred with Associate Dean's findings.

Step 3 – The student was notified of the findings.

As an investigation occurred in this complaint, all steps of the complaint process were followed.

Student Complaint – Appeal of Academic Integrity sanction

Logged from [2017-2018 Dean of Students Complaint Log](#)

In Spring 2018, an undergraduate student received a meeting notification letter from a faculty member regarding an alleged violation of the community value of Honesty—specifically plagiarism—of the Academic Integrity Policy (see [Student Complaint - Academic Integrity](#)). A faculty-student conference was held on April 4, 2018, to inform the student of their rights, discuss the evidence of the suspected violation, and provide the student an opportunity to respond to the allegations. The student entered a plea of “not responsible” on the Undergraduate Academic Integrity Violation Report Form. Because of the “not responsible” plea by the student, the case was forwarded to the Office of Student Rights and Responsibilities to schedule an Academic Integrity Panel Hearing to determine a finding of responsibility. An Academic Integrity Pre-Hearing Conference (PHC) was scheduled on April 10, 2018 and held with the student by a staff member in the Office of Student Rights and Responsibilities on April 13, 2018, to review the charges and the hearing process. Following the PHC, the student was sent notification on April 16, 2018, of an Academic Integrity Hearing that was held on April 25, 2018. The student and the instructor of the course participated in the hearing. The student was found “responsible” by the Academic Integrity hearing panel consisting of two (2) faculty and two (2) students. The student subsequently filed an appeal of the decision from the hearing panel.

Step 1 - On April 26, 2018, a student filed a written appeal with the Office of Student Rights and Responsibilities regarding the imposition of a finding of responsibility and imposed sanctions by a hearing panel for a violation of the Academic Integrity Policy.

Step 2 - Between April 27, 2018, and May 1, 2018, the appellate officer reviewed the statement of appeal and all materials in the student conduct file related to the case.

Step 3 - On May 2, 2018, the appellate officer notified the student in writing of their decision to deny the student's appeal and uphold the original decision and subsequent sanctions by the hearing panel.

All steps of the complaint process were followed as an appeal was received, reviewed, and a determination of the merits of the appeal was made.

Student Complaint – Appeal of Student Conduct decision

Logged from the [2018-2019 Dean of Students Complaint Log](#)

On March 26, 2019, a student was arrested for Possession with Intent to Sell/Distribute Marijuana (see [Student Complaint – Student Conduct](#)). The student was charged the same day with a Student Code of Conduct violation and was scheduled to meet with the Office of Student Rights and Responsibilities on April 2, 2019, to discuss the allegations. The student waived their rights and desired to move their meeting to March 26, 2019. During their Student Conduct Conference on March 26, 2019, the student plead responsible and was sanctioned to Disciplinary Suspension along with additional educational sanctions. The student subsequently filed an appeal of their Disciplinary Suspension.

Step 1 - On March 28, 2019, a student filed a written appeal with the Office of Student Rights and Responsibilities regarding the imposition of a Disciplinary Suspension for a violation of the Student Code of Conduct. The student was suspended for selling drugs.

Step 2 - Between March 28, 2019, and March 31, 2019, the appellate officer reviewed the statement of appeal and all materials in the student conduct file related to the case.

Step 3 - On April 1, 2019, the appellate officer notified the student in writing of their decision to deny the student's appeal and uphold the original decision and subsequent sanctions.

All steps of the complaint process were followed as an appeal was received, reviewed, and a determination of the merits of the appeal was made.

Examples of Human Resources Complaints

Logged from the [2018-2019 Human Resources Complaint Log](#)

Even when a student complaint relates to a Human Resource area, similar processes are followed. When the Human Resources department receives a complaint, they also respond (see [Student Complaint – Discrimination Based on Disability](#)).

1. If a student chooses to forgo informal complaint procedures, which involve conversations with the faculty member or office that applied a policy, or if the student is not satisfied with the outcome of the informal procedure about an employee, then the student may initiate a written complaint with Human Resources.
2. Upon receipt of the written complaint, the Human Resources department investigate the complaint.
 - a. They interview the complainant and accused, others who may have information about the incident, and leadership of the department or unit involved when appropriate.
 - b. They gather the relevant information.
 - c. When necessary or advisable, HR collaborates with the Title IX Office and the Provost's Office, and others who can contribute or may need information.
 - d. A written report is produced with background, evidence, and recommendations. The Chief Human Resources Officer and the Deputy General Counsel review the report. The report is stored in a system called HR Acuity.
3. The student is informed that the investigation occurred and whether recommendations resulted, although they are not able to know the full content of any recommendations. Recommendations may include training for the person(s) involved or for the department related to policies or practices, supervisory guidance, etc.

As with student complaints related to student conduct, student complaints related to faculty and staff follow similar resolution processes.

Academic Complaints

The [UNCG Catalog Grade Appeal Policy](#) details the process and guidelines under which a student may make an appeal. They will only be considered under exceptional circumstances and must include evidence. To appeal a grade the student should first consult with the instructor. If a resolution is not achieved, they may escalate the appeal to the department head, dean of the school or college and ultimately the Provost. An appeal filed after six months will not be considered.

The conditions under which a student may make an appeal include miscalculation of the final grade, violation of grading policies by the instructor, or a lack of a reasonable explanation of the student work evaluation criteria.

Examples of Academic Complaints

A student filed a grade appeal related to an Interior Architecture course that was taken in fall 2017. The appeal was submitted to the College of Arts and Sciences (CAS) dean's office, as is procedure stated in the policy noted above. An investigation was engaged by the dean's designee, the Director of the CAS Advising Center and chair of their appeals committee. The Director contacted the faculty member and the department head for information about the grade in question. After a full investigation, the appeal was denied (see [2017-2018 CAS Student Complaint Log](#) and [IAR 201 Grade Appeal](#)).

Trend Analysis

Reviews and analyses of the student complaint logs from 2016-17, 2017-18, and 2018-19 were completed by Provost _____ and Senior Vice Provost _____. These analyses revealed that the complaints were diverse in nature, with no single issue or related group of issues regularly included in the complaint logs. The complaints, each of which were resolved, pertained to topics such as course grading, academic integrity, aspects of faculty-student interaction, student employment and internships, disability accommodations, classroom disruption caused by students, access to quality academic advising, and a number of other academically focused issues (such as late assignments not accepted by faculty members, rigor of assignments, clarity of assignments, disputes over grading policy, disputes over counting of student absences, amount of transfer credit accepted, and use of scantrons).

UNCG regularly evaluates its student services and academic program, with an eye toward continuous improvement. In the resolution of a specific student complaint, administrators routinely evaluate whether the complaint has merit and assess whether a change in University practice is appropriate. However, no specific student complaint was cited enough times to indicate a pattern or otherwise described in a manner that suggested the need for focused attention. The analysis revealed no concerns related to SACSCOC standards.

Conclusion

As has been shown, the University of North Carolina Greensboro publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving them, and maintains a record of student. Policies and procedures are reasonable, fairly administered, and well publicized.



13.6 Federal and state responsibilities

The institution (a.) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b.) audits financial aid programs as required by federal and state regulations. In reviewing the institution’s compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgment

Compliant Non-Compliant

Narrative

UNCG is (a) in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) all financial aid programs are audited annually as required by federal and state regulations. There are no material finding for UNCG Financial Aid in the most recent annual audit or any prior audits for the last 20 years. While the state programs audit did not have a material finding, there was a finding which had no monetary significance and the review has been closed by the North Carolina State Education Assistance Authority (NCSEAA). Copies are provided of both the most recent single file audit report of the State of North Carolina (see [NC State Wide Audit 2018 pages 210 and 211](#)) as submitted to the U.S. Department of Education, which contains the individual campuses of the University of North Carolina system and the state programs audit (see [North Carolina University System Audit](#)) completed and closed by the [North Carolina State Education Assistance Authority \(NCSEAA\)](#). Both audits are closed and there were no material findings in either report for UNCG.

North Carolina state grants are for the most part, need-based and are awarded, disbursed and regulated by the NCSEAA who also audits each UNC campus.

The audits show that there are no pending litigation issues with respect to federal financial aid activities, no unpaid dollar amounts due back to the Department of Education, nor has there been any adverse communication received from the Department of Education. The same is true for the state programs and NCSEAA.

UNCG’s most current [Federal Cohort Default rate](#) in the Federal Direct Loan program is 6% which is down from 6.5% in 2013. This is well below the 30% trigger point for required default prevention plans. There are no findings in the federal audit in regard to the Federal Cohort Default rate.



13.7 Physical resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina at Greensboro (UNCG) ensures adequate physical facilities and resources on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. Off-site instructional and research facilities are leased and maintained under state guidelines, and the campus infrastructure is maintained by the Facilities Operations Department.

Maintenance of the campus is accomplished through the Facilities Management Program; oversight of the general instruction classrooms and teaching laboratories; and support of instructional technology for on-campus instruction and distance education. Potential risk is evaluated through the Office of Institutional Risk Management, and emergency plans are regularly reviewed and updated.

The facilities for both on campus and off campus locations are well maintained, enabling the institution to achieve its academic mission and institutional goals, and effectively service its constituents. Information about the reviews and assessment of physical resources and how they are addressed are provided below.

Campus Facilities Inventory

The UNCG campus consists of approximately 266 acres located in Greensboro, Guilford County, NC. The university uses 125 buildings consisting of over 6.6 million gross square feet (GSF) in support of its academic and research mission. In addition, UNCG owns one building (Three College Observatory, 2,880 GSF) in Alamance County, North Carolina, 33 miles east of Greensboro (see [UNCG Campus Map](#)).

The UNC Greensboro Facilities Inventory includes:

- Residence Halls (30)
- Academic, Administrative and Research Facilities (61)
- Student Recreation and Athletics Facilities (13)
- Student Support Services and Special Use Facilities (7)

Campus Support and Special Use Facilities (13)
(see [Campus Facilities Inventory](#))

Leased and Off Site Instructional Facilities

UNCG currently leases 17 off campus properties for various purposes (see [Leased Space Summary 2019](#)). In addition to the facilities listed above, UNCG shares a facility, Union Square, with NC A&T, Guilford Technical Community College and Moses Cone Health Care for nursing instruction. UNCG utilizes 32,211 assignable square feet of that building for instructional purposes.

Library Facilities

The University Libraries at UNCG Greensboro are made up of Walter Clinton Jackson Library and the Harold Schiffman Music Library. Constructed in 1950, Jackson Library is centrally located on UNCG's campus. An adjoining 10-story Tower was added in 1973, and in 2006, a connector linking the building to the Elliott University Center was built. Jackson Library has 220,174 square feet of space and provides seating for approximately 1500 users. Students may reserve collaboratories (group studies) equipped with plasmas screens, computers, and white boards to prepare group projects and presentations. Other library spaces in Jackson are designated as quiet and group spaces in order to provide a variety of types of study environments. Carrels and lockers may be checked out to all faculty and students at the Freda Elaine Penninger Service Desk which provides checkout and general assistance services. Jackson Library also features a Reference Desk, located on the main floor.

The library has two teaching labs that are used extensively by librarians for information literacy classes: the Electronic Center for Information Technology and Instruction (CITI), with 25 PCs and a teaching station and Jackson 177a, with 40 PCs and a teaching station. Both labs are open for use by UNCG students, faculty, and staff when classes are not scheduled.

Over 200 computers throughout Jackson and the Schiffman Music Library provide access to the internet and a variety of software including Microsoft Office, Adobe Pro, Adobe Photoshop, Chrome, and Firefox. Most workstations require a UNCG login but several "express" terminals in both libraries are internet only for quick searches under 15 minutes. The library also has over 75 laptops and iPads available for checkout. Wireless technology and printing are available in both libraries. The Superlab, housed in Jackson Library, but administered by UNCG Information Technology Services, contains over 125 computers.

The University Libraries house 1.2 million printed volumes, and provide access to more than 110,000 journals, more than 1.2 million electronic books, and more than 750 electronic databases. The Libraries also offer nearly 300,000 streaming media titles (films and music).

The main floor of Jackson Library houses current, unbound issues of periodicals, current newspapers, audio books, DVDs, new books and books for leisure reading. Self-checkout kiosks are located near the entrances. Self-service photocopiers and scanners are available near the Main Desk. Microform reader/printers are available in the Research, Outreach, and Instruction Department. The Special Collections and University Archives includes a recently renovated climate-controlled space to house materials and the Martha Blakeney Hodges Reading Room for researchers to use materials from the collection.

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Handicapped access to Jackson Library is available by means of an entrance on the west side of the building. The elevated connector stretches over the walkway between the Student Center and the Library to provide mainstream access for those with disabilities.

In 1999, a storage facility opened on campus in the Ferguson Building for materials that are infrequently used. Courier service assures daily (Monday through Friday) retrieval of requested items from this facility. Currently the storage facility houses Government Documents, archival manuscript collections, and bound journals.

Based on research the Libraries conducted it was determined there was an unmet need on campus for support for students developing multimedia projects for classes. To fulfill that need, The Digital Media Commons (DMC) exists in the lower level of Jackson Library. The Commons provides support for students and faculty to develop digital media, such as videos, Power Point, blogs, and web pages. In addition, staff from Undergraduate Studies' Digital ACT (Action, Consultation, & Training Studio) help students become critical users of digital media. The Commons contains group work areas, workstations, media editing rooms, scanners, consultation spaces, a presentation practice room, and staff offices.

The Schiffman Music Library, located in the School of Music Building, was completed in 1999. All scores, recordings, and music-related serials, and monographs are located there along with appropriate technology for listening. The Schiffman Library is approximately 10,000 square feet with 27 workstations, individual and group listening stations and seating space for 86. The Schiffman Library provides carrels for graduate students. The Schiffman Library was refurbished in summer 2012 with up-to-date computer and listening carrels, tables with plugs for laptops, and comfortable furniture areas.

Additional spaces include: the Hodges Reading Room, the primary instructional space for the Martha Blakeney Hodges Special Collections and University Archives; a multi-purpose room with modular furniture and a mobile laptop cart; and two "Collaboratories," 12-person capacity group study rooms with computers and large display screens used for teaching small classes or groups. The Digital Media Commons in the lower level of Jackson Library has a 3D Design Lab, a Visual, Imaging, Audio (VIA) Lab, a Virtual Reality Lab, a Gaming Lab, four consultation rooms with display screens and whiteboards, and a variety of multipurpose group spaces. Librarians also often teach in other computer labs and classrooms across the campus.

In 2019 the University Libraries completed a [UNCG Library Master Plan Design](#) study to inform and guide future expansion and renovation for a growing and increasingly technical community.

Space Utilization and Planning

General instruction classrooms and teaching laboratories are centrally scheduled by the University Registrar, using Ad Astra schedule software. UNCG's general instruction classroom inventory includes 149 classrooms with 8,808 seats and 96 teaching labs with 3,697 seats.

The [2017 Facilities Inventory and Utilization Study](#) is compiled from information gathered from all UNC system universities and community colleges. An annual report that provides a comparative analysis of space indicators is published every year. Included in the report are utilization of academic space, the age and condition of buildings, estimated replacement costs among other data. This study included as an attachment to this report shows that UNC Greensboro has adequate space that is utilized adequately when compared with other UNC System Schools and Community Colleges.

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Classrooms and teaching laboratories are used heavily at UNCG. As evidence of UNCG’s effective use of space, the 2017 Facilities Inventory and Utilization Study for institutions the UNC System indicates UNCG has one of the highest utilization of general instruction classrooms (30.5 hours/week) and is on the high end of the chart for utilization of teaching laboratories (16.0 hours/week). UNCG provides 8,808 student stations in classrooms and a total of 162,234.5 hours are scheduled per week.

In Fall 2017 UNCG recorded an FTE student population of 18,156 students and 3,686 full time faculty and staff. With a total gross square feet of campus space at 6,740,988 that equates to 308gsf per person on campus. Below is a chart that provides the same data for some of our peer institutions. The chart shows, UNC Greensboro ranks second in its peer group in square feet per person measures which indicates adequate space for university operations.

UNIVERSITY	FTE STUDENTS	TOTAL FACULTY AND STAFF	GSF	GSF/FTE POPLUATION
VIRGINIA COMMONWEALTH - RICHMOND, VA	27,749	9,704	15,269,005	408
KENT STATE UNIVERSITY, KENT, OH	26,890	5,430	8,810,303	273
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	18,156	3,686	6,740,988	308
UNIVERSITY OF TEXAS AT ARLINGTON	42,015	4,727	6,262,287	134
OLD DOMINION - RICHMOND, VA	19,865	4,301	6,162,488	255
MIDDLE TENNESSEE STATE UNIVERSITY	18,597	3,465	5,860,666	265
BOWLING GREEN UNIVERSITY	16,324	3,158	5,000,000	257
UNIVERSITY OF SOUTHERN MISSISSIPPI	13,729	3,468	4,500,000	262

UNC Greensboro had a resident population of 5,622 students in 2017. The residence hall facilities listed provided 232 assignable square feet per resident. This number includes laundry and kitchen facilities as well as lounge, recreation and collaboration and study areas located within the residence halls. Historically occupancy rates for fall semester have been on average 102% capacity by utilization of overflow spaces and 95% in spring semester. UNCG has acquired land on the south side of Gate City Boulevard for student housing. Four residence halls were constructed in 2013 and another two were completed in 2017. The original seven residence halls on the core of campus underwent major renovations and code updates in 2012. Renovations are scheduled each year to upgrade all residence halls to provide safe, comfortable housing for resident students.

The following information related to instructional utilization was gathered as of drop/add for Fall 2017. Instructional space is analyzed in multiple ways.

CAPACITY / ENROLLMENT RATIO measures the amount of instructional and library space on campus and is divided by the total fall term student clock hours. This ratio can vary depending on the level of the institution, with all UNC system universities maintaining a factor of around 4.3. A relatively low

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factor indicates a high level of space utilization. UNCG's C/E ratio for Fall 2017 was 3.65. Comparing this number against the other Doctoral Universities I and II in the UNC system that places UNCG third best out of four.

CAPACITY / ENROLLMENT RATIO			
UNC CHARLOTTE		2.77	
EAST CAROLINA		3.62	
UNC GREENSBORO		3.65	
NC A&T		4.78	

SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT is an important index of instructional utilization. This ratio is determined by dividing the assignable square feet of academic facilities by the full-time equivalent enrollment. Academic facilities differ from instructional facilities in that instructional facilities only factor in instructional and library space, while academic facilities also factor in research and the administration or support of instruction and research. Public four-year institutions are currently rated at a ratio of 93. There is currently much national interest in updating these norms through a new national survey of higher education facilities. UNCG is currently at 83 which is slightly under the national norm.

SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT			
UNC CHARLOTTE		67	
EAST CAROLINA		72	
UNC GREENSBORO		83	
NC A&T		139	

AVERAGE WEEKLY ROOM HOURS OF INSTRUCTION IN CLASSROOMS AND CLASSROOM LABS is the average number of hours that an institution's classrooms and classroom labs are used for instructional purposes each week. Weekly room hours of instruction are also referred to as the Room Utilization Rate (RUR). This is a good indicator of the adequacy of the number of classrooms at an institution. The UNC standard is 35 hours per week of instruction in classrooms and 20 hours per week of instruction in classroom labs. Institutions in North Carolina and other states average significantly fewer hours than those standards. UNCG utilizes classrooms an average of 30.5 hours per week and 18.3 hours per week in classroom labs. Of the four UNC Doctoral Universities I and II, UNCG has the second-best utilization.

AVERAGE WEEKLY ROOM HOURS OF INSTRUCTION					
		CLASSROOMS		CLASSROOM LABS	
UNC CHARLOTTE		34.3	UNC CHARLOTTE	18.9	
UNC GREENSBORO		30.5	UNC GREENSBORO	18.3	
EAST CAROLINA		27.7	EAST CAROLINA	15.4	
NC A&T		24.4	NC A&T	13.2	

AVERAGE WEEKLY USE OF STUDENT STATIONS IN CLASSROOMS AND CLASSROOM LABS calculates the average number of hours each week that each student station is used. A norm for classrooms is cited at

22.75 hours per week and for classroom labs 15 hours per week. UNCG’s average hours per week is 18.4 for classrooms and 13.1 for classroom labs. Comparing our numbers to the other three universities in our UNC category we place third best in classrooms and second best in classroom labs.

AVERAGE WEEKLY USE OF STUDENT STATIONS					
		CLASSROOMS		CLASSROOM LABS	
UNC CHARLOTTE		24.4	UNC CHARLOTTE	13.7	
EAST CAROLINA		22.8	UNC GREENSBORO	13.1	
UNC GREENSBORO		18.4	EAST CAROLINA	11.4	
NC A&T		14.8	NC A&T	11.0	

Facilities Management Program

UNCG has a robust facilities management program that supports its mission as a learner-centered, accessible, and collaborative institution. The program has appropriate and adequate staff to plan, design, construct, operate, and maintain facilities. The program includes each of the following which are discussed in depth below:

- Campus Master Planning*
- Campus Infrastructure*
- Facilities Condition Assessment (2014 most recent documentation)
- Facilities Maintenance and Operations*
- Leased Properties and Off-Site Instructional Facilities
- Sustainability*
- Information Technology Services
- Risk Management
- Fixed Assets

*These departments are part of **Facilities Management**.

Campus Master Planning

UNCG has a long-standing history of comprehensive campus master planning dating back to 1984, with master plan update efforts in 1995 and 2001. UNCG’s discipline in implementing master planning has produced high-quality campus environment and facilities. Most recently, the Campus Master Plan was updated in 2014 to accommodate provisions for enrollment of 20,575 FTE by 2022. The plan identifies space needs of 2.1M GSF to accommodate the projected enrollment, as well as future facility needs and areas for potential future campus expansion. The current master planning process includes land use recommendations for all facets of campus life, such as academic space, transportation, student recreation, student housing, administration, and athletics.

Recent examples of the master planning realization include the following projects which can be seen in the **Campus Master Plan** (see pages 74-75). Since 2014, UNCG has added approximately 737,000 GSF of new construction on campus and completed comprehensive renovations to 492,000 GSF. Capital Projects completed during this period include:

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- Construction of a new Leonard Kaplan Center for Wellness (212,000 GSF);
- Construction of Spartan Village Student Housing Phase I and Phase II (total of 500,000 gsf);
- Construction of a new Campus Police Station (25,000 gsf);
- Construction of a pedestrian underpass under the railroad lines;
- Renovations to the Dining Hall (128,000 gsf);
- Walker classroom building (89,000 gsf);
- Reynolds Residence Hall (67,000 gsf);
- Grogan Residence Hall (68,000);
- Cone Residence Hall (76,000gsf);
- Five properties to accommodate demolition of the McIver Building (64,000 gsf).

Crucial to ensuring that UNCG has adequate facilities to meet the growing enrollment numbers and changing nature of the university, UNCG proactively seeks to plan for future trends, events and other changes that will impact the adequacy of the campus facilities into the future. To accomplish this, the Capital Improvement Plans are completed as follows.

UNCG is currently updating the Campus Master Plan in FY 2018-2019 to fully incorporate major initiatives into the fabric of the campus (this effort is currently ongoing with a target date for completion of May 2020):

- In 2017, UNCG received authority from the Board of Governors of the University of North Carolina to designate approximately 70 acres on campus as Millennial Campus. This designation allows UNCG to leverage resources within this area in innovative partnerships to advance the mission of the institution.
- In 2016, UNCG implemented a new space allocation criterion as a result of vacating and demolishing the McIver Building, which housed classrooms, student support services, and offices. The space allocation criteria will drive location of future buildings on campus.
- In 2017, UNCG adopted a new strategic plan “**Giant Steps**”.

Design and construction of University projects must comply with **UNCG Design and Construction Guidelines**, provided to design consultants at the start of the project design phase and available on the Facilities Design and Construction web page. In addition, as state-owned facilities, capital improvement projects comply with general construction and building codes set by the North Carolina Department of Administration’s State Construction Manual. With sustainability as a master planning core value, UNCG often exceeds requirements of state building codes. As evidence of UNCG’s commitment to sustainability, all new construction and comprehensive renovations projects completed on campus since 2010 have secured LEED certification, including three LEED Gold projects.

Campus Infrastructure

UNCG operates central steam and chilled water generation facilities that provide heating and cooling to the campus. In addition, UNCG owns and operates the underground high voltage distribution system that provides power to the campus.

A chilled water master plan was completed in 1999, and the plan has guided UNCG in the development of a comprehensive central chilled water generation and distribution system. An emergency chiller installation plan was completed in 2011 to enhance reliability of the system, in case of a major failure.

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Further, a second chiller plant is under construction. Completion of this plant in the spring of 2020 will add capacity and redundancy to the chilled water system.

The steam plant, which provides steam to most campus buildings, has four boilers with sufficient redundant capacity; the newest boiler was installed in 2005. The plant has the ability to use both natural gas and fuel oil number 2 as sources of energy. This provides fuel redundancy to the plant and increases its reliability significantly, thus enables UNCG to maintain the appropriate quality and condition to University space.

The vast majority of the underground high voltage electrical distribution and associated high voltage gear was upgraded in 2006, with a new campus substation constructed as part of this project. To enhance power service reliability, the substation has redundant, dual feed from Duke Energy, which provides the UNCG campus with two sources of power.

Facilities Condition Assessment/Deferred Maintenance

The Office of State Construction (SCO) is responsible for the Facilities Condition Assessment Program (FCAP) for all state- owned facilities. SCO conducts a complete inspection of campus facilities every three years and produces a facilities condition report (see [2015 Facility Condition Assessment](#) pages 120-127 and [2017 Facilities Inventory and Utilization Study](#) pages 120-122) with prioritized repair and renovation projects. *Please note the state office is behind schedule system wide on completing 2018 Facility Condition Assessments, therefore this is the most recent assessment.*

UNCG's is required to submit to the UNC System Office, a 6-year repair and renovation plan every other year. The [Six Year Repairs and Renovations Plan](#) is estimated at \$67M. The total deferred maintenance is estimated at \$444M including renewal (\$376). In 2019, UNCG is updating the deferred maintenance plan for the residence halls (see [2017 Facilities Inventory and Utilization Study](#) page 122 *Condition of Buildings: Gross Square Footage*).

Classrooms are inspected by both space management and facilities operations on an annual basis to identify areas for renewal or repair. In addition, classroom furniture is inspected and repaired as required prior to the start of both the fall and spring semesters (see [2018-2019 UNCG Classroom Walls Flooring Ceiling Condition](#)).

Facilities Maintenance and Operations

The Facilities Operations Department is responsible for maintenance and operations of campus facilities and the Three College Observatory. Facilities Operations provides corrective and preventive services to the University community through the following functions:

- Customer Service Center
- Building Maintenance
- Utilities Management Custodial
- Grounds
- Waste Reduction and Recycling
- Energy Management

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Customer Service Center

Customers have the options of calling in work requests to the work information center service desk or entering work request using a robust web- based computerized maintenance management system (CMMS). This CMMS system, TMA, is a web-based product that is deployed campus-wide and utilized by all building contacts. If requested, customers receive email updates on the status of the work request. Additionally, building contacts have access to the status of work requests for their buildings (see [Completed Work Orders](#)). In fiscal year 2017-2018, Facilities staff completed 12,118 corrective work orders.

After the completion of a work request, customers receive an email inviting them to complete a service survey. In addition, selected customers are contacted by the Customer Service Center via telephone to request feedback. Facilities meets periodically with the Building Contacts to review customer concerns and to share ongoing and future initiatives in Facilities. The agenda of a recent [2018 Building Contacts Meeting](#) is included. (Please see also [Facility Operations Customer Service Survey](#) and [2019 Customer Service Statistics](#)).

Average completion time for customer generated, corrective work orders was 3.96 days in fiscal year 2017-18 (see [Completion Time Benchmarking](#)).

To determine the appropriateness of services provided to its customers, UNCG Finance and Administration, which includes Facilities, issued a campus- wide customer Administrative Alignment Survey 2016. Overall, results from this survey demonstrates that the Facilities organization is meeting the customer expectations (see [2016 Administrative Alignment Survey](#)). Survey results are used to identify areas for improvement which are incorporated in Facilities Operations' annual goals.

In addition, results from the [2015 Collaborative on Academic Careers in Higher Education \(COACHE\) Tenure-Track Faculty Job Satisfaction Survey](#) show that faculty satisfaction with office, classroom and laboratory space on campus is a "strength."

Building Maintenance

This area is responsible for routine and preventive maintenance of buildings through zone maintenance, the locksmith (including electronic card access), the paint and carpenter shops. The zone maintenance structure allows staff to be assigned to specific buildings to address routine corrective and preventive work orders. Service that requires specialized high-level skill is routed to the Utilities Management area.

Electronic Card Access

UNCG uses two systems, Blackboard Transact and Millennium, for electronic card access to buildings. All residence halls have either electronic card access or electronic door monitoring on all exterior doors. For academic and administrative buildings UNCG's goal is to have electronic card access on at least one exterior door, and electronic door monitoring on all other exterior doors. The electronic card access system is monitored by the UNCG Police Department central dispatch (see [Electronic Access UNCG Academic Building List](#)).

Utilities Management

This area is responsible for central steam plant and distribution, central chilled water plant and distribution, central electrical sub-station and distribution, plumbing, electrical, life safety system, and HVAC shops.

Life Safety Systems

UNCG's buildings are equipped with safety systems as required by the code in effect during their original construction or comprehensive renovation. The life systems shop is responsible for inspection, testing and repair of life safety systems buildings, in accordance with applicable codes. Life safety systems are monitored at the UNCG Police Department central dispatch.

Custodial

This area is responsible for custodial, pest management services and recycling collection within the buildings.

Grounds

This area is responsible for grounds and the vehicle repair shops.

Waste Reduction and Recycling and Surplus

This area is responsible for sanitation, recycling and waste reduction.

Energy Management

This area is responsible for monitoring and planning energy consumption and conservation.

Preventive Maintenance

Facilities staff conducts routine and preventative maintenance operations daily. Work orders for routine maintenance may be generated by maintenance staff or are input by building contacts or called in by any campus customer to the work information center. Work orders go directly to the Zone Shop staff responsible for maintaining the building or facility. Preventative maintenance work orders are automatically generated by the CMMS system on a monthly, quarterly, or annual basis in accordance with the manufacturer's recommended frequency. A typical Automated Work Order Request and a typical Preventive Maintenance Work Order (see [Preventative Maintenance](#)) are provided. In fiscal year 2017-2018, Facilities staff completed 17,762 preventative maintenance work orders.

Leased Property / Off Site Instructional Facilities

The University of North Carolina at Greensboro (UNCG) ensures adequate physical facilities and resources on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Off-site instructional and research facilities are leased under state guidelines, and the campus infrastructure is maintained by the Facilities Operations Department. This is accomplished through the Facilities Management Program; oversight of

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the general instruction classrooms and teaching laboratories; and support of instructional technology for on-campus instruction and off-campus space. Potential risk is evaluated through the Office of Institutional Risk Management, and emergency plans are regularly reviewed and updated. The facilities for off campus locations are well maintained, enabling the institution to achieve its academic mission and institutional goals, and effectively service its constituents.

UNCG currently leases 17 off campus properties for various purposes (see [Leased Space Summary 2019](#)). These facilities are equipped with appropriate floor plans, technology and accommodations to support UNCG's programs. These facilities are leased under guidelines set by the North Carolina State Property Office and prior to leasing space, UNCG's Office of Space Management evaluates a group's space needs and recommends the appropriate space requirements within State parameters. Leased properties must be found adequate for purposes of UNCG and found to meet ADA, Fire and Life Safety and General Safety codes (see [Lease Template for UNCG Agency Lease](#)). These properties are evaluated for adequacy initially before the lease is acquired through the state property office and internal procedures conducted by the UNCG Director of Real Estate and the Environmental Health and Safety office (see [State Property Office Leasing and Planning Section](#)). These procedures include a North Carolina Department of Administration "Fire and Life Safety Leased Property Checklist" assessment conducted by Environmental Health and Safety at UNCG (see [2018 Fire Safety Inspection 903 W Gate City](#)). Building maintenance services are provided in a variety of manners depending upon the leased property arrangement and reviewed periodically using university standards detailed in this report. All leased properties are required to meet the minimum standards defined by UNCG to ensure adequacy and safety of these facilities (see [Specifications for Non-Advertised Lease](#)).

Union Square Center (USC) and North Campus are both part of land-lease arrangements between UNCG Greensboro, North Carolina Agricultural and Technical State University, and Gateway Center for Innovative Development, a separate entity operating as Gateway Research Park. Both USC and North Campus maintenance operate under a [Management Services Agreement](#) among UNC Greensboro, North Carolina Agricultural and Technical State University, and Gateway Research Park, where Gateway is responsible for the building maintenance and housekeeping. Maintenance is inspected periodically by UNCG personnel and the Office of Environmental Health and Safety at UNCG jointly inspects Union Square and North Campus with Gateway Research Park personnel on an annual basis for safety and fire and life safety just like any property on campus.

Moss Street Partnership School is leased by UNC Greensboro. The contract for this space describes minimum expectations for adequacy and building upkeep (see [Moss Street Contract](#)). The building maintenance is conducted by Rockingham County School system, and Facilities Operations does monitor these activities for adequacy and cost. This space was evaluated by UNCG Police, the Offices of Environmental Health and Safety, and Facilities Management at the time these arrangements were set up and was found to be adequate for the use.

Gateway Research Park, North Campus

The physical facilities at the North Campus are of a size to adequately meet the needs of the program. The furniture is all movable to allow for multiple class configurations (e.g., small group work, lecture style, fishbowl, etc.). Additionally, the available technology – including projector and speaker system, video conferencing system, and wireless Internet –meets the instructional needs. The classroom used is adjacent to a kitchen area, which is ideal for the students, as they travel to class straight from their jobs as teachers/instructional coaches to our classes, which are held on Tuesdays from 5:00-8:30 PM.

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The classroom is approximately 25 feet by 25 feet in size. UNC Greensboro provides and maintains the technology at the site. The wireless Internet on UNCG's network is high-speed and available to all students. The educational technology at the distance site is more than sufficient for the program's needs. Online components of courses utilize Canvas, the same learning management system typically used for coursework in the on-campus MSA program, as well as WebEx, an online web conferencing system that is integrated with Canvas.

All program faculty and support staff have their offices located at the Gateway Research Park, North Campus. It is where orientation, Boot Camp, and all Saturday seminars for the program are held, allowing for convenience and consistency.

Moss Street Partnership School

Moss Street Partnership School is a laboratory school collaboration between the University of North Carolina at Greensboro and the Rockingham County Schools. Classes are held either in the Library or the MakerSpace, which are equipped with moveable furniture that can accommodate 25 adults in multiple instructional configurations. The authentic school setting is an advantage for teachers. MED students will use computers (their own or the school's) and will use Canvas, Google Drive, and other resources, such as i-movie or power point. All of these resources can be accessed at Moss Street. Technology for Moss Street is provided by Rockingham County Schools, through a Memorandum of Agreement (see below).

Moss Street Partnership School is leased by UNCG Greensboro through a Memorandum of Agreement (see [2018 Moss Street MOA](#)) for the laboratory school run at Moss Street Elementary School. The MOA addresses the lease, including maintenance of physical plant and technology for the site. It describes minimum expectations for adequacy and building upkeep and explains the relationship between the two entities for any service requests. The building maintenance is conducted by Rockingham County School system, and UNCG Facilities Operations monitors these activities for adequacy and cost. This space was evaluated by UNCG Police, the Offices of Environmental Health and Safety and Facilities Management at the time these arrangements were set up and was found to be adequate for the use.

Union Square Campus

The Union Square Campus, Inc. in Greensboro is located on 5 acres near the heart of the city and the was built specifically for nursing programs. Th 84,000 square foot building has three-floors. The building houses a large auditorium that will seat 350 persons, a large lecture hall seating 150 (1st floor); one 60-seat active learning classroom and one 60-seat regular teaching style classroom (1st and 2nd floors); three classrooms holding 30 students (1st and 2nd floors); and one 15-person seminar room (1st floor). A special 100-seat multipurpose room on the first floor is available for functions, health fairs and can be split into a 30-person and a 60-person classroom. A remediation clinical laboratory and disability testing rooms (3) are available for student use on the second floor. A conference room and small rooms are available for scheduling student activities and meetings on the second and third floors.

A hospital bed clinical learning laboratory (3rd floor) houses 12 beds with standard horizontal headboard configurations for air, oxygen, suction, and electric. Standard hospital room equipment (over the bed tables, IMED machines), and movable white boards are provided for students and faculty. The central area of this learning laboratory holds a 3-table set bank for 24 students who can plug in laptops and view learning materials or video feedback on 3 large monitors (one for each table). In addition, student lockers, sinks and storage for disposable and permanent medical supplies and equipment are provided within the learning lab space.

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A Health Assessment learning laboratory (3rd floor) houses 16 exam tables with standard headboard configurations for otoscope/ophthalmoscope, air, oxygen, suction, and electric. Standard physician office equipment (exam lamps) and movable white boards are provided for students and faculty. The central area of this learning laboratory holds a 3-table set bank for 24 students who can plug in laptops and view learning materials or video feedback on 3 large monitors (one for each table). In addition, student lockers, sinks and storage for disposable and permanent medical supplies and equipment are provided within the learning lab space.

Two hospital room spaces (2nd floor), one with a hospital bed and a bathroom equipped with a physical lift for large and non-ambulatory patients, and one with a standard hospital bed and bathroom are fitted with microphones and audiovisual cameras to capture student learning and for feedback and evaluation.

The Task Remediation Laboratory is on second floor and houses 3 hospital bed pods and one examination table pod. The pods include similar headboard configurations and equipment as the large Clinical Learning and Health Assessment laboratories. In addition, a worktable with chairs and a large monitor linked to the wireless internet and simulation software are available. Students can utilize these spaces for practice and faculty assigned remediation.

An Anatomage room is provided on 2nd floor with a full ANATOMAGE© table and two large monitors to display the table contents to groups of students in the room. A built-in teaching station with computer and monitor can be used by faculty to conduct various scenarios for teaching and learning with the Anatomage table. The long wall is transparent glass so that others may view the display monitors.

The Simulation Center (3rd floor) has 6 medical surgical rooms, 2 Intensive Care rooms, a Labor and Delivery room with bassinette, and a collaboration station (nursing station). Each sim room has a corresponding debriefing room that holds 6-10 students with tables, chairs, monitor and wireless access. Each sim room is connected to the B-line software that allows video and audio capture of the learning experience. The sim rooms include a viewing area for the control room, microphones, cameras, a Laerdal High fidelity simulation mannequin, vertical headboard configurations for air, oxygen, suction, and electricity and cardiac monitors similar to the Cone Health system patient rooms. Two ventilators will be available for use in the ICU or other simulation rooms. The collaboration station will have 4 computers linked with the simulation software system and the internet.

An apartment for home health and rehabilitation training is on 3rd floor. This space will provide a standard living room, bathroom, and kitchen/dining room complete with appliances with training for care of post-stroke, post-amputee, and elderly patients.

The Primary Care Exam Patient Suite (3rd floor) includes 4 physician office type rooms with exam table, stool, patient/family chairs, equipment cabinet and shelf, and sink. The suite also includes a bathroom and lounge with furniture and TV for standardized patients, who are trained actors who interact with students during practice exams and simulations. A computerized charting space is in the hallway on the provider entrance side of each room, equipped with a laptop computer and monitor.

An Operating Room suite with anteroom, scrub room and storage is equipped with standard radiology type arm, OR bed, sinks, and equipment. A mechanical ventilator, IV computer regulators and cardiac monitors will be included. This will be fully functional in year two (fall 2017).

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A 30-seat computer laboratory (2nd floor) is available for students and faculty for coursework or study periods. The entire building is wireless access by individual User ID and password that is the same as student, faculty and staff access to their home university, college or agency. A firewalled computer server bank is housed behind locked doors with appropriate ventilation/heating/AC and backup capacity. The bank is run with B-line software for providing simulation programming, user access and feedback and evaluation for students and faculty.

A Student Lounge (1st floor) provides learning space with casual and formal furniture, a kitchenette, vending machines, and private study space for individual or small group work. A library with limited hardcopy books, and wireless and hardwired broadband internet directly to the university and clinical agency library holdings. A mother's room is available on first floor.

Casual learning spaces are provided throughout the building on each floor. Student lockers are housed in the two large clinical laboratories and a large bank is on the first floor, for a total of 224 student lockers.

Faculty offices (n = 46) are housed in two suites, one on second and one on third floor. Each office has a desk, two chairs, filing cabinet, and bookshelf. Faculty and staff have access to a conference room (3rd floor) and a lounge (2nd floor) for meeting use and lunch and coffee breaks. The simulation technologist and IT person have office space on third floor. All faculty members have desktop or docking station laptop computers and those teaching in online/hybrid DNP or other courses have access to laptops/teaching stations in the classrooms and laboratories. Locked student record rooms are included with each faculty office suite, one on second floor and one on third floor.

All classrooms are equipped with multimedia teaching stations, wireless internet access and disability seating space. All seminar rooms, lounge areas and meeting space are equipped with wireless internet access/simulation software access, and large monitors for viewing learning materials and simulation feedback videos.

Overall, the resources are comprehensive and are accessible by students and faculty for learning, research, and service activities. However, in order for the programs and agencies to expand enrollments and implement additional programs, additional classroom space for students and office space for faculty will be needed, and the USCI building provides this additional space.

In addition to the classrooms and learning laboratories, storage rooms are provided on each floor for medical equipment and disposable supplies. Cabinets in each learning lab and simulation room provide additional space for immediate access to learning supplies. A moulage room, a small laundry room, hazardous waste space and holding rooms are available on second or third floor.

The building has secure ID card access from the parking side. The public entrance has a receptionist checking entering persons. Secure ID card elevator access to 2nd and 3rd floors will occur Monday-Friday after 5pm and on weekends.

Bathrooms banks are on each floor with male and female spaces. All doors, bathrooms and classroom spaces are Americans with Disabilities Act (ADA) compliant. The building has water fountains, lighting, windows, floor coverings, bathrooms, furniture, and external fixtures selected to meet Silver Leadership in Energy and Environmental Design (LEED) designation and to blend with the historical neighborhood.

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Technology at Union Square is provided and maintained through the lease agreement with Gateway. All services and issues are managed through that agreement. Each university, college or clinical agency provides support for their own email system. The staffing includes audiovisual, instructional technology and building support for multimedia uses, simulation experiences, computer and classroom spaces, and community events.

Faculty and Student Perceptions

Faculty and students at Union Square, North Campus and Moss Street were surveyed regarding their perceptions of the facilities to meet their instructional needs. 86% of faculty (6 of 7) indicated the site is adequate for their courses. 100% of student respondents indicated they Strongly Agree or Somewhat Agree with the statement, "This facility is appropriate for my course(s)" (n=62) (see [Faculty and Student Survey Results](#)).

When asked about technology, 93% indicated that it is sufficient for their courses.

North Carolina Agricultural and Technical State University

The final off-campus site, which is North Carolina Agricultural and Technical State University's main campus classrooms, is maintained by that institution. UNC Greensboro and NC A&T have two joint programs in Social Work (MSW and PhD), and 50% of the PhD program is taught on each campus making NC A&T an off-campus site for the Social Work PhD.

The Department of Social Work and Sociology at NCA&TSU is located in Gibbs Hall. Classrooms and conference rooms are available in this building and other buildings on campus. The department has a separate departmental office suite that houses the chair and departmental administrative staff and provides space for records and files, faculty mailboxes, and supplies. Each full-time faculty member has a private, lockable office. The university offers a graduate student lounge and mailboxes for student use.

The computers are networked to the university's computing system to provide such services as email and Learning Management Software access, access to the internet, and access to electronic student records for advising purposes. Computer labs for student and faculty are located in both Gibbs Hall.

Classrooms, meeting space, and equipment allocated to the program are sufficient for meeting program goals. Office spaces for faculty are sufficient for accomplishing program goals. The combination of office space, classroom space, meeting places, and technology are sufficient to achieve the mission and goals of the program. While each institution is responsible to demonstrate compliance with SACSCOC principles, UNCG and NC A&T staff from each Facilities Management department conduct joint reviews of the facilities used by the programs on each campus. They check for adequacy and appropriateness, including conditions of the space, instructional material assessment, and safety system adequacy (see [UNCG Off Site Instructional Facility Assessment Form Gibbs Hall](#)).

Sustainability

The Sustainability Office has a robust sustainability program that includes:

- Green cleaning practices (microfiber dusting, bucketless mopping)
- Energy conservation program (Green Office, Standards of Comfort)
- Inclusiveness (for the last nine years exceeded the State of North Carolina's goal for Historically

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- Underutilized Business' participation in construction projects)
- Integrated pest management
- Water conservation program
- New construction and major renovation design to meet LEED Silver standards
- Waste Reduction and Recycling (paper, metals, glass, electronic, composting of dining hall waste)
- Update of Green House Gas Inventory every three years

On October 26, 2011, UNCG signed the American College and University President's Climate Commitment (ACUPCC); UNCG became a charter member of AASHE's (Association for the Advancement of Sustainability in Higher Education) STARTS (Sustainability Tracking Assessment and Rating System) and completed self-assessments in 2011, 2012 and achieving a Gold rating 2015. UNCG completed a self-assessment in March 2019 and received a Silver Star rating (see [UNCG STARS 2.1 2019 Data](#)).

[UNCG Climate Action Plan](#) was completed in June 2013. Work groups were established to move forward different focus areas such as energy, water, materials management and transportation. These work groups identify items in the Climate Action Plan and pursue improvement in those areas.

In addition, the UNCG Campus Master Plan update of 2014 clearly indicates Sustainability as a core principle of UNCG campus planning.

Information Technology Services

Network Infrastructure

The main-campus network communications infrastructure at UNC Greensboro (UNCG) is a high-performance, high-availability design that is dependable, secure, and redundant.

All main campus network communications depend on a multi-million-dollar fiber optic infrastructure, that interconnects a ring of seven primary-network core distribution facilities across the campus. In all cases, there are multiple diverse network paths with no single points of failure. If one path is down, another path will become primary without service interruption.

The core and distribution network utilize multi-protocol label switching (MPLS) in conjunction with VPN V4 virtual routing forwarding (VRF), firewall, and IPS technology to provide security segmentation across the enterprise. Remote access is provided through either IPSEC VPN, Citrix, or SSL VPN, with traffic also protected by an IPS segment.

UNCG and North Carolina A&T State University jointly own significant fiber optic resources—144 single-mode strands—that extend high-speed networking capabilities beyond the main campus borders via a metropolitan fiber loop. The southern leg connects UNCG and NCAT to the Gateway Research Park South Campus, while the northern leg connects the two universities through a fiber route that traverses downtown Greensboro. UNCG's infrastructure loop provides high-speed redundant connectivity to the North Carolina Research and Education Network (NCREN). NCREN is UNCG's Internet Service Provider. Through NCREN, UNCG has access to a 2 X 10G shared Internet2 connection. An OC48 based self-healing fiber optic ring connects UNCG redundantly to NCREN in Research Triangle Park.

13.7 Physical Resources

Our campus network's quality and capacity have allowed UNCG to adopt an industry-standard, high-availability model to deliver critical enterprise applications. This model relies on redundant SAN systems architectures that are mirrored between two campus data centers and supports highly available services with semi-transparent failover and high efficiency during peak loads.

For the enterprise Banner environment, UNCG has implemented a multi-node Linux environment across multiple geographic locations. All enterprise class services use load-balancing technology to provide seamless service. To comply with state and Federal security requirements, enterprise data transmitted between storage area networks (SAN) is done so exclusively over fiber paths that carry only SAN traffic. This traffic is separate and distinct from other network traffic such as email and web browsing. UNCG uses EMC Avamar and DataDomain technologies to provide backup services, with online restore capabilities that are replicated to an offsite DR location.

On-Campus Wireless Services

UNCG provides wireless network access throughout all academic spaces, residence halls and their surrounding outdoor space, and even at bus stops. Most administrative office spaces, conference rooms, and common areas in administrative buildings also have wireless access. Over 46,000 unique devices have attached to UNCG's wireless network.

The University provides two means of wireless access, eduroam and the UNCG-Wireless/JSNN-Wireless network. All students, faculty, and staff have access to the eduroam network; UNCG-Wireless/JSNN-Wireless network is available for campus visitors.

eduroam provides secure encryption with no bandwidth restrictions and no firewall restrictions beyond those already in place for security purposes on the wired network. It provides access to the same set of services as the current wired network. To obtain access to this encrypted network, wireless clients are required to configure their laptops for 802.1X authentication.

UNCG-Wireless & JSNN-Wireless is available as a self-service wireless profile for visitors to the UNCG campus. This is an open, unsecured network with bandwidth restrictions of 768Kbps. Access is restricted to basic Internet use only. Access is denied to any sensitive UNCG systems.

File, Print & Web Services

UNCG delivers general file and print services over Microsoft Windows Active Directory on top of a 24-node VMware ESX environment, with EMC VNX Storage arrays providing over 800 terabytes of usable storage. This environment supports over 850 Windows and Red Hat Linux servers that support administrative applications, file services, print services, identity management, Microsoft Active Directory, IIS and LAMP based web environment, and department applications. It also features a Microsoft SQL environment for departmental applications. For research and instructional clients who need UNIX-based computing, UNCG provides a LINUX environment that shares user-file space with the campus Windows Active Directory environment.

UNCG has a wide range of web-service offerings that includes Windows-based and LAMP-based web hosting (Linux/Apache/MySQL/PHP) and a managed WordPress environment. Essential research software such as SAS, SPSS, AMOS, Stata, Matlab, Mathematica, Atlas.ti, and Qualtrics are centrally

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managed and available to all UNCG researchers. Data and reference-management tools such as Microsoft Access and EndNote are also available.

Capability-Expansion through Partnerships

UNCG's enterprise infrastructure and service capabilities are enhanced by key regional institutional partnerships.

We have established a partnership with North Carolina State University (NCSU) to provide high-performance computing (HPC) services to UNCG researchers and classes. Through this partnership, NCSU hosts UNCG's HPC nodes as part of an 800+-node IBM BladeCenter Linux cluster. UNCG faculty have access to myriad scientific computing software on the cluster, including both open-source and popular commercial packages. UNCG has a collaboration agreement with Appalachian State University to host a hot backup site of our Banner databases.

The NCREN Video Network, a multi-site, multi-channel, interactive network connecting more than 19 universities, medical schools, and research organizations, provides extensive video teleconferencing capabilities at UNCG. The network's services also include video and teleconferencing with schools and organizations beyond the NCREN network, high-quality audio-only conferencing, webinars, and event recording. UNCG reaches the NCREN via H.323 video-over-IP, using a Sony Ipela PCS G50 video communications system, and a Polycom VS-4000 Videoconference Unit for standard-definition quality. A Polycom HDX 9002 unit transmits high-definition videoconferencing. Both units low-latency, broadcast-quality video over IP/ethernet networks.

Technology Talent

UNCG enterprise technology infrastructure is developed, maintained, and supported by the highly qualified certified systems, networks, database, infrastructure engineers, Tier-1 support, and administrative staff of UNCG Information Technology Services (ITS).

Services are monitored centrally by a 24x7x365 service operations center. Staff use enterprise monitoring tools to quickly identify root causes of events and restore services with minimal system or user impact. ITS maintains a professionally staffed service desk that provides an array of critical technical support services to faculty, staff and students. We also offer an online, web-based self-service portal where all members of the community can access support for technical needs 24 hours per day, 7 days per week.

Risk Management

The Office of Institutional Risk Management (IRM) evaluates risk as part of an ongoing process, conducted by the Board of Trustees, Senior Leadership, and other leaders. This program identifies potential events that may prevent the University from achieving its mission now or in the future. The office supports UNC Greensboro departments by assessing potential risks, recommending action to manage hazards, or suggesting the contractual transfer of those risks. In the event of a loss, the office assists in both controlling the loss and recovery through insurance.

The University is required to maintain fire and lightning coverage on all state-owned buildings and contents through the State Property Fire Insurance Fund (Fund), an internal service fund of the State.

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Such coverage is provided at no cost to the University for operations supported by the State's General Fund. Other operations not supported by the State's General Fund are charged for the coverage. Losses covered by the Fund are subject to a \$5,000 per occurrence deductible and cost is based on the declared value of each structure. The General Property Coverage Policy is the Fund's basic policy and is used to provide insurance against losses caused by Fire and Lightning. Extended Coverage, Broad Form Coverage and Special Form Coverage (including loss of use) is available to the university for additional cost. The University purchases additional coverage for selected buildings as appropriate. All state-owned vehicles are covered by liability insurance through a private insurance company and handled by the North Carolina Department of Insurance.

The University is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. These exposures to loss are handled via a combination of methods, including participation in state-administered insurance programs, purchase of commercial insurance, and self-retention of certain risks. There have been no significant reductions in insurance coverage from the previous year and settled claims have not exceeded coverage in any of the past three fiscal years. Full details of UNC Greensboro's insurance coverage are provided in the [UNC Greensboro's 2017-2018 Financial Report](#) (pp. 59-61, Note 15 - Risk Management).

Fixed Assets

The **Fixed Assets** Section of Accounting Services is responsible for the bar-code tagging of new assets for identification, performing inventory audits, and maintenance of the University Fixed Assets accounting records that document equipment and properties acquired by the school. These records are used in computing financial statements, overhead rates, adequate insurance coverage and values of loss by fire or theft. The goal is to work in cooperation with each department to make your inventory records as accurate as possible. Audits are completed on an annual basis.

Disposal of fixed assets is completed in accordance to the State of North Carolina guidelines. The Fixed Assets section offers a comprehensive web site with detailed instructions on the process and provides training to campus departments.

There were no findings related to fixed assets in the state auditor's report on internal controls, nor in the federal awards audit.

Related Comprehensive Standards

Information on physical resources is also provided in the narrative response to criteria 13.8.

Conclusion

UNC Greensboro ensures that it has adequate physical facilities and resources both for on campus and off-campus sites. Adequacy is demonstrated through the classroom inventory and Facilities Management Program which allow monitoring of on campus resources. Leasing agreements and periodic reviews of off-campus sites ensure maintenance and oversight of off-campus sites. The technology infrastructure suits the needs for face to face and online instruction, as well as the

13.7 Physical Resources

administrative support structure. These arrangements allow UNCG to appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.



13.8 Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina Greensboro (UNCG) takes reasonable steps to provide a healthy, safe and secure environment for all members of the campus community. This responsibility rests with a variety of campus departments. Institutional Environment safety is largely the responsibility of the [Division of Finance and Administration \[01\]](#) and the [Division of Information Technology Services \[02\]](#) which are detailed within this report

University operations are conducted in compliance with acceptable safety regulations. Where government regulations and codes may be absent, the best practices of nationally recognized industrial organizations like the Campus Safety Health and Environmental Management Association (CSHEMA) serve as guides to the Environmental Health and Safety Office (EHS) in establishing safe work practices. The University's Police Department provides 24-hour emergency response service to the entire campus community. The Office of Emergency Management (OEM) at UNC Greensboro was established in January 2009 and strives to provide a safe, disaster resilient university through a comprehensive, all-hazards Emergency Management Program. The OEM is responsible for the five mission areas of emergency management: prevention, protection, mitigation, response, and recovery. The Office of Institutional Risk Management evaluates risk as part of an ongoing process, conducted by the Board of Trustees, Senior Leadership, and other leaders. To mitigate risks, the University uses several strategies: avoidance, acceptance and monitoring, transfer, reducing the likelihood, or reducing the impact.

These services help to ensure the safety and security of all persons and property on campus. In a collaborative and proactive manner, Environmental Health and Safety, Police Department, Emergency Management and Institutional Risk Departments are accountable for safety and security stewardship for contiguous campus as well as off-site facilities under the control of UNC Greensboro. Off-campus sites include leased properties, collaborative/shared buildings, distance learning programs and field research. All Environmental Health and Safety, Emergency Management, Risk Management, ITS and Police Department programs are applied at these sites including training, concern reporting and direct services. In cases where direct services such as Police Department response cannot be provided the university ensures that like/comparable services are provided that meet university standards outlined in this document.

In Finance and Administration, the following departments share the charge of providing a healthy, safe and secure institutional environment:

- Office of Emergency Management strives to provide a safe, disaster resilient university through a comprehensive all-hazard emergency management program
- UNCG Police Department enforces laws and serves the community in crime prevention
- Environmental Health and Safety provides a hazard-free environment
- Institutional Risk Management strives to assure that an institutional perspective of risk and opportunity is always present in management decisions

These offices have program responsibilities that apply to all on and off campus sites.

The division is headed by the Vice Chancellor (VC) for Finance and Administration, who, through oversight of all four offices has responsibility for managing a comprehensive public safety and risk program through leadership, strategic planning, and regulatory compliance. The VC reports directly to the Chancellor and often receives guidance from the Chancellor and UNCG Chancellor's Council. The Chancellor's council includes the following university leaders.

- Chancellor
- Chancellor's Chief of Staff
- Provost
- Vice Chancellor of Finance and Administration
- General Counsel
- Vice Chancellor for Student Affairs
- Vice Chancellor of University Advancement
- Vice Chancellor for Information Technology Services
- Associate Vice Chancellor for Strategy and Policy
- Associate Vice Chancellor and Chief Human Resources Officer
- Vice Chancellor for Research and Engagement
- Vice Chancellor for Strategic Communications
- Director of Intercollegiate Athletics

Information Technology Services (ITS) oversees network, data, and technology security. The Vice Chancellor for Information Technology Services reports to the Chancellor and is a member of the Executive Staff. UNCG policies are in place governing the use of equipment and technologies owned by the Institution. These meet federal and state laws.

Finance and Administration and Information Technology Services lead UNC Greensboro's efforts to create a healthy, safe, and secure environment through the programs and policies that govern activities of all students, faculty, staff, and visitors to campus.

Office of Emergency Management [\[03\]](#)

Responsibilities

The Office of Emergency Management (OEM) at UNC Greensboro was established in January 2009 and

strives to provide a safe, disaster resilient university through a comprehensive, all-hazards Emergency Management Program (see [The University Policy Manual, Emergency Management](#)). The OEM is responsible for the five mission areas of emergency management: prevention, protection, mitigation, response, and recovery. Working in partnership with local, state, federal, and private entities, the OEM seeks to provide an integrated Emergency Management Program that will aid in supporting intellectual growth, service to the community, and institutional research (see [Office of Emergency Management Plans](#)). The Emergency Management Director is responsible for the OEM's organization, administration, and operations under the supervision of the Vice Chancellor for Finance and Administration and as advised by the Chancellor (see [Emergency Management Exercise](#)).

Programs and Services

Below are the major programs and associated services provided by the OEM.

Emergency Planning – The OEM has developed and maintains an extensive planning program that consists of various university-wide and departmental plans, procedures and processes.

Emergency Management Program Strategic Plan - The purpose of the strategic plan is to systematically delineate the strategic goals of the UNCG Emergency Management Program and set forth an implementation schedule to achieve the goals.

UNCG Emergency Operations Plan - The OEM maintains and oversees an All-hazards Emergency Operations Plan (EOP) for UNCG. This plan was developed by the Emergency Planning and Response Team (EPART) to cover a multitude of hazards and disasters. The plan directs the UNCG's response to emergencies and disasters by providing guidance, assistance, and relief as necessary to mitigate, prepare for, respond to, and recover from the effects of a major emergency or disaster (see also [EPART Winter Storm Exercise After Action Report](#)). The team is chaired by the Emergency Management Director and is trained to respond to significant campus emergencies. The team meets quarterly to address planning concerns.

The University's EOP was developed following the National Incident Management System (NIMS). NIMS guidelines encourage proper coordination among local, state, and federal organizations during emergency response operations. In accordance with Homeland Security Presidential Directive (HSPD)-5, all University departments and officials with responsibilities delineated in the University's Emergency Operations Plan use NIMS. The EOP specifically addresses crisis communications and campus evacuation as a part of the plan.

Continuity of Administration Plan 2019 - The purpose of the Continuity of Administration Plan (COAP) is to ensure that chief administrative responsibilities for UNCG continue regardless of any anomalies that may arise from a variety of hazards. The functions and responsibilities outlined in this document must be maintained at a high level of readiness so they may be activated or continued with or without warning. By maintaining and updating this plan annually, UNCG can ensure that the impact on the institution from a disrupting event or emergency can be minimized as much as possible.

Training and Exercise Plan - The [Multi-Year Training and Exercise Plan](#) establishes a training and exercise program that ensures personnel receive and maintain training consistent with their current and potential responsibilities. The plan helps to validate the skills, abilities, and experience of personnel as well as the Program's plans, procedures, equipment, and facilities; addresses the range of hazards to which the

13.8 Institutional Environment

university is exposed; and, meet internal and external requirements and mandates.

Recovery Plan - The UNCG Recovery Plan addresses how the University will recover from a major emergency or disaster. The plan establishes both short- and long-term priorities goals and objectives.

Emergency Management Training and Exercise – The OEM maintains an all-hazards training and exercise program for those individuals and business units that have a role in the UNCG’s EOP and other emergency management plans. Utilizing the Emergency Management’s Multi-Year Training and Exercise Plan, the OEM conducts trainings and exercises based on the identified needs of the University.

The University was one of the first in the nation to have a full-scale active shooter drill. The drill was used as a model for the other institutions within North Carolina and across the nation. Since then, the university has hosted a second exercise that focused on the integration of all public safety disciplines and the importance of Emergency Management.

The OEM offers EPART training on a quarterly basis as deemed dictates and new EPART Member Training when new EPART members are assigned.

- New EPART Member Training
- Emergency Operations Center (EOC) Training

The OEM also conducts exercises regularly to test emergency plans, processes, and procedures. Exercises that are conducted regularly are:

- Annual tabletop exercise
- A full-scale exercise every three years

Public Education

The OEM provides public education information and training to students, faculty, and staff to ensure they are prepared for an emergency or disaster occurs. To accomplish this the OEM:

- Host emergency preparedness presentation
- Maintains a website with information on 17 different emergencies or events that students, faculty, staff, or visitors can access when vital information may be needed (see **UNCG Emergency Preparedness**);
- Distribute emergency response guides and preparedness information to students, faculty, and staff through a variety of media and events.

In 2018-2019, more than 175 people attended an event where education materials were presented.

Incident/Event Response and Coordination (see **Office of Emergency Management Incident-Event Response**)

The OEM responds to emergencies and large-scale events on campus to support the incident commander with incident/event coordination and logistical support. When an incident/event grows in scope, the OEM will activate the UNCG’s EOC and staff the center with EPART members appropriate for the response. The EPART is authorized to staff the EOC and to exercise operational decision-making

authority for their business unit during an emergency. The EPART has the authority to assign university resources, make operational decisions and coordinate with external emergency support agencies to provide the most efficient response and recovery possible.

UNCG Police Department [04]

The Chief of Police reports to the Vice Chancellor of Finance and Administration and is responsible for the delivery of all law enforcement and policing services to the campus community. As an organization, the UNCG Police Department has established its **mission, vision, and values statements** as follows:

Police Mission – To provide proactive, professional law enforcement services to the community in support of the University’s mission.

Police Vision – To be the leading campus law enforcement agency in the nation.

Police Values

- Integrity – We are honest and ethical in our personal and professional lives.
- Compassion – We have compassion for those we serve and for each other.
- Fairness – Our actions are free from favoritism or bias, respecting the dignity and worth of every person.
- Accountability – We expect to be held responsible for our actions and responsibilities by the public and our fellow employees.
- Excellence – What we do every day will demonstrate our commitment to performing at our very best.

Consisting of sworn law enforcement professionals and a dedicated support staff, the UNCG police department works to provide the best service possible. The department is organized into five areas of responsibility: Administration, Field Operations, Criminal Investigations, Professional Standards, Community Relations and Communications.

- The Administrative Unit is comprised of the Chief, Assistant Chief, and a Business Manager.
- The Professional Standards Unit is comprised of a Commander, an Accreditation Manager, the Technical Services Unit, a Victim Assistant, and Clery Compliance Officer.
- The Field Operations Unit consists of a Commander, the Training Services Unit five Sergeant, eighteen full-time police officers, and 12 uniformed security officers.
- The Community Relations and Communications Unit consists of a Commander, two Sergeants nine Tele-communicators, and one receptionist.
- The department’s Emergency Response Team is commanded by the Selective Enforcement Unit and draws its personnel from both the entire department.

The department also employs UNCG students as security officers through the **Student Ranger Program**. The Student Ranger Program uses students to assist with safety walks and other needs that do not require a sworn law enforcement officer. Many of the Student Ranger have an interest in a career in Law Enforcement and, upon graduation, go on to work for the police department full-time.

The UNCG police department is nationally accredited through the Commission on Accreditation for Law

Enforcement Agencies, Inc. (CALEA). CALEA Accreditation is internationally known as the benchmark of exemplary law enforcement agencies. It is in the police department's first year of re-accreditation (see [Commission on Accreditation for Law Enforcement Agencies Certificate](#)).

Responsibilities

The UNCG Police Department is a full-service, 24-hour-a-day, law enforcement organization with duties and responsibilities similar to municipal police departments. It provides proactive police services and law enforcement to the campus community and also has a strong working relationship with the Greensboro Police Department, the Guilford County Sheriff's Office, and other local law enforcement agencies (see [Sample Daily Police Department Log](#)).

All UNCG police officers are commissioned under North Carolina General Statute and have the full range of police authorities granted to law enforcement officers in general. UNCG police officers receive the same level of training as county and municipal officers. As sworn law enforcement officers, members of the UNCG Police Department are authorized to carry firearms.

Under North Carolina law, officers have the power to make arrests and conduct investigations for crimes that occur on the property owned or under the control of UNCG. In addition, the Department has a Jurisdiction Expansion Agreement with the City of Greensboro for mutual aid and concurrent jurisdiction within areas of the city. The UNCG Police Department also has mutual aid agreements with other area law enforcement agencies and the other State universities. These mutual aid agreements afford a framework for law enforcement agencies to provide assistance when needed and requested.

Uniformed officers patrol the campus 24 hours a day on foot, by bicycle, and in patrol cars. The police officers work closely with security officers (non-sworn, no arrest powers) to patrol the academic buildings, residence halls, and grounds. In the Communication Center, trained tele-communicators answer calls for service, monitor alarms, and dispatch officers, as well as respond to other requests from the university.

Programs and Services

The UNCG Police Department provides a wide variety of community-based services as well. These programs are used to solve safety concerns, prevent crimes, and respond effectively to safety and security risks that arise across campus. They include:

RUN HIDE FIGHT This workshop provides information on surviving an active shooter incident. "Shots Fired!" is the last thing you expect to hear in the workplace or at school. At the conclusion of this workshop, attendees will recognize the sound of gunfire, demonstrate the three response options, explain when each option should be used, and describe your interaction with law enforcement when they arrive. Since 2016, the police department has hosted over 95 classes and trained approximately 2,050 people. We have taught roughly 35 classes a year for 700 attendees for the past three years.

Rape Aggression Defense – the only self-defense program ever endorsed by the International Association of Campus Law Enforcement Administrators (IACLEA). The course is a comprehensive course for women that begins with awareness, prevention, risk reduction and avoidance, while progressing on to the basics of hands-on defense training. RAD is usually taught over a period of three or four evening sessions. We hosted four RAD classes with 35 attendees in the last two semesters.

Pedestrian & Bike Safety – We all share the responsibility to make sure North Carolina roads are safe for everyone, including pedestrians and bicyclists. Safe places to walk and bike are important for supporting active, vibrant communities. The “Watch for Me NC” program aims to reduce pedestrian and bicycle injuries and deaths through a comprehensive, targeted approach of public education, community engagement, and high visibility. The UNCG Police Department stopped approximately 2834 vehicles, issues 499 citations, and 1172 warnings last year.

Safety Talks- Are an informal group discussion that focuses on the various safety resources and services. These conversations are intended to promote personal safety by increasing community awareness. Participants will have an opportunity to ask questions and learn about available resources and services. Safety Talks are available upon request to classes, groups, and departments. We had six Safety Talks with over 100 attendees last year.

Police K-9 Demonstrations- Designed to show the skill involved and the work performed by the K-9 team on a daily basis, plus it gives both children and adults an opportunity to gain knowledge and ask questions about the K-9 Unit. Basic obedience, agility, article search, simulated criminal apprehension and mock narcotic searches are conducted free of charge. The one-on-one interaction encourages children and the community to build trust toward officers and to learn drug awareness. There were four K-9 demonstrations last year for approximately 90 participants.

Fingerprinting – Many students, staff and faculty require fingerprinting services for employment and professional licensing. The police department offers this service every Wednesday from 5:00 PM to 8:00 PM at a reduced rate. A number of teaching and nursing students utilize this service every semester.

Many of these proactive programs and services are collaborative efforts involving departments and units within Student Affairs and Residence Life.

WalkSafe- The purpose of the walk safe program is to provide someone from the police department to walk with faculty, staff, students, and visitors who feel unsafe on campus. According to the [LiveSafe Dashboard](#), there were 972 SafeWalks provided last year.

Emergency Notifications (see [Crisis Communications](#)) The OEM works closely with the UNCG Police Department and the Department of University Communications to ensure appropriate communications is sent during times of crisis. The University maintains a Crisis Communications Plan, as well as crisis communications procedures to effectively communicate with stakeholders. In an effort to provide notice to the campus community in the event that a situation arises, either on or off campus, that in the judgment of the Chief of Police or his designee, constitutes an ongoing or continuing threat, a campus wide “timely warning” or “emergency notifications” will be issued. To do so, UNCG maintains an emergency notification system (ENS) that uses multiple mediums of communication.

The ENS is tested biannually (see [Spartan Alert Emergency Notification System Test](#)), at the beginning of the fall and spring semesters. At the completion of each ENS test, an after-action report (see [2018 UNCG Active Assailant Full-Scale Exercise After-Action Report](#)) is developed to capture the success factors of the test and areas for improvement. A survey is also sent to all UNCG ENS recipients asking them to provide feedback on the ENS. In the most recent test survey, 91% of survey respondents indicated they thought the ENS was effective.

The OEM uses two factors to determine the effectiveness of the ENS during an activation for an actual emergency on campus. First, did ENS message recipients take the actions requested in the message? Second, the post-message report that provides details on if messages were successfully delivered to recipients. Historically, these messages have been effective based on the results of these two factors.

Adopt-a-Cop – In the interest of fostering good relations with community members residing in university residence halls, the UNCG Police Department in partnership with Residence Life, implemented the Adopt-A-Cop program. The program entails the assignment of a specific officer to each hall. Officers participate in hall activities and deliver presentations on topics such as alcohol awareness, safety and security, identity theft, etc. Since its inception, the program has been very successful in fostering good relations.

Crime Statistics (US Department of Education Campus Safety and Security) (see **Clery Compliance**) - The UNCG Clery Compliance Officer prepares this report to comply with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act) using information maintained by the UNCG Police; other university offices such as Student Affairs, Department of Housing and Residence Life, and other Campus Security Authorities; and local law enforcement agencies surrounding the campus. Each of these offices provides updated policy information and crime data.

The University encourages all students, faculty, and staff to report crimes or suspected criminal activity promptly, including those occurring on campus, in campus-owned or operated buildings, in parking lots, on the streets and sidewalks around the campus, or in campus-operated buildings. In October of each year, the Department makes available the Annual Security Report (also known as the Clery Report) to all faculty, staff, students, and the public (see **Notice Availability of UNCG Annual Security and Fire Safety Report Email**). This report is in compliance with the United States Department of Education’s regulations and public law and disseminates both crime statistics and the University’s Policies as they relate to crime and the security of campus (see **2019 Annual Security and Fire Safety Report**). The increase of reported rapes coincided with campus’s efforts to encourage victims to come forward and report. More than half of the twenty-six offenses were reported to departments other than the police and seven of those declined police involvement. Of the twenty-six offenses, six were from the same case involving three separate perpetrators, the same victim, and occurring over a semester.

Office of Environmental Health and Safety [05]

The Office of Environmental Health and Safety reports to the Associate Vice Chancellor of Facilities. The charge of the Environmental Health and Safety Office is to provide a safe and healthful environment, free from recognized hazards that may cause serious injury to students, employees, and visitors. This is accomplished by maintaining a comprehensive safety, health, and environmental program that involves all University employees. UNCG conducts all of its activities in compliance with applicable standards, codes, regulations, and laws.

Programs & Training

The Office of Environmental Health and Safety fulfills its charge to protect the environment of the campus by providing support services that include, but are not limited to, education, resources, special services, oversight, and guidance with the programs outlined below.

Environmental Health and Safety provides various training for most of the programs outlined below. This training varies in frequency based on program and is provide per program requirements. In

addition to compliance-based training awareness level training is also provided.

UNCG Safety Committee Program (see [Safety Committee Documents](#))

Environmental Health and Safety Committee: The EHS Committee acts as main committee for University-wide environmental health and safety issues found on campus. The committee consists of the Director of Environmental Health and Safety, Director of Facilities Operations, Director of Housing and Residence Life, Director of Facilities Design and Construction, AVC for Campus Enterprises, Chair of the Operations Safety Committee, Institutional Risk Manager, Athletics Associate Director of Facilities, Chair of the Theater Department, Chair of the Art Department. The committee meets once per semester to safety priorities for campus. The safety priorities for the fiscal year are delivered to the Provost and VC for Finance and Administration after being prioritized. In addition, any issues that meet criteria are inventoried in the risk registry for the university and the Institutional Risk Committee.

Radiation Safety Committee (RSC): The RSC oversees the University's radiation safety program, grants authorization to principal investigators and other senior staff members who plan to work with radioactive materials, reviews incidents involving radioactive materials, sets policies for the use of sources of radiation, and gives general supervision to the implementation of those policies. The Environmental Health and Safety Office has a representative that acts as the Radiation Safety Officer for campus.

Institutional Biosafety Committee (IBC): Through its reviews, the IBC seeks to ensure that activities involving bio-hazardous materials are in compliance with applicable University policies and external regulations and that appropriate work practices, safety equipment, and laboratory facilities are used for the protection of personnel, the general public, and the environment.

Safety and Scientific Research Oversight Committee (SSROC): The SSROC acts as an oversight committee for safety relating to research activities at UNCG. The committee meets at least quarterly with a focus on laboratory compliance and safety matters. This committee promulgated the laboratory safety plan initiative. Members consist of the vice chancellor for Research and Economic Development, director of Environmental Health and Safety, Research Compliance Officer, and a member from each academic department actively participating in wet research at UNCG.

Hazard Communication Program: A chemical hazard communication program designed to comply with the Occupational Safety and Health Administration (OSHA) Hazard Communication Standard. Annual training is provided to all employees who are required to work with chemicals as part of their job operations

Chemical Hygiene Plan / Laboratory Safety Program: Developed specifically for UNCG, the CHP is maintained and readily available to laboratory employees, who must know and follow all procedures in planning and executing any laboratory operations. In addition, laboratories now have the opportunity to complete lab safety plans, which cover the requirements of the chemical hygiene program. Please find the attached laboratory safety plan examples for UNCG Research Laboratories. Annual lab safety training is provided through the requirements of the Chemical Hygiene Plan and Laboratory Safety Plans. In 2018, more than 125 people attended training.

Permit Required Confined Space Program (see [Confined Space Awareness Training](#)): Provided to authorized employees who must enter confined spaces and may be exposed to hazardous atmospheres, engulfment in materials, conditions that may trap or asphyxiate due to converging or sloping walls, or

any other safety or health hazard. Training is provided to employees who must enter confined spaces and permit required confined spaces on an annual basis as part of this program; 35 were trained in 2018.

Bloodborne Pathogens Exposure Control Program: Designed to minimize employee exposure to Bloodborne pathogens, which are defined as pathogenic microorganisms present in human blood and can cause disease in humans. These pathogens include, but are not limited to, Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV). Annual training is provided to all employees who may be exposed to blood or bodily fluids as part of their job operations as part of this program; 138 were trained in 2018 (see [Health and Wellness Posting 10-29-2019](#)).

Hazardous Waste Management Program (see [Hazard Communication Program](#)): Established the necessary rules and procedures to handle Solid and Hazardous Waste Management at UNCG. Periodic training is provided as a component of this program for employees who are responsible for waste generation in laboratory spaces.

Asbestos Operations and Maintenance Program: Created UNCG's Operations and Maintenance Program for Control of Exposure to Asbestos and an operational document to assist in controlling exposure to asbestos in response to OSHA regulations. This document contains procedures and requirements for training employees who work in buildings with asbestos-containing building materials. The program addresses prohibited activities for persons not trained specifically with asbestos; step-by-step procedures for safe maintenance; and discussion of all applicable regulations, including requirements, permits, medical surveillance, personal protective equipment, work practices, monitoring, and employee training. Annual training is provided as part of this program for any employees who have the potential to disturb Asbestos Containing Materials as part of their job requirements; 190 were trained in 2018.

Respiratory Protection Program: Provided information and guidance necessary to ensure that the Respiratory Protection Program of UNCG is consistent with Occupational Safety and Health Administration (OSHA) standards. This document outlines the minimal acceptable requirements for a respiratory protection program, delineates responsibilities, provides selection criteria in determining respiratory protection needs, and lists currently approved respiratory protective devices used at UNCG. This document implements the provisions of Title 29, Code of Federal Regulations (CFR), Section 1910.134, Respiratory Protection. Annual training is required as part of this program for employees who must wear respirators as part of their job responsibilities.

Occupational Injury Reporting Program: Created to ensure compliance with the North Carolina Workers' Compensation Act (North Carolina General Statutes, Chapter 97). It covers all University employees, including full-time faculty, staff (EPA and SPA), senior administrative officers, part-time employees, temporary employees, and student employees. The North Carolina Industrial Commission (NCIC) ensures that each employer administers the provisions of the Act. An employee who suffers an occupational injury or contracts an occupational illness within the meaning of the Workers' Compensation Act, is entitled to benefits provided by the Act.

LockOut/TagOut Program: Described how hazardous energy that may injure University employees is controlled. Many hazardous energy sources located throughout UNCG must be properly controlled to prevent potential serious injuries to University employees performing servicing and maintenance of equipment, machines, and systems. Periodic training is required as part of this program for any employees who conduct lock out tag out procedures; 54 were trained in 2018.

Hearing Conservation Program: Designed to protect all persons who work in high levels of noise, as defined by OSHA Standards, from sustaining significant work-related hearing impairment. Annual training and hearing tests are required for employees found to be exposed to levels of noise above the regulatory limits.

Electrical and Machine Safety Program: Provided UNCG employees with the minimum safety requirements for protecting themselves from potential hazards associated with electricity and machines. Periodic training is required for employees who operate /use various power tools and equipment as part of this program.

Personal Protective Equipment Program: Instituted basic controls for protecting UNCG personnel from hazards, which includes engineering, education, and enforcement.

Fall Protection Program: Established to protect employees from injury resulting from slips, trips and falls, and encouraging prevention measures.

Fire Emergency Program: Operational document in the event of a fire insuring that all University personnel follow the same guidelines consistent with North Carolina Law and University policy.

Radiation Protection Program - Radioactive Materials License Restricted radioactive materials or radiation generating devices from the University to those that have received written authorization from the Environmental Health and Safety Office. This includes registration of radioactive materials in consumer products that are licensed for sale to the general public and do not require any registration with governmental agencies. UNCG EHS oversees both university “**Radioactive Materials License**” and X-Ray Equipment registrations and is subject to periodic State Radiation Protection compliance inspections.

Biological Safety Program: Required compliance of the use of bio-hazardous materials with the NIH Guidelines, the recommendations of the BMBL, and the American Biological Safety Association (ABSA) best practices, as well as all federal, state, and local regulations.

The Environmental Health and Safety office supports the University’s efforts to become more sustainable. The orphan chemical program, mercury elimination, silver recovery, and battery recycling programs are examples of sustainability programs run by the EHS Office.

Building Inspections

External Inspections - The North Carolina Department of Insurance (Office of the State Fire Marshal) conducts an annual life safety inspection and the North Carolina Department of Environmental and Natural Resources (NCDENR) conducts an annual sanitary inspection of all campus facilities (see **Building Inspections**).

Internal Inspections - In addition to these State-sponsored inspections, the Environmental Health and Safety Office conducts annual inspections of each UNCG property to identify fire and life safety issues on campus.

The Environmental Health and Safety staff conduct laboratory safety inspections at various times throughout the year. These inspections include Chemical Hygiene, Hazardous Waste, Radiation, Biological

Safety, and other safety violations of North Carolina Department of Insurance and Department of Environmental and Natural Resources Codes, as well as other guiding safety regulations. Department Heads or Office Leaders receive reports identifying violations. Corrective actions are required to be sent to the EHS office in response to the report within 30 days of receipt of the inspection report. Items that require significant funding or require additional funding are added to the Environmental Health and Safety Committee for further evaluation and corrective action.

The Environmental Health and Health and Safety office leads efforts to correct all inspection items from outside agencies including the Department of Insurance Inspections, North Carolina Department of Environmental and Natural Resources and other outside regulatory agencies through utilizing work groups of campus stakeholders and the campus safety committee structure.

Fire and Life Safety System Testing/Inspection

Fire and life safety devices include fire extinguisher, fire alarm/detection systems and sprinkler systems. North Carolina Fire Code and National Fire Protection Association codes require that all fire detection/alarm and extinguishing systems shall be maintained in an operative condition at all times and shall be replaced or repaired where defective. UNCG Environmental Health and Safety and Facilities Operations Fire Alarm shop oversee all activities related to fire and life safety system outages in conjunction with the UNCG Police Department. All fire alarm systems on campus are monitored by UNCG Police Department central dispatch office.

UNCG has developed a **Fire Impairment Program** to ensure correct procedures are followed in impairment conditions. In addition to internal procedures EHS is required to report these outages to the North Carolina Department of Insurance. These procedures ensure that all outages/impairments are conducted according to applicable codes (see **Fire Impairments 2017-2018**).

In addition, North Carolina Fire Code and National Fire Protection Codes require that all fire and life safety systems be inspected, tested and maintained in accordance with these codes. The UNCG Fire Alarm Shop which is part of the Utilities division of Facilities Operations conducts or supervises contractors who conduct all inspections, testing and maintenance in accordance with these applicable codes. The UNCG Environmental Safety Office and North Carolina Department of Insurance verify inspection documentation of completion as part of their annual fire and life safety inspection programs.

Campus Safety Walk

Representatives from Campus Police, EHS, Facilities and the Student Government Association conduct an annual safety walk, in the fall of each year. Items identified, from tripping hazards to lighting concerns, are logged and reported to Facilities or the appropriate department of campus for correction.

Building Access

UNCG adopted electronic card access as a design standard for all new construction and major renovation in 2014 (see **The University Policy Manual, Access Policy**). Electronic card access is currently the means of access for all residence halls and information technology closets. Existing academic and administrative buildings are being retrofitted with electronic card access on at least one exterior door, to serve as after hour access (see **Electronic Card Access Academic Buildings 2019**).

Office of Institutional Risk Management [06] (see **The University Policy Manual, Risk Management Policy**)

The Office of Institutional Risk Management evaluates risk as part of an ongoing process, conducted by the Board of Trustees, Senior Leadership, and other leaders. This program identifies potential events that may prevent the University from achieving its mission now or in the future.

Risks are defined in six broad categories, including:

- Strategic risks possibly affecting the University’s ability to achieve its mission and strategic goals;
- Reputational risks that could affect the University’s relationship with its local community, peer institutions, and state and local government;
- Operational risks inhibiting the ability to accomplish primary operations regardless of conditions;
- Financial risks minimizing the ability to maintain financial soundness;
- Compliance risks that could impair the University’s ability to comply with applicable laws and regulations and expose it to liability for settlements, judgments, and fines, as well as its individual employees to criminal sanctions;
- Hazard risks which could reduce the ability to have a safe and healthy community.

To mitigate risks, the University uses several strategies: avoidance, acceptance and monitoring, transfer, reducing the likelihood, or reducing the impact. UNCG’s Institutional Risk Management Program was listed as a best practice for universities by the Education Advisory Board in its publications **“A Practical Approach to Institutional Risk Management” (2012) pages 89-91**. At the University Business Executive Roundtable in Washington, DC in 2012, UNCG’s Institutional Risk Management program was cited as Academic Friendly Risk assessments best practice, when it stated that the simple, intuitive approach allows key academic administrators to make a fuller “business case” for their programs and not focus on the exclusive downsides.

Responsibilities

The Director of Institutional Risk Management and Risk Manager are the only employees in this department originally established in 2010. The Director assists the Chancellor and executive staff, chairs the University’s Institutional Risk Management Committee (formed 2016), and works with the CARL committee of the Board of Trustees to ensure that they can determine the appropriate level of risk the University is willing to undertake at any given time.

The Office participates in efforts to make the campus safer through policy review and development (see **UNCG Institutional Risk Management Policies and Procedures**). The Office of Institutional Risk Management has worked in the past with the Strategic Plan Implementation Team to update the five-year strategic plan for the campus, doing a risk assessment for each point on the plan. In a typical year, 200 to 400 hours are devoted to risk assessment development and documentation.

Programs

Current efforts to ensure the safety of children while they interact with University faculty, staff, and students are a prime example of IRM keeping the campus safer. The Office of Institutional Risk Management is on the leadership team for this University-wide initiative. This included an effort in 2011

to add a Middle College (high school students dually enrolled with Guilford County Schools and UNCG and attending classes on campus) and resulted in several risk assessments that enabled the program to be implemented. Along with developing the framework for the program, the Office will continue to maintain the inventory of programs where interactions occur and continue to conduct risk assessments to ensure the safety of minors on campus (see [The University Policy Manual Minors on Campus Reporting Policy](#)).

Services

The Office of Institutional Risk Management has offered assistance to many other campus organizations concerning risk and safety, such as Parking Operations and Campus Access Management.

Risks are identified, analyzed, and evaluated, and rated for both likelihood and impact. Written records are maintained by the Director of these analyses' and including basic mitigation strategies that the University will employ. Risks that have a potential negative impact on the University are scored with a negative severity number, while risks that might have a positive impact are scored with a positive number. The chart used to map risks, negative and positive, is shown below. As risks are scored on this chart, leaders use this information to judge whether the University should undertake particular programs and projects based on the likelihood that the risk will bring significant reward.

A standard format has been developed to display this information. A hypothetical example is displayed attached [Institutional Risk Management Chart](#).

Division of Information Technology Services [02]

Information Technology Services (ITS) oversees network and technology security. The vice chancellor for Information Technology Services reports to the Chancellor and is a member of the Executive Staff.

Security of the network and University data are the responsibility of Information Technology Services (ITS). UNCG policies are in place governing the use of equipment and technologies owned by the Institution. These meet federal and state laws.

The purpose of the [Information Security Policy](#) is to support a high standard of network security. The policy restricts devices for network operations and transport, controls logical addressing, and ensures quality of service, among other things. This policy mandates password, workstation, and remote access security. Through this policy, UNCG mandates server administrators maintain patches and physical protection of servers. Perimeter security is defined, and extranet connectivity details are monitored. Compliance with laws and enforcement of policy are required. Procedures that accompany these policies are published on the secure [Technology Procedures webpage \[07\]](#). Examples include [Application Server Administration Procedure \[08\]](#), [Remote Access Procedure \[09\]](#), and [Secure Computer Account Password Selection Standards Procedure \[10\]](#).

UNCG enterprise systems are operated and maintained by ITS, with servers in one or more designated machine rooms that are fully compliant with the state auditor's IS audit standards. By hosting these applications on centrally located servers, the University can more effectively secure access to these applications behind a firewall, and control system backup and disaster recovery. Explicit details are in

the **Enterprise Systems Policy**.

The **Data Classification Policy** ensures that restricted data are protected and defines the data security measures and enforcement of the policy. It provides a framework for securing data from risks including unauthorized destruction, modification, disclosure, access, use, and removal. Measures and responsibilities required for securing data resources are also included.

Through observing these policies and supporting procedures, ITS ensures that University technology and data are secure.

Office of Civil Rights Information

At this time, we have no open or recently closed OCR investigations related to alleged sexual violence at UNCG. Additionally, we have not had any open or recently closed investigations in the past five years.

Conclusion

UNC Greensboro has significant resources dedicated to ensuring that the University is healthy, safe, and secure. Finance and Administration and Information Technology Services division oversee many of the operations that enforce policies, execute practices, and provide programs that support this environment. Others, like Student Affairs and the Chancellor's Office, house personnel and programs that also contribute to creating a safe space. The University responds to current situations and proactively works to create a healthy, safe, and secure environment for its students, faculty, staff and visitors to interact.



14.1 Publication of accreditation status

The institution (a.) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC’s requirements and federal policy and (b.) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina at Greensboro accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC’s requirements and federal policy.

In accordance with SACSCOC’s *Institutional Obligations for Public Disclosure Policy Statement*, The University of North Carolina at Greensboro (UNC Greensboro) publishes its accreditation status in the Catalog (see [UNC Greensboro Catalog Accreditation Statement](#)), on designated UNC Greensboro webpages (see [UNC Greensboro Accreditation Status](#)), and on the back of transcripts (see [UNC Greensboro Transcript](#)) using the Statement for Accredited Institutions wording template as follows:

The University of North Carolina at Greensboro is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s, specialist, and doctoral degrees and certificates. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of UNC Greensboro.

Additionally, UNC Greensboro also includes, where appropriate, the following informational paragraph to clarify whether inquiries should go to SACSCOC or to UNC Greensboro.

Those interested may contact the Southern Association of Colleges and Schools Commission on Colleges for accreditation-related purposes such as inquiring about the accreditation status of UNC Greensboro, asking questions about the accreditation process, or to pursue procedures for filing complaints. All other inquiries, such as admission requirements, financial aid, educational programs, etc., should be made directly to UNC Greensboro, 336-334-5000.

Departments can use the accreditation wording of the template above on webpages and in handbooks (see [Nursing Accreditation Webpage](#)). For flyers and recruiting materials, departments can use the following statement (see [Online Program Guide, pg.3](#)):

UNC Greensboro is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The Office of Assessment, Accreditation, and Academic Program Planning is responsible for ensuring that the university is adhering to the policy statement through annual searches (see [Search Result Examples 2016-2020](#)), notifications (see [Notification Emails](#)), and training (see [Substantive Change Workshop-Accreditation Status](#)).

Conclusion

The University of North Carolina at Greensboro accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy.



14.3 Comprehensive institutional reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina at Greensboro applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. UNCG does not have any branch campuses.

UNC Greensboro complies with the SACSCOC Distance and Correspondence Education policy, the Substantive Change for SACSCOC Accredited Institutions policy, and the principles that reflect those policies. Fundamentally, UNCG ensures that a student registering in a distance course or program is the same student participating, has a written procedure for protecting the privacy of distance learning students, and ensures that students are notified in writing at the time of registration of projected additional charges, as required in principle 10.6. Program content (9.1), program length (9.2), and assessment of educational programs (8.2.a) are all addressed identically for online and off-campus educational programs as they are for on-campus programs. In fact, one of UNC Greensboro’s academic units, the Joint School of Nanoscience and Nanoengineering, offers its programs at an off-campus site, and their faculty are identified in the Faculty Senate Constitution as one of the institution’s seven “electoral divisions” (see UNCG Faculty Senate Constitution, p.9 highlighted). Student support services (12.1) are provided in appropriate ways for UNCG online and off-campus students, and sufficient full-time faculty are employed in off-campus and online programs to ensure curriculum and program quality, integrity, and review (6.2.b).

References are made to online and off-campus instructional sites throughout relevant standards of this Fifth Year Interim Report. The standards contained in the 5th Year Interim Report, with the text of each response that is related to off-campus and online learning and that support compliance, is provided:

5.4

the Dean of UNCG Online, has appropriate experience and qualifications to lead that academic unit. She has a PhD in Instructional Design, Development and Evaluation, a Master’s degree in Instructional Technology, and a Bachelor’s degree in Computer Science. She was previously associate dean of academic affairs and online learning, manager of online programs and services at Syracuse University, and assistant director of distance learning at Onodaga Community College. While she is new to UNCG and has not been evaluated yet, previous deans of UNCG Online have been evaluated following the same processes and schedules as all Deans. As with all administrators, the Dean of UNCG’s online learning unit is

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qualified and regularly evaluated (see [Online Learning](#)).

[PhD](#), and [Position Description-Dean, Division of](#)

Dean of the Joint School of Nanoscience and Nanoengineering, has appropriate experience and qualifications to lead this academic unit. She has a PhD in Inorganic/Analytical Chemistry and postdoctoral education in environmental chemistry. She held administrative positions at Western Michigan University, including Associate Vice President for Research. She has published, presented, and delivered invited talks in her field and served on various professional boards and committees. She was last evaluated at UNCG on June 5, 2019 (see [CV-PhD](#), and [Position Description-Dean, Joint School of Nanoscience and Nanoengineering](#)).

Most academic units at UNCG deliver programs online or off-campus. The College of Arts and Sciences has an online Philosophy BA, the School of Nursing has off-campus programs at a Union Square Campus, the School of Health and Human Sciences delivers a doctoral program in Kinesiology online, the School of Business delivers undergraduate and graduate programs online, and the School of Education has online and off-campus programs, as examples. All of these programs and academic units are overseen by administrators with appropriate experience and qualifications, and they are evaluated regularly.

6.1

The Provost retains the authority for the distribution of new and/or redeployed faculty resources among academic units. As part of the annual Academic Affairs budgeting process, administrators are required to identify and prioritize all budget requests for the unit as a whole (not by department or office), within various categories, such as new faculty lines, Electronic & Technology (E&T) fee revenue, and other permanent and one-time allocations. Decisions are based upon three criteria generally: institutional priorities, criticality justifications, and enrollment demands. Requests for new faculty must be linked to instructional productivity, given the direct link between enrollment growth and State-funded revenue generation as demonstrated above. UNCG does not distinguish between online, off-campus and face-to-face programs when it comes to decision making about resources.

6.2.b

Faculty contributions to workload are not differentiated by delivery method; therefore, the data for face to face, off-campus, and online is reported in the same manner. Off-campus and online programs are expected to meet the same requirements of faculty sufficiency.

6.2.c

Program coordination for all programs, regardless of whether they are delivered on campus, off-site, or online, are assigned with the same standards and expectations. The [Program Coordinator List](#) presented each program offered by UNC Greensboro, including the Public Health Education BS Health Studies concentration, Nanoscience MS and PhD, and Kinesiology EdD, which are all offered only online or off-campus.

8.1

Students enrolled in off-campus and online programs have the same requirements for their academic programs and graduation and are included in the data provided. Those data are published on [UNC Greensboro's Student Achievement web page \[01\]](#).

8.2.a

Expectations for assessment of distance education programs is identical to those of on-campus programs. They follow the same process and expectations as all programs at UNC Greensboro, which includes an annual report of student learning assessment. In the sample provided, eight of 51 reports are for online

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programs, and 2 are for off-campus programs. Examples of off-site programs provided in this response include the **Nursing BSN** taught at the Union Square Campus and the **MS in Nanoscience** delivered at the Joint School of Nanoscience and Nanoengineering South Campus. The **online Integrated Professional Studies BS**, **Public Health Education BS Health Studies**, and **Kinesiology EdD** are also included in the assessment report sample provided.

9.1

Procedures for proposing online or off-campus education programs are identical to those of on-campus program. As with any educational program, development and management of online and off-campus programs reside within the academic units and faculty to ensure that there is comparability to campus-based programs in all aspects, including academic rigor, instruction, technology, student services, faculty and student training, etc., so just as with face to face programs, the curriculum review process starts with department faculty. For most programs, there is no difference between curriculum requirements for an on-campus face-to-face program, and off-campus face-to-face programs, and an online program, although the options for electives or course selection from a list may be a subset of the main campus face to face options.

9.2

All off-campus and online degree programs and certificates follow the same guidelines with respect to program length as do on-campus programs. The **UNCG Distance Education Policy** states that academic units will ensure that all on-campus academic policies will be adhered to in the domain of off-campus distance education and will maintain the same high standards for programs delivered as distance education. This includes program curricula. A complete list of off-campus and online programs, including the program length for each, is available in the **Off-Campus and Online Program List**.

10.2

As stated in the **University's Distance Education Policy**, students in off-campus and online programs adhere to the same grading policies as on campus students. As stated in the University's Distance Education Policy, students in distance (off-campus) and online programs adhere to the same refund policies as on campus students. Academic calendars and **Cost of Attendance** are posted online and available to all students, regardless of the delivery mode of their program.

10.3

Beginning Fall 2018, the University of North Carolina Greensboro annually publishes the **UNC Greensboro University Catalog [02]**, comprised of both undergraduate and graduate course and degree requirements, and including all programs offered on campus, off-campus, and online. This catalog is available online for all students, regardless of their program's delivery mode.

10.5

Undergraduate admissions criteria are uniformly applied to students in all programs, regardless of delivery mode or site, with a limited number of exceptions allowed by UNC System Policy. Distribution of marketing and recruitment materials is uniform, and all materials are also made available to any student who may request them.

The Graduate School publishes general admission materials that are aimed at promoting the broad spectrum of graduate program opportunities at UNCG. ...These materials are also appropriate for students interested in UNC Greensboro's online and off-campus programs because the academic content, admissions requirements, and graduation requirements are the same for these programs as for on-campus

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programs. In addition to printed materials, students can find information on distance education programs by navigating from the [UNCG Online \[03\]](#) website specifically to the [online graduate degree programs](#) page. Through these links, students can discover program information, [tuition costs](#) programs, and download a customized brochure with complete program details (see [UNCG Online Graduate Brochure](#)), admission deadlines (see [UNCG Online Graduate Application Checklist](#)), start dates and graduation requirements. Graduate applicants to main campus and online programs must submit a completed online application, a nonrefundable application fee, and the same supporting credentials.

10.6

The full response to 10.6 demonstrates UNCG's compliance with applying all appropriate standards and policies to its online learning programs. The University has a [Distance Education Policy](#) that emphasizes "UNCG will have processes in place to assure that the student who registers for the off-campus distance education course or program is the same student who participates in and complete the program and receives credit." Those processes are explained, beginning with a login and password, including the proctoring network available.

The privacy of distance-education students at UNC Greensboro is protected in multiple layers, from individual login credentialing to limits on student information released to the public. These are the same protections afforded to on-campus students enrolled in face-to-face courses. The policies that the University currently has in place to validate students through multiple checkpoints ensure that student privacy is protected.

Finally, UNC Greensboro ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. At the time of registration, students who add an online course to their schedule are informed with a message that "If you are an online degree-seeking student, this course may require you to pay additional fees for exam proctoring. Additionally, you may be required to find your own appropriate site for proctoring." For those students who do not take advantage of on-campus facilities for proctoring, they know that there is an additional fee.

10.7

The Undergraduate Curriculum Committee and the Graduate Curriculum Committee also review and act on online courses and courses offered off site or through other modes of delivery. These courses are considered under the same criteria as on-campus courses, in compliance with [UNCG's Distance Education Policy](#). All courses, regardless of where or how they are delivered, are reviewed for compliance with institutional Course Level Descriptions, Credit Hour descriptions, and Course Credit Structure.

10.9

UNC Greensboro ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement for an off-campus or online program. UNCG maintains formal agreements with North Carolina Agricultural and Technical State University for 2 joint programs and 1 joint school, and the institution regularly evaluates such agreements.

The joint Social Work MSW and PhD program share faculty, courses, and space. Arrangements are made through an agreement that applies to each program, and those agreements are reviewed regularly. In addition, the Inter-University Coordinating Council of Social Work faculty and advisors meet regularly to discuss the program's administration and curriculum. The two institutions share courses and faculty that

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contribute to the credits that are awarded. Courses are approved through the UNCG curriculum process, courses and programs of study are published in the University Catalog, scheduled through the UNCG scheduling process, and taught as UNC Greensboro courses. Courses taken at NCAT are noted on the unofficial UNC Greensboro transcript with a Campus of "Site Off-Campus," although not on the official transcript.

UNC Greensboro and North Carolina Agricultural & Technical State University (NC A&T) established a joint school of Nanoscience and Nanoengineering more than a decade ago (see [Joint School of Nanoscience and Nanoengineering Management Agreement](#)). The school has one dean and one department, as explained in Articles II and III of the Management Agreement. The department has a single department head and faculty who teach in each program. However, NCAT offers Nanoengineering courses and programs and awards Nanoengineering diplomas. UNC Greensboro offers Nanoscience programs and awards Nanoscience diplomas. Faculty teach primarily in their own programs but are sometimes shared. The department head has authority over both programs, and therefore oversees both the faculty credentials and the course content of any courses transcribed as UNCG credits.

12.1

UNC Greensboro considers distance learners part of its institutional profile. The response for 12.1 includes a section on "Services focused on online learners" that explains the following:

UNCG Online serves as a hub for the University's online programs and provides information specific to distance learners. The Dean of UNCG Online is responsible to the Provost. This division serves the University's online programs and provides information specific for all online learners. Academic Advising for distance learners is coordinated through the school or college, and at the departmental level. Students have the opportunity to consult with advisors prior to the registration window each semester, as well as throughout the year.

All distance learning students have access to the UNCGenie system for registration, accessed online. Student services for distance learning students can be accessed through the university's single portal. The academic services that can be accessed from this portal page are Advising Centers, Graduate School, Learning Assistance Center, Office of Online Learning, Speaking Center, Summer Session, University Libraries, Transfer and Adult Student Academic Success, Undergraduate Admissions, Undergraduate Studies, Writing Center. The Student Life services that can be accessed are Bookstore, Cashiers and Student Accounts, Career Services, Dean of Students, Disability Services, Financial Aid, and Registrar. UNCG Online also provides websites with student service resources at their "Need Help" link and "[Student Services Online Help Website](#)."

Online learners can also be linked to Information Technology Services. Services for distance learning students can also be accessed from a question listed on the [ITS Help Page for Online Learners](#). The Division of Online Learning fulfills the mission of the University by working with the college and professional schools to offer online undergraduate and graduate programs for students who prefer to take courses off-site or online for many reasons. Many of these students are time and/or location bound due to the need to adhere to their work schedules and the distance required to be traveled to campus. Others may find distance learning as a preferred mode of learning or there may simply be course scheduling necessities for timely graduation.

12.4

There is no difference in student complaint policy application to students who learn at off-site locations or online from those who learn on campus (see [Division of Student Affairs Student Policy Handbook](#)).

14.3 Comprehensive Institutional Reviews

13.6

N/A

13.7

UNCG currently leases 17 off campus properties for various purposes. These facilities are equipped with appropriate floor plans, technology and accommodations to support UNCG's programs. These facilities are leased under guidelines set by the North Carolina State Property Office and prior to leasing space UNCG's Office of Space Management evaluates a group's space needs and recommends the appropriate space requirements within State parameters. Leased properties must be found adequate for purposes of UNCG and found to meet ADA, Fire and Life Safety and General Safety codes. These properties are evaluated for adequacy initially before the lease is acquired through the state property office and internal procedures conducted by the UNCG Director of Real Estate and the Environmental Health and Safety office. These procedures include a North Carolina Department of Administration "Fire and Life Safety Leased Property Checklist" assessment conducted by Environmental Health and Safety at UNCG. Building maintenance services are provided in a variety of manners depending upon the leased property arrangement and reviewed periodically using university standards detailed in this report. All leased properties are required to meet the minimum standards defined by UNCG to ensure adequacy and safety of these facilities. Technical infrastructure for off-campus sites such as the Joint School of Nanoscience and Nanoengineering, supports the sophisticated needs of that site. UNCG's infrastructure loop provides high-speed redundant connectivity to the North Carolina Research and Education Network (NCREN). NCREN is UNCG's Internet Service Provider. Through NCREN, UNCG has access to a 2 X 10G shared Internet2 connection. An OC48 based self-healing fiber optic ring connects UNCG redundantly to NCREN in Research Triangle Park. Sites not operated by UNCG are required through lease agreements to provide adequate resources.

The University has 5 off-campus instructional sites approved through the substantive change process. These properties are explained in the response to 13.7, and are the Gateway Research Park, North Campus; Gateway Research Park, South Campus; Moss Street Partnership School; Union Square Campus; and North Carolina Agricultural and Technical State University. The lease agreements, maintenance, and adequacy of these sites are described.

13.8

UNCG enterprise systems are operated and maintained by ITS, with servers in one or more designated machine rooms that are fully compliant with the state auditor's IS audit standards. By hosting these applications on centrally located servers, the University can more effectively secure access to these applications behind a firewall, and control system backup and disaster recovery. Explicit details are in the [Enterprise Systems Policy](#).

The [Data Classification Policy](#) ensures that restricted data are protected and defines the data security measures and enforcement of the policy. It provides a framework for securing data from risks including unauthorized destruction, modification, disclosure, access, use, and removal. Measures and responsibilities required for securing data resources are also included.

Through observing these policies and supporting procedures, ITS ensures that University technology and data are secure for all students and faculty.

Off-campus sites include leased properties, collaborative/shared buildings, instructional programs and field research. All Environmental Health and Safety, Emergency Management, Risk Management, ITS and Police

14.3 Comprehensive Institutional Reviews

Department programs are applied at these sites including training, concern reporting and direct services. In cases where direct services such as Police Department response cannot be provided the university ensures that like/comparable services are provided that meet university standards.

Conclusion

The University of North Carolina at Greensboro applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites as evidenced in this full 5th Year Interim Report.



14.4 Representation to other agencies

The institution (a.) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b.) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

Judgment

Compliant Non-Compliant

Narrative

The University of North Carolina at Greensboro (UNC Greensboro or UNCG) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation.

Representation

UNC Greensboro has more than thirty programs accredited by disciplinary accrediting agencies, although only seven of those appear on the list published on the U. S. Department of Education’s list of recognized accreditors. Those seven agencies are the Academy of Nutrition and Dietetics, American Psychological Association, American Speech-Language-Hearing Association, Commission on Collegiate Nursing Education, National Association of Schools of Dance, National Association of Schools of Music, and National Association of Schools of Theatre. The University is seeking accreditation from one additional agency appearing on the list (the National Association of Schools of Art and Design) for certain Art programs but will not have completed the approval process before submitting this report.

In accreditation reports sent to those entities, UNC Greensboro responds appropriately and with integrity to the agency-specific questions about the institution. For example, the accreditation of our Dietetics Internship program with the Accreditation Council for Education in Nutrition and Dietetics, which is the accrediting component of the Academy of Nutrition and Dietetics, asks programs to provide the mission statements for the institution. The UNCG response accurately provided the institution’s mission as the following in its **UNCG Didactic Program in Dietetics Self Study 9-1-17**:

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

To the National Association for Schools of Music, UNC Greensboro explained our governing structure appropriately in the **NASM UNCG Self Study 2014**:

The University of North Carolina System of Higher Learning is governed by the Board of Governors. The President is UNC's chief administrative and executive officer and maintains complete authority to manage the affairs and execute the policies of the University System, subject to the direction of the Board of Governors. Each of the 17 institutions is governed by a Board of Trustees, who is responsible for sustaining the institution and exercising ultimate and general control over its affairs. Further, each of the 17 campuses is headed by a Chancellor, chosen by the Board of Governors based on the President's nomination and responsible to the President, who carries [sic] out the policies of that campus's Board of Trustees.

Additionally, the University of North Carolina at Greensboro has provided identical explanation of terms to each of the accrediting agencies recognized by the U.S. Department of Education. The institution submitted a document describing its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents to each of the recognized accrediting agencies (see [UNCG Institutional Description](#)) and requested an acknowledgement (see [UNCG Mail-UNC Greensboro Accreditation Statement](#) and [UNC Greensboro Accreditation Statement – acknowledgement](#)). UNCG is clear in how it represents itself to its accrediting bodies.

Information

UNC Greensboro places responsibility for communications with SACSCOC in the Office of Assessment, Accreditation, and Academic Program Planning (OAAAPP). OAAAPP manages all curriculum revision processes through the faculty-led curriculum committees. The Office also manages and conducts workshops on SACSCOC Substantive Change, which include information about Public Disclosure policy (see [2019 Substantive Change Workshop Accreditation Slide](#)).

When in 2017 the University's School of Nursing voluntarily chose to not seek reaccreditation from the Accreditation Commission for Education in Nursing for its BSN and MSN programs, the School's Associate Dean contacted the Associate Vice Provost of the Office of Assessment, Accreditation, and Academic Program Planning about the process and received guidance (see [Email Seeking Advice and Response-ACEN Withdrawal](#)). A letter was then sent to SACSCOC with this notification (see [2016209 BSN-MSN ACEN Withdrawal](#)).

If a letter regarding a change in UNC Greensboro's accreditation status needs to be shared with other accrediting agencies, or if UNC Greensboro ever receives a public sanction, the Office of Assessment, Accreditation, and Academic Program Planning would work with the Chancellor's Office to complete those communications.

Conclusion

UNC Greensboro represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and informs those agencies, including SACSCOC, of any change of accreditation status.