

## MLAS Program Overview

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*Items with an asterisk (\*) are incomplete.*

## 2019 MLAS Program Review: Introduction

Since its auspicious beginnings in 1984, the MLAS Program at UNC Asheville has proven itself to be an invaluable resource to its stakeholders: students at both the graduate and undergraduate levels, faculty and staff, and members of the regional, national, and global community.

The program, with its flexible, humanities-driven core seminars, is suited for a wide range of experiences and interests. This fluidity is especially important to individuals who want to earn their graduate degree, but may not have a clear career path envisioned. By participating in a program that nurtures curiosity and exploration of various fields, many graduates discover a hidden love of and appreciation for fields and careers that they had not considered before earning their MLAS degree. In today's world of narrowness and specificity, the MLAS is more vital than ever, a unique bastion of "learning in the spirit of curiosity" against the ever-encroaching shadow of "learning for the sake of career." While that's certainly important, it should not be the sole purpose of education. With the implementation of the Climate Change and Society (CCS) and Environmental and Cultural Sustainability (ECS) certificates in the 2000s, the program has demonstrated that it can provide an applied focus while retaining its flexible nature. Rather than following an inflexible set of courses to earn a degree in a highly specific field, the program encourages students to learn as much as they can and gain a wide variety of knowledge and experiences.

In addition to being a boon for students ready to begin their graduate education, having a master's program on-campus is beneficial to undergraduate students. Many undergraduate students are encouraged to attend the MLAS final presentations of portfolio and capstone projects at the end of each semester. This provides an opportunity for undergraduates to not only see what graduate education entails, but also to get their questions about the program answered by graduate faculty members and students. It is also beneficial for many students who wish to pursue their graduate education and remain at UNC Asheville. In this way, they can continue to work with faculty members who are already familiar with their areas of interest, learning styles, and can potentially continue or elaborate on projects undertaken as undergraduates.

Due to its flexible nature, the MLAS Program provides a unique experience for faculty members. As students are encouraged to develop tutorials, independent studies, and portfolio and capstone projects that will suit their own areas of interest, faculty may find themselves similarly encouraged to explore new topics or ways of thinking about a topic. The MLAS Program additionally relies on adjunct instructors who come from a wide range of backgrounds and experiences. Some examples of adjunct instructors who have taught for the program include a former chancellor of UNC Asheville, an environmental attorney, the director of Accessibility Services, and the director of the University Archives. Each of these individuals brought their experiences to the classroom, offering students unique perspectives that they may not have received from other instructors.

Lastly, the program has proved to be an asset not just to curious community members in Asheville and Western North Carolina, but also to students across the United States and around

the globe. Since the program's first semester in 1989, students from South Africa, Zimbabwe, China, and the Netherlands have been drawn to its high academic standards and flexible nature. The program is also diverse in age. Ted Uldricks designed the program with Asheville's flourishing community of retirees in mind, and nearly half of MLAS students are at least forty years old, but students in their 20s and 30s have also attended. Offering spirited and philosophical discussions of a wide variety of topics in a university setting, along with certificate options in increasingly topical and pressing fields, the MLAS Program provides a unique learning experience for students at all points in their educational journeys.

### Program History

On October 12, 1984, the first graduate program at UNC Asheville was unanimously approved by the Board of Trustees. The Master of Liberal Studies (MLS) Program was the second such program at any public or private institution of higher education in North Carolina, the first being Duke University. An exceptional liberal arts faculty and NEH grant-winning Humanities program made UNC Asheville ideal for the MLS degree, an idea supported by Chancellor David G. Brown, who claimed the program would “[build] upon our basic humanities core and the comparative edge this expertise gives us within the UNC system.”<sup>1</sup> On June 10, 1988, the program was approved by the Board of Governors, to an overwhelmingly positive response from University administration. Vice Chancellor for Academic Affairs Larry Wilson said the acceptance of the program marked “a great day for UNCA,” as it represented “a strong vote of confidence in our undergraduate liberal arts mission.”<sup>2</sup>

From its conception, the MLS Program aimed to continue UNC Asheville’s liberal arts mission: “to provide an education of high quality to students at all stages of life.”<sup>3</sup> It also sought to meet an unfulfilled need in the Asheville area, offering “mature students a graduate degree which is interdisciplinary in nature and non-professional in intent, but which adheres to the humanistic values of a liberal arts education, but at the graduate level.”<sup>4</sup> In extending UNC Asheville’s renowned liberal arts education to career adults and retirees, the program developers saw a significant population that would benefit from the MLS Program. In 1984, “one-third of the population in [the] metropolitan area [was] over fifty-five, relatively affluent, well-educated, and attracted to the area by the quality of life available.”<sup>5</sup>

Similar graduate programs throughout the country had seen success, as the proposal cited the fact that out of the 46 Continuing Education courses being offered--in which 700 students were enrolled--21 had a liberal arts focus.<sup>6</sup> Furthermore, 44.3% of older, non-degree-seeking students chose the liberal arts as their concentration.<sup>7</sup> Since the majority of MLS programs at the time required 30-36 semester hours, with 6-12 of those hours devoted to “core studies,” the proposal adopted this model.<sup>8</sup> It also proposed that the program be financed through state-supported enrollment.<sup>9</sup>

When the program was initially proposed, it was estimated that it would attract 15-25 students, as 48% of the then-functioning MLS programs had between 17 and 60 enrolled students.<sup>10</sup> When classes began in January 1989, 61 students enrolled, and Program Director Ted Uldricks had received inquiries from interested students as far away as Alaska, China, and

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<sup>1</sup> “UNCA eyes first master’s degree.” UNCA News Release, 15 November 1984.

<sup>2</sup> “UNCA given green light for first graduate degree.” UNCA News Release, 13 June 1988.

<sup>3</sup> “Request for Authorization To Plan a New Degree Program: Master of Liberal Studies.” 12 October 1984.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

Thailand.<sup>11</sup> The program especially sparked interest in cities and counties across Western North Carolina, with students commuting from Burnsville, Marion, Spruce Pine, Brevard, Horse Shoe, and Waynesville.<sup>12</sup> In addition to location, the students encompassed diversity in age and profession. Ranging in age from 23 to 68, the students included engineers, educators, bankers, and accountants--to name just a few--and many already held graduate degrees in their fields.<sup>13</sup> However, Uldricks made it clear that curious minds from all backgrounds were welcome to the program, regardless of credentials, claiming that anyone “intellectually curious and highly motivated” would succeed in the program due to “the beauty of an interdisciplinary program.”<sup>14</sup>

In addition to Program Director Ted Uldricks, the program was taught by a faculty of more than 25 UNC Asheville professors with a myriad of fields of expertise.<sup>15</sup> To apply, students needed only to have a bachelor’s degree in any field, and display strong writing and analytical skills in an autobiographical essay explaining their goals for the program.<sup>16</sup> Degree-seeking students were required to take five core seminar courses--half of the ten courses required, in addition to a master’s thesis or capstone project.<sup>17</sup> The core classes, with titles such as “The Individual and Society,” “Science and Human Values,” and “Contemporary Issues,” featured the program’s emphasis on the liberal arts and the human condition.<sup>18</sup>

From its conception as a program filling an unmet need in Western North Carolina, the MLS Program flourished, with more than twice the anticipated number of students enrolling in its first semester in 1989. With its focus on interdisciplinary studies, it attracted a broad group of students, from degreed professionals to inquisitive and dedicated retirees and new graduates. It was from these auspicious roots, with the full support of campus faculty and administration, that the MLS Program’s history began.

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<sup>11</sup> “Local students enrolled in UNCA graduate program.” UNCA News Release, 17 March 1989.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> “UNCA given green light for first graduate degree.” UNCA News Release, 13 June 1988.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

### **MLAS Graduate Programming: Curriculum, Certificates, and Graduation Options**

To earn the MLAS degree, each degree-seeking student must complete at least 30 credit hours of MLAS coursework, with at least 24 of those credit hours earned in classes taken at UNC Asheville. For transfer credit, the Graduate Council will review the student's official transcript, a course syllabus for the applicable class, and a written petition by the student explaining the relevance of the course to the MLAS Program. In addition to full-time enrollment, the MLAS Program offers a "Graduate Special" option for those who wish to take graduate-level classes for one semester as non-degree-seeking students. At the end of the semester, Graduate Special students who wish to continue in the program must apply as degree-seeking students and be admitted by the Graduate Council.

It normally takes no more than five years for degree-seeking students to complete the program, though additional time may be requested and approved by the Graduate Council if needed. During these five years, students must complete at least one MLAS course per year, maintain regular contact with their faculty advisors, and attain a minimum GPA of 3.0 in order to remain candidates for the degree.

All degree-seeking students must complete 12 credit hours of required interdisciplinary seminars: MLAS 500: "Seminar on the Human Condition"; MLAS/ENG/ECS 520: "Seminar on the Human Experience"; MLAS/ECS 540: "Seminar on the Individual and Society"; and MLAS/CCS/ECS 560: "Seminar on Science and Human Values." In addition to these 12 hours, students must also complete 12 credit hours of electives. These 12 hours can be earned by repeating MLAS 520, 540, and 560 as topics change, or by developing an independent study course.

Independent Studies courses fall into three categories: MLAS 610, MLAS/CCS/ENG/ECS 571-3, and MLAS/CCS/ENG/ECS 599. MLAS 610: Tutorial is 1-3 credit hours of individual study supervised by a faculty member. With the permission of the Program Director, a student and their faculty member will develop a course in the student's area of interest. An alternative under MLAS 610 is for the student to identify a 300- or 400- level undergraduate course to serve as the core of the tutorial. The instructor and student then collaborate to create a masters-level course from that core.

The second option, MLAS/CCS/ENG/ECS 571-3, 671-3: Special Topics, is also 1-3 credit hours, and is used for courses that are not included in the catalog listing, and can be repeated for credit as the subject matter changes. Lastly, MLAS/ENG/CCS/ECS 599: Directed Research, is a 1-3 hour course of independent research under the supervision of a faculty mentor, or with an interdisciplinary team of faculty. This course may be taken twice for a total of 6 hours of credit, in any combination of MLAS 599, ENG 599, ECS 599, and CCS 599.

In addition to the general MLAS degree, the program offers two certificate options: Environmental & Cultural Sustainability (ECS), and Climate Change & Society (CCS). ECS is a five-course (15 credit hour) program. Students must complete three required courses: ECS 520: "Seminar in Sustainable Cultures," ECS 540: "The Economics of Sustainability," and ECS 560: "Energy Systems." They must also complete six credit hours of approved electives. CCS is a

four-course (12 credit hour) program that can be completed in two years. In any order, students must complete four CCS 560 courses: “Fundamentals of Climate Change Science,” “Visualization for Climate Change Information and Decision-Making,” “Decision Modeling and Statistics,” and “Communicating Science.” Beginning in Fall 2019, due to the unavailability of past MLAS instructor Dr. Chris Hennon and the retirement of Dr. Steve Patch, the courses “Fundamentals of Climate Change Science” and “Decision Modeling and Statistics” were merged into the new course “Climate Change Science: Principles and Applications” with Tim Owen, Chief of Information Services for NOAA, NESDIS, and the National Centers for Environmental Information. The fourth course for completion of the CCS certificate will be an elective approved by the Program Director.

At the end of their MLAS journey, students must complete one of two options: MLAS 681, a credit-bearing Capstone Project; or a non-credit bearing MLAS Portfolio. For both options, students must demonstrate oral competency by defending their work as a formal presentation at the MLAS Program Forum.

The majority of MLAS students follow the Capstone path, completing a 6 credit hour project over the course of two semesters. This interdisciplinary project is meant to reflect an interest or emphasis that a student has discovered during their MLAS experience, and may take the form of a written analysis, academic research, or creative work. The process for this project is highly structured, requiring the development and submission of a proposal, structured study with a faculty supervisor, and an exit interview with the faculty supervisor and the MLAS advisor. Students who receive an IP grade for their Capstone project have two additional semesters in which to complete and defend their work.

Students who take the Portfolio path must complete 6 additional credit hours of electives for a total of 30 credit hours of coursework. The Portfolio process is completed during the student’s final semester under the guidance of their MLAS advisor. Upon completion, the Portfolio must be submitted to the MLAS Program Director and to the Graduate Council with a cover page, at least three substantive papers from separate MLAS courses that represent the student’s best work, and an accompanying 10-12 page reflective narrative which places the papers in the context of the student’s intellectual journey through the program. This path is often selected by students whose main objective in completing the program is to obtain the stimulation of the seminar experience. This is achieved through an extra 30 weeks, or six credit hours, of course content, something that Capstone students do not necessarily receive in their independent research.<sup>19</sup>

The MLAS curriculum offers a rigorous--but rewarding--experience for dedicated students seeking a quality liberal arts education at the graduate level. By the end of a student’s journey in the MLAS Program, they will have constructed either a Capstone or Portfolio demonstrating their educational growth in a field of interest uniquely theirs. This is the magic of the interdisciplinary program: it meets the educational needs of a wide variety of students, and no two MLAS experiences are the same.

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<sup>19</sup> All information in this document can be found on the Program website: [mlas.unca.edu](http://mlas.unca.edu)

### MLAS Students: Numbers (2008-2018), SCHs (2008-2018), Diversity, Alumni

During the 2008-2009 academic year, the MLAS Program had 40 students enrolled, having gained 19 new students during enrollment periods. While enrollment fluctuated from 2008-2018, the number of enrolled students in Fall 2018 was 19 enrolled students with 5 new students. The highest point of enrollment in the past ten years has been 2012, with 58 students and 17 new students.

Throughout the past ten years, the MLAS Program has consistently displayed its commitment to equipping its students with a graduate-level liberal arts education. In the 2017-2018 academic year, the program conferred 9 degrees, greater than or equal to that of 13 other university programs.<sup>20</sup>

From 2008-2017, the MLAS Program brought in over 200 SCHs (student credit hours) each academic year.<sup>21</sup> While the program initially only brought in SCHs in Category II (Liberal Arts & Sciences), beginning in 2010 it included Category I SCHs as well (English Language & Literature), with Category III SCHs following soon after in 2011 (Natural Resources & Conservation.) It is worth noting the value of graduate level SCHs in comparison to undergraduate level SCHs. As seen in Figure 1, significantly fewer SCHs are required at the masters level to justify a faculty member than they are for the undergrad level.

UNC-specific instructional cost factors created based on the Delaware Cost Study			
<u>Number of Credit Hours per Faculty Member</u>			
Category	Undergrad	Masters	Doctoral
I	708.64	169.52	115.56
II	535.74	303.93	110.16
III	406.24	186.23	109.86
IV	232.25	90.17	80.91

<p><u>Category I</u></p> <ul style="list-style-type: none"> <li>Communications &amp; Journalism</li> <li>Psychology</li> <li>Social Sciences</li> <li>Mathematics &amp; Statistics</li> <li>English Language &amp; Literature</li> <li>Philosophy &amp; Related Studies</li> <li>Security &amp; Protective Services</li> <li>History</li> <li>Other</li> </ul>	<p><u>Category II</u></p> <ul style="list-style-type: none"> <li>Education (not Student Teaching)</li> <li>Area, Ethnic, Cultural &amp; Gender Studies</li> <li>Multi/Interdisciplinary Studies</li> <li>Business Management &amp; Marketing</li> <li>Liberal Arts &amp; Sciences, Gen. Studies, &amp; Humanities</li> <li>Parks, Recr., Leisure &amp; Fitness</li> <li>Family &amp; Consumer &amp; Human Sciences</li> <li>Foreign Languages &amp; Literature</li> </ul>	<p><u>Category III</u></p> <ul style="list-style-type: none"> <li>Agricultural Business &amp; Production</li> <li>Agricultural Science</li> <li>Natural Resources &amp; Conservation</li> <li>Architecture and Related Programs</li> <li>Public Admin. &amp; Social Service</li> <li>Physical Sciences</li> <li>Biological &amp; Biomedical Sciences</li> <li>Visual &amp; Performing Arts</li> <li>Allied Health</li> <li>Computer &amp; Information Sciences</li> <li>Library Science</li> <li>Engineering – Related Technologies</li> <li>Science Technologies</li> <li>Student Teaching courses</li> </ul>	<p><u>Category IV</u></p> <ul style="list-style-type: none"> <li>Engineering</li> <li>Nursing</li> </ul>
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Figure 1: “UNC-specific instructional cost factors created based on the Delaware Cost study.”

<sup>20</sup> UNC Asheville Fact Books, 2008-2009 through 2018-2019.

<sup>21</sup> In the 2017-2018 AY, SCH data was no longer published in the UNC Asheville Fact Books.

There is not much racial diversity in the MLAS Program. Out of the total 415 students enrolled from 2008-2018, there were a total of 37 students of color.<sup>22</sup>

Race	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
White	37	40	47	43	52	44	37	31	20	22
Black	1	1	1	1	1				2	2
Latinx				2	1	2				
Asian	1	1			1	1			1	
Indigenous										
Multi-racial		2	2	2	3					1
Unknown	1		1	1		1		1	1	1
International							4	1		

Table 1: Student race from 2008-2018.

During the program's first semester in 1989, Director Ted Uldricks received inquiries from students in countries as far away as China and Thailand, and from states as far as Alaska. The program has continued to draw international students, with some coming from South Africa, Zimbabwe, and the Netherlands. Students from the United States still attend from various states across the country.

There is an abundance of gender<sup>23</sup> and age diversity. Out of the total 196 applicants over the past ten years, 87 out of 90 men and 96 out of 106 women were accepted into the program. Of those, 59 men and 65 women enrolled.<sup>24</sup>

From 2008-2018, students younger than 25 and older than 40 have all participated in the MLAS Program, with students over age 40 generally comprising nearly half of all MLAS students.<sup>25</sup> This reflects the justification in the 1984 program proposal; with a large population of affluent retirees, Asheville was an ideal location to launch the MLAS (then the MLS) Program for individuals who wished to continue their intellectual journey.

<sup>22</sup> UNC Asheville Fact Books, 2008-2009 through 2018-2019.

<sup>23</sup> While some MLAS students may identify as non-binary, agender, genderfluid or use another gender identity, these identities were not taken into account in the UNC Asheville Fact Books, which accounted only for the gender binary (men and women.)

<sup>24</sup> UNC Asheville Fact Books, 2008-2009 through 2018-2019.

<sup>25</sup> Ibid.

Age	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<25	8.30	12.50	11.10	12.80	9.80	0	7.90	9.70	19.00	8.00
25-29	20.80	25.00	31.10	29.80	25.50	27.30	26.30	16.10	14.30	20.00
30-39	12.50	25.00	22.20	12.80	27.50	34.10	26.30	19.40	9.50	20.00
>40	58.30	37.50	35.60	44.70	37.30	38.60	39.50	54.80	57.10	52.00

Table 2: Percentages of ages of MLAS degree-seeking students from 2008-2018.

MLAS students have come from all walks of life, and have used their degrees to make a difference in their local and global communities. Here are just a few examples of what our graduates have gone on to accomplish.

Maryedith Burrell (class of 2012) is a producer, screenwriter, and creative consultant with over 22 films to her credit. Her most recent project--in which she served as “Creative Consultant”--was the documentary *RAISE HELL: The Life and Times of Molly Ivins*, which received rave reviews at the 2019 Sundance Film Festival. The documentary was also featured at SouthBySouthwest and Full Frame Documentary Festival. Her latest play, *#OUCH!: An Accidental Comedy* won *New York Times Top Ten* in 2015. She has contributed writing to *Rolling Stone*, *Vogue*, *The Los Angeles Times*, and *The Great Smokies Review*.

Stan Cross (class of 2013) is the co-founder of Brightfields, which promotes sustainable energy through electric car recharging stations. Cross has a long history in sustainability, having spent fifteen years leading Warren Wilson College’s sustainability program as the Executive Director of the Environmental Leadership Center. Recipient of the North Carolina Sustainable Energy Association’s 2014 Clean Energy Business Community Initiative Award, being named a U.S. Department of Energy’s 2012 Clean Cities Leader, and Land of Sky Regional Council of Governments and Plug-In NC’s 2012 Community Champion are just a few of Cross’ many honors. He is a founding member of the U.S. Partnership for the United Nations Decade of Education for Sustainable Development.

Jared Gold (class of 2013) is the founder of the Apical range of businesses. He earned his Master's degree from UNC Asheville with a significant focus on pollinator rehabilitation, greenhouse engineering and farm management. Originally a consultant for food & flower production, Gold translated his experience to indoor and outdoor cannabis, with projects ranging from small caretaker to large Humboldt operations. His most notable cannabis project, to date, was focused on producing cannabis-derived CBD for CO2 extraction to support the epileptic community in Northern California. During that time, he had the opportunity to work with some of the original CBD drug cultivars that are now making their way into hemp farming around the world. In addition to agriculture, Gold designs and implements – with the support of professional

colleagues, practical experience and academia – a wide range of chemical processes relating to botanical extractions, fractional distillation and isolation. Having developed and managed the largest hemp extraction laboratory of its time in Kentucky in 2016, he continues to develop techniques and technologies with a wide range of manufacturers, farmers and laboratories across the United States and Europe.<sup>26</sup>

Marjorie McGuirk (class of 2013) is the President of CASE Consultants International, a certified women-owned small business in Asheville, NC, which provides Climate Arts & Sciences Expertise. Prior to her work with CASE, McGuirk enjoyed a long career in climatology with the National Oceanic and Atmospheric Organization. She also served as an Expert Consultant to the World Meteorological Organization in Geneva, and as Executive Staff, Chief of Staff, and a Special Advisor to the Director of NOAA's center in Asheville, now called the National Centers for Environmental Information.

Aubree Pierce (class of 2014) worked in retail for ten years prior to receiving her MLAS degree, but she knew she “had the desire to do something more meaningful.”<sup>27</sup> While in the program, she discovered her passion for food systems; after graduating, she served as an AmeriCorps VISTA (Volunteers in Service to America) for one year in Fairbanks, Alaska, where she began her career in the nonprofit sector and in food systems. Continuing her work with AmeriCorps, Pierce worked with Montana State University’s food pantry in 2017. It was through that position that she discovered her secondary passion for working in higher education. Today, she works as a Regional Program Specialist for the national nonprofit organization The Campus Kitchens Project, working with colleges and universities to create student-led programs that recover and cook food that would otherwise be wasted, and delivering those meals to those in need. Pierce’s region serves 21 states in the central and western U.S. Of her experience in the program, Pierce reflects: “My MLAS degree gave me the opportunity to become an expert in my field and have passion for the work that I do every day.”<sup>28</sup>

Sam Gibbs (class of 2015) is currently the Deputy Secretary for Technology and Operations in the North Carolina Department of Health and Human Services. After a successful career as an executive in several high-tech companies, Gibbs developed an interest in public policy. He took classes at the graduate school of Public Affairs at Western Carolina University, and chose to transfer to the University of North Carolina at Asheville’s MLAS program in pursuit of “a master’s program that allowed [him] to craft a concentration that suited [his] interests.”<sup>29</sup> Gibbs took advantage of the program’s flexibility to concentrate on courses in his area of interest and writing his thesis in public policy while receiving a “quality liberal arts and

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<sup>26</sup> Jared Gold, 31 August 2019.

<sup>27</sup> Aubree Pierce, 20 June 2019.

<sup>28</sup> Ibid.

<sup>29</sup> “Alumni Advisory Board,” Program website: [mlas.unca.edu](https://mlas.unca.edu)

sciences education.”<sup>30</sup> Armed with new knowledge, skills, and a Master’s degree, he secured an appointed position in North Carolina state government as a Deputy Secretary in the Department of Health and Human Services. Gibbs praises the MLAS program as “a tremendous opportunity to expand your educational horizons at the Master’s level at North Carolina’s premier liberal arts university.”<sup>31</sup>

Nina Flagler Hall (class of 2016) is the Lead Science Editor and a research scientist for UNC Asheville’s National Environmental Modeling and Analysis Center (NEMAC), where she is responsible for overall editorial management and for synthesizing and coordinating the content of scientific and technical decision-making tools and visualizations. She is the Co-Managing Editor of the U.S. Climate Resilience Toolkit, a U.S. federal science agency website designed to help people find and use tools, information, and submit matter expertise to build climate resilience. Nina also works with the NEMAC team on the development of digital content management systems and in facilitated group decision making, largely with local communities across the Southeast that are working to assess climate vulnerabilities and build climate resilience.

Jason Carter (class of 2017) was named a Teacher Ambassador by the National Center for Science Education in February 2019, one of only ten teachers nationwide to receive the honor. A science teacher at Evergreen Community Charter School, Carter uses skills from his liberal arts education to enhance his teaching, saying, “In science, I can bring in math and history and literature--I can bring in the process of thinking, not just what to think about, all in one subject.”<sup>32</sup> With this opportunity, Carter and other educators plan to develop a curriculum to “help educators leverage fake news to better teach climate change,” and he cites his classes on climate change and public health taken for his MLAS degree as “pivotal in getting chosen for this honor.”<sup>33</sup> Carter was also awarded a Fulbright Teachers for Global Classrooms grant, which he used to travel to Senegal in April 2019, to “further [his] own understanding of education as a global issue.”<sup>34</sup>

Tom Maycock (class of 2018) was the co-editor of the NC Institute for Climate Sciences (NCICS) Third National Climate Assessment in 2014. He continued to be the lead editor Volumes I and II of NCICS’ Fourth National Climate Assessment in 2017 and 2018, and the lead editor on the Intergovernmental Panel on Climate Change (IPCC) Special Report on 1.5 °C of Global Warming in 2018. Prior to his work with NCICS, Maycock worked as a science editor

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<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> [“Evergreen science teacher wins national recognition.”](#) Mountain XPress, 23 February 2019.

<sup>33</sup> [“UNC Asheville Alumnus Jason Carter \(MLAS ‘17\) Awarded Fulbright to Travel to Africa.”](#) UNC Asheville, 1 February 2019.

<sup>34</sup> Ibid.

with NOAA's Assessments Technical Support Unit, and as the editorial lead for the U.S. Global Change Research Program's Climate and Health Assessment in 2016.

Stagg Newman (class of 2018) is a climate change activist and founder of the Lee and Martha Newman Fund at UNC Asheville. He has previously served as a member of the Technical Advisory Board of Qualcomm Flarion Technologies, a member of the Technology Advisory Council of the U.S. Federal Communications Commission at McKinsey, and the Vice President of Network Technology and Architecture, and Applied Research at Bellcore. Newman launched his career with Bell Labs in 1976, and became the Chief Technologist of the U.S. National Broadband Team with the FCC.

### Faculty and Staff

Currently, the MLAS Program is comprised of two permanent faculty members: Program Director Gerard Voos, and core faculty member lecturer Tommy Hays. In 2016, the MLAS conducted a national search to replace retiring lecturer and associate director Dr. Holly Iglesias. Dr. Scott Branson began teaching in the MLAS (half time) and undergraduate curriculum (half time) in August 2016. During the spring of 2018, Dr. Branson's lecturer position was eliminated by interim Provost Karin Peterson and reallocated to another undergraduate unit on campus. MLAS courses taught by Dr. Voos, Dr. Branson, and Mr. Hays are listed below.

<b>Dr. Voos</b>	<b>Dr. Branson</b>	<b>Mr. Hays</b>
Sustainability Through History: Colonialism to Consumerism	The Human Condition: Literature and Excess	Fiction Writing Workshop
World Wastes: Issues and Solutions	Advanced Poetry Workshop	Discipline of I: Introduction to Creative Writing
Introduction to Grants and Proposal Writing	The Human Condition: Utopian Thought and Other Worlds	Writers in Our Backyard: Contemporary Southern Literature
Human Condition: Exploring Sustainability Through Literature	Seminar on Globalization: Utopian Thought and Other Worlds	Creative Prose Workshop
Climate Change Impacts: Micro to Macro	American Fiction's Myths of Masculinity	Locating Our Stories: A Creative Prose Workshop on Place
Writing Winning Grant Proposals	Charles Mingus: One Musician's Reaction to the Civil Rights Movement	Reading as a Writer: A Close Look at the Overlooked
The Effects of Climate Change and Human Nature on Ancient and Modern Culture	Poetry Workshop: The Prose Poem	Advanced Creative Prose
Seminar in Climate Change and Society		The Discipline of "I": Creative Nonfiction Writing Workshop
Scholarly Inquiry Seminar		Prose Workshop: Fiction and Creative Nonfiction
Consumerism and the		Only More So: An Advanced

Environment		Creative Prose Workshop for MLA Students
World Agriculture		Fiction Writing Workshop for the MLA Student
A Sustainable Culture		Master's Thesis
Climate and Society		Southern Literature
Science and Human Values: Environmental Literature and Media		
Seminar on Science and Human Values: Climate and Culture		

The program relies heavily on the use of adjuncts to teach the majority of its courses, the remainder comprised of faculty from undergraduate departments. Tutorials, independent studies, and senior capstone projects are mainly supervised by Dr. Voos and Mr. Hays, and augmented by faculty from undergraduate departments.

From 2006 to 2019, the program has had a total of 48 class instructors and 42 independent study and capstone project advisors.<sup>35</sup> Of these, the race of 35 instructors and 30 advisors was recorded.<sup>36</sup>

#### **Racial Diversity in MLAS Class Instructors: 2006-2019**

<b>Race</b>	<b>Percentage (out of 35)</b>
White	85.7%
Black/African American	0.0%
Asian/Pacific Islander	11.4%
Latinx	2.9%
Native American	0.0%

<sup>35</sup> These numbers do not double-count instructors who served as both class instructors and independent study/capstone project advisors, or instructors who taught for multiple semesters.

<sup>36</sup> Information on instructors was obtained from the UNC Asheville website. As many of these faculty members who taught before 2010 have since retired or left the University, their information has been removed from the site.

### Racial Diversity in MLAS Independent Study/Capstone Advisors: 2006-2019

Race	Percentage (out of 30)
White	83.3%
Black/African American	6.6%
Asian/Pacific Islander	6.6%
Latinx	3.3%
Native American	0.0%

From 2006 to 2019, the MLAS Program has had a fairly even balance of men and women instructors and advisors. There have been 27 men and 20 women instructors, and 18 men and 24 women advisors. The program has had 1 known non-binary instructor.

Several of the program's instructors, advisors, and staff have openly identified as part of the LGBTQ+ community, with at least 4 instructors, 2 advisors, and 1 staff member.

While there are many other ways to document diversity (this section does not account for disability, ethnicity, or religion, among others) these three factors demonstrate that the MLAS Program--along with the rest of the UNC Asheville campus--has a long way to go before it can call itself a truly diverse program. One factor that limits instructor diversity within the program is due in part to the fact that the program relies so heavily on adjuncts and faculty from undergraduate departments. With the already low number of racially diverse faculty on campus, the program's pool is further limited by the number of instructors available to teach in both their own department and with the MLAS Program.

### Facilities and Resources of the MLAS Program

One of the benefits of the MLAS Program is the ability for students to use UNC Asheville's Ramsey Library. With over 358,000 books, the library also houses journals, eBooks and eJournals, microforms, DVDs, and CDs.<sup>37</sup> Through Ramsey's interlibrary loan, the Western North Carolina Library Network (WNCLN), and WorldCat, students have easy access to research materials throughout the region. In addition to physical resources, the library also provides educational services, such as the University Writing Center, Research Consultation Request, and the CrAFT Studio and Media Design Lab. The Special Collections & University Archives is another valuable resource. Founded in 1977, the archives hold manuscripts, books, oral histories, photographs, and other materials documenting "the diverse culture and history of Asheville and Western North Carolina."<sup>38</sup> Starting in 1991, the archives also became home to the MLAS Capstone and Portfolio projects, 135 of which are currently posted.<sup>39</sup>

Due to the interdisciplinary nature of the MLAS Program, classes are not held in one specific building, but are instead spread across several campus buildings. Classroom spaces are sometimes selected based on availability and class size. The MLAS Program Office, previously located in Owen Hall, temporarily moved to 109 Zageir Hall beginning in Fall 2018 due to building renovations.

Beginning in Fall 2019, the MLAS Program will award the Lee and Martha Newman Fund Scholarship to four students each semester. This scholarship will provide \$1,000 per semester (\$2,000 annually if scholarship recipients retain a 3.0 GPA each semester) and is part of a five-year annual gift of \$10,000 made by alumnus Stagg Newman. In addition to the scholarship, the gift will provide \$2,000 each year in professional development funds.<sup>40</sup>

The MLAS Program is also a member of the Association of Graduate Liberal Studies Programs (AGLSP). "Committed to the value of interdisciplinary education in the liberal arts and sciences," AGLSP offers several opportunities for graduate students in its more than 60 enrolled membership programs across the nation.<sup>41</sup> Two of its featured opportunities include the annual fall conference, and the chance to publish work in their peer-reviewed journal *Confluence*. MLAS alumna Audra Coleman recently won the AGLSP national writing award for graduate students. Audra collected the \$500 award in person at the 2017 Fall Conference.

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<sup>37</sup> "Events & Exhibits: Library History," 2013. <http://library.unca.edu/events/librarytimeline>

<sup>38</sup> "Special Collections & University Archives." <http://toto.lib.unca.edu/>

<sup>39</sup> "Master of Liberal Arts" (MLA) Theses." [http://toto.lib.unca.edu/MLA\\_theses/default\\_MLA\\_theses.htm](http://toto.lib.unca.edu/MLA_theses/default_MLA_theses.htm). Accessed 31 May 2019.

<sup>40</sup> UNC Asheville, "Anatomy of a Gift--Educational Endurance." 2 April 2019. <https://www.unca.edu/events-and-news/stories/anatomy-of-a-gift-educational-endurance/>

<sup>41</sup> Association of Graduate Liberal Studies Programs. <https://www.aglsp.org/>

### **Graduate Programming at UNC Asheville**

In 2013, the University participated in a Stamats survey to gauge interest in future graduate programming at UNC Asheville. Several questions on the survey--administered to current students, staff members, alumni, and faculty members--concerned increasing the number of master's level programs on campus.

Out of the 529 current students surveyed, 70% considered schools which offered graduate degrees to be more prestigious and hold higher reputations than those that do not,<sup>42</sup> and 76% had a moderately positive to very positive reaction to the idea of additional master's level programs on campus.<sup>43</sup> 78% would seriously consider attending UNC Asheville for graduate school if it offered a master's degree in their field of study,<sup>44</sup> with the five most popular fields of study being Business Management, Psychology, Education, Environmental Studies/Sustainability, and History.<sup>45</sup>

Of the 197 staff members surveyed, 68% felt moderately to very positive about the addition of another master's level program.<sup>46</sup> Those in favor of the idea (127 staff surveyed) cited a positive impact on the area, increased funding and prestige, increased education opportunities, and attractiveness to students as the top reasons for supporting the idea.<sup>47</sup> Those who were not in favor (27 staff surveyed) claimed it would be a "distraction from the school's mission and identity," detract funds and attention from undergraduates, that the University did not have adequate resources for a new program, or that resources should instead be used to improve existing programs.<sup>48</sup> On average, staff perceived five graduate programs would determine UNC Asheville's status as a "provider of higher education," estimating that graduate programming would draw around 624 students if the number of enrolled undergraduate students remained constant at 3,500.<sup>49</sup> The areas of study that most interested staff members were business and health related master's programs.<sup>50</sup> The main factor staff believed should be considered to avoid a harmful impact on the undergraduate experience was ensuring adequate faculty and staff coverage.<sup>51</sup> Regarding the community impact of increased graduate level opportunities, 81% estimated a moderately to very positive impact.<sup>52</sup>

Out of the 334 alumni surveyed, 80% had a moderately to very positive reaction to the idea of adding another master's level program at UNC Asheville.<sup>53</sup> They cited improved

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<sup>42</sup> Stamats p. 24

<sup>43</sup> Stamats p. 23

<sup>44</sup> Stamats p. 25

<sup>45</sup> Stamats p. 26

<sup>46</sup> Stamats p. 29

<sup>47</sup> Stamats p. 30

<sup>48</sup> Stamats p. 31

<sup>49</sup> Stamats p. 32

<sup>50</sup> Stamats p. 34

<sup>51</sup> Stamats p. 36

<sup>52</sup> Stamats p. 37

<sup>53</sup> Stamats p. 41

reputation and prestige for the school, increased education opportunities and attractiveness to students, and personal interest as reasons why they favored the idea.<sup>54</sup> The 23 alumni surveyed who were not in favor of more graduate programming cited detracting from undergraduate funds and attention, distraction from the school's mission and identity, and the idea that resources should be used to improve existing programs.<sup>55</sup> 81% of alumni agreed that schools offering graduate degrees are more prestigious and enjoy stronger academic reputations than those that do not.<sup>56</sup> 75% of alumni reported that they would seriously consider returning to UNC Asheville to pursue their graduate degree if the school offered classes in their field of study,<sup>57</sup> choosing health, education, and sustainability as their top choices for master's level programs.<sup>58</sup>

Of the 147 faculty members surveyed, just 44% felt moderately to very positive about the addition of another master's program.<sup>59</sup> Those in favor of the idea (65 faculty surveyed) cited a positive impact on the area, increased funding, prestige, increased education opportunities, and attractiveness to students as the strongest reasons supporting the idea.<sup>60</sup> Those who were not in favor (59 faculty surveyed) claimed it would be a "distraction from the school's mission and identity," detract funds and attention from undergraduates, that the University did not have adequate resources for a new program, or that the resources should instead be used to improve existing programs.<sup>61</sup> On average, faculty perceived five graduate programs would determine UNC Asheville's status as a "provider of higher education," with around 444 graduate students enrolling if the number of enrolled undergraduate students remained constant at 3,500.<sup>62</sup> Faculty focused on education, creative writing, and environmental science as their master's programs of choice.<sup>63</sup> The main factor that faculty believed should be considered to avoid a harmful impact on the undergraduate experience was ensuring adequate faculty and staff coverage.<sup>64</sup> Regarding the community impact of increased graduate level opportunities, 64% of faculty estimated a moderately to very positive impact.<sup>65</sup>

In Fall 2017, the MLAS Program submitted a proposal to Faculty Senate for a dual degree program (also known as accelerated degree, or 4+1 program), recommended by the Graduate Council and supported by Chancellor Mary Grant. Despite the fact that the program would only benefit the University--attracting more students with the promise of completing a bachelor's degree as well as a master's degree at a fraction of the normal cost of graduate education--the majority of the Institutional Development Committee vehemently opposed the

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<sup>54</sup> Stamats p. 42

<sup>55</sup> Stamats p. 43

<sup>56</sup> Stamats p. 44

<sup>57</sup> Stamats p. 45

<sup>58</sup> Stamats p. 47

<sup>59</sup> Stamats p. 29

<sup>60</sup> Stamats p. 30

<sup>61</sup> Stamats p. 31

<sup>62</sup> Stamats p. 32

<sup>63</sup> Stamats p. 34

<sup>64</sup> Stamats p. 36

<sup>65</sup> Stamats p. 37

idea, claiming it would pull students from departmental senior seminars. Despite the Chancellor's support and the fact that these fears were unfounded, the idea for a 4+1 program never made it to a full Faculty Senate vote.

In 2017, the MLAS Program was charged with developing a certificate in nonprofit management by Chancellor Mary Grant and Provost Joe Urgo. This effort was performed in collaboration with Management & Accountancy faculty members and Department Chair Michael Stratton. This effort was halted due to a number of reasons.

In 2018, IDC unanimously passed the following statement: "Given funding challenges, demographic challenges and the educational needs of the community, IDC is open to receiving thoughtful applications for new master's programs at UNC Asheville."<sup>66</sup> In a May 2018 Faculty Senate Meeting, Dr. Brian Butler explained that IDC "realized the benefits if UNC Asheville [graduates] 50 Graduate Students a year [...] funding for the university goes up significantly."<sup>67</sup> Several faculty members expressed favor for this idea, citing "the changes that are inevitably coming to this region," and that the implementation of more graduate programs would be "a tremendous opportunity not to change who we are but to enhance the opportunities of the region."<sup>68</sup> Furthermore, faculty members noted that "the community is asking" for more masters level programs, especially in the areas of public health and writing, and it would be "prudent to consider their requests."<sup>69</sup>

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<sup>66</sup> IDC Master Program Statement, 2018.

<sup>67</sup> Faculty Senate Minutes, 3 May 2018.

<sup>68</sup> *Ibid.*

<sup>69</sup> *Ibid.*

### **Assessment: Program, Instructors, Courses**

With over 100 graduates in the past ten years, the MLAS Program could continue to flourish at UNC Asheville. Drawn to the program by our wide range of featured topics, instructors have taught students from South Africa, Zimbabwe, China, and the Netherlands. With the generous gift from Stagg and Cheryl Newman, the program will be able to offer significant scholarships, making graduate education in Western North Carolina more accessible.

Despite having only two permanent faculty members, the MLAS Program has succeeded due to its use of knowledgeable faculty from different undergraduate departments. The program has offered courses in a wide range of topics--including creative writing, world history, library archival practices, and diverse sustainable cultures--emphasizing the value of a well-rounded education as a core of the liberal arts mission. Another part of the Newmans' gift, a \$250,000 endowment, would provide permanent funding for a quarter-time faculty member in Sustainability Studies.

An aspect of the MLAS faculty that could be improved is diversity. At the present, there have been few MLAS faculty members of diverse racial or ethnic backgrounds. However, the vast majority of UNC Asheville professors are white, and the program can only ask certain instructors if they would be willing to teach in the program due to departmental needs. This lack of racial diversity could be resolved with increased hiring of faculty from marginalized racial and ethnic groups campus-wide. Regarding gender diversity, the program has always strived to include women and nonbinary instructors and staff as often as possible. Again, difficulties with this stem from the fact that instructors in the program must first answer to their department needs. The pool from which the MLAS Program can draw instructors is extremely limited.

With at least two more permanent MLAS faculty positions, the program would be able to permanently increase instructor diversity.

If the MLAS Program is to continue to thrive at UNC Asheville, it would greatly benefit from increased faculty, as the only two permanent faculty members are Dr. Voos (a 0.75 time employee dividing his time between acting as Program Director and teaching) and Mr. Hays (a 0.5 time employee likewise dividing his time between acting as Director of the Great Smokies Writing Program and teaching in the MLAS Program). With the dismissal of the only other professor allocated specifically to teach in the program (Dr. Branson,) the MLAS Program has had to increasingly rely on adjunct professors, which in turn has increased the costs of operating the program (as seen in the Financial Report.) While the program's revenue continues to cover all expenses, it should be noted that, if the program were to have additional permanent faculty members, the costs formerly dedicated to adjuncts could be redirected to providing more opportunities for graduate students, such as conferences, research grants, or scholarships.

The program prides itself on the variety of courses offered. This emphasizes the well-rounded nature of the liberal arts core, and offers opportunities for UNC Asheville professors from diverse departments to share their expertise. As demonstrated in the 2013 STAMATS survey, some of the areas of study drawing the most interest across campus were in Environmental Science, Business & Management, Health & Wellness, and Creative Writing.

While the program has offered many courses in Creative Writing and has two certificate programs related to Climate Change & Sustainability, the program could consider adding classes on Nonprofit Management and Appalachian Studies in the future, provided that it could draw instructors from those departments.

Another future path for the program could include the creation of additional certificates, possibly in Creative Writing, Nonprofit Management, and Appalachian Studies. However, the program has pursued other initiatives and faced negative reactions, which have in turn led to the initiatives being dropped. Increased specialized certificate options in a variety of topics may increase enrollment in the program as a whole, especially among undergraduates who wish to continue their education, or faculty and staff members as indicated in the STAMATS survey.

## **X. Appendices**

- a. [MLA\(S\) Courses and Descriptions \(2009 — 2019\)](#)
- b. [Student Capstone Projects—Titles and Descriptions \(2009 — 2019\)](#)

*Appendices c-h are attached.*

### Appendix C: Leadership Timeline<sup>70</sup>

Name	Time Served
Ted Uldricks, Director	1987-2005
Melissa Burchard, Director	2005-2007
Bill Spellman, Director	2007-2009
Peg Downes, Director	2009-2011
Ed Katz, Director	2012-2015
Holly Iglesias, Associate Director	2012-2016
Gerard Voos, Director	2015-Current

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<sup>70</sup> From Academic Affairs Personnel Specialist.

## THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

## FACULTY SENATE

Senate Document Number 4688S

Date of Senate Approval 4-14-88

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Statement of Faculty Senate Action:

## University of North Carolina at Asheville

## Analysis of Resource Impact of Initiation of MLA Program

	FY1988	FY1989
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Headcount	18	36
Ave. Class Size	15	15
Course Load	2	2
No. of Courses	3	6
FTE Faculty	.25	.25
Adjuncts Needed	5	6
Faculty Costs	\$7,500	\$9,000
Admin. Costs	\$16,250	\$16,250
Administrative FTE	.5	.5
Total FTE	.75	.75
Total Cost	\$23,750	\$25,250
FTE Generated	6	12
FTE Positions	.6	1.2
Salary Generated	\$19,500	\$39,000
Net impact	\$-4,250	\$13,750

## University Planning Council Report

### Resource Needs of the Masters in Liberal Arts Program

At the direction of the Faculty Senate, the University Planning Council has reviewed the Masters in Liberal Arts Program to determine if the resources needed to start such a program are currently available. The Planning Council has found that there are startup costs, but the costs can be met without harming the undergraduate program assuming the MLA is administered as it is currently described. The benefits that can accrue from the program should be worth the initial costs.

The following information details the assumptions that were used to reach this conclusion.

#### I. Faculty.

Faculty who are participating in the program will be released from one undergraduate teaching assignment in order to teach a graduate class. If the faculty member is preparing to teach the class for the first time, he/she will be released from an additional class in order to properly prepare. There will be no release time for cross listed courses that have an enrollment primarily made up of undergraduates.

The Director of the MLA Program will coordinate with Department Chairmen to ensure that the faculty needs of the program will not place a burden on any department. The Director will be working to balance both the needs of faculty development with the needs of the program. This will mean that new

from the needs of the program. This means that new

preparations will always be a factor in the program, but they should be mixed in with existing courses, so the yearly costs will not be excessive.

The table that is enclosed with this report provides information on possible dollar costs compared to FTE funds to be generated by the program. The initial costs appear to be reasonable.

## II. Other.

Library. The books that will be needed by the program will serve the needs of a variety of existing departments. However, the existence of an additional program on campus will very likely divide the library budget into even smaller pieces than it is now.

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Secretarial Help. Secretarial work for projects will come from the graduate center. Letters and phone calls will have to be handled by the History Department's secretary.

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Support Services. There will be some start up costs for the program associated with the Registrar's Office, the Business Office and various administrative offices. The Program Director will handle much of the admission work. It is not possible to place a dollar figure on Support Services.

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Space. Because the MLA Program is envisioned as a part-time program, the courses will be offered in the afternoons and evenings. They should provide little problem for the day classes. The evening classroom shortage may be made worse by the addition of the classes.

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Promotion. There will be some costs associated with publicizing the program. The current budget calls for \$1000. Part of these yearly costs will be shared with the graduate center.

## Senate Document #45

## REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

The University of North Carolina

Date: April 10, 1986

Constituent Institution: THE UNIVERSITY OF NORTH CAROLINA AT  
ASHEVILLE

API Discipline Specialty Title: Liberal/General Studies

API Discipline Specialty Number: 24.101 Level: Master's degree

Program Tracks:

## I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program and associated degree program tracks.

The Master of Liberal Arts degree (MLA) is one which offers the mature student a graduate degree which is interdisciplinary in nature and nonprofessional in intent. It provides a unified liberal arts curriculum at the graduate level.

The proposal for a Master's degree in Liberal Arts at UNCA is designed

around the theme, "Dimensions of Freedom": this is an interdisciplinary program which explores all aspects of freedom as they relate to human nature, personhood, human values, and the quality of human life. This theme integrates studies ranging from natural science, psychology, and politics, to philosophy, religion, and the arts.

The theme of freedom is chosen because it is central to the idea of liberal or liberating education, because it is intimately connected with issues concerning human values, and because it allows wide latitude in integrative and interdisciplinary work. Departments in all areas of the university should be able to contribute to such a program. All the courses in this program will be concerned with topics related to the central theme, although not all will address the concept of freedom exclusively.

The program format is designed so that the students will begin and end the program with common core experiences, while having selected options in the middle part of the curriculum. The program begins with two "Protoseminars" designed to lay a foundation for later work. One of these is a course in intellectual history which explores the historical dimension of the development of various concepts of freedom. This seminar is designed to give the students a common historical framework within which to understand the development of ideas which culminate in contemporary questions and problems about human freedom and human values. The other "Protoseminar" will serve as an introduction to methodological

Page 2

questions raised by interdisciplinary studies and will focus on identifying and analyzing different modes of knowing, explaining, and understanding encountered in diverse disciplines. Each of these Protoseminars carries three hours of academic credit.

The next segment of the program focuses on three Divisional Seminars in which students are exposed to problems of value from the perspective of each of the academic divisions represented at UNCA: Humanities, Social Sciences, and Natural Sciences. The seminars are interdisciplinary in nature but limited to the particular division. Thus, the student will be exposed to a more detailed treatment of the differing approaches to problems of value that are germane to each division. Each divisional seminar will carry three hours credit.

In addition to the required division seminars, the student will take optional MLA courses relevant to their own interests from a selection of offerings. The defining characteristics of these courses would be that they are: 1) offered at a level of sophistication and rigor appropriate to a master's program, and 2) relevant to the theme of freedom, human nature, and value. These courses would be a combination of currently offered courses relevant to the theme (e.g. Behavior Modification, Contemporary Political Ideologies, Humanistic Psychology, Revolutions and Social Movements, Existence and Meaning, etc.) modified to a master's degree level, and new courses proposed by academic departments desiring to participate in the MLA program.

With these characteristics in mind, a student will be given the opportunity to construct, in consultation with an advisory committee, a topical focus to his or her program. Students in the MLA program would take a minimum of four courses (12 hours) in this part of their program.

As a common capstone experience, students are required to take a core seminar on "Freedom and Human Nature" in which they will draw on their diverse studies in the previous courses in an attempt to analyze the various views of freedom and human nature presupposed or implied by their earlier work, and as introduced by this course itself. They will be asked to critically analyze these concepts of human nature and to reflect on the value implications and presuppositions of these concepts. This course will carry three hours credit.

will carry three hours credit.

The final requirement in the program is a master's thesis carrying six hours credit.

The total number of credit hours in the program is 36.

B. List the educational objectives of the program.

The objectives of the MLA degree at UNCA are to cultivate:

1. a deeper appreciation of the general dimensions and possibilities of the human spirit and the human condition;
  2. a wider appreciation of the interrelations between various disciplines as they related to the question of our humanity and self-understanding;
- Page 3
3. a greater sensitivity to problems concerning values and the process of valuation;
  4. an increased ability in critical analysis and synoptic synthesis;
  5. an increased ability to communicate clearly;
  6. a greater awareness of the importance of viewing a problem from a variety of perspectives;
  7. the desire to pursue individual self-understanding and self-actualization within the context of our common humanity.

C. Indicate the relation of the program to other programs currently offered at the proposing institution, including the common use of (1)

..... (2) ..... (3) ..... and (4) .....

courses, (2) faculty, (3) facilities, and (4) other resources.

Presently, UNCA does not offer any graduate level programs, though we do house the Asheville Graduate Center on our campus. Since the MLA is our first master's program, it was chosen because it builds on our strong undergraduate liberal arts focus. UNCA has a well developed interdisciplinary sequence of courses in the Humanities. This year faculty from 11 different departments participated in the four course sequence. Many of our present faculty are highly qualified and motivated to teach in the MLA program. Their commitment to interdisciplinary instruction will allow them to extend their teaching techniques to the MLA program.

As was noted above most of the courses for the MLA will be new: at least 18 hours or 6 courses. Several of the courses in the elective sequence will cover currently offered topics, but at the master's degree level (e.g. Behavior Modification, Contemporary Political Ideologies, Humanistic Psychology, Revolutions and Social Movements, Existence and Meaning, etc.). It is also anticipated that some of the graduate courses offered through the Asheville Graduate Center may be able to serve as elective courses. No special facilities are anticipated other than the availability of classroom space. Presently, our classroom facilities are near maximum capacity. However, additional construction currently is underway which will provide adequate facilities for the MLA program. The operating resources for supplies and equipment should be available through the present university operating budget.

D. Identify similar programs offered elsewhere in North Carolina.

Indicate location and distance from the proposing institution. Include both publicly-supported and private institutions of higher education.

Two universities in North Carolina presently offer a master's degree in liberal studies, Duke and UNC-Greensboro. Duke is located approximately 200 miles from Asheville while UNCG is over 150 miles away. Since the

program directly appeals to the part-time, local student, there is no anticipated overlap.

E. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

Dartmouth College

Georgetown University

Page 4

Duke University

Johns Hopkins University

Southern Methodist University

F. List other institutions visited or consulted in developing this proposal. Also list any consultant reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

Members of the planning committee for the MLA attended a Conference in Baltimore in October, 1985 at which a number of directors of Liberal Studies programs from around the country were in attendance. Lengthy discussions were held with representatives from Johns Hopkins, Mary Washington College, Brooklyn College, Harvard, and Dartmouth among others. In addition, the committee closely reviewed the liberal studies proposal submitted by UNC-Greensboro. Discussions were also held with the director of the Duke University program.

G. Indicate how the proposed new degree program differs from other programs like it in the University. If it is a program duplication, why is it necessary or justified? If it is a first professional or doctoral degree program, compare it with other similar programs in public and

private universities in North Carolina, in the region, and in the nation.

Since the Masters in Liberal Studies is the first and only graduate program proposed by UNCA it does not duplicate any existing program at the University. The MLA Committee has studied most of the programs offered in the country and we have found that they vary widely in structure, rigor and content. Some only require that students take a specified number of hours (usually 30-36) in order to obtain the degree. Others are highly structured, requiring a specific set of readings and courses taken in a specific progression. Some require a final thesis or project -- some do not. Some are unified around a central theme -- some are not. Below is the definition of liberal studies programs developed by the Associate for Graduate Liberal Studies Programs.

#### ARTICLE III. DEFINITION OF THE GRADUATE LIBERAL STUDIES PROGRAMS

Although the programs represented by the Members of the Association vary considerably in size, organization, sponsoring institutions, and details of curriculum, they share a common purpose: to offer mature students a graduate degree which is interdisciplinary in nature and non-professional in intent (that is, not specifically intended to train students for a particular vocation, to provide accreditation for a profession, or to prepare students for further graduate study). The programs specifically adhere to the values of liberal arts education, but at the graduate level, offering students drawn from a variety of backgrounds and professions an alternative to the usual specialized programs. Among degrees commonly offered by the Liberal Studies programs are the Master of Arts in Liberal Studies (MALS), and Master of Liberal Arts. All programs are interdisciplinary. Their objective is to provide an

alternative approach to continued learning by offering a program for students who seek broad, interdisciplinary paths to knowledge and normally, to do this for student bodies comprised of part-time students (evening classes or intensive summer courses). In summary, the intention is a unified liberal arts curriculum at the graduate level. These goals can also be defined in terms of students' motivations in enrolling in these programs. These range from career-related concerns to the desire for intellectual stimulation. These varying interests are subsumed in a concern for personally rewarding further education in a humanistic context.

In responding to these concerns, the Graduate Liberal Studies programs differ from other continuing education programs, which may also serve such students, in that they are degree programs, carefully structured, coherent in curriculum, founded on a set of requirements, and rigorous in the intellectual challenge they pose for participants. Their interdisciplinary curricula may be said to extend the liberal arts character of American undergraduate education to the graduate level. They are graduate programs--formally so in requiring the bachelor's degree for admission, but more significantly in the maturity expected of students, the expectation of responsible and frequently independent work and thought, the level of discourse in classes and comprehension necessary to meet degree requirements (papers, examinations, projects, and the like). They represent then, a particular mode of graduate study, in breadth intentionally different from traditional

departmental graduate programs, in structured curriculum and academic rigor unlike less consciously ordered programs of continuing education.

## II. JUSTIFICATION FOR THE PROGRAM

A. Narrative statement. Describe the proposed program as it relates to: 1) the institutional mission, 2) overall state plans, 3) student demand, and 4) the strengthening of the existing undergraduate and graduate academic programs of your institution.

UNCA has a tradition of being a quality liberal arts campus of the University of North Carolina. Our mission stresses the importance of the liberal arts as a foundation for later study in the major. While UNCA intends to remain primarily an undergraduate campus, the Master of Liberal Arts program offers a rare opportunity to establish a program which would allow the faculty to more fully develop courses in the liberal arts, enhance the university's liberal arts focus, and provide an opportunity for post-baccalaureate students to pursue an advanced program of studies. It is anticipated that the program would serve as a model for the development of integrative courses which could subsequently be developed for the undergraduate program.

In order to assess student demand the MLA planning committee commissioned

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a marketing survey conducted by the Communications program under the direction of Dr. Alan Hantz. A telephone survey was conducted of a target sample of people in the Asheville area who possessed the baccalaureate degree. The Target list was developed from various civic organization mailing lists and represented a cross section of persons in

the Asheville area. Their survey revealed that a substantial number of persons in the community are interested in the Master's of Liberal Arts program. 27% of the 134 persons surveyed expressed definite interest in the program, while an additional 36% indicated some interest but wanted to know more about the program before making a commitment. The broad theme of "Freedom" was found to be the most widely preferred of the various themes suggested (a copy of the survey results are attached).

B. Enrollment (upper division program majors, juniors and seniors only, for baccalaureate programs:

1. Project enrollment for four years, giving the basis for the projections.

The four year enrollment projections are based on the following assumptions: 1) Most of the students will enroll on a part-time basis, typically taking one course a semester; 2) Most students will be from the local area and will be employed during the day; 3) Nearly 40 persons indicated an interest in the program during the survey; a yield rate of 45% of that group could be expected based on the typical UNCA yield rates for new students.

2. Project enrollment by numbers and race using the chart below:

	Year 1	Year 2	Year 3	Year 4
	1987-88	1988-89	1989-90	1990-91
Black	1	1	2	3
White	14	18	21	27
Other	-	1	1	1

TOTAL            15                            20                            24                            30

### III. PROGRAM REQUIREMENTS AND CURRICULUM

#### A. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

All students will be required to hold at least the baccalaureate degree in order to be admitted to the program. All candidates will be required to take either the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT). Each candidate will be required to submit an essay in which the applicant describes his or her pertinent personal and professional experience and education, as well as his or her interests and goals in

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pursuing the MLA degree. Each candidate will be interviewed by members of the MLA Program Council and the Program Director.

2. Documents to be submitted for admission (listing or sample).
  - College transcripts
  - letters of recommendation
  - Statement of purpose in seeking the MLA degree
  - GRE or MAT

#### B. Degree requirements. List the following:

1. Total hours required. Major. Minor.

The MLA degree will consist of thirty-six (36) semester hours.

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

6 of the 10 courses required are open only to graduate students. This constitutes 18 semester hours. The thesis requirement (6 semester hours) is also open only to graduate students.

3. Grades required.

An A, B, C, F grading scheme will be followed for the program. The student must have a B average with no more than 6 semester hours of C grades in order to successfully complete the program.

4. Amount of credit accepted for transfer.

Because of the likelihood of encouraging students in the MLA program to take some elective courses from other graduate programs offered through the Asheville Graduate Center, 12 semester hours will be allowed in transfer from other accredited graduate programs. Each such request will be reviewed by the MLA Program Council and the Program Director to insure that the work is relevant to the intent of the MLA program.

5. Other requirements: residence, comprehensive exams, thesis, dissertation, clinical and field experience, etc.

Because this type of program appeals to the part-time, older student, there is no residency requirement which will be established. Students will be expected to maintain contact with an assigned graduate advisor to insure that they progress through the program. A 6 hour thesis is a requirement of students in the program.

6. Language and/or research tool requirements.

No specific requirements are anticipated.

7. Any time limits for completion.

The MLA program proposed is expected to appeal primarily to the part-time graduate student. Consequently, some flexibility will be needed in determining time limits for the completion of the degree. Therefore, we propose that any student who has been in the program for five years will

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be reviewed carefully to determine the likelihood of completing the program.

C. List existing courses by title and number and indicate (\*) those that are required. Include an explanation of numbering system and describe new courses proposed.

At present none of the courses required in the program have been taught at UNCA. It is anticipated that some courses may be expanded and upgraded to a graduate level and offered as electives.

The following new courses will be required:

Historical Perspectives (3 hr) -- a course in intellectual history which explores the historical dimension of the development of various concepts of freedom. This should give the students a common historical framework within which to understand the development of ideas that culminate in contemporary questions and problems about human freedom and human values.

Integrative Studies (3 hr) -- an introduction to methodological questions raised by interdisciplinary studies and would focus on identifying and analyzing different modes of knowing, explaining, and understanding in

diverse disciplines.

Natural Science Seminar (3 hr) -- The seminar is interdisciplinary in nature but limited to the natural science division. The student will be required to consider problems of human value raised by issues in the natural sciences.

Social Science Seminar (3 hr) -- The seminar is interdisciplinary in nature but limited to the social science division. The student will be required to consider problems of human value raised by issues in the social sciences.

Humanities Seminar (3 hr) -- the seminar is interdisciplinary in nature but limited to the Humanities division. The student will be required to consider problems of human value raised by issues in the Humanities.

Freedom and Human Nature (3 hr) -- The student will be required to analyze the various views of freedom and human nature presupposed or implied by the student's previous work, and as introduced by this course itself. Students will be asked to critically analyze these concepts of human nature and to reflect on the value implications and presuppositions of these concepts.

#### IV. FACULTY

A. List the names of persons now on the faculty who will be directly involved in the proposed program. (Include resumes in attachment.) Provide complete information on each faculty member's education, publications, teaching experience, research experience, and experience in the direction of student research, with the number of theses and dissertations directed, in addition to biographical information.

Dr. Phyllis Betts, Associate Professor of Sociology  
Dr. Alan Comer, Associate Professor of Biology  
Dr. Margaret Downes, Assistant Professor of Literature  
Dr. Lance Gentile, Professor of Education  
Dr. Deryl Howard, Associate Professor of Philosophy  
Dr. Charles Prokop, Associate Professor of Psychology  
Dr. Gene Rainey, Professor of Political Science  
Dr. Ted Uldricks, Associate Professor of History

B. Project the need for new faculty for the proposed program for the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

Based on likely enrollments for the MLA program and the number of courses to be offered, it is projected that UNCA will need two (2) additional faculty positions during the first four years. One faculty position will be needed at the initiation of program. This person will be expected to serve as the program director and to teach several courses during the first year. The balance of course offerings which may be needed can be absorbed by the present UNCA faculty without affecting existing programs. By the third year of the program it is anticipated that an additional faculty position will be needed. This position will handle additional courses which will be required by the third year. Any other courses needed will be handled by the existing UNCA faculty.

C. If acquisition of new faculty requires additional funds, please explain where and how these funds will be obtained.

The initial faculty position will need to be funded from the University Change budget or through a special initial appropriation. Since UNCA has

never offered a master's level program, considerable time will be required for the initial start-up and course implementation. Attempting to fund this initial faculty position through the Enrollment budget would only hamper already existing programs which are in need of additional faculty resources. By the third year of the program it is anticipated that a second faculty position could be funded through the Enrollment budget, since student enrollment in the MLA should be sufficient by then to justify such additions.

D. Please explain how the program will affect faculty activity, including course load, public service activity and scholarly research.

If the positions noted above are approved, the impact of the MLA program on faculty activity should be minimal. Course loads will not be altered for those persons teaching in the MLA program. Faculty involvement in public service is not expected to be significantly affected, though it is hoped that the MLA program will increase the exposure of the faculty to various groups in the local community. Because the proposed program is at the graduate level, it is expected that the scholarly activity of the faculty participating in the program will increase. Those faculty participating will be encouraged and, if possible, supported in their efforts to increase their scholarly activities in areas relevant to the MLA.

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## V. LIBRARY

A. Provide a statement as to the adequacy of present library holdings for the proposed program.

The broad, comprehensive nature of the curriculum proposed for the Master of Liberal Arts degree makes it difficult to identify specific library

resources and to analyze the adequacy of contributors to the program, a wide range of disciplinary and interdisciplinary resources will be needed by students as they explore the central theme: "Dimensions of Freedom".

#### Current Resources

##### 1. Holdings in selected areas:

Subject	NUMBER OF TITLES		
	Periodical Titles	Circulating Collection	Reference Collection
History	60	15,350	550
Social Sciences	178	17,150	900
Biology & Environmental Studies	54	4,000	200
Literature	69	14,750	750
Philosophy & Religion	25	7,225	175
Psychology	67	2,125	40

##### 2. Government Publications

As a U. S. Government depository, Ramsey Library holds a wide range of statistical publications from social agencies such as the Justice Department, the Census Bureau, Health and Human Services, the State Department, the Energy Department, and the Department of Labor. The collection includes transcriptions of Congressional hearings covering a wide range of issues since the 1960's.

##### 3. Sampling of Library Holdings

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Using the five volume Dictionary of the History of Ideas and the

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encyclopedias or philosophy as sources of bibliographic citations, all English language books included in the bibliographies appended to the following articles were checked against Ramsey Library holdings:

Freedom, Legal concept of

Freedom of Speech in Antiquity

Liberalism

Equality

Free Will

Freedom

Individualism, Types of

Of the 92 titles checked, the library owned 47%. Many of the books not owned were either older titles long out of print or collected works of which we have variant editions.

#### 4. Bibliographic Data Bases and Interlibrary borrowing

The library has on-line access, through the DIALOG Information System, to

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relevant indexes in the social sciences, humanities, science and technology, medicine, energy and environment, business, education, and current affairs.

Ramsey Library is a member of the OCLC on-line Interlibrary Loan System and has access to information sources in libraries throughout North Carolina and the nation. The Western North Carolina Library Network, which will be operational in 1987, will provide on-line access to the holdings of Western Carolina University, Appalachian State University and the University of North Carolina at Asheville. A planned delivery service will facilitate resource sharing among these three UNC libraries.

B. State how the library should be improved to meet new program requirements for the next five years. Explanation should cover needs for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

The current book and journal resources, although relevant for graduate study, have been selected primarily to meet the needs of undergraduate students in the liberal arts. Fifty-thousand dollars spent over the next five years should be adequate to build a core collection of books, periodicals and reference materials for graduate level work. Projections are detailed as follows:

1. Books - Assuming \$35 as an average per-volume price for hardcover book over the 5 year period, \$35,000 would purchase some 1,000 new titles by 1991.
2. Reference Materials - Some \$5,000 should be available to purchase index/abstract services and general reference works.
3. Periodicals - Assuming an average annual periodical subscription cost of \$75, over the 5-year period \$10,000 would purchase some 20 new periodical subscriptions and needed backfiles.
4. Government Documents - As a U. S. Government depository, Ramsey Library can increase its acquisition of relevant government materials without direct expenditure of acquisitions funds.

C. Discuss any contemplated use of other institutional libraries.

(See Above)

## VI. FACILITIES AND EQUIPMENT

A. Describe facilities available for the proposed program.

No special facilities are anticipated for the MLA program aside from standard classroom and seminar space and faculty office space. It was noted above that classroom and office space are at a premium at present. An addition to the Science building will alleviate the space problem. Also UNCA has already submitted a request for a new Graduate

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Center/general purpose classroom building in the 1987-89 biennium.

B. Describe the effect of this new facility use on existing programs.

If the Graduate Center/Classroom building is constructed it would greatly alleviate the overcrowded situation we presently have. The Asheville Graduate Center could operate all of its programs from such a facility (this would include the MLA program as well).

C. Indicate any computer services needed and/or available.

The only computing needs anticipated in any quantity would be the various library search programs. The UNCA library already is capable of providing this service. Any highly specialized computing could be handled through our connection with the Triangle Universities Computation Center (TUCC).

D. Indicate sources of financial support for any new facilities and equipment.

The Graduate Center/Classroom building which the MLA may use must be funded from the Capital Budget of the University. The projected cost of the facility would be \$4.3 million. It should be noted that the

initiation of the MLA program is not dependent on the construction of the Graduate Center. Ultimately, however, the University will need the space.

## VII. ADMINISTRATION

Describe how the proposed program will be administered giving the responsibilities of each department, division, school, or college. Explain any interdepartmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The Asheville Graduate Center is housed on the UNCA campus. The Center provides the administrative support for the various graduate programs which are offered at UNCA including WCU, UNCG, and NC State. A part-time director primarily responsible for the academic and staffing aspects of the MLA program will be named along with an MLA Program Council for the program. The director will be a faculty member appointed by the Vice Chancellor for Academic Affairs in consultation with the appropriate department chairmen. The Director will be released from appropriate portions of his/her normal duties. The Director would report to the Vice Chancellor for Academic Affairs at UNCA and would be responsible for all programmatic decisions. The director would work with the Director of the Graduate Center for any administrative activities.

The MLA Program Council will be the faculty body which advises the Director in the administration of the program. Members of the Program Council will be appointed by the Director in consultation with the Vice Chancellor for Academic Affairs and the appropriate department chairmen. The Director will also be a member of the Program Council.

PROPOSED ORGANIZATIONAL CHART

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 General Administration  
 UNIVERSITY OF NORTH CAROLINA  
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 | |  
 Chancellor |  
 UNCA |  
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 Director  
 ASHEVILLE GRADUATE CENTER  
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|  
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 Vice Chancellor for Academic Affairs - - - - -  
 UNCA

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 |  
 |

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 Director - - - - - MLA Program Council  
 MLA PROGRAM UNCA  
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## VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed.

\_\_\_\_\_

Though it is not a formal accrediting organization, the Association of

\_\_\_\_\_

graduate Liberal Studies Programs serves as a clearinghouse and information exchange on the purpose and nature of graduate liberal studies programs. UNCA has requested membership in this association and hopes to advance its own MLA program through close ties with other graduate programs in liberal studies from around the country.

## IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

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As a liberal studies program the MLA at UNCA hopes to draw upon the expertise of faculty from all the disciplines in the University. UNCA's liberal arts tradition has produced a number of disciplines with excellent faculty. The faculty presently at UNCA are quite capable of offering a high quality MLA program. The only expansion anticipated is that at least two new faculty positions in the appropriate disciplines will be needed as the program evolves.

## X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

## XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional funds required. Prepare a budget schedule for each of the first three years of the program indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any large or specialized equipment and any unusual supplies requirements.

For purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels.

Include the continuation of previous year(s) costs in second and third year estimates.

During the first year of operation it is anticipated that an additional clerical person will be needed to assist the MLA director in managing the program. This person would need to serve as an administrative assistant and consequently would be at a higher salary scale. Every effort will be made to take advantage of existing staff in the University and in the Graduate Center to minimize the need for any other clerical staff. One new faculty position would also be necessary in the first year for the director of the program. A minimum of two courses will be offered each

director of the program. A minimum of two courses will be offered each semester in the first year of the program. This teaching load plus the responsibilities of directing the program amount to the equivalent of one FTE faculty position. The remaining funds needed for the first year of the program are supply and travel expenses normally associated with the start up of a new program.

Costs for the second year of the program would be similar to the first year with normal salary and operating budget increases.

The third year it would be expected that an additional faculty position would be required to cover the additional enrollment expected.

The additional funds for the Library would be necessary in order to bring the collections up to a level appropriate for the MLA program.

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A detailed budget for the first three years is attached.

## XII. EVALUATION PLAN

All new degree program proposals and degree program track descriptions must include an evaluation plan which includes (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program/track for the first four years of the program (numbers of graduates), (d) the names of at least three persons qualified to review this proposal and to evaluate the program once operational, and (e) the proposed plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

Several years ago UNCA initiated an "Academic Audit" program in which academic programs within the University were reviewed from several varied perspectives. Each year two programs are selected for review using previously specified criteria. More recently we have incorporated learning objectives into this process, and ultimately expect to add external reviews as well. The underlying theme of this evaluation model

PROGRAM IMPROVEMENT

at UNCA is that of PROGRAM IMPROVEMENT. The emphasis on program improvement would include perceptions of the MLA planning committee that has formulated the present proposal, the various administrators directly involved in the program, the faculty who will be participating in the program as well as those outside the program, and the students in the program. The approach to evaluating the MLA program will follow this previously established model. For example, not only will the stated goals and objectives of the program be reviewed but also the impact of the program on other areas of the university, its contribution to the enhanced quality of instruction at UNCA, etc. Objective and subjective criteria

PROGRAM

will be used in the evaluation process; all with an eye toward PROGRAM IMPROVEMENT

IMPROVEMENT. The UNCA Graduate Council will be primarily responsible for the oversight of the evaluation project.

PROGRAM EVALUATION FORMAT

A. Criteria to be used to evaluate the proposed program:

-- QUALITY OF PROGRAM

- Faculty                      Students
- Curriculum                Support services (Library, Computing,
- Program Admin.                      LRC, etc.)

-- NEED OF PROGRAM

Centrality to Mission of the University

Value of program to students and greater community

Comparative Advantage

-- DEMAND FOR PROGRAM

Present and projected demand

Success of graduates

-- COST

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Cost effectiveness

Indirect cost/benefit

B. Measures to be used to evaluate the program:

-- QUANTITATIVE MEASURES

UNCA introduced an "Academic Audit" procedure for the quantification of academic programs. In this procedure multiple dimensions are examined ranging from class size to credit hour ratios to scholarly productive measures of the faculty. Each of the criteria noted above will have an appropriate objective measure associated with it.

-- QUALITATIVE MEASURES

An important dimension to UNCA's program evaluation model is that we recognize and incorporate into the process the inherent subjectivity of evaluation. Thus activities such as student evaluations, interviews, and classroom observation are directly assessed. In relation to the MLA program the judgments of the various "audiences" (students, faculty, administration) will be considered along with the perceptions

and judgments of external reviewers.

C. Projected productivity levels (number of graduates):

level	Year 1	Year 2	Year 3	Year 4	Year 5
Master's	0	3	7	8	8

NB: Since the program is expected to appeal to part-time adult students the graduation rates from the program are expected to be low for the first few years.

D. Recommended consultant/reviewer: names, titles, addresses. May not be employees of the University of North Carolina.

William Kemp

Director of the MALS Program

Mary Washington College

1301 College Avenue

Fredericksburg, VA 22401-5358

Dr. Allie Frazier

President

Association of Graduate Liberal Studies Programs

Hollins College

P.O. Box 9651

Hollins College, VA 24020

Dr. Bonnie Erickson

Director of the MALS Program

Duke University

Durham, NC

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E. Plan for evaluation prior to sixth operational year.

Annual program reviews will be conducted each year focusing primarily on the "Academic Audit" type of quantitative information. Informal "audience" perceptions will reviewed on an annual basis as well. At the end of the third year a more formal assessment will be conducted as outlined above, if possible including external reviewers. The purpose of this review would be for Program Improvement. At the conclusion of the fifth year a formal assessment would again be repeated with particular attention paid to the relative success of suggestions in the previous assessment.

Date proposed degree program was authorized for planning:

August, 1985

Proposed date of initiation of proposed degree program:

August, 1987

Chancellor: \_\_\_\_\_

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chart

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
FACULTY SENATE

Senate Document Number 8016S  
Date of Senate Approval 04/14/16

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Statement of Faculty Senate Action:

**IDC 3 / APC 68 (MLAS): Request to Establish a Graduate Certificate Program  
in Environmental and Cultural Sustainability**

The Master of Liberal Arts and Sciences Program requests the establishment of a graduate Certificate in Environmental and Cultural Sustainability (ECS). As required by [SD 0512F](#), the program is providing the following information to bring this Certificate Program into alignment with the review requirements of the Faculty Senate:

**1. Consultation with Academic Administration, Alignment with University  
Mission, and General Resource Requirements**

**Consultation with Academic Administration:** The study of the human condition and how it is affected by creativity, cultural values, and scientific investigation are what form the intellectual backbone of the Master of Liberal Arts and Sciences Program (MLAS) since its inception in 1988.

The history of the development of the concept and design of the ECS Certificate demonstrates the planners' consultation with appropriate faculty, Academic Deans and the Provost.

In May 2013, Stamats released the results of a graduate education survey they conducted while under contract with UNC Asheville. Current students, alumni, faculty, and staff were queried on their interest in and support for future graduate programs in general, and for specific programs. Sustainability Studies ranked third among those programs suggested to survey participants. (The Stamat report can be found on the UNC Asheville Academic Affairs website at [https://academicaffairs.unca.edu/sites/default/files/STAMATS\\_Graduate\\_Survey\\_Environmental\\_Scan\\_.pdf](https://academicaffairs.unca.edu/sites/default/files/STAMATS_Graduate_Survey_Environmental_Scan_.pdf).)

In September of 2013, Associate Provost Edward Katz asked the UNC Asheville Graduate Council to consider the possibility of a certificate Environmental and Cultural Sustainability through classes taught in the MLAS Program. Faculty reviewed past sustainability-related courses as to their appropriateness and comprehensiveness regarding the suggested certificate curriculum. Former and current MLAS students were queried regarding the value of the sustainability courses they had taken, and which they thought may be value moving forward.

Through an 18-month process of discussion, review, and editing by MLAS staff and Graduate Council members, a program of study was developed. It is with Graduate Council concurrence and approval that this document is submitted to the Institutional Development Committee for review.

**Basic Concept and Alignment with University Mission:** The basic concept of the ECS certificate program is to leverage UNC Asheville's expertise in interdisciplinary teaching. This will include disciplines from across the campus: economics to environmental studies, history to health, and philosophy to political science. UNC Asheville is a leader in sustainability in higher education, its application to campus infrastructure, and applied research through the National Environmental Modeling and Analysis Center (NEMAC). UNC Asheville is the UNC system's designated liberal arts university, at which the arts and sciences are connected to one another through interdisciplinary studies and approaches to teaching and learning. Central to this educational philosophy and approach is the development of students of broad perspective, who think critically and creatively, communicate effectively, and participate actively in their communities. The ECS certificate, within our MLAS Program, exemplifies this ideal at the graduate level.

This concept aligns with the University's Mission, as articulated in the Mission Statement:

At UNC Asheville, we respond to the conditions and concerns of the contemporary world both as individuals and as a university. We incorporate economic, social and environmental sustainability into our institutional practices and curriculum. With a range of associated centers, partnerships, and initiatives, we fulfill our public responsibility to address the needs of our community through a continuum of learning.

Definitions of sustainability vary greatly, and mean different things to different people depending on the context. In this document, and in discussions regarding curriculum in the MLAS, the term "sustainability" will be used in the context of its social, cultural, economic, and environmental connotations. The term "environmental and cultural" in the title of this program is used for the sake of brevity to encompass the four meanings. By that we mean each term has its own meaning, but for our needs, we will make use of the overlap in definitions as found in *Webster's New World Dictionary*:

Social: of or having to do with human beings living together as a group or in a situation in which their dealings with one another affect their common welfare

Cultural: the ideas, customs, skills, arts, etc. of a people or group, that are transferred, communicated, or passed along, as in or to succeeding generations

Economic: of or having to do with the production, distribution, and consumption of wealth

Environment: all the conditions, circumstances, and influences surrounding and affecting the development of, and organism or group of organisms

Thus illuminating the final term, sustainability. Again relying on *Webster's New World Dictionary*, we find two definitions of the term, both of which apply:

Sustainable: 1. to keep in existence; keep up; maintain or prolong. 2. to provide for the support of; specifically, to provide sustenance or nourishment for

The MLAS has been home to many courses focusing on cultural, social, economic, and environmental sustainability. This has been especially so during the past decade (see Table 1).

Table 1. List of sustainability-related courses taught in MLAS since 2006.

<b>Course</b>	<b>Instructor</b>	<b>Semester and Year</b>
Violence in Contemporary American Culture	Melissa Burchard	Spring 2006
Climate and Society	Gerard Voos	Fall 2007, Fall 2009
American Documentary Tradition: Where Art and Politics Meet	Holly Iglesias	Spring 2008
A Sustainable Culture	Gerard Voos	Fall 2008, 2010, & 2012
Astronomy and Cosmology	Randy Booker	Sp 2009 & 2011, Fall 2013 & 2015
Environmental Literature and Media	Gerard Voos	Spring 2009, Fall 2011 & 2013
Globalization and its Critics	Surain Subramaniam	Summer 2009
The Great Depression	Pamela Nickless	Fall 2009
Roots of the American Documentary Tradition	Holly Iglesias	Spring 2010
Religion, Ethnicity, and Politics, in the Middle East	Tom Sanders	Fall 2010
Fundamentals of Climate Change Science	Chris Hennon	Fall 2010, 2012, & 2014
Psychology of Communication	Melissa Smith	Fall 2010
Tools for Climate Change Information and Decision-making	Todd Pierce/Derek Morgan	Spring 2011, 2013, & 2015
The Case for Vegetarianism	Kitti Reynolds	Spring 2011
The United States and China	Jim Lenburg	Spring 2011
Decision Modeling and Statistics	Steve Patch	Fall 2011, 2013, & 2015
Images of Upheaval: Where Art Meets Politics in 20 <sup>th</sup> Century America	Holly Iglesias	Fall 2011
Communicating Science	Mike Neelon	Spring 2012 & 2014
Consumerism and the Environment	Gerard Voos	Spring 2012, Fall 2014
US Health Promotion & Healthcare Policy: Problems, Possibilities, & Politics	Ameena Batada	Fall 2012
Cultivating Food Justice: Food Politics and Nutrition Policy	Amy Lanou	Spring 2013
World Agriculture	Gerard Voos	Spring 2013
Walking with Others: Global Health Challenges & Opportunities	Ameena Batada	Fall 2013
Policy & Environmental Change for Health Equity	Rebecca Reeve	Spring 2014
Environmental Solutions and their Impacts	Gerard Voos	Spring 2014
Environmental Law	John Noor	Spring 2015
Environ. Decision & Risk Analysis	Ana Pinheiro Privette	Fall 2015

These courses represent the range that the term “sustainability” encompasses. The certificate program can’t replicate all these classes, nor the talent of the faculty who have taught them. It will provide a framework of scholarship and understanding on these topics on which the student can build according to his or her interests and goals. UNC Asheville’s history of interdisciplinarity provides the ideal lens through which to explore the complex intersections of these multiple dimensions within which and through which sustainability will have impact on our community, our region and our

nation. Our Strategic Plan states that the University will “Furnish North Carolina’s economy with highly accomplished thinkers, negotiators, planners, collaborators, and problem-solvers,” and that we “Share responsibilities with the greater Asheville community for collaborations on issues of mutual concern, benefit, and accomplishment.” Our interdisciplinarity, our commitment to serve Asheville and North Carolina, and our focus on sustainability in its many forms—all featured in our Strategic Plan—align with the concept and intent of the Environmental and Cultural Sustainability certificate.

**General Resource Requirements:** The resources required by the Certificate in Environmental and Cultural Sustainability include qualified faculty, library and research materials, and an assessment plan to help us develop and improve learning outcomes. Faculty for this course of study may include:

- **Randy Booker**, Professor of Physics; PhD, Duke University (ECS 560, Energy Systems)
- **Keya Maitra**, Chair and Professor of Philosophy; PhD, University of Connecticut, and University of Hyderabad (ECS 520/540, Sustainable Cultures)
- **Kathleen Lawlor**, Assistant Professor of Economics; PhD, University of North Carolina at Chapel Hill (ECS 540, The Economics of Sustainability)

UNC Asheville faculty will teach several of the proposed elective courses, two of which students will choose as the fourth and fifth courses in the certificate sequence. In addition, personnel with PhD-level training from the National Centers for Environmental Information (NCEI) of the National Oceanic and Atmospheric Administration, the USDA Forest Service, the Center for Climate and Satellites from North Carolina State University, and those in the private sector, may be involved as adjunct instructors of elective courses (e.g., John Noor, JD, Environmental Law; Ana Pinheiro Privette, PhD, Environmental Decision and Risk Analysis).

Library resources for the program include thousands of texts, e-books, and journals on sustainability-related disciplines. Our library research tools include access to Science Direct, Proquest Central, Project Muse, Philosopher’s Index, Sage Journals Online, Proquest Environmental Science Package, and Science In Context. In addition, UNC Asheville is a part of the ABC Express, which adds to the resources available to students and faculty.

In regard to assessment, all MLAS focus areas, including ECS, are required to satisfy two Student Learning Outcomes, which are shaped to align the program and its courses with our University’s institution-wide student learning outcomes. These are:

1. Students should gain a broad overview of the intellectual connections among the natural sciences, social sciences and humanities.
2. Students should master the skills of interdisciplinary research, analysis and writing.

## **2. The Certificate in Environmental and Cultural Sustainability—Rationale, Objectives, Expected Pros and Cons, Expected Resource Implications**

The Certificate in Environmental and Cultural Sustainability would be awarded to those students enrolled in the program who successfully complete the three core courses and two elective courses for a total of fifteen credit hours. The courses will follow the MLAS interdisciplinary seminar numbering as follows: 520: Humanities, 540: Social Science and/or Globalization, and 560: Science and Human Values. The three core courses are:

1. **Sustainable Cultures (ECS 520)**—This course will cover the importance of diversity among the world's cultures and the potential for homogenization resulting from the globalization of many human activities. Literature from a variety of authors concerning international environmental themes will be read and discussed throughout the course.
2. **The Economics of Sustainability (ECS 540)**—This course investigates the challenges and opportunities facing environmental sustainability in the modern era. This course draws on environmental and natural resource economics as well as political economy to understand contemporary sustainability issues including climate change, ecosystem services, and the greening of global supply chains.
3. **Energy Systems (ECS 560)**—This course will include the study of current energy uses and demands. Energy resources, including: carbon-based, water-based, geothermal, and nuclear energy will be discussed. Renewable methods of energy generation, and potential future sources of energy will be reviewed.

The following is a list of electives for the fourth and fifth courses. These include (but are not limited to):

1. **Environmental Literature and Media (MLAS 520)**—An introduction into environmental literature through the reading and discussion of the works of authors such as Henry Thoreau, Edward Abbey, Annie Dillard, Wendell Berry, and Aldo Leopold. The media portion of the course includes documentary and mainstream films, video clips, still photography, paintings, and other artistic media dealing. (last offered Fall 2013)
2. **Environmental Law (MLAS 540)**—The study of laws that protect and/or negatively affect the environment, including the study of extending ethics beyond humans to include the environment. (Environmental Law was offered Spring 2015)
3. **Cultivating Food Justice: Food Politics & Nutrition Policy (MLAS 540)**—An examination of the intersections of food and nutrition policy with human rights, ethics, food security, dietary pattern-related illness, poverty, and consumer choice. The course explores how corporate, governmental, community and consumer interests impact nutrition, food and health policy and how individuals and organization can influence nutrition and health policy to promote consumer health. (last offered Spring 2013)
4. **Environmental Decision and Risk Analysis (MLAS 560)**—The study of methods and tools for decision-making and evaluating environmental risk. (offered Fall 2015)

5. **Do the Media Make Us Sick? An Exploration of the Intersection of Health, Mass Media & Society (MLAS 540)**— this course explores the dimensions of health and wellness, the history and theories of mass media in the USA, media effects research methods, and concepts and scientific evidence on the impact of mass media on people's health. (last offered Fall 2014)
6. **Fundamentals of Climate Change Science (CCS 560)**—Foundational examination of how earth systems interact to cause regional and global climate change. (offered every fourth semester; Fall 2014)
7. **Documentary Photography: Historical Context, Ethics of Representation and Studio Work (MLAS 520)**—Course includes field work and completion of a portfolio project. Conceptual development, with an emphasis on context and the ethics of representation, will be investigated through the portfolio, a research paper and short historical investigations that students will present to the class. Class discussions will ask why people photograph the things they do and what they intend to convey to the viewer, and challenges inherent in condensing a complicated world into static single images. (last offered Fall 2015)
8. **Environmental Justice (MLAS 540)**—An interdisciplinary seminar that focuses upon a variety of environmental justice issues and activism as represented in contemporary multicultural literature and documentary film, which will be analyzed within the context of background materials from a variety of fields. (offered Spring 2016)
9. **Walking with Others: Global Health Challenges and Opportunities (MLAS 540)**— this course explores the nature, challenges, and opportunities in global health facing us today. Students investigate the major measures of health and the prevalence and causes of morbidity and mortality internationally. Different types of health care systems, and the roles of national and international policies and globalization in influencing population health are also discussed. (last offered Fall 2013)
10. **Tools for Climate Change Information and Decision-Making (CCS 560)**— This course is a survey of climate observational datasets and the tools that are used to visualize and analyze them. It includes working with climate model output, using geographic information systems (GIS) for climate change decision-making and analyses of climate change impacts. (offered every fourth semester; Spring 2015)
11. **Decision Modeling and Statistics (CCS 560)**—The course includes the analysis of data to represent facts, guide decisions and test opinions in managing systems and processes. Basic statistical inference including regression analysis, correlation, classification, filtering and smoothing are studied. Special emphasis is placed on the analysis of climate data. (offered every fourth semester; Fall 2015)
12. **Locating Our Stories: A Creative Prose Workshop on Place (MLAS 520)** — This class explores place as an essential, inextricable part of storymaking. Students learn to think about place as not just backdrop or setting but as embodied emotional terrain. Place can become an essential source leading to our stories and deepening our revisions. Students will study published fiction and creative nonfiction informed by place and do exercises in class and out to

help discover their own short stories and personal essays shaped by the landscapes they carry within them. (last offered Spring 2013)

**13. Policy & Environmental Change for Health Equity (MLAS 540)**— This course reviews historical influences on public health policy, explore existing evidence-based and practice-tested health policy and practice strategies. The class discusses current opportunities and options as a way to determine how education, transportation, land use, housing, fiscal policy, and other public and organizational policies can be modified to promote health and eliminate health inequity. (last offered Spring 2014)

**14. Communicating Science (CCS 560)**—This course explores methods to bridge the gap between scientific findings and their understanding by the general public. Emphasis is placed on both theoretical and practical approaches to developing successful communication campaigns, including the use of focus groups to determine the best course of action. (offered every fourth semester; Spring 2016)

**Rationale:** This program is designed for individuals employed in or seeking employment in fields such as: land use planning, environmental non-profits, government, transportation, and insurance, in which sustainability concepts play an integral role. The multidisciplinary aspects of a sustainability-based curriculum are essential to understanding many of the problems facing today's world, and to provide the basis for the development of solutions. The program design—five courses offered to students—is intended to be attractive to both full-time and part-time students.

As the population of Western North Carolina grows, the demand for resources will increase, presenting larger challenges to local, state and regional communities. There has been a growing demand for knowledge of sustainability concepts, and for skills and the technological tools for engaging in meaningful decision-making and communication about it. Asheville's population is expected to increase by almost 20% by 2030. The Asheville Chamber of Commerce identified science and technology (which includes climate, sustainability, green building, and broadband technology) as one of its top business recruitment focus areas. The recent graduate education survey conducted by Stamats found that 75% of current students and 80% of alumni were in favor of graduate programming on campus. Sustainability was the second leading subject current students identified (third among alumni) when asked which academic programs they would like to see at UNC Asheville.

Many current MLAS students and alumni are employed in sustainability-related occupations. The organizations employing them include: ASAP (Appalachian Sustainable Agriculture Project), MAHEC (Mountain Area Health Education Center), Warren Wilson College, Haywood County Chamber of Commerce (Buy Haywood), USDA Forest Service, National Environmental Modeling and Analysis Center, and the National Centers for Environmental Information (formerly NCDC). Several students are pursuing entrepreneurial roles in sustainability-related fields such as agriculture, health, energy, climate change, and environmental education.

Therefore, this request is being made to allow the Master of Liberal Arts and Sciences Program to offer a graduate Certificate in Environmental and Cultural Sustainability. This certificate would be established and conducted through the enrollment of

students into courses created from those already offered through the MLAS Program, or those that will be offered during future semesters. This approach would also enable those individuals who do not as yet possess a master's degree to apply the credit obtained through the successful completion of these courses toward an MLAS degree if they wish to continue their education beyond the Certificate. Successful completion requires a cumulative GPA of 3.0 in the five courses.

**Objectives:** The chief goal of the program is to educate students to understand and address the impacts of resource demand, globalization, economic growth, and energy depletion on society and the environment. Our objectives for the program include training our Certificate recipients to be knowledgeable in the following areas:

- the importance of diversity among the world's cultures and the value of maintaining the integrity of each
- the processing and production of agricultural products from local, regional, and international perspectives
- the various systems of trade used around the world to conduct transactions of products and services
- the importance of ecosystem services for human comfort and wellbeing, as well as their necessity to natural environments
- the sources of natural resources, the economic drivers behind our use of them, and the risks to their continued production
- the generation and uses of various forms of energy, and what alternatives may be available for upcoming generations

**Expected Pros and Cons:** The benefits of the certificate program in Environmental and Cultural Sustainability include:

- the creation of an opportunity to use the University's expertise in interdisciplinary teaching and learning to support graduate-level study of sustainability principles, their importance, and the impediments to successful implementation of sustainable practices
- the enhanced ability to collaborate with the numerous environmental-related entities in Asheville, in the Southeast, and across the nation. These include NEMAC, Land of Sky Regional Council, non-profit organizations such as the Western North Carolina Alliance, and Federal agencies such as NOAA, EPA, and the USDA-Forest Service
- the enhanced ability to attract funding to support educational and research activity for faculty and students in sustainability fields;
- extension of the University's ability to train students to participate in the area's emerging economic sectors devoted to sustainability, climate, and the environment, as well as sectors that must engage these issues;
- providing students with courses that can transfer into full master's programs in climate change science, environmental studies, and sustainability-related fields at other institutions; and
- the generation of student contact hours in this graduate-level certificate program, as provided for by the North Carolina Student Credit Hour Funding Model. Using the ECS prefix will permit us to generate instructional revenue and faculty FTE at a rate more advantageous than would be possible for

courses offered with the MLAS prefix. Moreover, because we do not distinguish between graduate- and undergraduate-level faculty, the rate at which we generate faculty FTE will allow us to generate positions that can be used through the entire curriculum. (See below.)

**Expected Resource Implications:** As noted above, SACS has determined that UNC Asheville has the faculty, research and assessment resources needed to offer the Certificate in Climate Change and Society. Currently the MLAS Program is offering the four courses in a cohort model, one each semester, over a two-year period. There have been a total of 103 enrollments in CCS courses since its inception. That has generated 273 SCHs of graduate credit. Ten students have completed all four courses, and five are working towards it.

We are confident that SACS will arrive a similar determination when evaluating the Certificate in Environmental and Cultural Sustainability. The four core courses in the ECS program will likewise be offered in a cohort model, one class per semester. The elective course may be taken at any time a qualifying course is offered.

The ECS prefix carries with it a Category III designation in the UNC-system funding model, as opposed to the MLAS prefix, which is in Category II. Category III courses generate an instructional position for every 186.23 new student SCH, whereas Category II courses generate a position for every 303.93 new student SCH. ECS-prefix courses will generate both faculty positions and state appropriations at an advantageous rate over the MLAS-prefix courses. The Finance Department at UNC Asheville performed a study of MLAS financial performance during the past few years. Their conclusion was that the MLAS is self-supporting at current enrollment levels.

The MLAS and the Asheville Graduate Center (AGC) have funds to provide adjuncts, when needed, to departments whose faculty teach in the ECS certificate program, as has been done with courses offered in the CCS certificate program. The MLAS program also allocates funds from its operating budgets. Additional funds, as needed and appropriate, from Admissions, AGC and the Office of the Associate Provost might supplement the marketing allocation, as the program gets underway.

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
FACULTY SENATE

Senate Document Number 6813S

Date of Senate Approval 4/11/13

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Statement of Faculty Senate Action:

**APC Document 59:                    Add Certificate in Climate Change and Society to the  
Master of Liberal Arts entry in the catalog**

**Effective Date: Fall 2013**

The Master of Liberal Arts Program requests the establishment of a graduate Certificate in Climate Change and Society. The Institutional Development Committee of the Faculty Senate has reviewed the Request to Establish a Graduate Certificate Program in Climate Change and Society, which provided information as required in the new program and certificate approval process, as outlined in SD0512F, Institutional Development Committee Statement on Planning and Approval of New Degree and Certificate Programs at UNC Asheville. IDC unanimously approved moving the request to establish the certificate program in CCS to APC; following this, APC unanimously approved this request, moving the document forward to the Senate.

**1. Add:** On page 221, after the paragraph under **Graduate Special Students:**

**Climate Change and Society Certificate Program**

The four-course Climate Change and Society program will train students to be the intermediary between scientists and government, business and community organizations by having the knowledge to understand research and the communication skills to translate data for the general public.

The Certificate in Climate Change and Society is awarded to students who successfully complete the following courses, with an average grade-point-average of 3.0 in the four courses:

- CCS 560, Seminar on Climate Change and Society—Fundamentals of Climate Change Science
- CCS 560, Seminar in Climate Change and Society—Tools for Climate Change Information and Decision-Making
- CCS 560, Seminar on Climate Change and Society—Decision Modeling and Statistics
- CCS 560, Seminar on Climate Change and Society—Communicating Science

The completion of the requirements for the certificate will be noted on the student's academic transcript.

**Impact:**

As noted above, SACS has determined that UNC Asheville has the faculty, research and assessment resources needed to offer the Certificate in Climate Change and Society. (See **Appendix A: Letter from the Southern Association of Colleges and Schools, Approving the Offering of a Graduate Certificate in Climate Change and Society**) Currently, the MLA Program is offering the four courses with a cohort model: the four courses are offered one each semester, over a two-year period.

The CCS prefix carries with it a Category III designation in the UNC-system funding model, as opposed to the MLA prefix, which is in Category II. Category III courses generate an instructional position for every 186.23 new student SCH, whereas Category II courses generate a position for every 303.93 new student SCH. In 2011-12, CCS prefix courses generated 76 SCH. At that level of SCH generated, CCS SCH provided funding for the equivalent of .408 FTE, or \$32,010 in instructional salary (at a 2011-12 average salary rate of \$78,436 for a full position); and \$14,369 in other academic costs, such as salary benefits, classroom supplies, etc., for a total of \$46,379 in total direct academic support. Moreover, it also provides \$5,324 for Library resources and \$25,068 for general institutional support, including ITS, classroom maintenance, utilities and similar support items. The total funds provided by these SCH comes to \$76,771. Of this amount, \$15,542 comes from student tuition and the balance of \$61,229 comes from state appropriations. In contrast, the same 76 SCH in MLA prefix courses generates only .250 instructional positions and \$47,040 in total institutional support, \$15,542 of which come from tuition and \$31,498 of which come from state appropriations. CCS-prefix courses generate both faculty positions and state appropriations at an advantageous rate over the MLA-prefix courses.

The program intends to continue offering the courses, so there are no additional resources needed at this point. CCS 560, Tools for Climate Change Information and Decision-Making, formerly taught by Todd Pierce in NEMAC, is now taught by Derek Morgan, also of NEMAC: the MLA program provides funds for adjunct salary for Dr. Morgan, which costs the program \$4200 for three credit hours, every two years. In addition, the MLA and the Asheville Graduate Center have funds to provide adjuncts, when needed, to departments whose faculty teach in the MLA program, including these CCS courses. An adjunct to backfill an undergraduate course in a department would run \$840 at the Assistant Professor rate, or \$2520 for a 3 credit-hour course. To date, this has not been necessary. In the event that this becomes necessary, these costs will be offset as student contact hours in CCS and MLA increase. The MLA program also allocates a small amount of its budget to advertise the degree and courses each semester so as to attract new students: the Certificate in Climate Change and Society (not just the courses themselves) would be part of this marketing. There would not, however, be an increase in allocation of funds for this, as the program is already advertising in a variety of venues.

**Rationale:**

This program is designed for individuals currently employed in or interested in employment in climate and environmental fields, or in fields—such as land use planning, government, transportation, insurance, and other industries—in which climate and climate change

represent a substantive issue and challenge. There is agreement among experts in climate change science and adaptation that there is a profound need for programs that bridge the gap between the generators of information on climate change science, impacts, and control strategies and the users of that information at local, state and national levels. Currently, no similar climate change program exists in the southeast. The CCS Certificate represents a step toward meeting this need. The program design—four courses offered to students in cohorts—is intended to be attractive to both full-time and part-time students.

Asheville is a center of climate change data collection and activity. UNC Asheville's co-location with the National Climatic Data Center uniquely positions us to play an important contributing role in climate education, research, and decision-making. This opportunity is enhanced with the recently established Cooperative Institute for Climate and Satellites (CICS), located in downtown Asheville, adding to the resources offered by NCDC. CICS is a consortium that includes NC State University and University of Maryland, College Park, and brings with it resources from the National Oceanic and Atmospheric Administration (NOAA) and its many services and programs. The proximity of these organizations provides rich opportunities for our students and faculty to benefit from an array of research and educational collaborations.

As climate variability and climate change continue to present larger challenges to local, state and regional communities, there will be a growing demand for knowledge of climate change science, and for skills with the technological tools for engaging in meaningful decision-making and communication about it. Therefore, this request is being made to allow the Master of Liberal Arts Program to offer a graduate Certificate in Climate Change and Society. This certificate would be established and conducted through the enrollment of students into courses already offered through the University, in the MLA Program. This approach would also enable those individuals who do not as yet possess a masters degree to apply the credit obtained through the successful completion of these courses toward an MLA degree if they wish to continue their education beyond the Certificate. Successful completion requires a grade of 3.0 overall in the four courses.

Through adhering to the values of an interdisciplinary liberal arts education at the graduate level, the chief goal of the program is to educate students to understand and address the impacts of climate change on society and the environment through the incorporation of materials from multiple disciplines. Our objectives for the program include training our Certificate graduates to be knowledgeable in the following areas:

- The interaction of earth systems that function to cause regional and global climate change.
- Past climates their use to understand that feedback systems between the earth, atmosphere, biosphere, and cryosphere that drive natural climate change.
- The use of theory, modern observations, and computer projections based on human activities, to predict future climates, their impacts and uncertainties.
- The use of technologies and datasets for projecting, visualizing, and analyzing climate change
- The use of technologies and tools, such as geographic information systems and others, for climate change decision-making.

- The use of statistical inference, including regression analysis, correlation, classification, filtering and smoothing, for the analysis of climate data.
- Effective modes of communication about climate change science to bridge the gap between scientific findings and their understanding by the general public, as well as by targeted audiences.
- An understanding of the psychological and sociological foundations of decision-making from scientific information.

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
**FACULTY SENATE MINUTES**  
May 3, 2018; 3:15 pm  
**Red Oak Conference Room**

Members Present: M. Stratton, M. Cameron, B. Butler, L. Hewitt, J. Beck, K. Betsalel, L. Bond, K. Boyle, P. Haschke, L. Holland, M. McClure, K. Moorhead, A. Rote, N. Ruppert, M. Smith, K. Peterson.

Members Excused: C. Oakley, M. Richmond, M. Smith (4:15 p.m.).

Visitors: P. Bahls, A. Batada, B. Bourne, E. Boyce, J. Brock, S. Clark Muntean, M. Davis, S. DiPalma, L. Dohse, A. Dunn, M. Gass, B. Haggard, L. Han, H. Holt, L. Horgan, A. Jessee, J. Konz, P. McClellan, A. Moraguez, J. Pisano, A. Peitzman, A. Shope, W. Strehl, R. Tatum, S. Traboulsi, D. Traywick, S. Wasileski, A. Wertz, C. Williams.

I. Call to Order

II. Approval of Minutes:

April 5, 2017 3:15 p.m.

Passed without dissent (one abstention due to Senator's absence).

III. Executive Committee Report:

Dr. Micheal Stratton

Chancellor Search Committee Report. Dr. Stratton thanked Senators who attended the five sessions to meet the candidates. The Board of Trustees reviewed the final candidates from the Search Committee, which were three unranked recommendations. Dr. Stratton understands these candidates are being reviewed by President Spellings, and UNC Asheville should know within three weeks who the new Chancellor shall be.

[Sense of the Senate presented to Chief Boyce.](#) The [picture](#) shows Chief Boyce accepting the signed and framed Sense of the Senate praising his and the University Police Department's work. (From Left to Right: Dr. Stratton, Chief Boyce):

*The Faculty Senate would like to express its appreciation and gratitude to Chief Eric Boyce for his exceptional leadership and dedication to the University of North Carolina at Asheville campus and community. Chief Boyce's handling of the challenges caused by the construction projects, with the limited resources and options available to him, is commendable. The officers and staff of the University of North Carolina at Asheville University Police deserve our appreciation and support. Their high level of professionalism and commitment to the safety and efficient operation of our campus reflects the University of North Carolina at Asheville's commitment to responsible, creative, and engaged service to the community.*

Student Government:

President Michael Davis

Faculty Senate congratulated the newly elected SGA President Michael Davis and welcomed him to Faculty Senate.

SGA has been working on an initiative to present to President Spellings the importance of Diversity from each UNC system schools' perspective. President Davis thanked Senate for sending their [Sense of the Senate](#) document to the SGA President to be included in their report.

President Davis has picked his cabinet for the 2018-19 academic year. His cabinet is the first cabinet in the history of UNC Asheville that consists of all female students who come from many different walks of life. At this time, they have been reaching out to departments asking how SGA can best serve students.

Staff Council:

Chair Anna Peitzman

Staff Council's nominating committee has been working hard and they hope to implement a more democratic nomination and election process that they hope will start in this fall.

Chancellor Urgo is sponsoring a team to participate in the Chancellor's Cup Golf Tournament in mid-May. This event raises funds for the Janet B. Royster Scholarship.

Faculty Assembly:

Dr. Lothar Dohse

UNC System's Senior Vice President for Academic Affairs Junius J. Gonzales will be leaving for a position elsewhere. He was well liked and Faculty Assembly Representatives will miss him.

Retention and graduation rates were the two main topics at the last session. They talked about UNC Asheville's initiative to build up summer school to aid in retention and curriculum completion.

Since this was his last report before retirement, Dr. Dohse wanted to say that UNC Asheville is viewed in a very positive light at the system's office. Dr. Dohse has had to explain how things are done at UNC Asheville as a model for other institutions.

Faculty Senate thanked Dr. Dohse for his service over the many years to Faculty Assembly and Faculty Senate.

[Faculty Senate Chair's Year End Report:](#)

Dr. Micheal Stratton

IV. Institutional Development Committee / UPC Reports:

Dr. Brian Butler

[IDC Decision Summaries 2017-18](#)

[IDC 4](#) Sense of the Senate Regarding Sustainable Investment Strategies  
Motion made to accept IDC 4, which was seconded. IDC 4 passed without dissent.

[IDC's Master Program Statement](#)

Dr. Butler read the aspirational statement and opened the floor up for discussion. No motion for acceptance was asked nor made.

**Discussion:**

Dr. Butler explained that during their discussions this year, IDC realized the benefits if UNC Asheville graduate 50 Graduate Students a year that the funding for the university goes up significantly.

Dr. Mark McClure said he personally agrees with this statement, and he is open to the expansion of masters programs. However, from his experience, the faculty at-large seems to not share his views. Dr. Lora Holland said that this might be due to the faculty at-large not having the information they have seen. IDC's intention is to get the information they have seen before the faculty and let them know that IDC will be having this discussion and investigating the information before considering further masters programs.

Dr. Butler emphasized that IDC is not saying yes, but they have a willingness to look at the data, deliberate, and may support further expansion of the graduate programs. Dr. Butler thanked Michael Gass for the information.

Dr. Marietta Cameron sees this document as an indication of our willingness to go into "Research Institution Land" where we try to compete with a set of institutions that have played this game a long time instead of focusing on what we do best. She thinks as a matter of process that a document should come before Senate that says that we are going to accept masters level programs before a program that establishes that comes in. It behooves this body to have the discussion on record, have the faculty's feedback, have a vote on having masters programs first, and then look at individual masters programs. Many times UNC Asheville let other institutions drive what we do, but as Dr. Dohse points out, the UNC system is interested in what we initiate. We are leaders and can initiate programs where the other institutions follow us. Dr. Cameron understands funding may be enticing, but we should follow the processes we have in place and have a formal deliberation on whether to expand graduate programs. This document gives the impression that this discussion has already been held and the decision has been made to expand the masters program.

Dr. Betsalel asked how we start the conversation. This statement reflects IDC's deliberate, incremental conversation they have had this year where they recognize we are in a different demographic than we were twenty-thirty years ago. This demographical area is asking for masters level education in areas of public health professionals and writers among many other areas. The community is asking for this and it is prudent that we consider their requests.

Dr. Stratton commends IDC's work and reminds Senate that many IDCs of the past have held these conversations. He understands this statement to be a carefully considered statement regarding their conversations this year and is not an automatic green light for more masters programs.

Dr. Holland said she admits being in a department that is resistant to change (Classics), but Dr. Holland is very much in favor of exploring this. Given our situation in the western part of the state and the changes that are inevitably coming to this region, if we do not get on "this boat," we will be sorry later. This is a tremendous opportunity not to change who we are but to enhance the opportunities of the region.

Dr. Butler wanted to point out that Dr. Cameron wasn't dissenting. She was starting the conversation and this is exactly where it needs to be. Dr. Butler believes we need to get the information on the ground and then decide. Dr. Butler did not understand IDC to mean, "Let's put the pedal to the floor" but to say, "Let's get the information in the room so the faculty can decide in light of the information."

Dr. Kevin Moorhead wished to share two observations. He found it interesting that part of the justification is driven by resource implications, and in particular, in numbers of potential graduates at the Graduate level. First, he hopes that those numbers are not driving us to find some critical mass in order to reduce the teaching load. Second, Dr. Moorhead finds the ramifications of dropping down the number of courses interesting in light of changes from the past five to ten years where many departments have moved to the four-credit hour course model.

Dr. Butler says he thinks it is an easy argument to see if we are teaching two less courses a year then we have more time for the courses we will be teaching as well as being supported at a

higher level of funding for research and resources. Again, this is a conversation that needs to happen. This statement was not meant to jump ahead of the conversation. The statement was meant to raise the idea in the room for conversation.

Dr. Hewitt said that some of us had an opportunity to sit in an Enrollment Management Workshop and she learned a whole lot that she did not know before. She thinks it would be great if those presenters could come to Faculty Senate in the fall and give some of those presentations again. If more faculty had that knowledge and understanding, decision-making would be informed in a new way. Dr. Stratton agreed to bring those presenters to Senate next fall.

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
**FACULTY SENATE AGENDA**  
May 3, 2018, 5:22 p.m.; First Meeting of 2018-2019 Faculty Senate  
**Red Oak Conference Room**

Members Present: M. Stratton, K. Boyle, K. Betsalel, J. Beck, P. Bahls, L. Bond, J. Brock, S. Clark Muntean, S. DiPalma, P. Haschke, M. McClure, A. Moraguez, A. Rote, N. Ruppert, K. Peterson.

Members Excused: R. Criser, C. Oakley, M. Smith, A. Wray.

Excused:

Visitors: A. Dunn, H. Holt, J. Konz, W. Strehl. C. Williams.

- I. Call to Order, Introductions and Announcements Dr. Micheal Stratton
  
- II. Election of an Alternate to fill seat vacated by Samer Traboulsi via resignation.  
Patrick Bahls was elected to serve the remainder of Dr. Traboulsi's term (2018-2020).
  
- III. Election of Faculty Senate Officers
  - a. Chair of the Senate and Chair of the Executive Committee (EC)  
Micheal Stratton was elected for an additional year (2017-19)
  
  - Election of Faculty Senate Vice Chairs by new elected Senate Chair
  - b. First Vice Chair and Chair of the Academic Policies Committee (APC)  
Kirk Boyle was elected for term 2018-19.
  
  - c. Second Vice Chair and Chair of the Institutional Development Committee (IDC)  
Ken Betsalel was elected for term 2018-19.
  
  - d. Third Vice Chair and Chair of the Faculty Welfare and Development Committee (FWDC)  
Judy Beck was elected for term 2018-19.
  
- IV. Faculty Welfare and Development Committee Report
  - a. Committee Work-in-Progress (Nominees to Standing Committees)  
Faculty Senate passed [the slate of nominees](#) without dissent.
  
- V. Committee Assignment Preferences  
Senators submitted their annual preferences for one of the Senate Subcommittees:  
Academic Policies Committee (APC), Institutional Development Committee (IDC), and  
Faculty Welfare and Development Committee (FWDC).  
The Executive Committee considers these submissions when appointing senators to their  
subcommittee assignment for the 2018-19 academic year.
  
- VI. Old Business
  
- VII. New Business
  
- IX. Adjourn: Dr. Stratton adjourned the meeting at 6:12 p.m.

IDC unanimously passed the following statement:

Given funding challenges, demographic changes and the educational needs of the community, IDC is open to receiving thoughtful applications for new masters programs at UNC Asheville. We believe that any expansion of graduate offerings should be deliberate, incremental, and carefully considered, and that any new programs should enhance, not detract from, the undergraduate experience.

Reasons for this statement included the following:

One was UNC workload policies. Under UNC Policy 400.3.4, faculty teaching workloads for UNC member institutions are established based upon each institution's Carnegie Classification. Full-time faculty at UNC Asheville are expected to teach eight organized class courses per year based on the University's current Carnegie Classification as "Baccalaureate Colleges: Arts & Sciences Focus." If UNC Asheville awarded 50 or more master's degrees annually, it would be subject to reclassification into the "Master's Colleges & Universities -- Smaller Programs (M3)" category, at which point the UNC-mandated teaching workload would fall to six organized class courses annually. In the older version of the Carnegie classification scheme, the transition from the Baccalaureate to the Master's category required that an institution award 50 or more master's degrees annually across at least three disciplines. It is uncertain whether the UNC System Office would insist upon this extra qualification before reducing UNC Asheville's teaching workload from 8 to 6 organized class. The new teaching load policy would apply to UNC Asheville faculty teaching in all programs, not just to those teaching in graduate programs. Carnegie classifications are reviewed and revised as needed every three years. Thus, UNC Asheville would expect to see a change in UNC teaching workload requirements take effect within three years of reaching the threshold of 50 master's degrees annually.

State appropriations to UNC member institutions for new full-time faculty positions are based on the total number of student credit hours taught at an institution, but also vary depending on the course subject (e.g., instruction in Engineering is funded at a higher rate than in History) and on the level taught. Doctoral-level instruction is funded at a higher rate than Masters-level instruction, which in turn is funded at a significantly higher rate than undergraduate instruction. The volume of new graduate instruction required to receive state funds for a full-time faculty position is less than half of what is required in new undergraduate instruction.

Importantly, COPLAC status is unaffected so long as 50% or more of all degrees produced (undergraduate or graduate) continue to be in traditional arts and science disciplines. We currently produce 82%, so this creates no problem. As to the worry that shifting Carnegie classification would affect our status in the system, it's not clear that we really have a UNC system status (or official designation) separate from our current Carnegie classification. Furthermore, there are no policy or funding consequences of having that status other than the faculty teaching workload policy. In other words, it seems it is our COPLAC status that signals our status as the system's designated liberal arts college. Therefore, our status as the public liberal arts institution in the UNC system is unaffected by a change in Carnegie classification, since we will continue to award a preponderance of degrees in traditional arts and science

disciplines regardless of whether we are classified as a baccalaureate-level or as a masters-level institution in the Carnegie scheme.

In addition, specific graduate programs might help UNC Asheville satisfy mandated UNC System goals. For example, the Masters in Public Health that IDC has discussed would help with UNC system strategic planning goals and performance goals in the state funding formula.

**WHITE PAPER ON GRADUATE CENTERS**

By Joshua Hertel, MA and Gerard Voos, PhD

For

The University of North Carolina General Administration

September 2013

## Introduction

Graduate Centers are a generation-old concept created during the early 1980s by the University of North Carolina (UNC) Board of Governors to prevent program proliferation and redundancy, and to provide greater access to graduate education for all North Carolinians.<sup>1</sup> Graduate centers differ from graduate schools in that the host institution generally does not deliver the curriculum and the degree conferred is that of the provider school.

By 1992, there were four graduate centers across the state. These centers offered the following programs:

- Elizabeth City State University: Master's programs in elementary education, middle school education, and special education;
- University of North Carolina Asheville: Master's programs in engineering, social work, nursing, and library science; and a doctoral program in adult and community college education;
- University of North Carolina Charlotte: Master's programs in public health, social work, library science, and vocational/industrial education; and doctoral programs in education administration and engineering; and
- Winston-Salem State University: Master's programs in business administration, elementary education, middle grades education, special education, and educational administration.<sup>2</sup>

Prior to the advent of web-based, online learning, and seamless two-way video conferencing, most courses taught at graduate centers were conducted face-to-face, by one-way video streaming, or by video cassette delivered to individual centers by standard ground delivery services. Today, a wealth of educational technologies is used to serve a diverse student population across North Carolina.

As of 2013, two graduate centers remain in the UNC system: the Asheville Graduate Center at UNC Asheville (AGC), and The Graduate Center at UNC Charlotte. The programs offered by these centers have evolved to represent their host institutions. For example, UNC Asheville is predominantly an undergraduate, liberal arts university, with one graduate program of its own: the Master of Liberal Arts program. At the other end of the educational spectrum, UNC Charlotte is a doctoral/research institution with 20 doctoral programs and 59 masters programs offered through its graduate school.

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1. Eva Klein & Associates, *Academic Program Planning—The University of North Carolina*, prepared for the North Carolina General Assembly Government Performance Audit Committee (Great Falls, VA: Eva Klein & Associates, 1992), 8.1.

2. *Ibid.*, 8.14.

We hope to reacquaint a new generation of graduate school and UNC-system administrators with the graduate center concept. As with the original motives for their creation, there is much to be gained by using preexisting infrastructure (brick and mortar, personnel, technology, et cetera) to broaden the educational reach of each UNC-system institution. We will consider the history and current educational programs at the two remaining Centers, collaborating institutions, possible modes of delivery, funding models and considerations, host campus obligations, and what we see as the bright future of Graduate Centers across the UNC System.

### The Establishment of Graduate Centers

Financial, governmental, and political conditions and opinions behave in a cyclical nature. The following was written in 1992:

The General Assembly should not have to remain in the reactive position in which it has found itself in the last several budget sessions—cutting or restricting funding to higher education in an increasingly *ad hoc* way. The result of continuing that course would be that the quality of UNC and its value as a force in economic development would continue to deteriorate. It is equally clear that resources required for UNC to maintain and enhance its service to the State will not likely be available from the General Fund for several years. Both the General Assembly and UNC recognize that they must make decisions that are painful, that may be disruptive, and that may have the effect of constricting educational opportunity. Such decisions will be divisive and controversial, but cannot be avoided.<sup>3</sup>

The previous paragraph could be published tomorrow in the *Raleigh News and Observer* and not seem out of place. Graduate centers were conceived as tools to bring graduate education to underserved geographic areas in North Carolina and to avoid program redundancy. In 1993, the General Assembly directed the UNC Board of Governors to “develop a plan for the continued and expanded availability of higher education for all citizens, focusing on the availability of opportunities in underserved areas by means other than the establishment of additional degree programs.”<sup>4</sup> The Board also was told to consider “the expanded use of video and audio distance learning technology, the expanded use of graduate centers to avoid program duplication, [and] the potential for expanded funding of extension instruction.”<sup>5</sup>

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3. *Ibid.*, 8.17.

4. An Act to Implement the Recommendations of the Government Performance Audit Committee for a University of North Carolina Programmatic Review and a Plan for the Continued and Expanded Availability of Higher Education for All Citizens. General Assembly of North Carolina. “Session Laws, Chapter 407, Senate Bill 393.” (1993) 2

5. *Ibid.*

## *Asheville Graduate Center*

Providing quality graduate education to an underserved populace and avoiding program duplication were the key issues in the establishment of the AGC. Beginning in 1975, Western Carolina University (WCU) had a satellite center located on the UNC Asheville campus. Then in 1978, a shift began in the UNC Asheville—WCU instructional relationship, though mostly at the undergraduate level. As UNC Asheville matured as an institution, it sought to provide a greater amount of the instructional activities delivered on its own campus. Duplicate programs began to emerge, compelling the UNC Board of Governors to issue a directive that WCU relinquish all *undergraduate* instruction in Asheville by the 1983-84 academic year.<sup>6</sup>

However, in 1983, WCU *graduate* programs were flourishing on the UNC Asheville campus, with several hundred students regularly attending evening classes. Unfortunately, also flourishing was a sense of competition between the two institutions. Consequently, in the summer of 1983, then UNC President Friday established a commission to explore the needs of southwestern North Carolina residents regarding graduate education. The commission met with faculty and administrators from both institutions during August of that year.

In October, 1983, the commission reported back to President Friday that:

Competition between the two institutions has developed. Responsibility for offering graduate programs in the Asheville area, which has been the prerogative of Western Carolina for many years—the last nine on the Asheville campus—is a major issue which has generated disagreement and distrust. . . . Both the economic and demographic outlook argues against encouraging the State of North Carolina to support two competing graduate institutions in this area. . . . The present arrangement for offering graduate education in Asheville is not satisfactory and is not responding effectively to the educational needs of southwestern North Carolina.<sup>7</sup>

The commission went on to recommend to President Friday that “a graduate center be established on the campus in Asheville under your office; that a director, who would be located in Asheville, report to you; [and] that all graduate instruction offered in Asheville be under the direction of the Center.”<sup>8</sup> President Friday concurred with the commission’s recommendations, and the Board of Governors

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6. The University of North Carolina Board of Governors, *Long-Range Planning, 1980 – 1985* (Chapel Hill: The University of North Carolina Board of Governors, 1981).

7. Dean Colvard, James Ferguson, and Winfred Godwin to William Friday, memorandum, 11 October 1983, in the possession of the Asheville Graduate Center, Asheville, NC.

8. *Ibid.*, 2.

approved the establishment of the AGC later that same month. By June 1, 1984, the AGC was operational.

The AGC remained under the direction of UNC General Administration until July 1, 2005, when management was transferred to UNC Asheville.

### *The Graduate Center at UNC Charlotte*

The date at which UNC Charlotte's Graduate Center came into formal existence is not well documented. Informal partnerships and bilateral agreements were developed between UNC Charlotte, NC State, and UNC Chapel Hill going back into the 1970s. The Graduate Center appears to have developed in the latter part of the 1980s more as an administrative tool to govern these partnerships, but no definitive documentation exists. The scope and scale of UNC Charlotte's Graduate Center was also smaller, due in part to its exclusive focus on graduate level programs. UNC Charlotte's Graduate Center hosted only a handful of graduate programs, primarily from UNC Chapel Hill, NC State, and UNC Greensboro. UNC Charlotte had no more than 100 students enrolled in any given semester through its graduate center. Administratively, the Graduate Center was, and continues to be, housed within the Graduate School at UNC Charlotte.

### Past and Current Graduate Center Programs

UNC Charlotte and UNC Asheville each host a graduate center, but that is where the similarity between these two institutions stops. UNC Charlotte is a doctoral/research intensive institution that occupies a 1,000-acre, urban campus near the center of North Carolina's largest city. Over 26,000 students attend classes; about 5,000 of these are graduate students. The university offers 92 bachelor degree programs spread amongst its seven colleges, 59 masters programs, and 20 doctoral programs.<sup>9</sup> On the other hand, UNC Asheville advertises itself as "North Carolina's public, liberal arts university;" its focus is on undergraduate studies. About 3,700 undergraduate students are spread among 30 different majors and about 55 graduate students participate in the Master of Liberal Arts program, the school's only graduate program.<sup>10</sup>

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9. "About UNC Charlotte," University of North Carolina Charlotte, accessed July 2, 2013, <http://www.uncc.edu/landing/about#history-and-quick-facts>.

10. "About UNC Asheville," University of North Carolina Asheville, accessed July 2, 2013, <http://www.unca.edu/about>.

## *Asheville Graduate Center*

### Past programs

From 1984 through August 2012, WCU continually enrolled more graduate students through the AGC than any other school. For many years, WCU had over 500 students enrolled per semester. During the 2011-12 academic year, WCU conducted 30 graduate programs, most in the areas of business, education, nursing, technology, social sciences, and academic administration. During the fall 2011 semester, 416 WCU students attended classes on the UNC Asheville campus. The WCU enrollment for spring 2012 was 348. During August of that year, WCU consolidated its Buncombe County programs at its new satellite campus in Biltmore Park, North Carolina.

Additional UNC-system schools that have conducted graduate programs through the AGC include: UNC Chapel Hill (Master of Social Work, Master of Science in Nursing), North Carolina State University (Master of Engineering, Doctorate in Adult and Community College Education), UNC Greensboro (Master of Library and Information Studies, Doctor of Education), UNC Charlotte (Master of Science in Nursing), and Appalachian State University (Master of Library Science—School Media, Masters Certification of Land Planning).

Following the transfer of WCU programs to Biltmore Park, the operations of the AGC were reviewed and revised. Several programs, including the Correctional Education Program, Lateral Entry Initiative, Teacher Cadet Program, and eight online courses were discontinued or moved to other campus departments.

The AGC administers, and/or provides instruction in, the following programs on the UNC Asheville campus and in the greater Asheville region:

- Graduate degree programs
  - UNC Asheville
    - Master of Liberal Arts: the Master of Liberal Arts (MLA) is an inter-disciplinary, part-time program serving a varied student population. The MLA was created in 1988, and it is the only graduate degree offered by UNC Asheville. Seminars are offered on a variety of topics and are based on the human condition. Course offerings range from creative writing and poetry, to food justice and public health, to world agriculture and climate change.<sup>11</sup>
  - Appalachian State University

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11. "Master of Liberal Arts: About Us," University of North Carolina Asheville, accessed July 2, 2013, <http://mla.unca.edu/about-us>.

- Master of Arts in Reading: the Master of Arts Reading program was developed for elementary education teachers, as well as some high school English teachers. Graduate students participate in a reading clinic, where they tutor struggling readers. Teachers with a bachelor’s degree from an accredited institution and a valid teaching license may apply to this program to become a reading specialist and earn “M” level licensure.<sup>12</sup>
    - Master of Library Science in School & Public Libraries: the Library Science Program at Appalachian State University offers a Master's of Library Science degree in School and Public Libraries. The program is accredited by the National Council for Accreditation of Teacher Education and by the North Carolina Public Library Commission.<sup>13</sup>
  - Writing programs
    - Great Smokies Writing Program
      - The Great Smokies Writing Program is a joint effort between the UNC Asheville Department of Literature and Language, and the AGC. The program provides the community with affordable, off-campus, university-level writing classes led by published writers and experienced teachers.<sup>14</sup>
    - Write Now Writing Program
      - "Write Now," is a creative writing program for high school students at UNC Asheville. Write Now offers each student instruction in different styles of writing—fiction, creative non-fiction and poetry—under the tutelage of Asheville's finest writing instructors.<sup>15</sup>
  - Test Preparation courses
    - The UNC Asheville test preparation program offers high quality, affordable classes that will help students achieve test scores which reflect their true potential and ability. Classes are offered for the SAT, GRE, and LSAT tests.<sup>16</sup>
  - Advanced Placement Institute

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12. “Asheville Graduate Center: Appalachian State University,” University of North Carolina Asheville, accessed July 10, 2013, <http://agc.unca.edu/appalachian-state-university>.

13. Ibid.

14. “Asheville Graduate Center: Great Smokies Writing Program,” University of North Carolina Asheville, accessed July 10, 2013, <http://agc.unca.edu/great-smokies-writing-program>.

15. “Asheville Graduate Center: Write Now!” University of North Carolina Asheville, accessed July 10 2013, <http://agc.unca.edu/write-now>.

16. “Asheville Graduate Center: Test Preparation,” University of North Carolina Asheville, accessed July 10, 2013, <http://agc.unca.edu/test-preparation>.

- The Advanced Placement Institute was developed for high school teachers who have an enthusiasm for teaching and a desire to learn more about their content areas, pedagogy, and methodology to become certified to teach Advanced Placement (AP) credit courses.<sup>17</sup> Over 200 teachers from around the region attend the Institute each summer.
- Effective Teacher Training (substitute teacher training)
  - Effective Teacher Training is a series of classes for those interested in substitute teaching in area schools. It is required for employment in Asheville City and Buncombe County schools and recommended by other area school systems.<sup>18</sup>
- Test proctoring
  - Test proctoring is offered through the UNC Online Proctoring Network and was designed to enhance the academic integrity of online courses by providing students with an easily accessible pool of qualified proctors.<sup>19</sup>

### *UNC Charlotte Graduate Center*

A distinguishing feature for UNC Charlotte's Graduate Center in relation to UNC Asheville, is that it provides services only for graduate programs. Continuing Education and Distance Education are managed through other units on the UNC Charlotte campus. Graduate programs housed through the Graduate Center are provided with fully equipped office space (phones, computer, email, access to copy and facsimile machines, etc.), clerical support, priority scheduling for classroom space, textbook ordering, and support for marketing and recruitment. In some instances, programs are provided with funding for graduate research assistants to support program operations.

UNC Charlotte also provides access to a range of services on-campus for students enrolled through the Graduate Center. Students receive a UNC Charlotte ID with full access to Atkins Library and its research services, all on-campus computer labs, and the Center for Graduate Life (CGL). The CGL offers professional development and support services targeted specifically for graduate students. Students enrolled through the Graduate Center also have access to on-campus parking.

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17. "Asheville Graduate Center: Teacher Training," University of North Carolina Asheville, accessed July 10, 2013, <http://agc.unca.edu/teacher-training>.

18. Ibid.

19. "Overview," The University of North Carolina Online, accessed July 11, 2013, <http://online.northcarolina.edu/exams/overview.htm>.

## Past programs

Since the late 1980s, UNC Charlotte's Graduate Center hosted a modest number of programs on the campus. While the amount of programs was relatively small, they served a significant number of students. In 1993 UNC Greensboro's Master of Library and Information Studies (MLIS) degree became one of the first face-to-face programs offered through the Graduate Center. The MLIS was a part-time evening program with classes delivered in a traditional face-to-face format or via the North Carolina Research and Education Network (NCREN) telecommunications network. From 2006 through 2011, the MLIS program generated, on average, more than 300 student credit hours per semester. In 2011 the program was shifted to an online format and the campus-based, face-to-face program was discontinued.

UNC Chapel Hill offered several programs through Charlotte's Graduate Center. The Master of Social Work (MSW) was a highly successful program offered on UNC Charlotte's campus for several years. During the 1998-1999 academic year the program generated more than 900 student credit hours. The degree was discontinued when UNC Charlotte initiated its own Master of Social Work program through the College of Health and Human Services. UNC Chapel Hill's Doctorate in Curriculum and Instruction and Master in Health Policy Administration were both offered briefly on the UNC Charlotte campus through the advanced communications system called CONCERT, a predecessor to NCREN.

UNC Charlotte's partnership with NC State began with several bilateral agreements including the Doctorate in Civil Engineering. The program provided a pathway for UNC Charlotte graduates to pursue a doctoral degree at NC State in Civil Engineering. According to the current Associate Dean of the College of Engineering, at least two of the college's faculty are alumni of the program.

## Current programs

Currently NC State has the only active traditional program offered through UNC Charlotte's Graduate Center. At its inception, the Doctor of Education (EdD) degree program in Adult and Community College Education was offered through the CONCERT/NCREN system, but transitioned to a face-to-face executive cohort model in 2005. The program meets on alternating weekends on the Charlotte campus. To date, over 60 students have participated in the NC State program. In the spring of 2013 a new cohort of 26 students enrolled in the program.

In the last three years the Graduate Center explored new roles to facilitate inter-institutional partnerships. In fall 2012, UNC Charlotte and the Charlotte School of Law entered into an agreement to offer a new dual-degree program allowing students to earn both a Master of Business Administration (MBA) and a Juris Doctor (JD) degree. The Graduate Center is responsible for assisting in scheduling, tracking students' progress, and ensuring that students maintain continuous enrollment as they shift between campuses and academic programs. Four students were enrolled

in the first year of the program. In 2013, the program was expanded to include the Master of Science in Real Estate (MSRE) and the Master of Accountancy (MACC) degrees. Starting in fall 2014, the program will expand further to include the Master of Public Administration (MPA) degree from the College of Liberal Arts and Sciences, and the Master of Health Administration (MHA) and the Master of Science in Public Health (MSPH), both through UNC Charlotte's College of Health and Human Services.

UNC Charlotte's Graduate Center has also facilitated on-campus collaborations using a "fee-for-service" model. In 2011, the Graduate Center partnered with the College of Education to offer a special post-baccalaureate program for Teach for America (TFA) Corps members. Charlotte Mecklenburg Schools (CMS) contracted with Teach for America to place roughly 80 teachers in high-need schools throughout the district. As part of that agreement, Corps members are able to hold provisional certification while completing the required coursework at UNC Charlotte for licensure. The College of Education and the Graduate Center created a new program whereby participants pay a flat fee for courses and textbooks through the Graduate Center. The Center retains a portion of this revenue to support administrative operations. Specific services provided by the Center include course set-up, student registration, classroom scheduling, facilitation of ITS support, and other on-campus collaborations to support professional development for Corps members. The majority of program fees are transferred to the College of Education to pay for adjunct faculty, financial aid and scholarships, and professional development and mentoring activities for TFA Corps members. Since its inception in 2011, 215 Corps members have been accepted into the program and more than 20 have gone on to pursue their Master of Arts in Teaching (MAT) degree at UNC Charlotte.

### Potential Partners and/or Collaborating Institutions

#### *In-system (UNC) Partners*

As previously stated, four UNC-system schools hosted graduate centers, and many others have delivered programs through those centers. Six UNC-system schools have offered programs at the AGC. Appalachian State University provided the master's-level programs at Winston-Salem State University.<sup>20</sup> Three UNC-system schools provided either masters or doctoral programs at UNC Charlotte. East Carolina University was the source of master's programs at Elizabeth City State University.

This mix of programs, sources, and hosts depicts the rich educational opportunities that exist through institutional cooperation and extension. Any UNC-system institution can deliver a program at any other UNC-system institution. In order to

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20. Lynn Berry, Winston-Salem State University, email message to Gerard Voos, July 19, 2013.

establish a new distance education program, the providing institution must submit to UNC General Administration a formal request to establish the program.<sup>21</sup>

### *External (non-UNC) Partners*

Graduate centers offer a means to leverage existing resources and infrastructure to deliver the highest quality educational experience. While they were founded to facilitate collaboration within the UNC system, they are uniquely positioned to support innovative partnerships with private and out-of state institutions. There are no rules excluding non-UNC institutions from providing graduate education through graduate centers, but a thorough review by the UNC General Administration is required when a private or out-of-state institution proposes a new program. This includes: “institutional site visits, recommendations for licensure, policy interpretations and changes, and overall guidance for consumer protection.”<sup>22</sup>

In 2011, UNC Charlotte entered into an agreement with the Charlotte School of Law to offer a dual MBA/JD. As mentioned earlier in this document, that agreement has grown to include the MPA, MSPH, MHA, MACC, and MSRE degrees.

### Modes of Delivery

Almost any mode of delivery that is used at UNC-system schools may be used to deliver graduate center programs. Delivery formats include face-to-face, two-way video conferencing, online, hybrid/blended, and executive cohort. The format used is dependent on several factors. These include: the distance between the host institution and school providing the curriculum, the availability of qualified adjunct/full-time faculty at or near the host institution, and scheduling opportunities at host-institution video conferencing facilities. Faculty may be averse to traveling several days per week to a distant site to provide face-to-face instruction, but amenable to a commute of an hour or less. Also, when distance remains an issue, two-way video conferencing has improved to the point that it provides a very acceptable substitute to face-to-face instruction.

UNC administrations have promoted online education for more than a decade. While there is a greater front-end investment to provide an effective online environment, delivery is limited only by the availability of computers for students. Hundreds, even thousands, of students may simultaneously experience an online course. However, on a practical level, instructors of online courses with very large numbers of students are limited in the amount of feedback they can provide.

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21. “New Distance Education Programs,” The University of North Carolina. Accessed July 19, 2013, [http://www.northcarolina.edu/aa\\_planning/de/index.htm](http://www.northcarolina.edu/aa_planning/de/index.htm).

22. “Graduate Programs,” Lenoir-Rhyne University, accessed August 28, 2013, <http://www.lr.edu/graduate/programs>.

Hybrid, or blended, programs have recently gained in popularity. By using two-way video or online technologies coupled with a minimum number of face-to-face class meetings, these programs provide students an environment with classroom discussion and feedback, while minimizing faculty and student travel.

Regarding the mode of delivery, UNC policy states that, “Degree programs offered at a site away from the institution’s campus may be entirely face-to-face or have a mix of face-to-face and alternative or online delivery.”<sup>23</sup>

### Funding of Graduate Centers

Over the last decade we have seen the rapid expansion of online education and, more recently, massive open online courses (MOOCs). While these programs provide access and a degree of convenience they have inherent weaknesses, particularly in the realm of graduate education. Many degree programs are predicated on a mentoring environment with direct access to faculty and peers. For site-based programs, whether they are traditional full semester courses, executive cohorts, or hybrid/blended delivery programs, the challenge of supporting a distance education program is substantial. The offering institutions must cover the additional costs of compensating faculty and staff for travel. A more daunting question is how to fund staffing for these distance programs without diverting resources from the original program. For the host campuses, the challenge is to define proper compensation for access to classrooms and offices. While not exactly a zero-sum equation, dedicating space and, access to facilities, and services to “outside” programs stresses limited campus resources. The core challenge for graduate centers today is identifying a financially sustainable model for site-based, graduate education.

#### *Current funding model*

The current funding model was formalized in 1999 by a committee chaired by Eugene McDowell (UNC Asheville). The committee was composed of Tom Fisher (ASU), Jerry Hickerson (WSSU), Richard Ringeisen (ECU) Phillip Stiles (NCSU) and Denise Trauth (UNCC). Their recommendation was that partner institutions reimburse the host Graduate Center at “the rate of 15% of the total revenue (tuition + subsidy) received for distance education programs at that location.”<sup>24</sup> This model was proposed at a time when online education was in its infancy. The memo and subsequent report also encourage offering institutions and graduate centers to adjust reimbursements based on services offered and overall usage of facilities. Given the transformation in delivery options that has taken place since that memo

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23. “Adult and Graduate Studies,” Mars Hill University, accessed August 28, 2013, <http://www.mhu.edu/ags/graduate-studies>.

24. “Licensure for Non-Public or Out-of-State Institutions,” The University of North Carolina, accessed July 19, 2013, [http://www.northcarolina.edu/aa\\_planning/licensure/index.htm](http://www.northcarolina.edu/aa_planning/licensure/index.htm).

was first drafted, there is pressing need to revisit the current model. To this end, both UNC Charlotte and UNC Asheville have experimented with “fee for service” models in which the programs or individual program participants pay a set fee directly to the graduate centers. The institutions forgo the traditional state subsidy, but benefit from a streamlined process. UNC Charlotte has also explored the possibility of introducing a sliding reimbursement scale for hybrid/blended programs predicated on the number of formal class meetings. Alternative funding proposals should be explored. The role of distance education units in supporting and funding these types of initiatives is an essential element in these discussions.

### Host Campus Obligations

Each graduate center must provide a minimum of infrastructure support to providing institutions. Again, UNC policy mandates:

Proposals for offsite delivery of degree programs must document the comparable quality of the proposed programs to programs offered on the campus in terms of both academic standards and standards for student support. Proposals for offsite programs are to include a description of the space arrangements for offering the program.<sup>25</sup>

In addition to space considerations, communication capabilities (e.g., telephones and facsimile machines), computer support (e.g., email and internet access) and on-campus parking must be provided. Clerical support (e.g., filing, copying, scheduling, et cetera), may be offered by the host institution if the agreed-upon funding model provides for that expense.

Access to campus resources such as library holdings, health services, career centers, local mass transportation, etc., are subject to negotiations between host institutions and the schools offering graduate programming.

### The Benefits of the Graduate Center Model(s)

Graduate centers have successfully delivered graduate education and other programming within the UNC system for almost 30 years. Thousands of students have benefited from graduate programs offered near their homes and at convenient hours. There is also an inherent efficiency when providing existing programming to a multi-site audience. Graduate centers provide the infrastructure to accomplish this and more.

To summarize, the benefits of graduate centers are many, and include:

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25. University of North Carolina. “Regulations for Academic Program Planning and Evaluation,” in *The UNC Policy Manual, 400.1.1 [R]* (Chapel Hill: The University of North Carolina, 2009), 4.

- Improved efficiency of effort—more iterations of a course can be delivered per course preparation;
- Increased opportunities for NC citizens to attain graduate degrees;<sup>26</sup>
  - Evening/weekend programs provide schedule flexibility for students;
  - Geographically convenient programs minimize travel, especially for employed students and those with family obligations;
  - Non-residential graduate education reduces costs compared to conventional (residence-based) graduate education;
- Greater brand impact for provider schools—a larger number of students are reached and receive degrees from the provider school;
- Added opportunities for students receiving certificates to pursue graduate degrees in the certificate field (i.e., serving as a pipeline from one institution to another);
- Reduced redundancy and waste—less program duplication across UNC-system campuses;<sup>27</sup> and
- Increased ability to test demand for curricula, and then to provide it without delay.<sup>28</sup>

### The Future of Graduate Centers

Graduate centers have been a part of the UNC system for many years. Member schools have used them to provide quality affordable and convenient graduate education to North Carolina residents from Elizabeth City to Asheville.

The demand for access to quality graduate education continues to grow across the state. While there has been a significant growth of online education, the demand for traditional face-to-face programs continues to be strong. In response to this demand, several private and public institutions have opened satellite campuses in the Charlotte area over the last two years. Wake Forest University, the University of South Carolina, Pfeiffer University, Gardner Webb University and Montreat College, have offered graduate programs in Charlotte for several years, but more recently Northeastern and Wingate Universities opened new campuses uptown and in the Ballantyne region. This indicates that there is a vibrant demand for graduate programs and degrees, that UNC Charlotte does not offer at this time.

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26. Eugene McDowell to Roy Carroll, memorandum, “Recommendations for Graduate Center Services and Reimbursements,” 1 February 1999, in the possession of the Asheville Graduate Center, Asheville, NC.

27. The University of North Carolina. “Regulations for Academic Program Planning and Evaluation,” in *The UNC Policy Manual, 400.1.1 [R]* (Chapel Hill: The University of North Carolina, 2009), 4.

28. The University of North Carolina Board of Governors, *Report on Expanding Access to Higher Education through State-Funded Distance Education Programs*, (Chapel Hill: The University of North Carolina Board of Governors, 2008), 12.

Asheville has seen similar growth with the recent establishment of the Center for Graduate Studies of Asheville by Lenoir-Rhyne University. Lenoir-Rhyne was sufficiently confident in the local demand for traditional face-to-face and hybrid classes that, from the outset, they offered nine masters programs and purchased a significant portion of the Asheville Chamber of Commerce building.<sup>29</sup> Similarly, Mars Hill College started a face-to-face Masters of Education program in its new Asheville Center for Adult and Graduate Studies in Arden, North Carolina.<sup>30</sup>

As the University system responds to a changing fiscal landscape, graduate centers can increase the flexibility of that response. Educators can easily and effectively deliver distance education in all its forms through the graduate center model. In addition to formal higher education activities, graduate centers also can make available professional education classes such as test preparation and professional teacher accreditation workshops. Centers can explore new funding sources such as writing workshops and continuing education credits. They can also serve as foundations for community intellectual collaboration.

We need to modify our funding models to make best use of our graduate centers, and to make that use equitable. Schools once used these models exclusively to bill for face-to-face classroom sessions at satellite locations. We now must find a way represent the many forms and combinations of course delivery formats.

Students today represent a broader segment of society than ever before; the non-traditional student is no longer the exception. A graduate classroom may equally include retirees, “empty nesters,” professionals undergoing mid-career changes, former members of the military, and recent college graduates. These students have strong family, community, and professional ties, but many do not have the opportunity to move or travel long distances for additional education. UNC-system schools, through graduate centers, can provide that opportunity.

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29. Eva Klein & Associates, *Academic Program Planning—The University of North Carolina*, prepared for the North Carolina General Assembly Government Performance Audit Committee (Great Falls, VA: Eva Klein & Associates, 1992), 8.15.

30. *Ibid.*



Web Survey of Internal Audiences

# University of North Carolina Asheville

*presented by*

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**May 31, 2013**

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Cedar Rapids, IA 52406  
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# Objectives and Method

## ■ Objectives

- Measure perceptions of the University of North Carolina Asheville among the internal stakeholders (students, employees, and alumni)

## ■ Method

- Web-based survey among internal stakeholders
- Employees included staff, faculty, and administration at (UNC Asheville or UNCA)
- Students included current undergraduate students, professional students and graduate students
- Email invitation with two reminder emails was sent to 7,750 stakeholders and 1,202 completed interviews were achieved, at a 16% completion rate
- At a 95% confidence interval, the margin of error of 1,202 is +/- 2.8%
- Fieldwork was conducted April 19–May 6, 2013
- Stamats designed and hosted the survey, performed data collection and analysis

# Reporting Notes

- **Unaided questions with verbatim responses**
  - For questions where respondents typed in answers, up to 500 verbatim responses were coded for this report. All verbatim responses may be viewed in your data file
- **Completed interviews by audience**
  - Students, n=529
  - Employees (faculty, staff, administration), n=344
  - Alumni, n=334
  - Where significant differences exist between audiences, these are noted in comment boxes or on a separate page. Otherwise, the slides refer to the total number of completed interviews for that particular question among all audiences

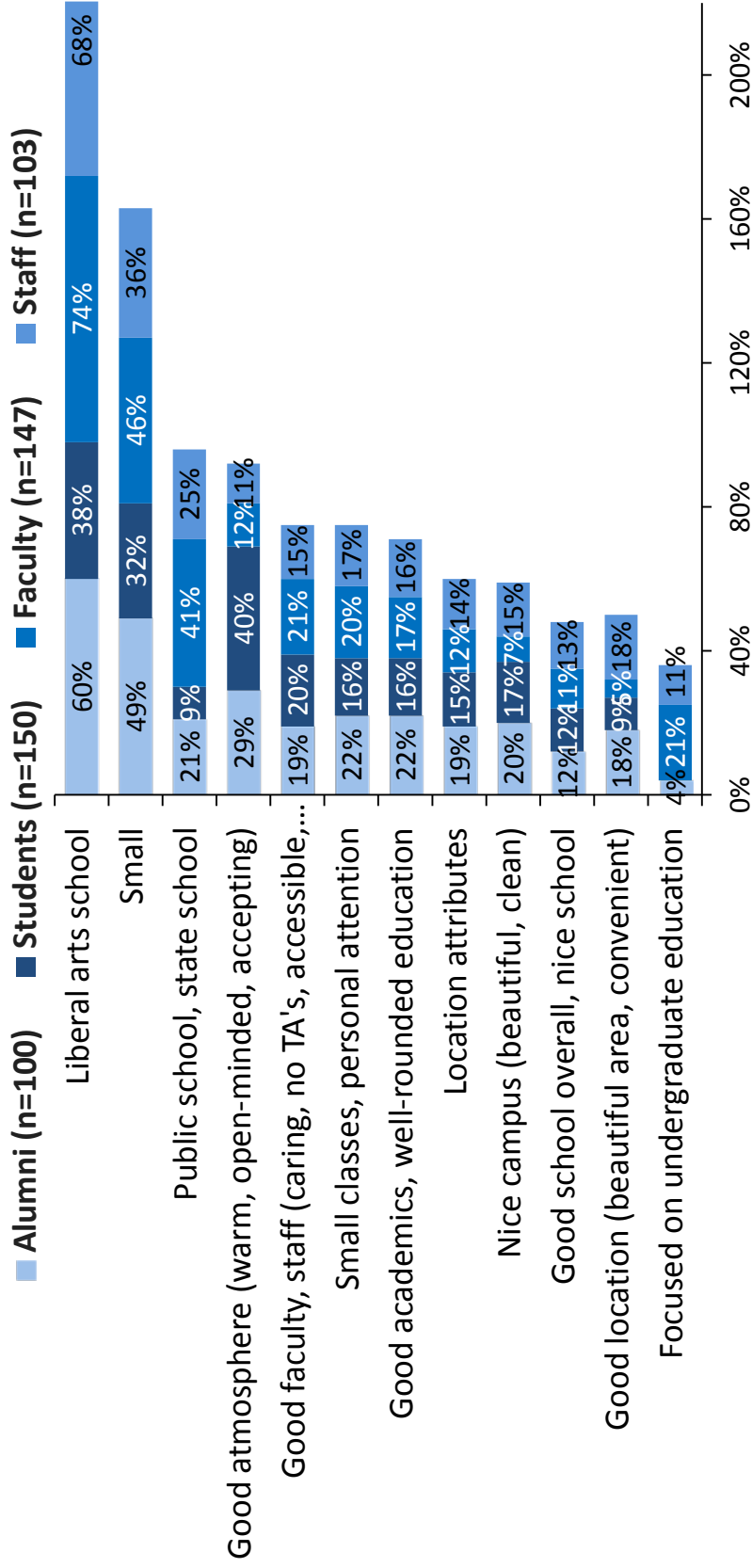
# Demographics

- Students n=529 total interviews
  - Type of student: Freshman 13%, Sophomore 18%, Junior 21%, Senior 36%, Post Baccalaureate/Graduate 6%, Teacher Licensure 3%, Undergraduate other 3%, n=535 reporting
  - Gender: Female 65%, Male 35%
- Employees n=344 total interviews
  - Faculty (n=147), Staff and Administration (n=197)
  - Faculty rank: Adjunct Lecturer 1%, Adjunct Professor 2%, Assistant Professor 16%, Associate Professor 23%, Chair and Associate Professor 4%, Chair and Professor 4%, Lecturer 15%, Professor 13%, Professor and Chair 1%, Visiting Assistant Professor 1%, Other less than 1%
- Alumni n=334 total interviews
  - Most recent degree received from UNC Asheville: BA 66%, BS 31%, BSE <1%, MLA 2%, n=335 reporting
  - Year most recent degree was received: 2008 27%, 2009 17%, 2010 19%, 2011 18%, 2012 19%

# Main Findings

# Description of UNC Asheville

Q1: How do you describe UNC Asheville to someone who is not familiar with the school? Unaided, Top Mentions. N=500



Multiple mentions possible.

- Generally all categories of respondents agree on the main descriptive features of UNC Asheville as *Small public (liberal arts) school with good atmosphere, faculty and staff, good academics, and a great amount of personal attention*
- A number of “other” descriptions referred to open-mindedness, environmental consciousness, and feeling of inclusiveness at UNC Asheville

# Current Perception Ratings of UNCA — By Audience

**Q2: Please rate the University on each quality using the following 5-point scale provided.**  
 1=Very poor, 5=Very good. Aided.

**Red indicates significant different mean score to other groups**

	Alumni Mean (n=334)	Student Mean (n=529)	Faculty Mean (n=147)	Staff Mean (n=197)
Ability of faculty to teach and instruct	4.5	4.3	4.6	4.4
Quality of life in the greater Asheville community	4.5	4.3	4.5	4.4
Extent to which faculty are recognized experts in their field of study	3.9	4.2	3.8	3.9
Academic reputation of UNC Asheville in North Carolina	4.0	4.0	4.1	4.2
Academic reputation of UNC Asheville nationally	3.7	3.8	4.0	4.0
Variety of undergraduate academic programs	3.9	3.9	4.1	4.0
Cost to attend	4.4	4.0	4.5	4.3
Amount of financial aid available, including scholarships	3.7	3.7	3.0	3.1
Quality of campus social activities	3.6	3.9	3.6	3.8
Size of the university	4.4	4.3	4.3	4.1
Location of campus	4.7	4.6	4.6	4.6
Hands-on learning	4.1	4.1	4.5	4.4
Success of graduates getting good jobs and/or admission to good graduate/professional schools	3.5	3.7	4.0	3.8

- Most attributes are rated at the “good” level
- Location of campus, quality of faculty and staff, quality of life in the greater Asheville community, and size of the University are rated highest overall

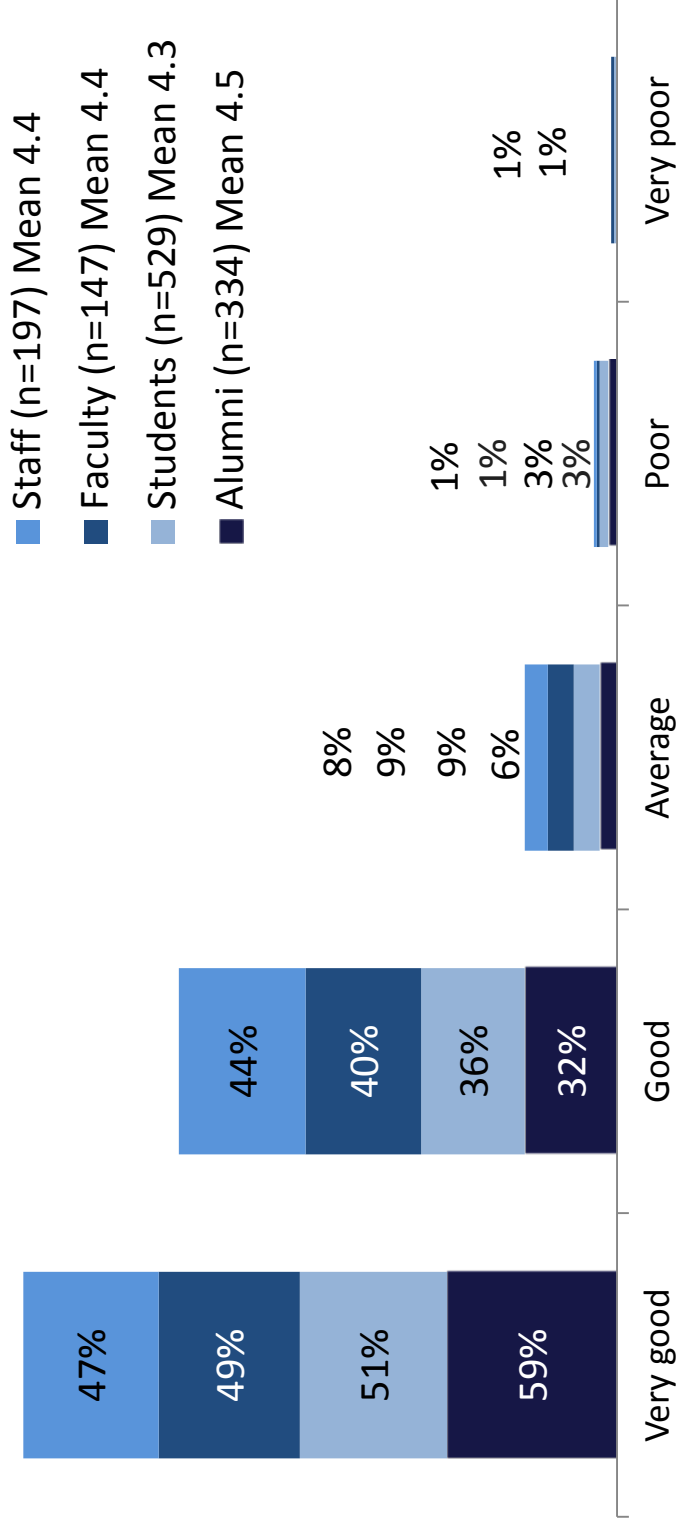
# Current Perception Ratings of UNCA — By Audience (cont.)

## Notes About Significant Differences

- Compared to alumni and current students, faculty and staff members rate UNC Asheville significantly higher on the following attributes:
  - Academic reputation of UNC Asheville nationally
  - Variety of undergraduate academic programs
  - Hands-on learning opportunities from internships to undergraduate research
- Alumni and employees rate cost to attend significantly higher compared to current students, although current students along with alumni rate the amount of financial aid available, including scholarships, significantly higher than faculty and staff
- Alumni and faculty rate
  - Ability of faculty to teach and instruct
  - Quality of life in the greater Asheville communitysignificantly higher than students but students rate the extent to which faculty are recognized experts in their field of study higher than all other groups
- Success of graduates is rated significantly higher by faculty compared to alumni and current students

# Opinion of UNC Asheville

Q3: What is your overall opinion of UNC Asheville? 1=Very poor, 5=Very good. Aided.



- Overall opinion about UNC Asheville is positive across all groups with alumni being just a little bit more favorable than the other groups

# Agreement with Statements about UNCA — By Audience

Q4: Please indicate how much you agree or disagree with the following statements using the following 5-point scale provided. 1=Strongly disagree, 5=Strongly agree. Aided.

*Red indicates significant different mean score to other groups*

	Alumni Mean (n=334)	Student Mean (n=529)	Faculty Mean (n=147)	Staff Mean (n=197)
UNC Asheville offers quality of undergraduate education experience	4.5	4.4	4.5	4.6
UNC Asheville offers exceptional faculty-student mentoring	4.3	4.2	4.5	4.2
UNC Asheville provides interdisciplinary learning	4.5	4.4	4.3	4.4
UNC Asheville develops students as highly accomplished thinkers, negotiators, planners, collaborators, and problem-solvers	4.1	4.2	4.2	4.2
UNC Asheville is recognized as a leading undergraduate research institution	3.5	3.5	4.0	3.9
UNC Asheville is recognized as a leader for environmental stewardship	4.2	4.1	3.9	4.3
UNC Asheville collaborates with Asheville community on issues of mutual concern, benefit, and accomplishment	3.9	4.0	3.6	3.8
UNC Asheville is a diverse and inclusive community which values people from all walks of life	3.7	3.7	3.4	3.8
UNC Asheville invests in the development and success of all students, faculty, and staff	4.0	4.0	3.3	3.6
UNC Asheville has the ability to attract private funding to fulfill commitments to students	3.3	3.5	2.8	3.0
The size and mission of UNC Asheville is acknowledged and rewarded within the state for funding	3.2	3.3	2.5	2.9

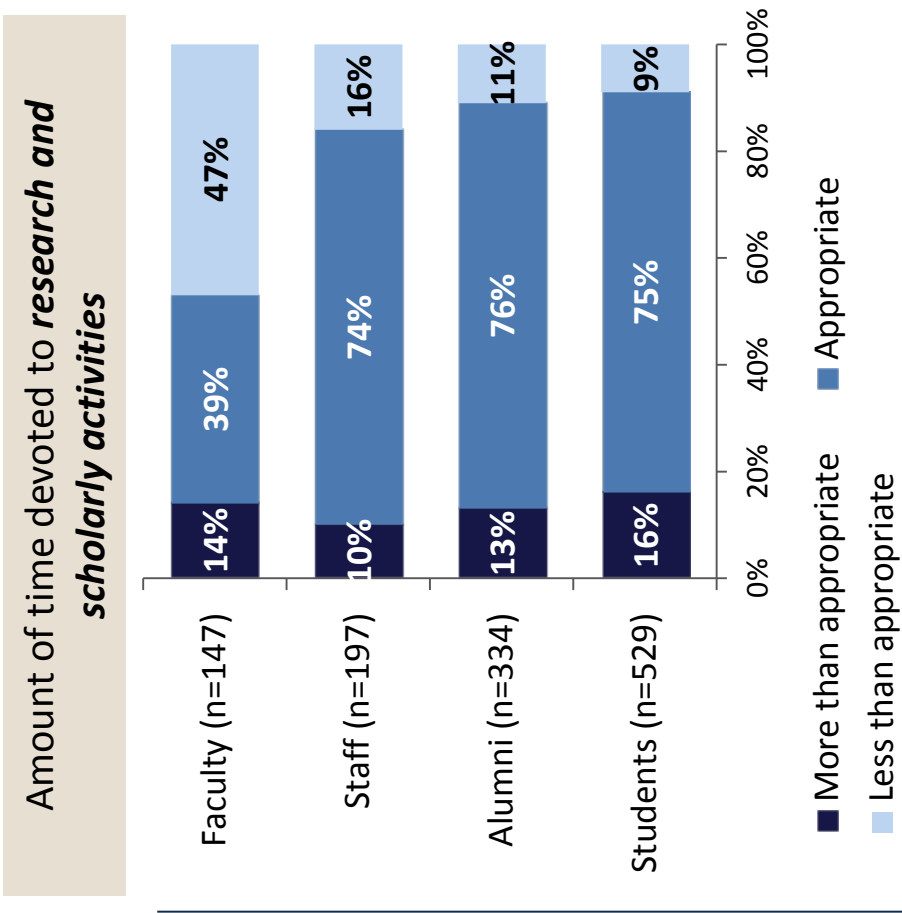
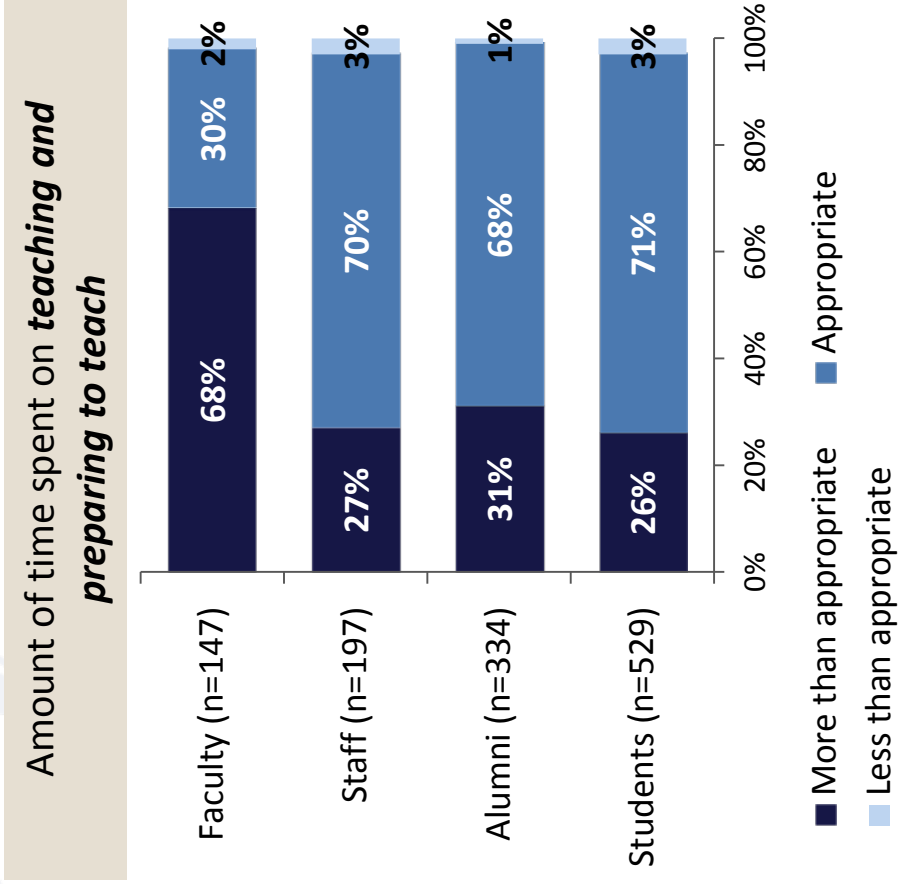
# Agreement with Statements about UNCA— By Audience (cont.)

## Notes About Significant Differences

- Although ratings of the quality of undergraduate education experience by students and faculty are shown as significantly lower due to a larger proportion of respondents in these groups who gave a “somewhat disagree” rating and because of the calculations within samples of the unequal size, this statement is rated highest by all groups
- Exceptional faculty-student mentoring is recognized most by faculty members who rate this statement significantly higher than the other groups
- Faculty and staff members appear to have a higher appreciation of UNC Asheville being recognized as a leading undergraduate research institution and rate the statement significantly higher compared to alumni and students
- At the same, time faculty’s rates for the environmental stewardship and collaboration of UNC Asheville with the Asheville community are significantly lower compared to alumni and students, and lower compared to staff members
- Statements about attracting private and state funding were rated lowest by all groups with faculty ratings being significantly lower compared to alumni and students; staff members rated state funding higher than faculty but significantly lower than alumni and students

# Time Teaching vs. Conducting Research

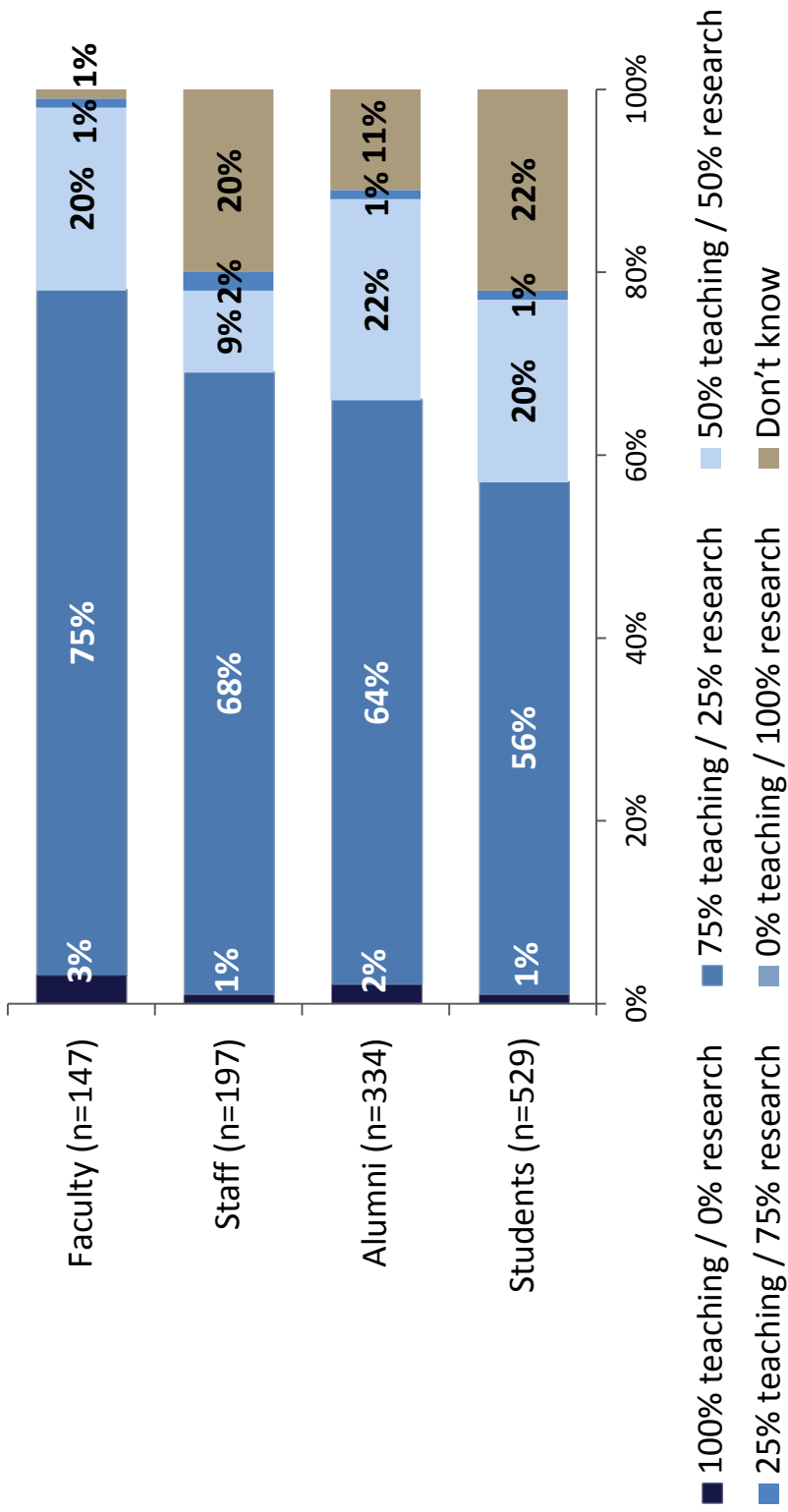
Q5: Please indicate how you feel about the amount of time spent by faculty at UNC Asheville on the following activities?



- Seven in ten among the faculty members feel that they spend more than an appropriate amount of time on teaching and preparing to teach, and five in ten say that the amount of time spent by faculty on research and scholarly activities at UNC Asheville is less than appropriate

# Ratio of Teaching to Conducting Research

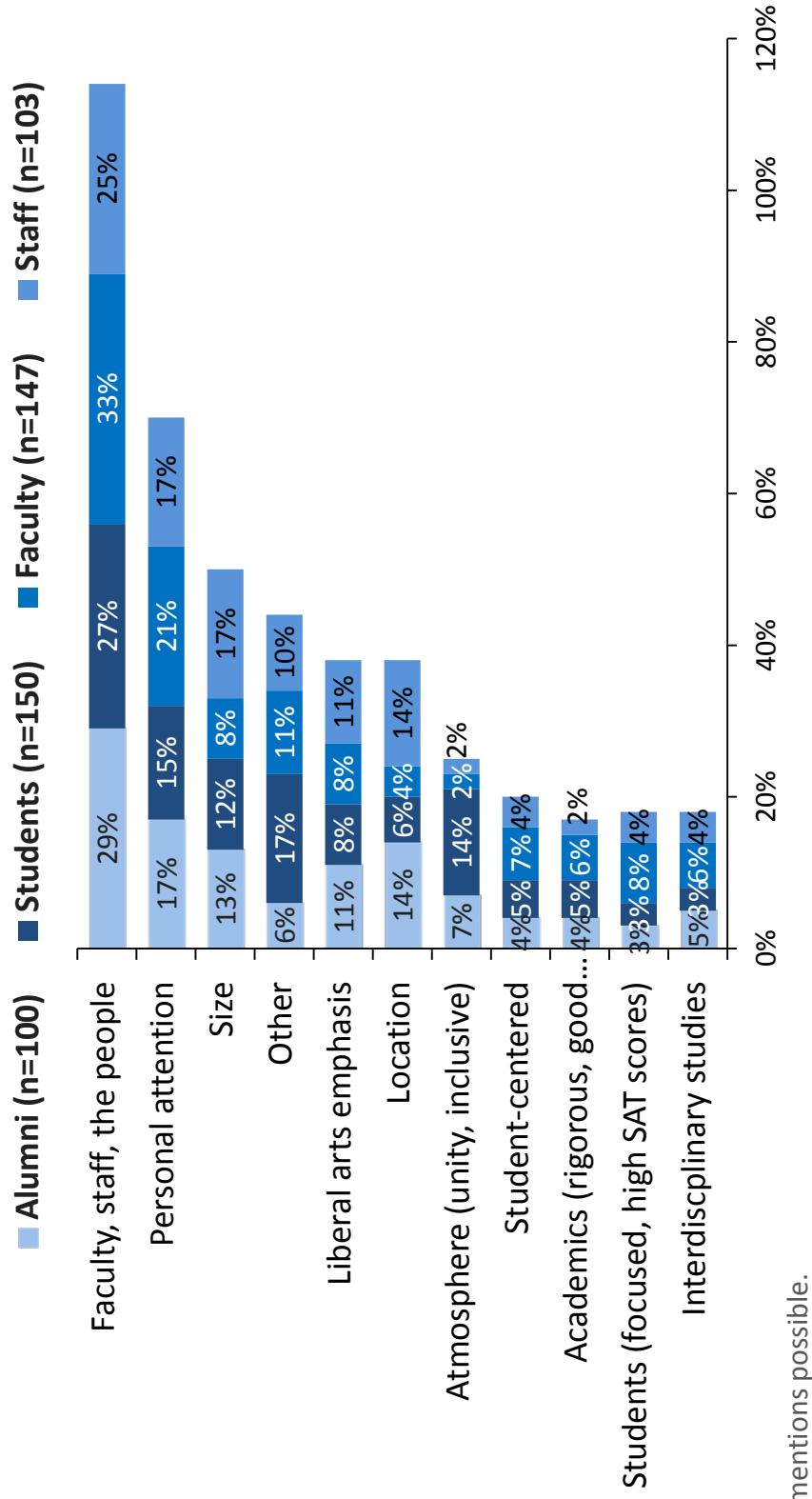
Q6: In your opinion what would be an appropriate ratio of teaching to research for faculty at UNC Asheville?



- Most respondents in all categories choose a 75% teaching to 25% research ratio as the most appropriate model for UNC Asheville
- Compared to the other groups faculty members support this model most

# UNC Asheville Strengths

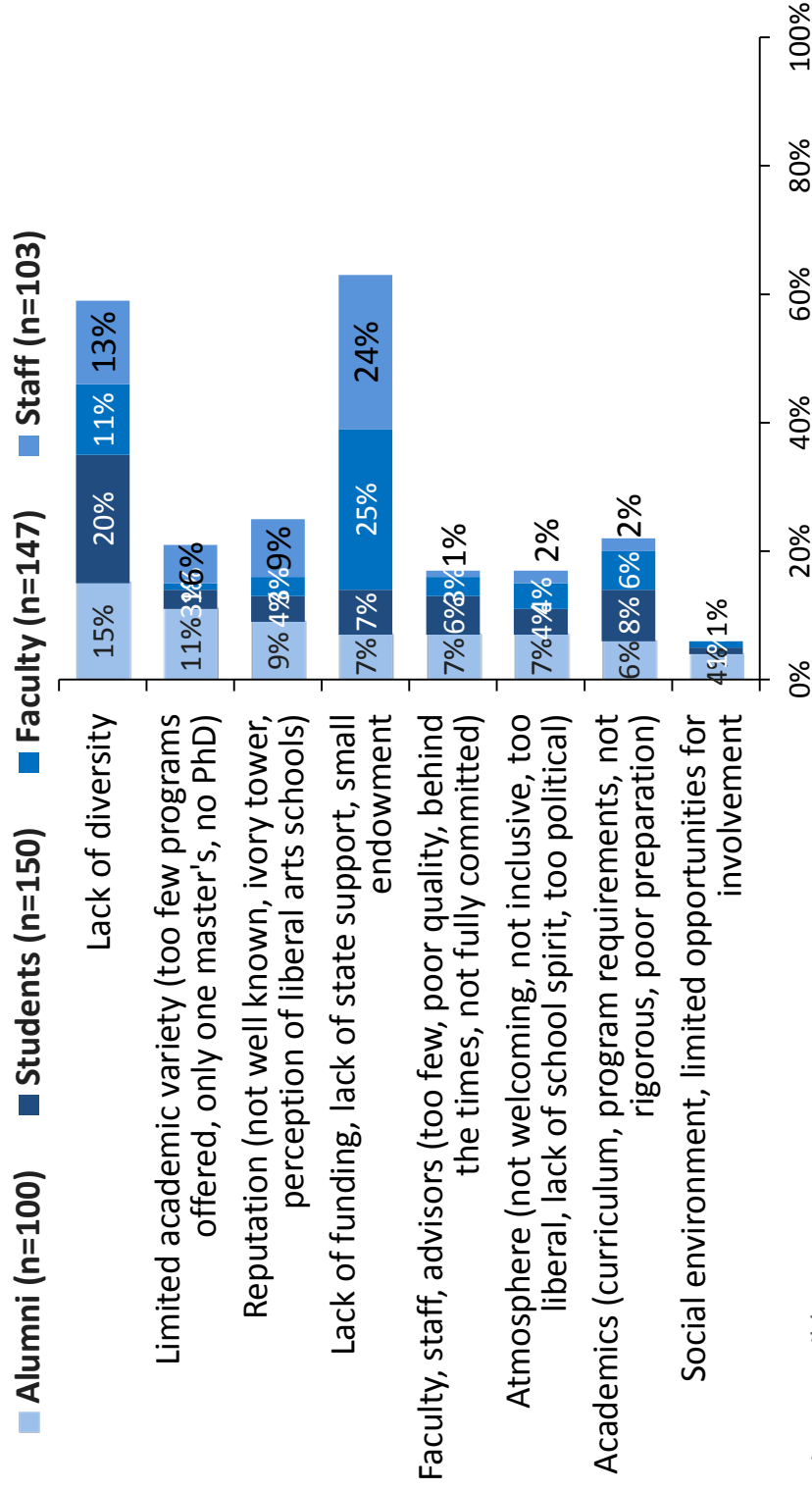
Q7: What do you feel is UNC Asheville's single greatest strength? Unaided, Top Mentions.



- Ability of faculty and staff to provide personal attention and support are noted as main strengths of the school
- Location and emphasis on liberal arts education are among the most often mentioned positives as well

# UNC Asheville Weaknesses

Q8: What do you feel is UNC Asheville's single greatest weakness? Unaided, Top Mentions. N=500



Multiple mentions possible.

- Lack of funding and state support appears to be a main issue for employees; current students and alumni mention lack of diversity most
- Alumni and staff members mention limited academic variety more often compared to the other groups

# Current Students

# Other Schools Considered

*Q10: When you were selecting a college, what other schools besides UNC Asheville were you considering? Unaided, Top Mentions.*

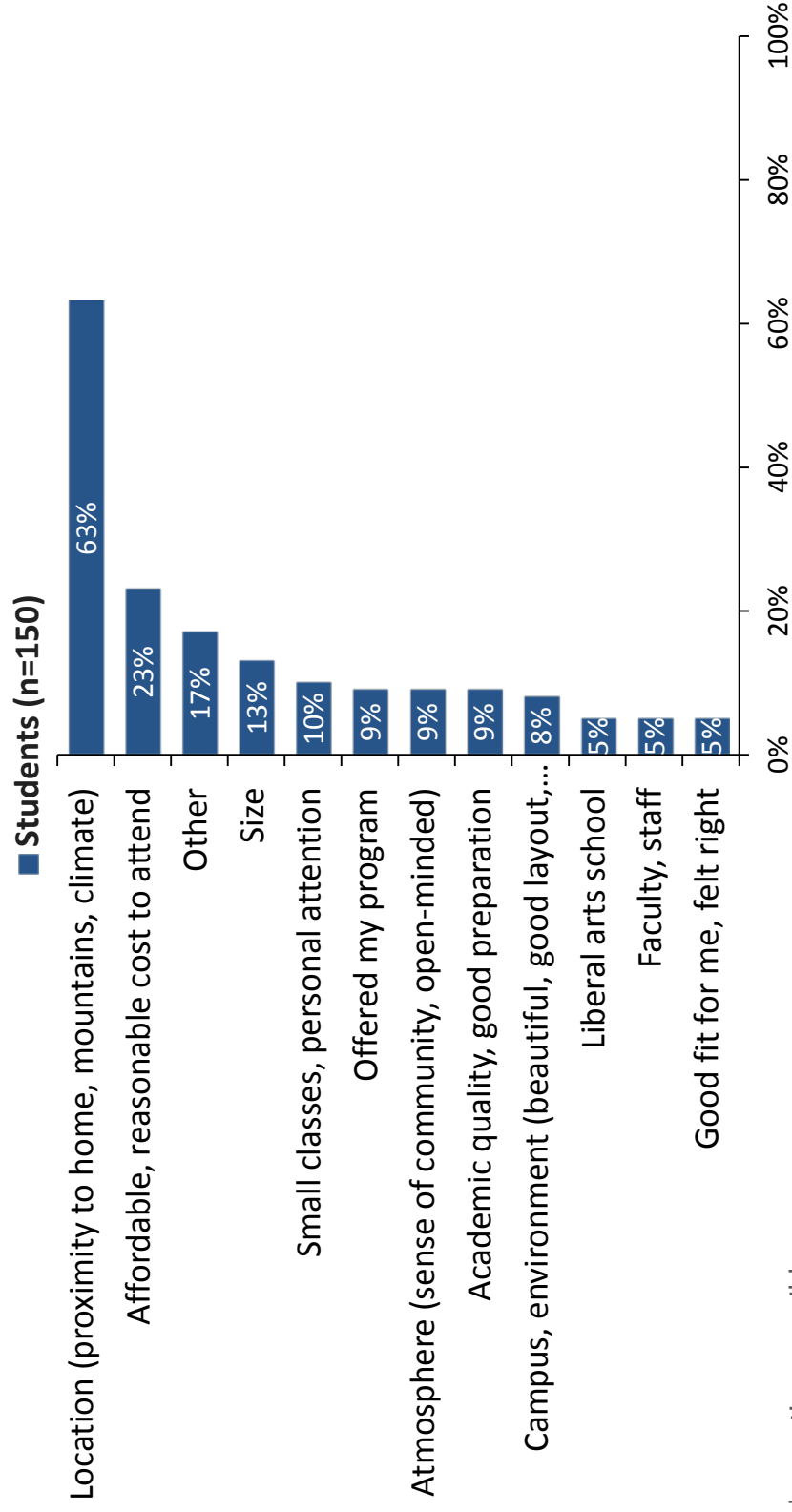
School	%
Appalachian State University	27%
University of North Carolina Chapel Hill	20%
Western Carolina University	20%
North Carolina State University, NCSU	16%
University of North Carolina Wilmington	14%
University of North Carolina Greensboro	10%
University of North Carolina Charlotte	9%
Warren Wilson College	5%
Mars Hill College	4%
Elon University	3%

Multiple mentions possible.

- Total of 426 colleges and universities were mentioned and 105 were single mentions
- Most of mentioned schools are located in North Carolina, neighboring states, or on the East Coast

# Reasons to Attend UNC Asheville

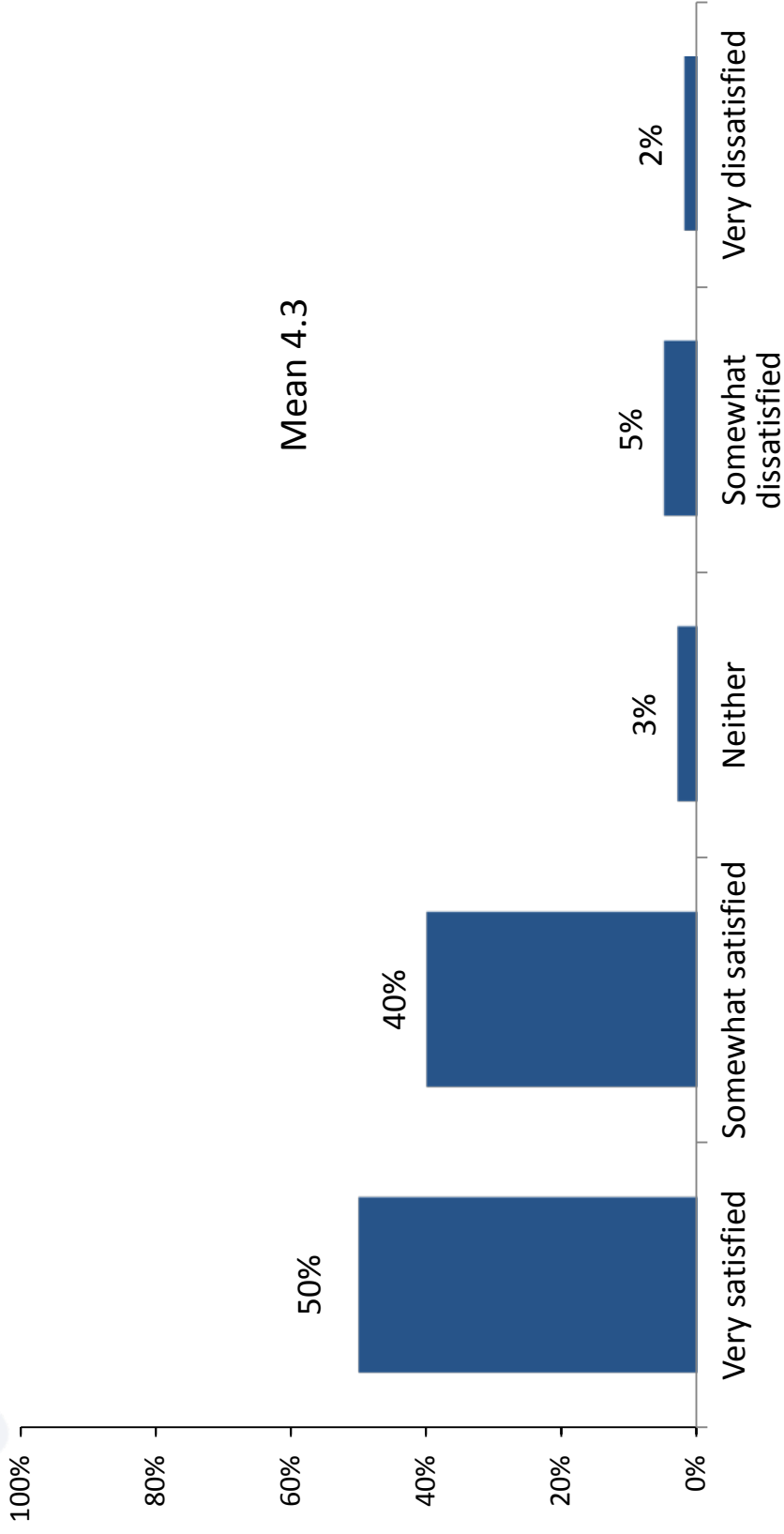
Q11: What were the primary reasons you chose to attend UNC Asheville over other options? Unaided, Top Mentions.



- Location and cost to attend were among the main reasons for choosing UNC Asheville
- Emphasis on environmental consciousness, positive references from alumni (including parents) were mentioned among other reasons

# Satisfaction with UNC Asheville – Academic Experience

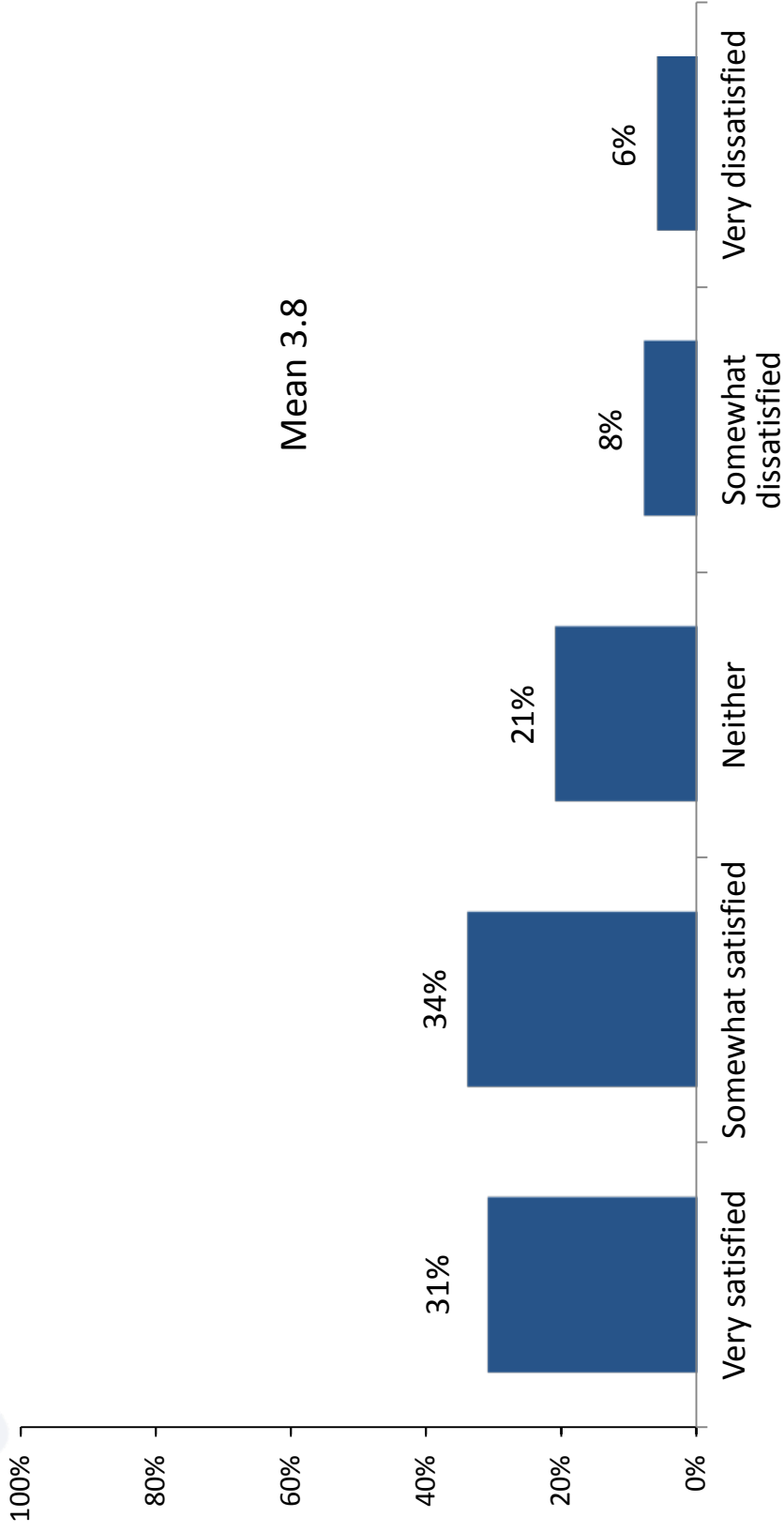
Q12: How satisfied are you with your *academic/classroom experiences* at UNC Asheville? 1=Very dissatisfied, 5=Very satisfied. Aided. N=529



- Nine in ten current students are satisfied with their academic experience at UNC Asheville

# Satisfaction with UNC Asheville – Social Experience

Q13: How satisfied are you with your **social experiences** at UNC Asheville? 1=Very dissatisfied, 5=Very satisfied. Aided. N=529

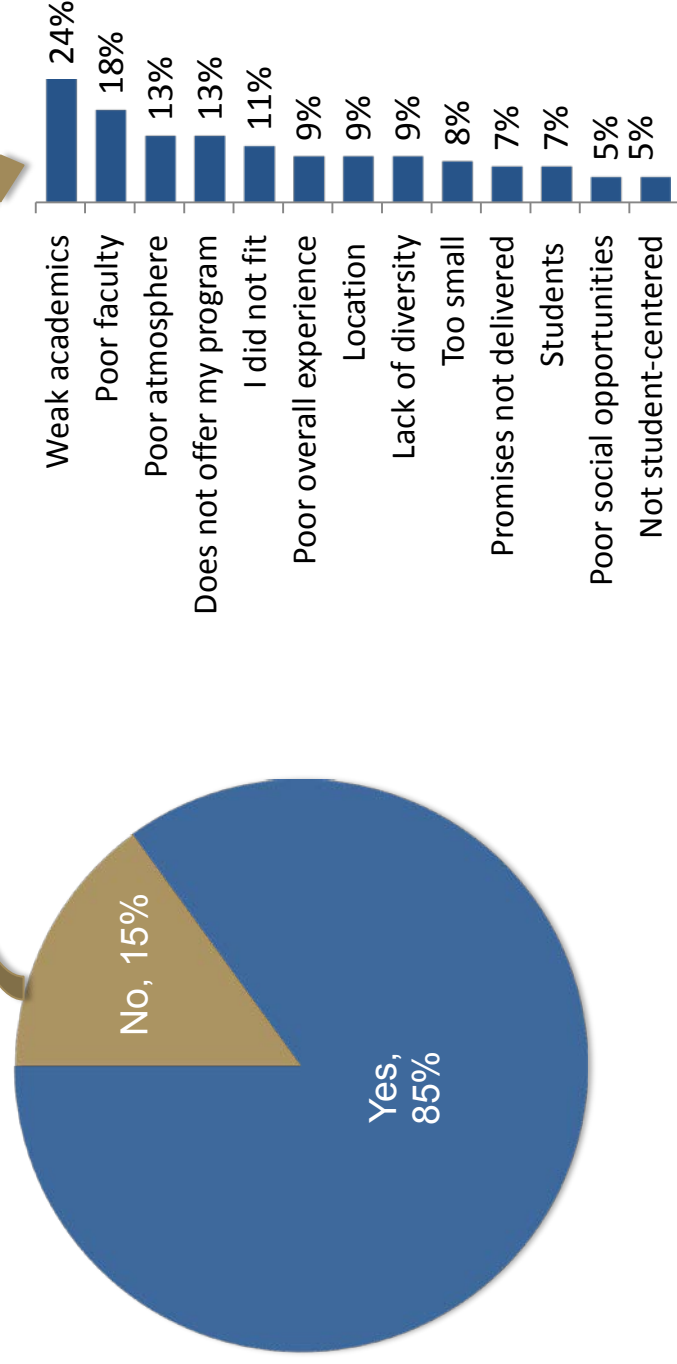


- About two-thirds of current students said they were satisfied with the social experience at UNC Asheville
- Comments from earlier questions pointed to a somewhat limited range of options for social life, quality of food on campus, and lack of ethnic diversity

# Would Choose UNC Asheville Again?

Q14: If you had to do it over, would you still choose to attend UNC Asheville? Aided. N=529

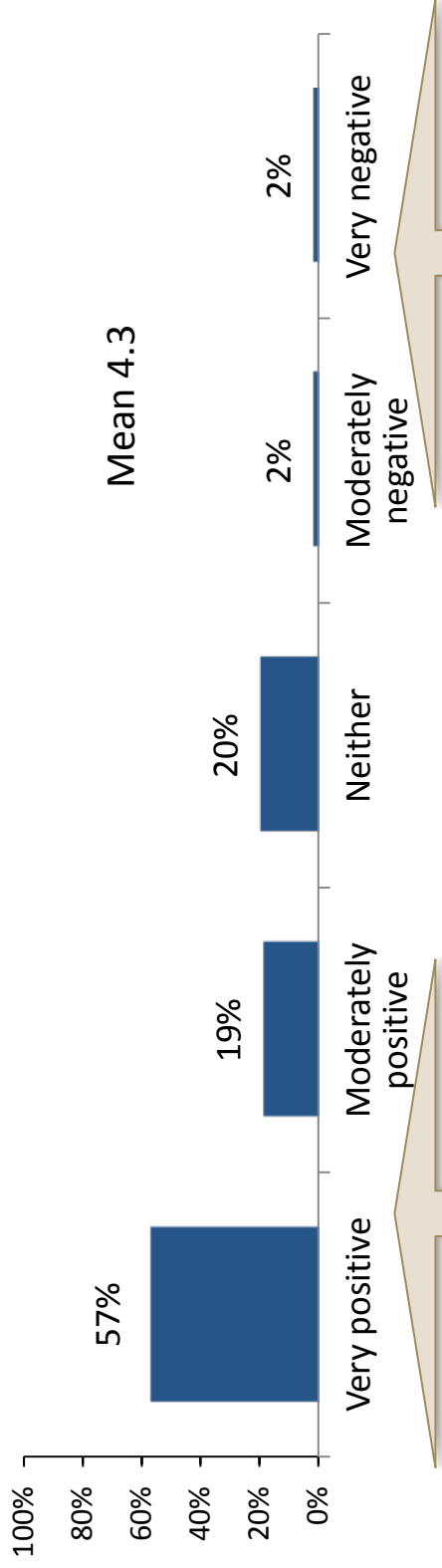
Q14a: Why would you choose not to attend UNC Asheville again? Aided. N=79



- Quality of academics (poor preparation, not deep enough content, too many liberal arts requirements, programs are too general) was mentioned among the main reasons for not attending UNC Asheville if given the second chance

# Addition of New Master Level Degree Programs at UNC Asheville – First Reaction

Q15: If UNC Asheville added another master level program, which of the following best describes how you would feel about it? 1=Very negative, 5=Very positive. Aided. N=529



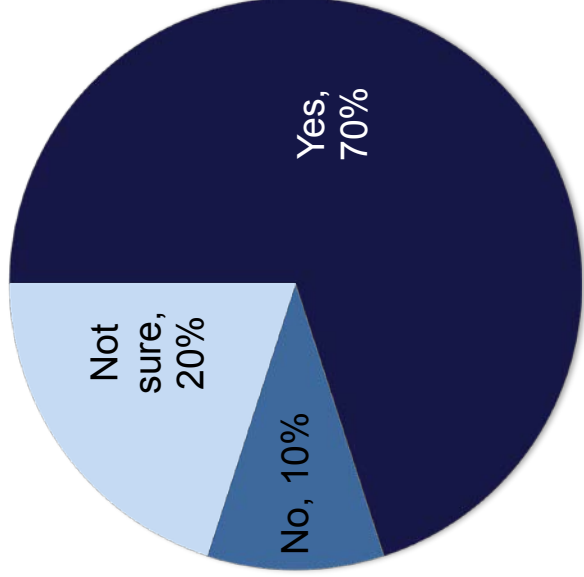
Reason	N
More education opportunities	142
UNC Asheville will be more attractive to students	61
Improved reputation, prestige	47
Student retention	33
UNCA is well positioned to bring its strengths to grad programs	26
Increase in diversity	26
More master's level programs, more variety	23
Growth, more funding	21

Reason	N
It would detract from the undergrads (less focus on, professors stretched too thin, use of TAs, diverted resources)	20
The quality of the learning experience would decrease	3
Resources should be used to improve/support existing programs; we should focus on doing one thing well	2
I like the school the way it is, it would change the character of the University	2

- Three quarters of all current students feel positive about adding another master level program; two in ten are not sure if the addition will be positive or negative and only a small number does not feel positive about the expansion of the master level education at UNC Asheville

# Perception of Schools Which Offer Graduate Programs

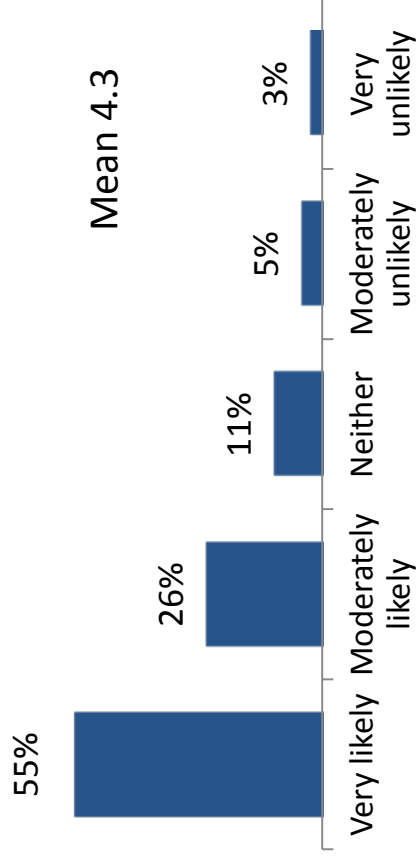
Q18: Do you feel schools which offer graduate degrees are, in general, considered more prestigious or enjoy stronger academic reputations? Aided. N=529



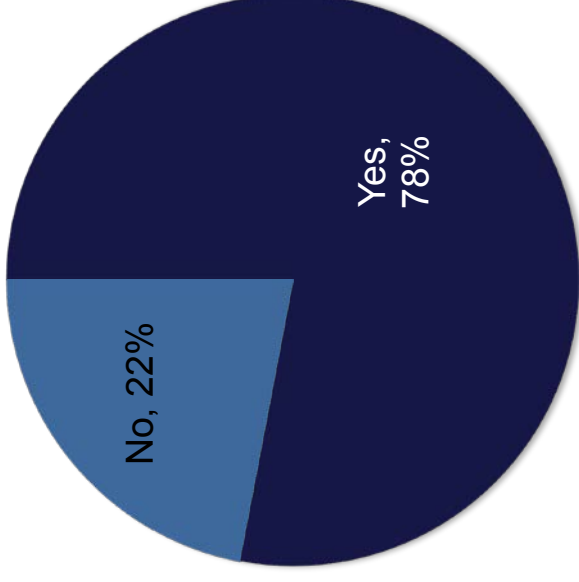
- Seven in ten among current students consider schools which offer graduate degrees more prestigious and have higher reputations
- One in ten disagrees and two in ten do not have a definitive opinion
- Generally speaking, those who look favorably at schools which offer graduate programs are also supportive of the idea of adding another master level program at UNC Asheville

# Pursuit of Graduate Degree

Q19: How likely are you to pursue a graduate degree at some point in the future?  
Aided. N=526



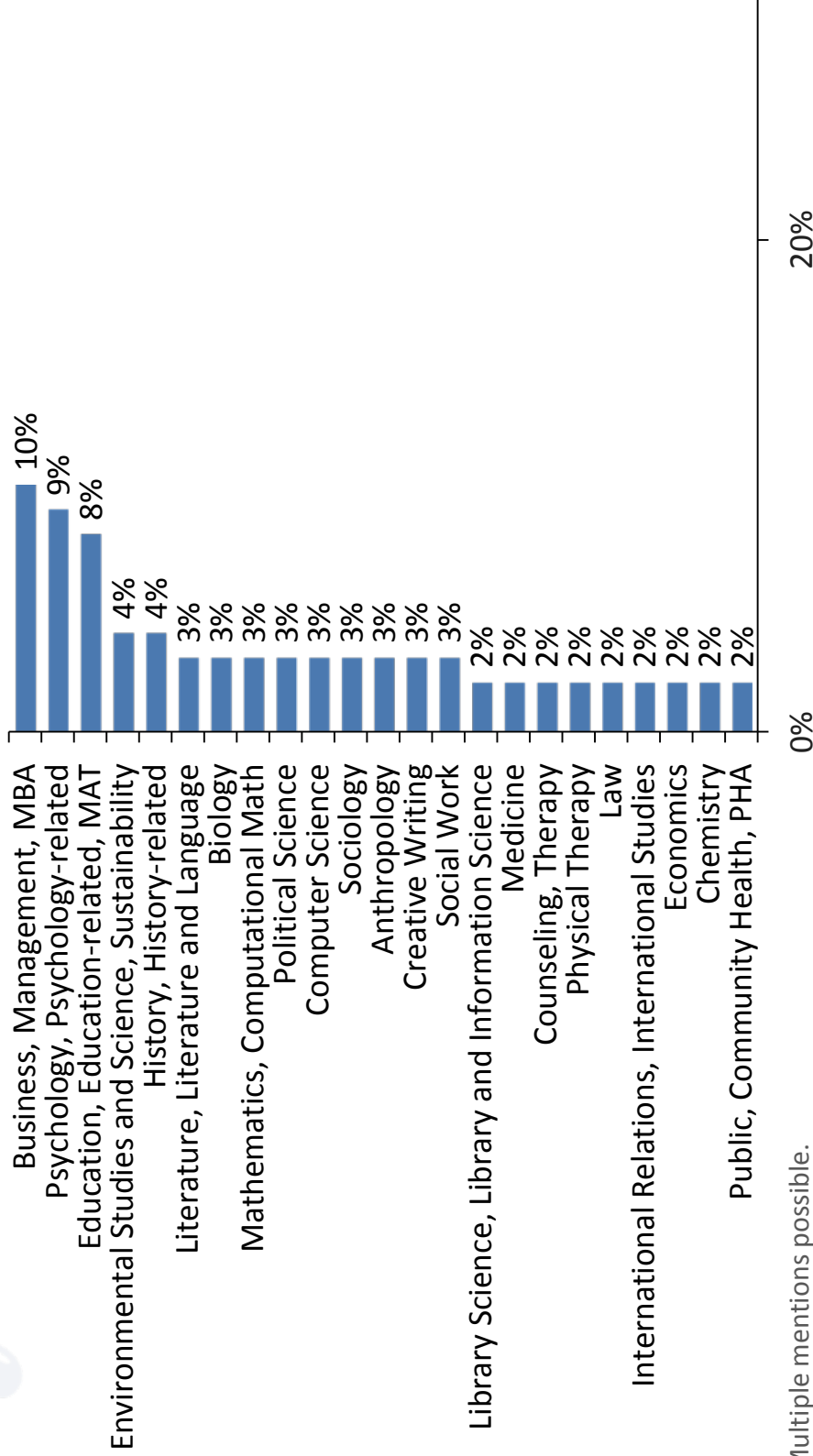
Q20: If UNC Asheville offered a master's degree in the field of study of most interest to you, would you seriously consider it as an option for your graduate education? Aided. N=529



- Eight in ten of those who said that they would be likely to pursue a graduate degree at some point in the future would consider UNC Asheville if the school offered a master's in the field of study of their interest

# Interest in Graduate Programs

Q21: What master level program would be of most interest to you if offered at UNC Asheville?  
 Unaided. N=529

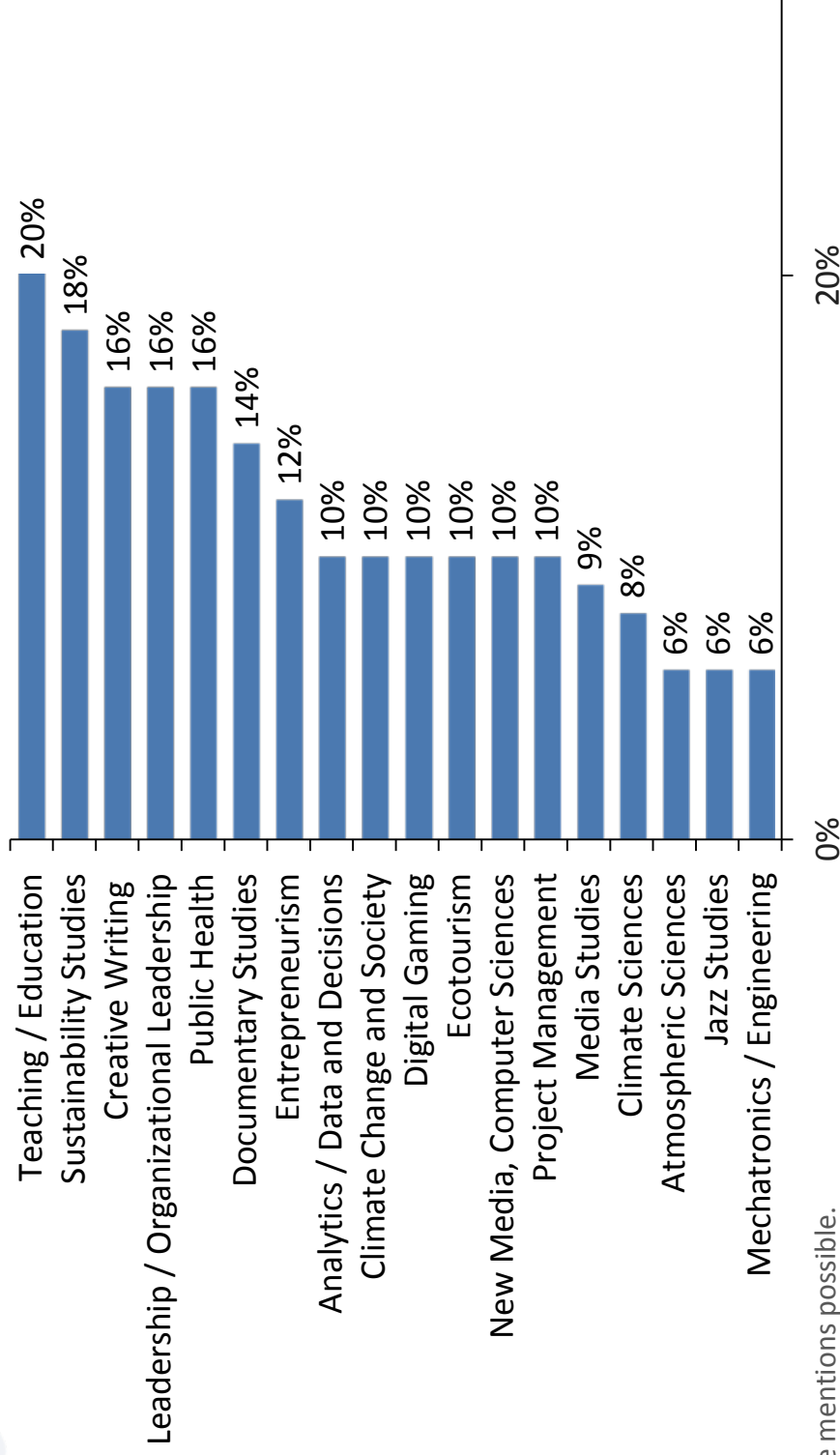


Multiple mentions possible.

- Business, psychology, and education disciplines were top of mind responses when asked about interest in master level programs at UNC Asheville

# Interest in Graduate Programs

Q22: Which of the following academic programs, if any, would be of interest to you if offered at UNC Asheville? Aided. N=529



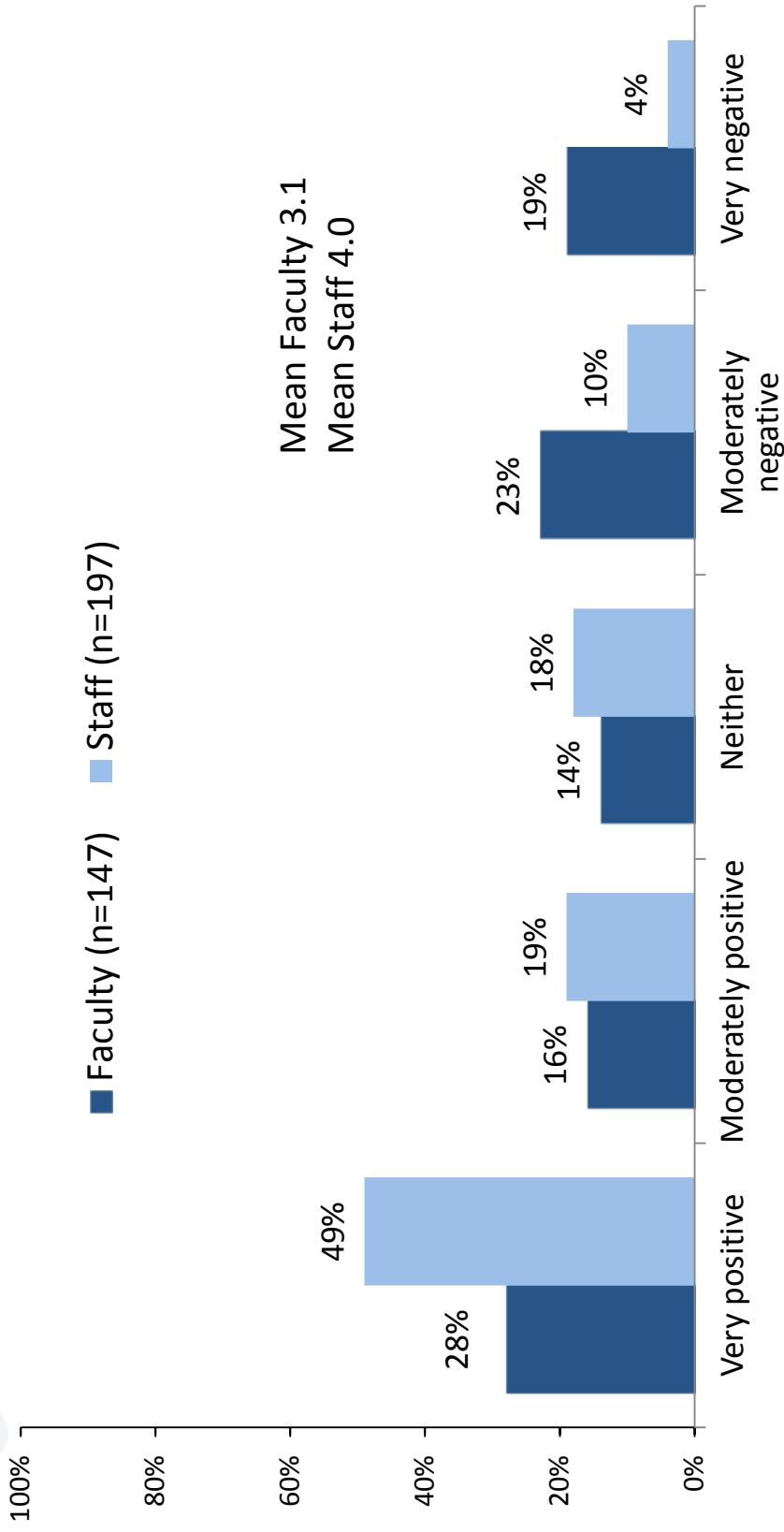
Multiple mentions possible.

- When asked to choose from the list of suggested programs, teaching and education and sustainability studies topped the list with creative writing, leadership, and public health closely following next

# Faculty and Staff

# Addition of New Master Level Degree Programs at UNC Asheville – First Reaction

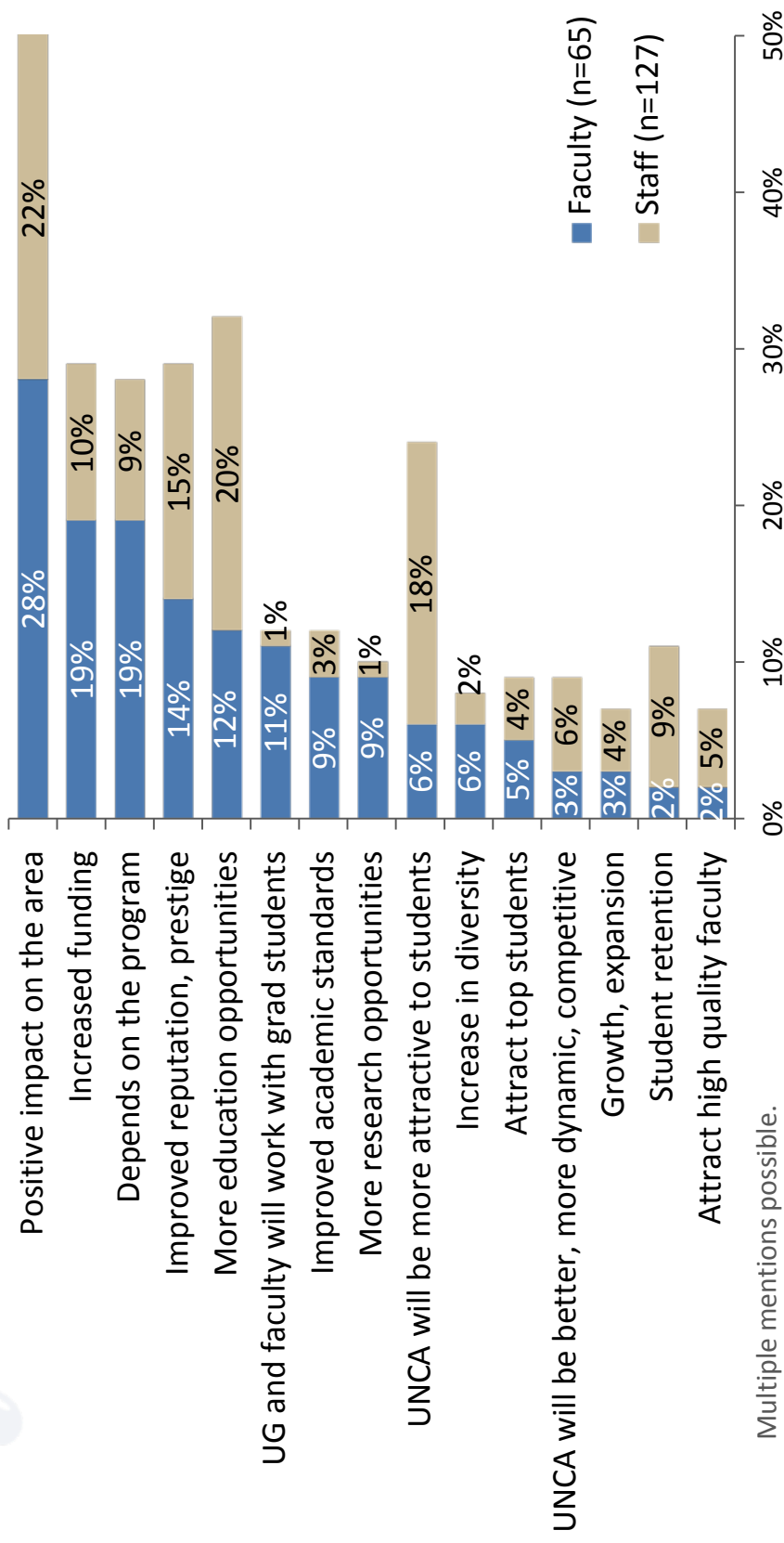
Q23: If UNC Asheville added another master level program, which of the following best describes how you would feel about it? 1=Very negative, 5=Very positive. Aided.



- Overall staff members are more positive about adding another master level program at UNC Asheville – seven in ten among staff members as compared to four in ten among faculty expressed their support of such idea

# Impact of Graduate Programs Addition

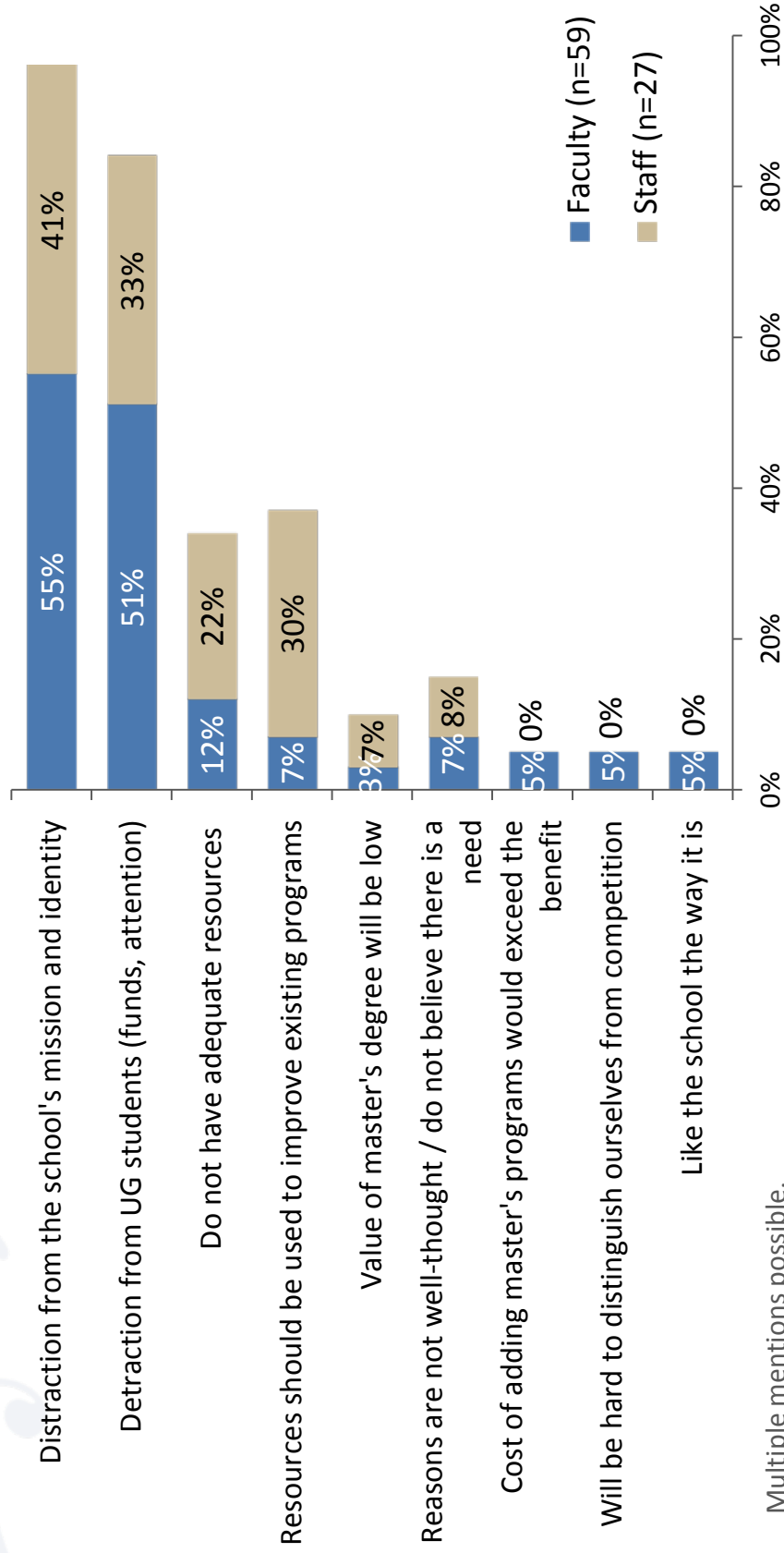
Q24: Why do you feel the addition of another master level program would be positive? Unaided.



- Although faculty and staff members state most often that another master level program at UNC Asheville will have a positive impact on the area, the two groups emphasize different areas of impact

# Impact of Graduate Programs Addition (cont.)

Q30: Why do you feel the addition of another master level program would be negative? Unaided.



Multiple mentions possible.

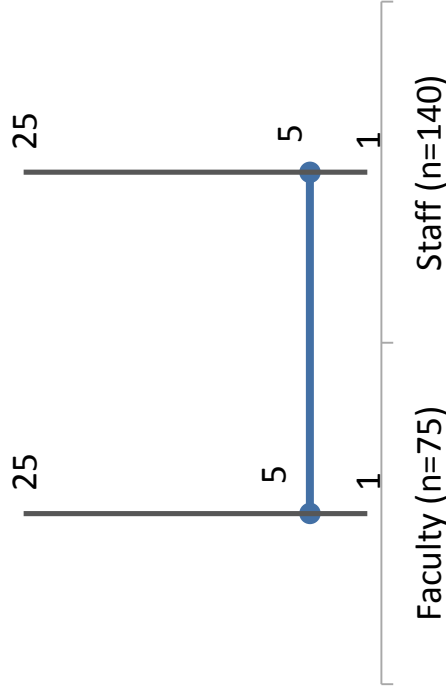
- The main concern which both faculty and staff members have, and faculty more so, is that the addition of another master level program at UNC Asheville will not benefit the current school's mission and identity and will divert resources from the undergraduate education
- Three in ten staff members who had a negative reaction suggested that any extra resources, if available, should be spent on improving or supporting currently existing programs

# Size of Graduate Programs

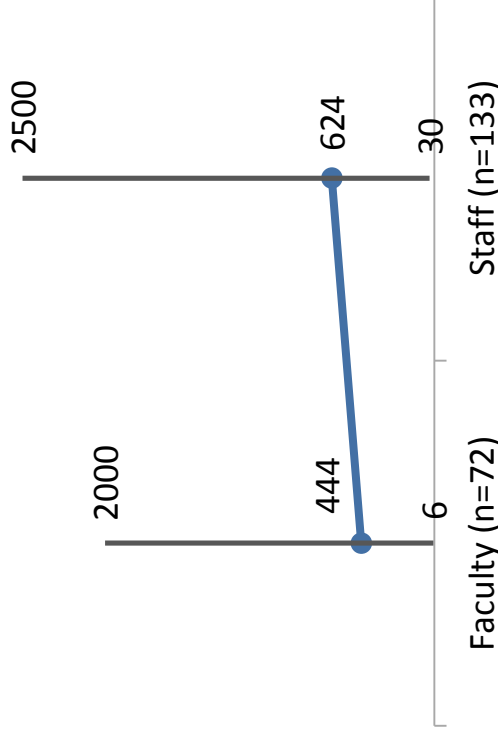
Q25: How many master’s programs, in total, do you feel could be offered by UNC Asheville before it can no longer be described as “primarily undergraduate”? Unaided.

Q26: How many graduate students, in total, do you feel could be enrolled in master’s programs at UNC Asheville before it can no longer be described as “primarily undergraduate”? Assume that the number of undergraduate students holds constant at around 3,500. Unaided.

Graduate Programs



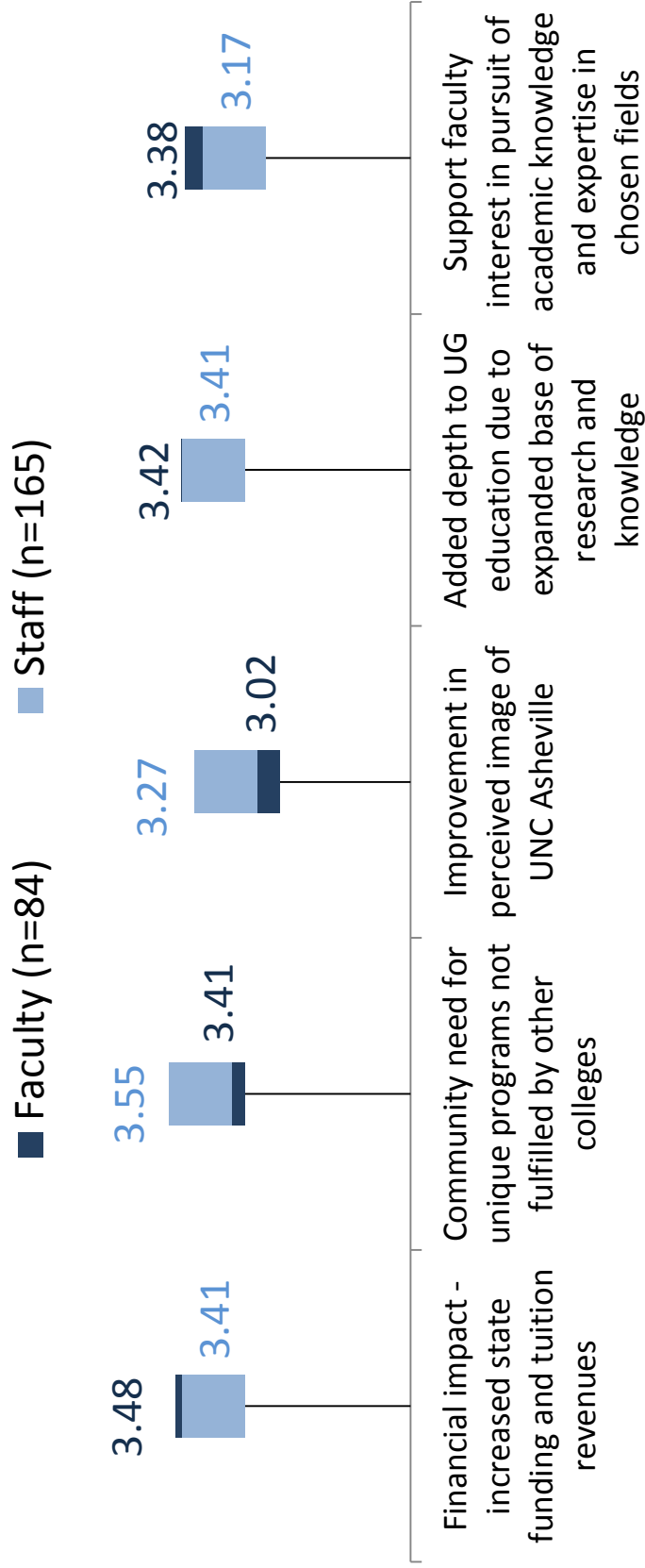
Graduate Students



- On average five graduate programs are perceived to be the threshold which determines the status of UNC Asheville as a provider of higher education
- Staff members estimate a higher number of students enrolled in master’s programs as compared to faculty

# Addition of New Master Level Degree Programs at UNC Asheville – Importance of Factors

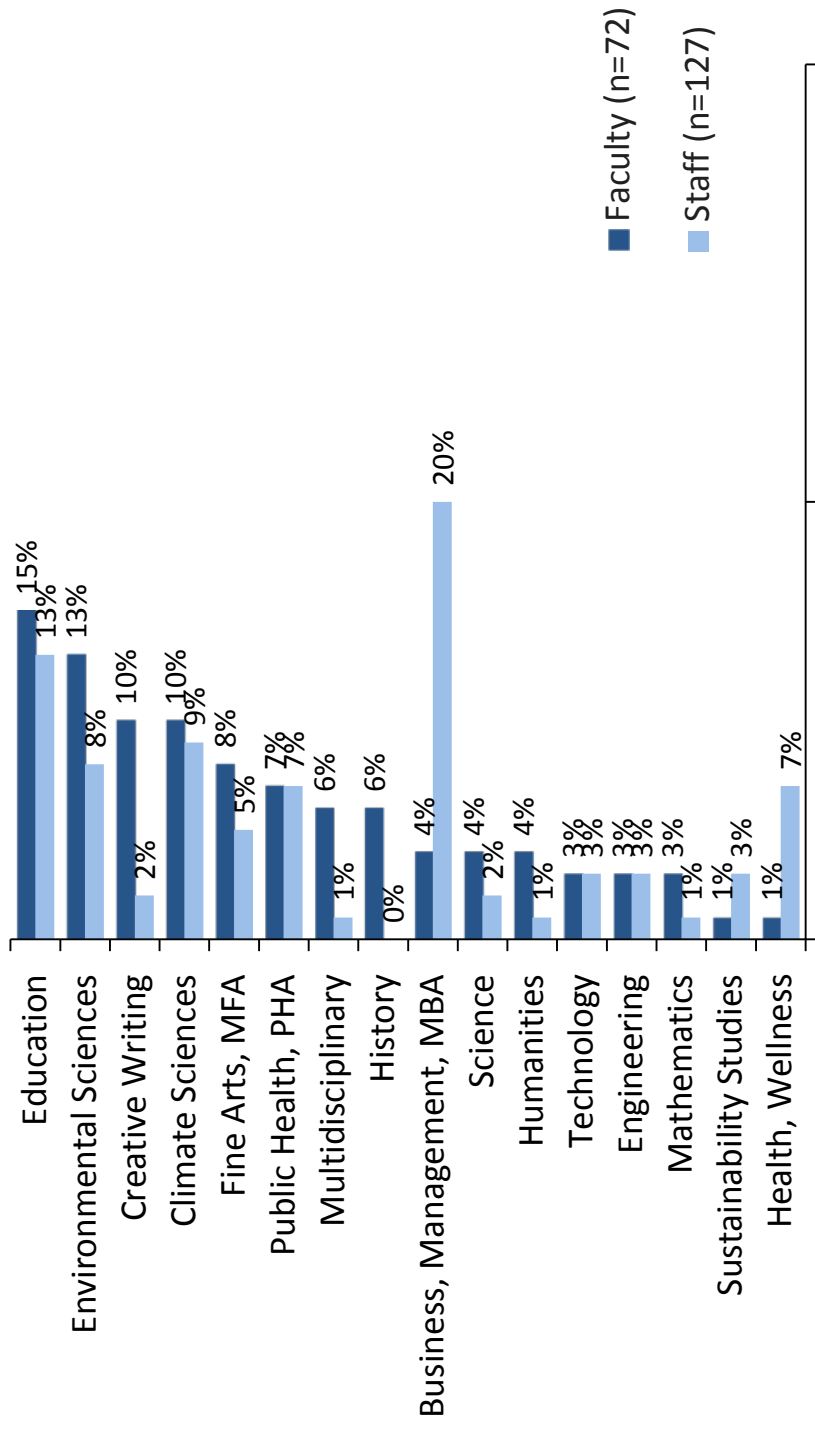
Q27: Indicate how important each factor is to you when thinking about adding master's programs at UNC Asheville. 1=Not at all important, 5=Extremely important. Aided.



- All factors are rated as important with faculty rating the improvement of perceived image of UNC Asheville lowest and significantly lower than staff members, and staff members giving the lowest—and significantly lower compared to faculty—rating to the support of faculty in pursuit of academic knowledge and expertise in chosen fields

# Interest in Graduate Programs

Q28: What master level program would be of most interest to you if offered at UNC Asheville? Unaided.

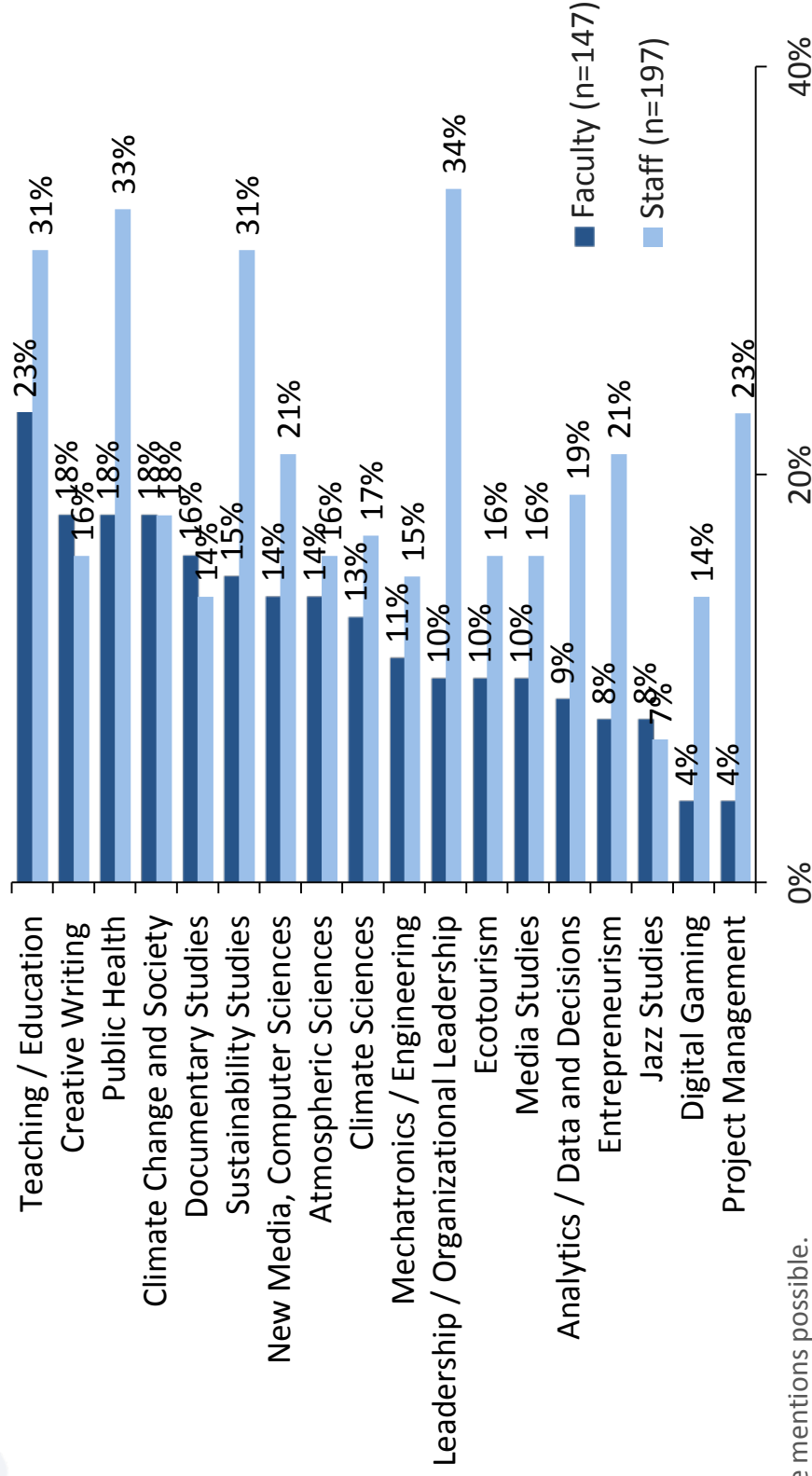


Multiple mentions possible.

- Staff members give a lot more preference to business and health related master's programs
- Faculty lean more toward education related disciplines, creative writing, and environmental sciences

## Interest in Graduate Programs (cont.)

Q29: Which of the following academic programs, if any, would be of interest to you if offered at UNC Asheville? Aided.

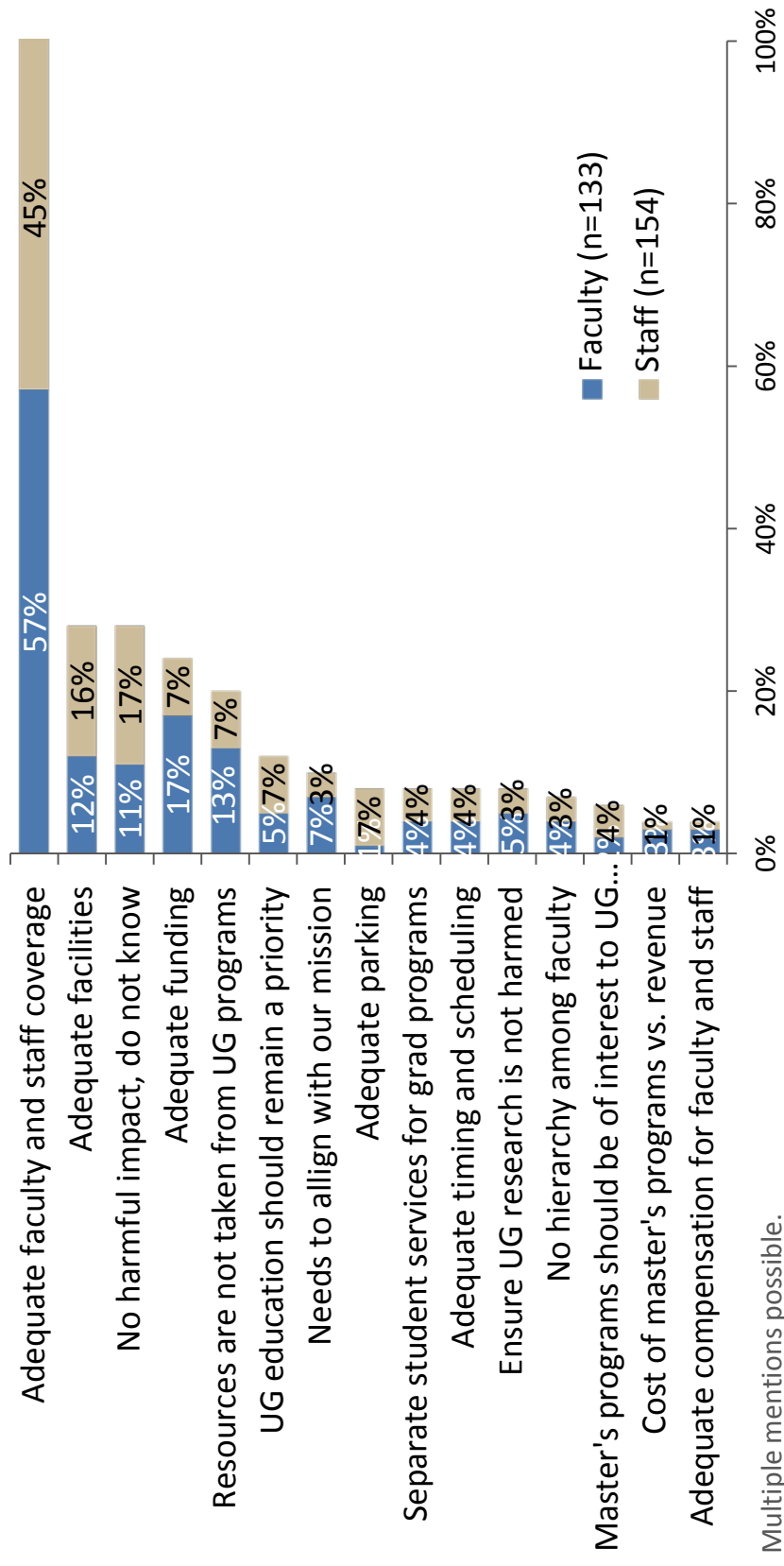


Multiple mentions possible.

- When asked to choose from a provided list, once again staff members gave more preference to business related programs, and faculty were more interested in humanities oriented disciplines like education, creative writing, and climate change and society

# Impact of Graduate Programs Addition

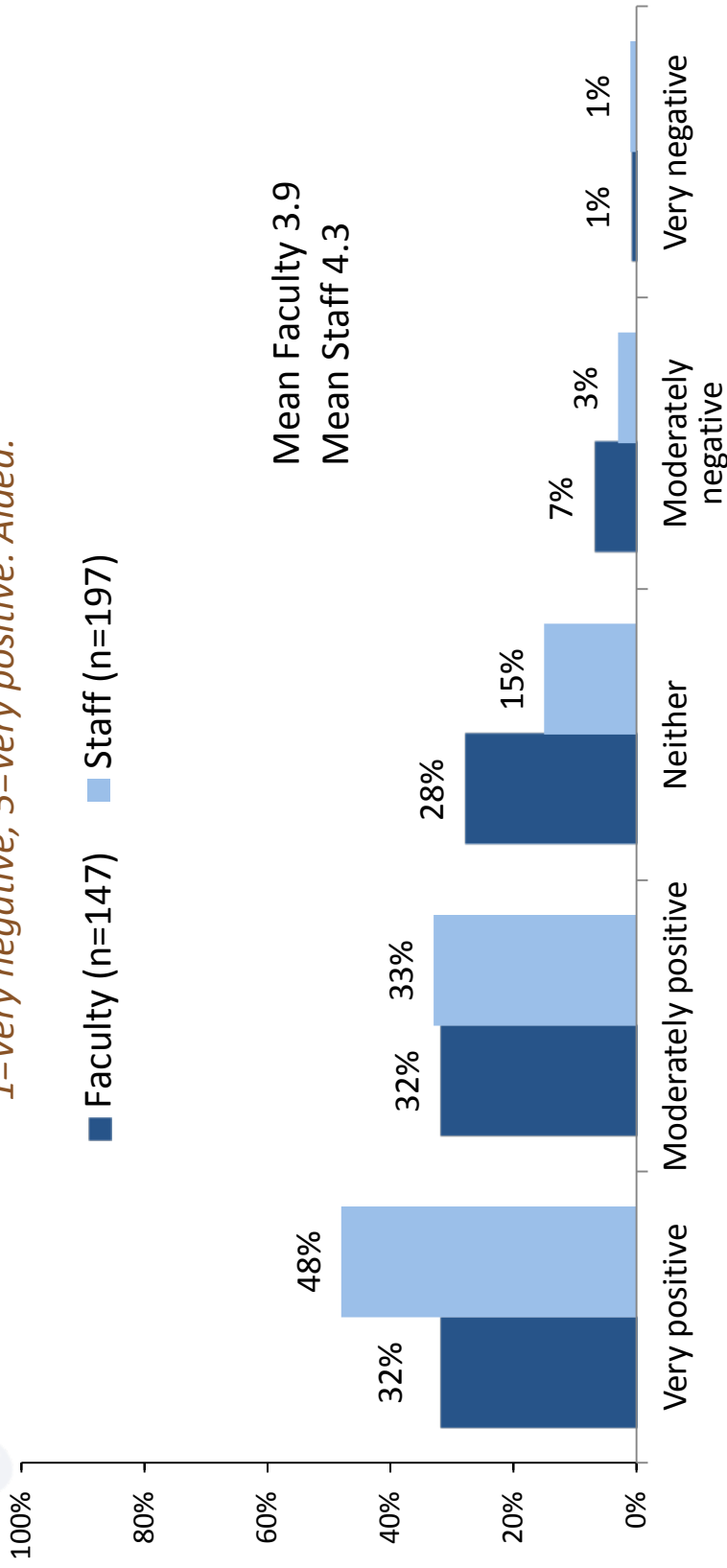
Q31: Assuming one or more master's level programs are added, what factors or issues need to be considered to prevent any harmful impact on the undergraduate educational experience at UNC Asheville? Unaided.



- Ability to meet an increased demand in faculty and staff is the main area of concern for both faculty and staff members

# Addition of New Master Level Degree Programs at UNC Asheville – Community Perception

Q32: Thinking about people not directly involved with UNC Asheville, how would increasing the graduate degree opportunities at UNC Asheville impact their perception of UNC Asheville??  
 1=Very negative, 5=Very positive. Aided.

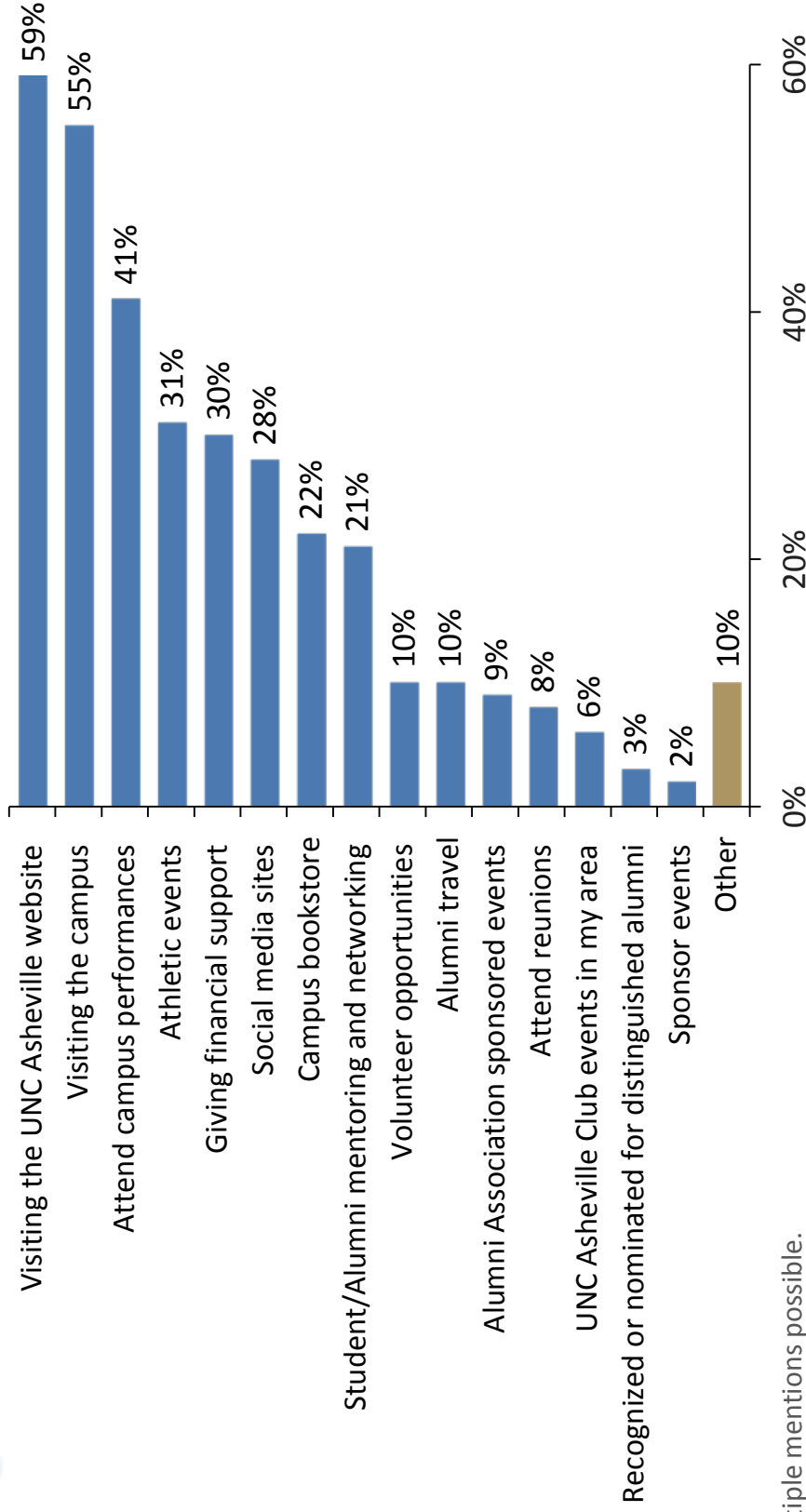


- Faculty members are somewhat more skeptical about the community being more favorable toward UNC Asheville if the University increases its graduate level opportunities
- Staff members rate an estimated positive impact on the community significantly higher compared to faculty

# Alumni

# Involvement with UNC Asheville

Q33: In what ways are you or have you been involved with UNC Asheville? Aided. N=334

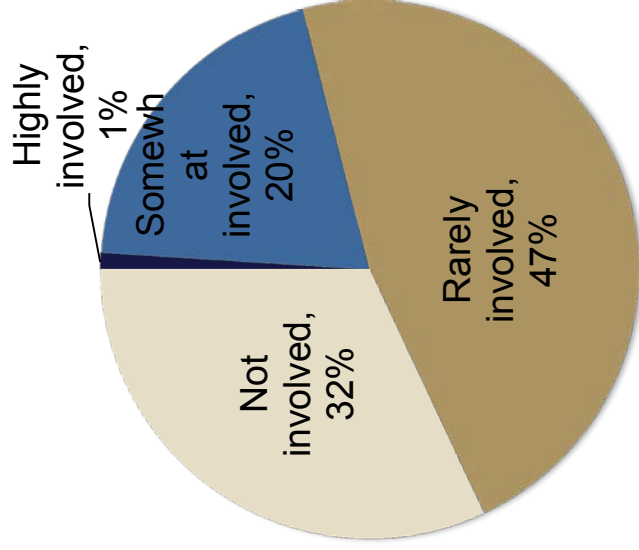


Multiple mentions possible.

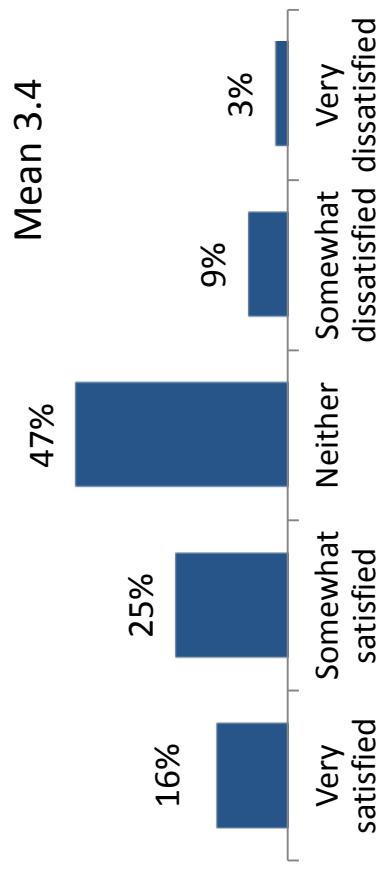
- Visiting UNC Asheville in person including attendance of campus performances and athletic events along with checking the school's website are the most typical ways for alumni to stay in touch with their alma mater

## Involvement with UNC Asheville (cont.)

Q29: Overall, how would you describe your level of involvement with UNC Asheville as an alumnus/a? Aided. N=334



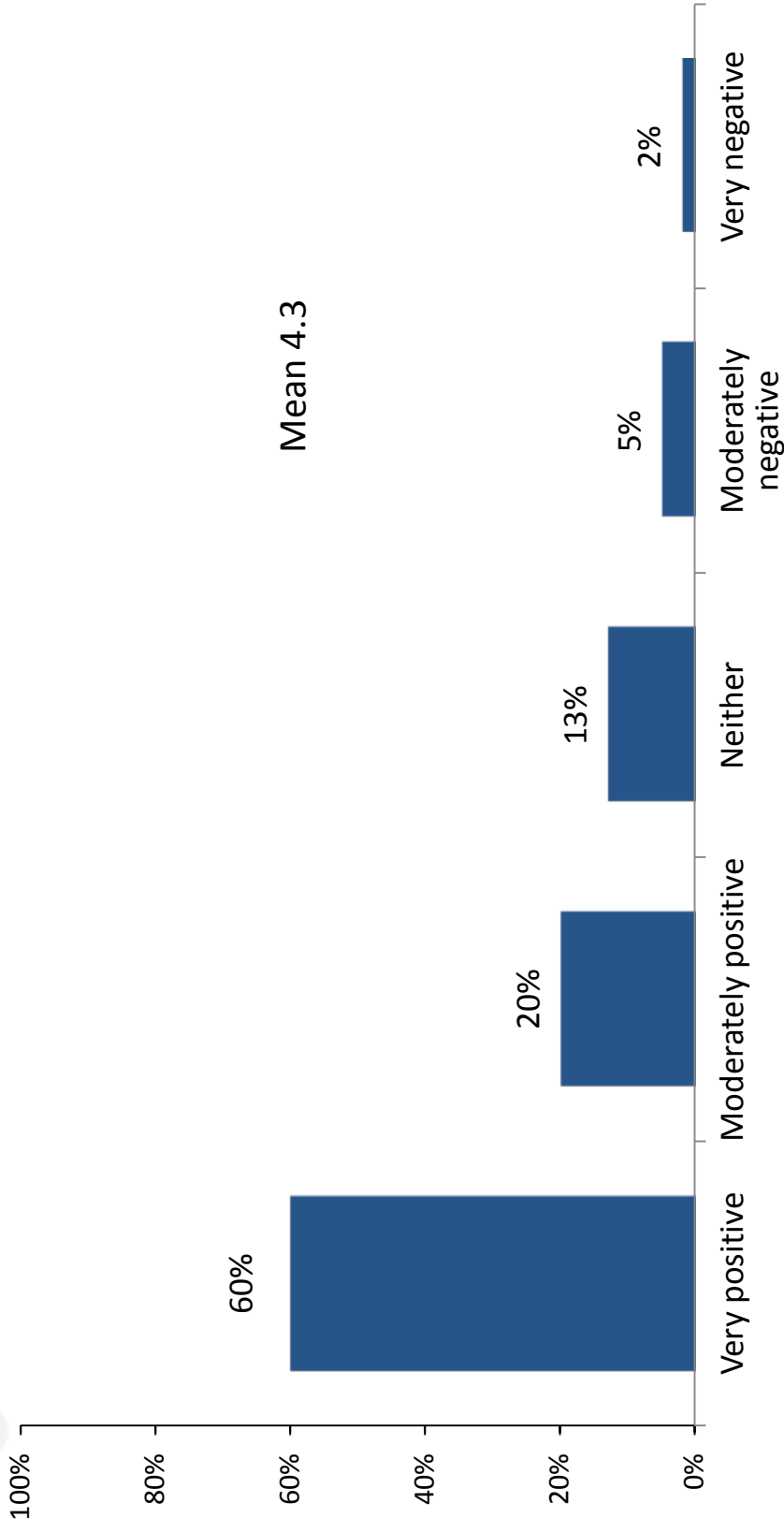
Q30: How satisfied are you with your overall UNC Asheville alumni experience? Aided. N=334



- A very small proportion of alumni consider their level of involvement with UNC Asheville as high; three in ten are not involved at all, and about one half do not have an opinion about their involvement with the school

# Addition of New Master Level Degree Programs at UNC Asheville – First Reaction

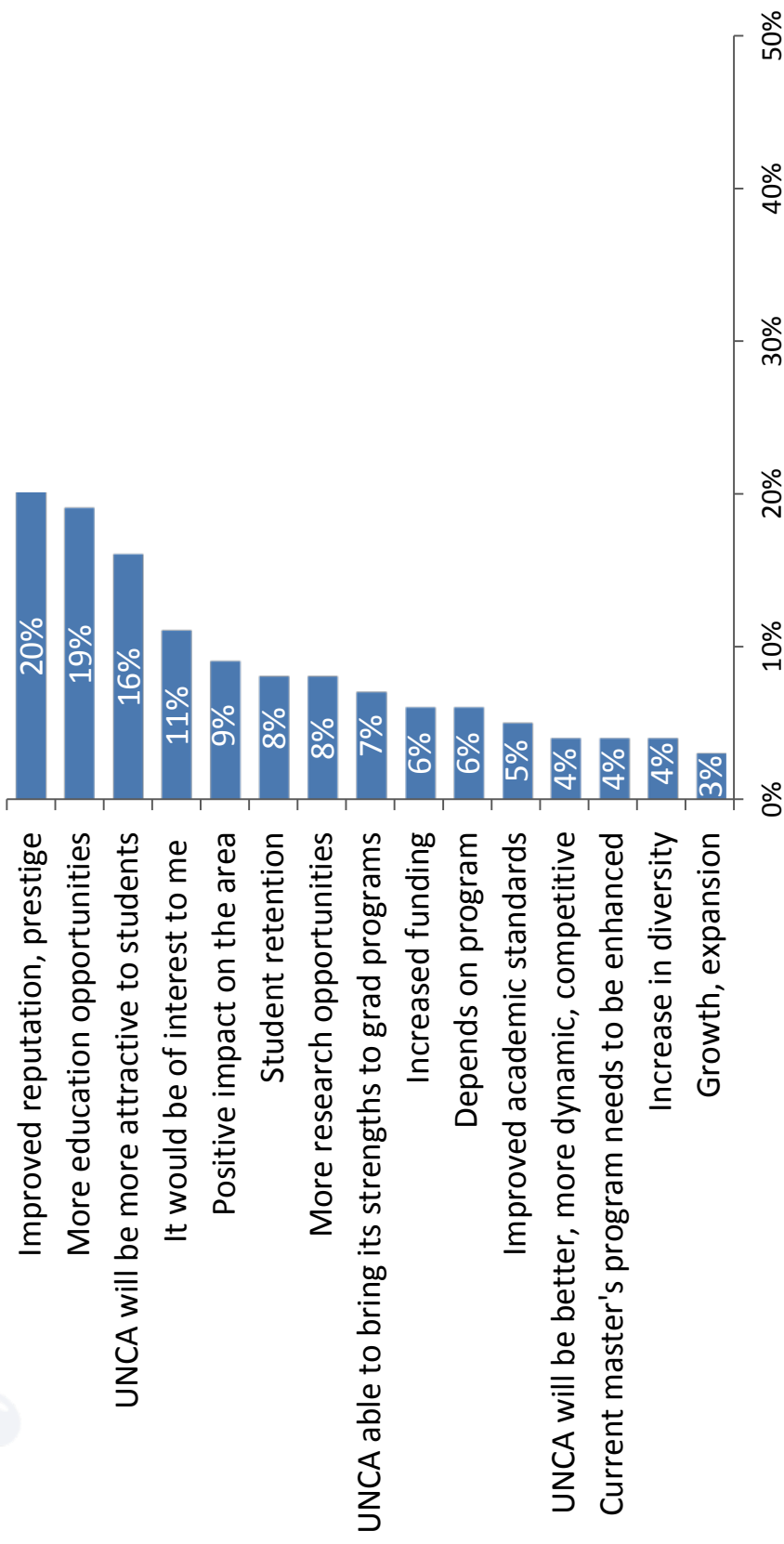
Q31: If UNC Asheville added another master level program, which of the following best describes how you would feel about it? 1=Very negative, 5=Very positive. Aided. N=334



- Eight in ten among alumni have a positive reaction to the idea of adding another master level program at UNC Asheville

# Impact of Graduate Programs Addition

Q37: Why do you feel the addition of another master level program would be positive? Unaided. N=267

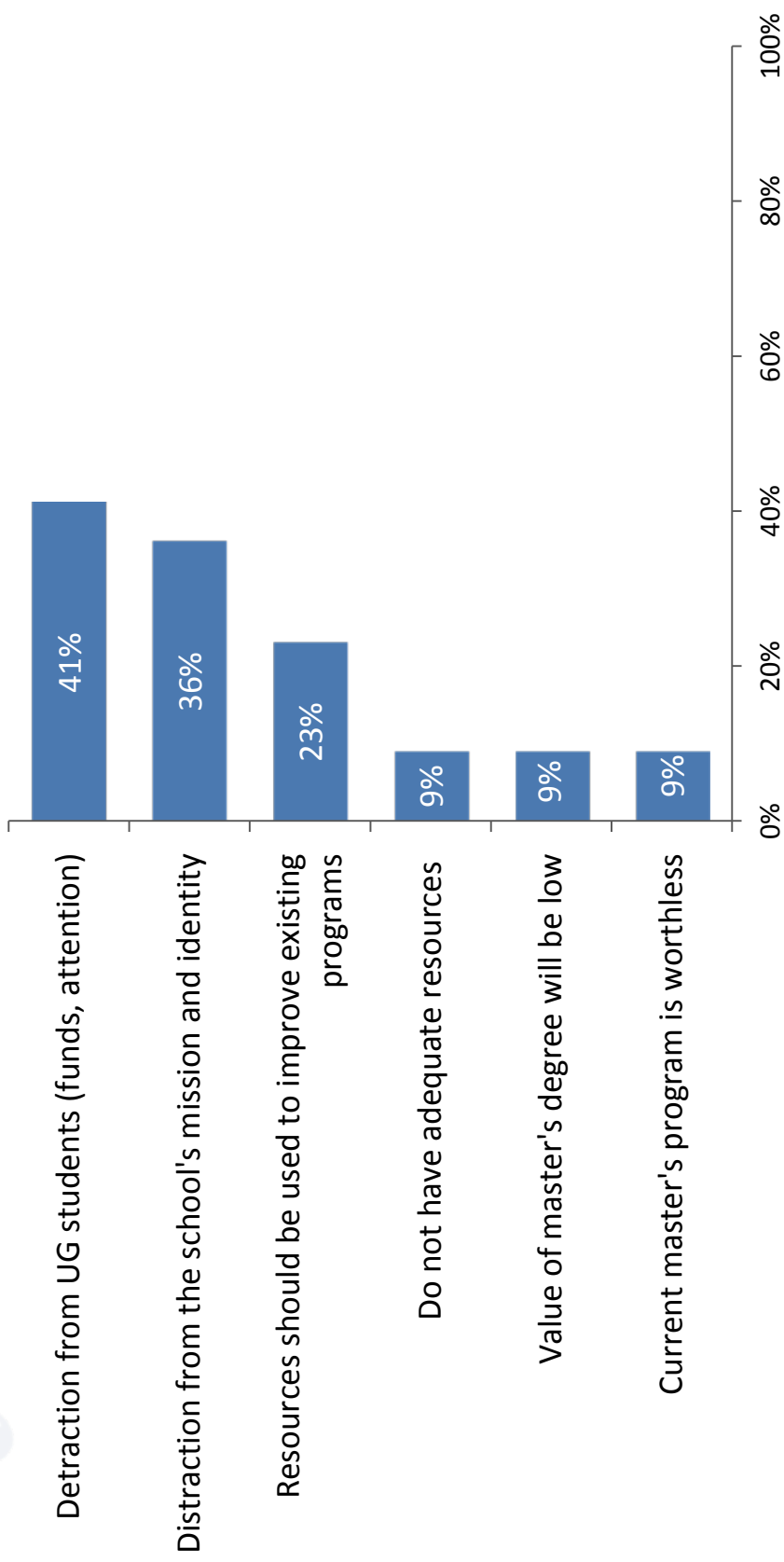


Multiple mentions possible.

- Alumni mostly agree that adding another master level program would improve the reputation of UNC Asheville, create more education opportunities, and will be generally more attractive to students, including alumni who are interested in continuing education options for themselves

# Impact of Graduate Programs Addition

Q38: Why do you feel the addition of another master level program would be negative? Unaided. N=23

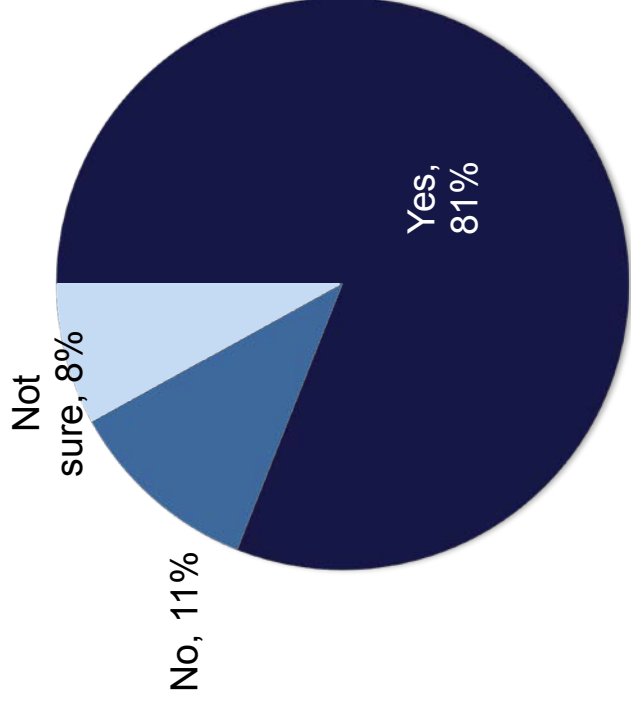


Multiple mentions possible.

- A small number of alumni expressed their concern about the quality of undergraduate education once the master level programs are introduced

# Perception of Schools Which Offer Graduate Programs

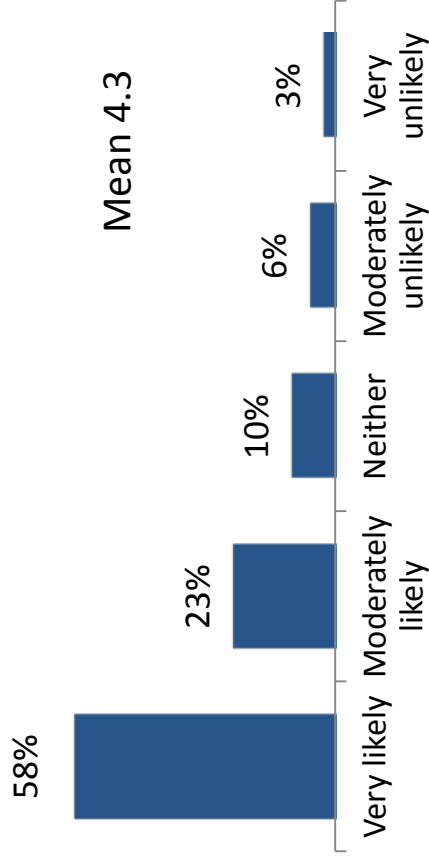
Q39: Do you feel schools which offer graduate degrees are, in general, considered more prestigious or enjoy stronger academic reputations? Aided. N=333



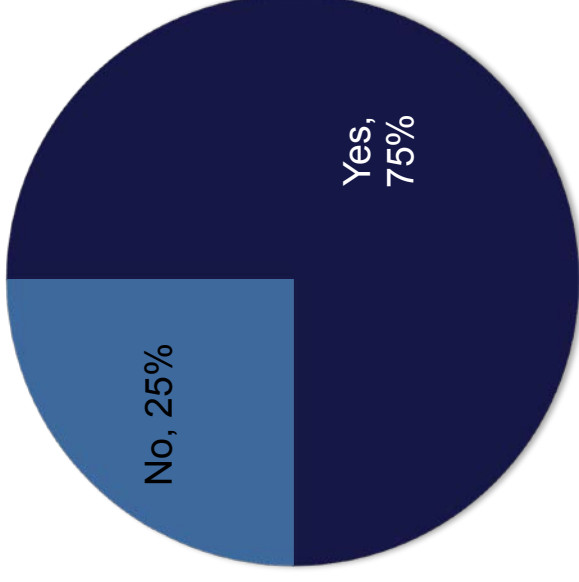
- Even more so than current students, alumni agree that the schools which offer graduate programs are considered more prestigious and have better academic reputations

# Pursuit of Graduate Degree

Q40: How likely are you to pursue a graduate degree at some point in the future?  
Aided. N=332



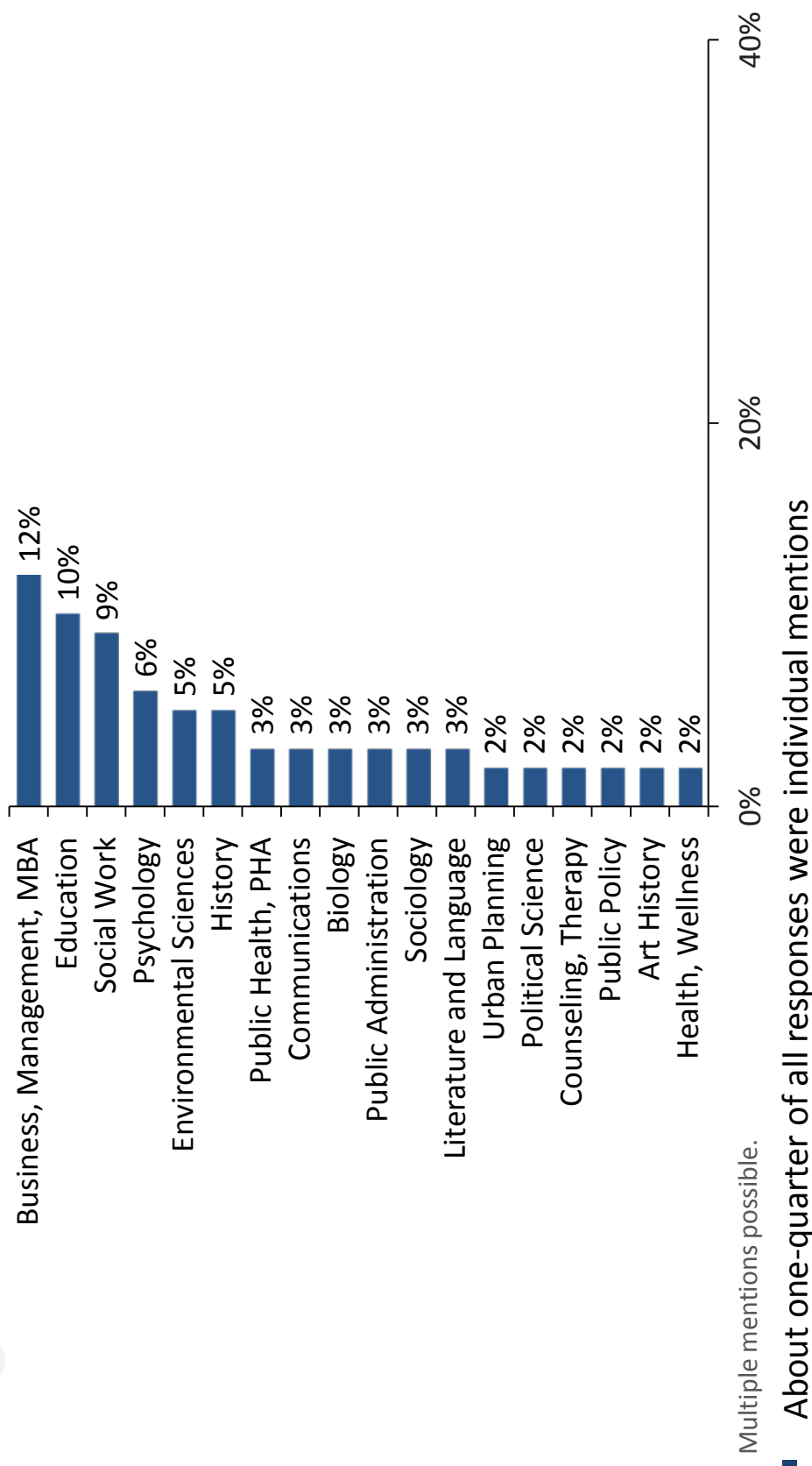
Q41: If UNC Asheville offered a master's degree in the field of study of most interest to you, would you seriously consider it as an option for your graduate education? Aided. N=301



- Eight in ten among alumni said that they would be likely to pursue a graduate degree at some point in the future, and about three-quarters would consider UNC Asheville if the school offered a master's in the field of study of their interest

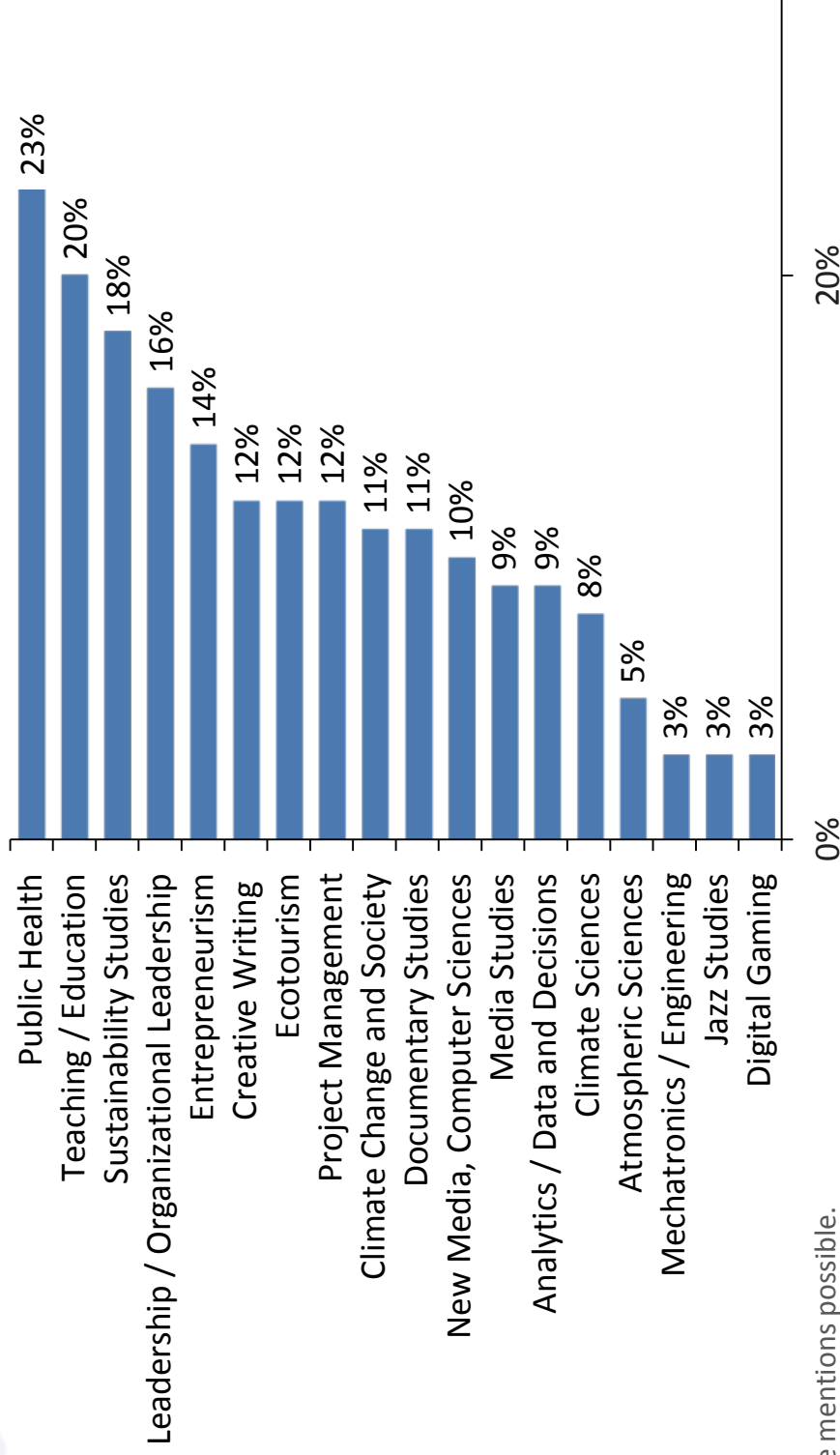
# Interest in Graduate Programs

Q42: What master level program would be of most interest to you if offered at UNC Asheville?  
Unaided. N=334



# Interest in Graduate Programs

Q43: Which of the following academic programs, if any, would be of interest to you if offered at UNC Asheville? Aided. N=334



Multiple mentions possible.

- Similar to current students and employees, alumni chose public health, teaching and education, and sustainability studies among the most appealing options for the master level programs at UNC Asheville

# Summary and Recommendations

# Summary

- When asked to describe UNC Asheville, alumni and students were more likely to say that the school had a warm, open-minded, and accepting atmosphere, whereas faculty and staff limited their descriptions to more general statements about UNC Asheville being a liberal arts, small, and public school
- Only two of thirteen attributes were rated similarly across the board; eleven other attributes were rated with significant differences between the groups
- The highest ratings among the groups were given to the following attributes
  - **Faculty:**
    - Ability of faculty to teach and instruct
    - Hands-on learning opportunities
    - Cost to attend
    - Quality of life in the greater Asheville community (same as alumni)
    - Success of graduates getting good jobs and/or admission to good graduate/professional schools
    - Cost to attend
    - Variety of undergraduate academic programs
    - Academic reputation of UNC Asheville nationally (same as staff)

# Summary

- **Staff:**
  - Academic reputation of UNC Asheville in North Carolina
  - Academic reputation of UNC Asheville nationally (same as faculty)
- **Alumni:**
  - Location of campus
  - Quality of life in the greater Asheville community (same as faculty)
  - Size of the University
  - Amount of financial aid available, including scholarships (same as students)
- **Students:**
  - Extent to which faculty are recognized experts in their field of study
  - Amount of financial aid available, including scholarships (same as alumni)
  - Quality of campus social activities

# Summary

- It should be noted that while the students rate the quality of faculty high, their ratings of the academic reputation, variety of undergraduate programs, hands-on learning opportunities, and graduate outcomes are often significantly lower compared to these ratings given by faculty
- Alumni are more likely to side with the students when rating the academic attributes of the school
- About one-half of the respondents in each group gave the highest rating when asked about their overall opinion of UNC Asheville
- Only one of eleven statements about UNC Asheville was rated similarly by all groups – all respondents agree to about the same degree that UNC Asheville develops students as highly accomplished thinkers, negotiators, planners, collaborators, and problem-solvers
  - The highest ratings, albeit with some significant variations between the groups, were given to the statements about quality of undergraduate education experience, interdisciplinary learning (rated highest by alumni), and exceptional faculty-student mentoring (rated highest by faculty)

# Summary

- Larger perceptual gaps between groups were found for the following statements:
  - Faculty and staff agree that UNC Asheville is recognized as a leading undergraduate research institution at a significantly higher level compared to alumni and students
  - Students and alumni agree that UNC Asheville has the ability to attract private and state funding as well as collaborates with Asheville community at a significantly higher level compared to faculty and staff
  - Faculty rate diversity of the UNC Asheville community lowest compared to the other groups
  - When asked about the time allocation for teaching vs. research, faculty were significantly more likely to say that they spend more than an appropriate amount of time on teaching and preparation for teaching; less than one third of the other groups shared the opinion
  - Five in ten among faculty suggested that they spend less than an appropriate amount of time on research and scholarly activities

# Summary

- Majority of respondents in all groups (six to eight in ten) suggested that the appropriate ratio of teaching to research for faculty at UNC Asheville should be 75% teaching to 25% research. Faculty members support this model most
- When asked to name most strengths and weaknesses of the school, the most often mentioned positive was faculty and staff, followed by personal attention
- Lack of diversity and insufficient funding, including state support and small endowment were mentioned as negatives

# Summary

## Current Students

- Current students indicated most often Appalachian State University, University of North Carolina Chapel Hill, and Western Carolina University among the other schools considered during the selection process
- Main reasons for choosing UNC Asheville included location attributes such as proximity to home, mountains, and climate and the cost to attend the school
- Satisfaction of current students with the academic experience at UNC Asheville is higher compared to their satisfaction with the social experience (Mean 4.3 vs. 3.8 correspondingly)
- Eight to nine in ten among current students would choose UNC Asheville again if they had to make their decision about the school to attend for the second time. Those who would not choose the school, mentioned weak academics and poor quality of faculty as their main reasons

# Summary

## Current Students (cont.)

- Almost eight in ten among current students expressed their support for another master level program at UNC Asheville
  - More education opportunities, higher attractiveness of the school to students and their retention, more variety and funding were given as supportive arguments
  - Those who did not support the idea of introducing an additional master level program (4%) indicated a need for improvement of existing programs, a concern about detracting attention and resources from the undergraduate programs, and uncertainty about the image and character of the University
- The number of current students who agree that schools which offer graduate degrees are more prestigious and have stronger academic reputations is similar to the number of those who consider a master level education after having graduated from UNC Asheville, and almost eight in ten among those who plan on pursuing a graduate degree said that they would consider UNC Asheville if the school offered a master's degree in the field of study of their interest

# Summary

## Faculty and Staff

- Overall staff members are more positive about adding another master level program at UNC Asheville – seven in ten among staff members as compared to four in ten among faculty expressed their support of the idea
- Those who feel positive about the addition of another master level program indicate positive impact on the area, increased funding, improved reputation, more education opportunities, and higher attractiveness of UNC Asheville to students most often
- Those who had a negative reaction to the idea expressed their concern about the school's mission and identity, a possibility of negative impact on the undergraduate education, and the need of improving the existing programs
- Both faculty and staff suggested introducing about five master level programs with the average number of graduate students of 444 as suggested by faculty and 625 as suggested by staff

# Summary

## Faculty and Staff (cont.)

- When asked to rate the importance of five factors related to the addition of master level programs at UNC Asheville, all factors was rated at the average level of importance, with faculty rating the improvement of perceived image of UNC Asheville lowest and significantly lower than staff members, and staff members giving the lowest, and significantly lower compared to faculty, rating to the support of faculty in pursuit of academic knowledge and expertise in chosen fields
- Adequate faculty and staff coverage was indicated by about one-half of both faculty and staff members as the main issue which needs to be considered to prevent any harmful impact on the undergraduate educational experience at UNC Asheville if additional master level programs are introduced at the school
- Staff members rate an estimated positive impact on the community significantly higher compared to faculty (Mean 4.3 vs. 3.9 correspondingly)

# Summary

## Alumni

- The current level of alumni involvement with UNC Asheville is low—one third are not involved at all, about half report a rare involvement, and only one percent say they are highly involved
- Correspondingly, about one-half of all respondents cannot rate their satisfaction with the alumni experience
- Similar to current students an overall reaction of alumni regarding the addition of another master level program at UNC Asheville is largely positive – eight in ten respondents said their reaction was very or moderately positive
- Improved reputation and prestige, more education opportunities, and attractiveness of the school to the students were mentioned among the main reasons for supporting the idea
- Reasons of those who had a negative reaction (7%) are similar to those stated by the other groups – possible negative impact on the undergraduate education, deviation from the school’s mission and identity, the need of improvement of the existing programs

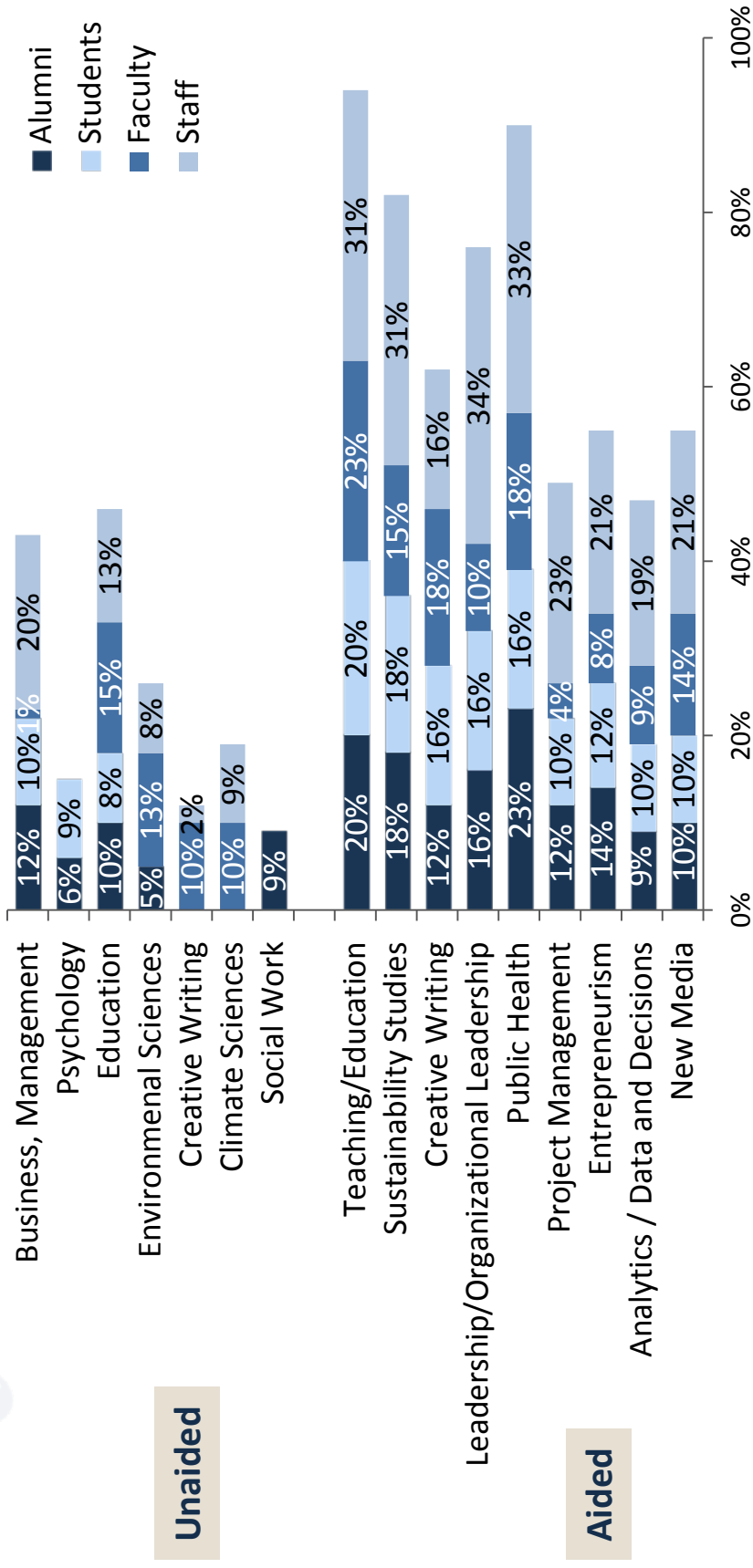
# Summary

## Alumni (cont.)

- Eight in ten alumni agree that the schools which offer graduate programs are considered more prestigious and have better academic reputations
- Eight in ten among alumni said that they would be likely to pursue a graduate degree at some point in the future, and about three-quarters would consider UNC Asheville if the school offered a master's in the field of study of their interest

# Summary

## Interest in Graduate Programs by Group



- Business and education related disciplines were most frequent top-of-mind responses among all groups of respondents
- When asked to choose from the list, programs in teaching and education, public health, sustainability studies, and leadership topped the list

# Recommendations

- Faculty appear to be the most satisfied internal group when it comes to various school-related attributes, including education, reputation, and graduate outcome related attributes. There is a visible level of discrepancy between the perception of this group and such of students and alumni which may need to be addressed in order to bring the overall perception of all internal audiences to a more balanced level which, in its turn, might be helpful for determining the future direction for UNC Asheville
- Students and alumni, followed by staff, are much more supportive of the idea of adding master level programs at UNC Asheville compared to faculty – eight in ten among students and alumni and seven in ten among staff are on board with the suggestion, whereas only four in ten among faculty express their support. More communication needs to be done with this group to address their concerns and to clarify various logistical, financial, staffing, and strategic development issues which hold the faculty back at present
- If the additional master level programs were to be introduced, teaching and education, public health, sustainability studies, and organizational leadership directions should be considered first. These programs received the highest level of support among all groups

## DRAFT (9/4/2019)

Master of Liberal Arts & Sciences Program											
Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	9-Year Totals (2010-2019)	
<i>Master of Liberal Arts &amp; Sciences</i>	<b>Enrollment<sup>1</sup></b>	102	102	104	86	74	57	49	50	43	<b>667</b>
	<b>Student Credit Hours<sup>2</sup></b>	421	460	467	389	327	394	214	287	224	<b>3,183</b>
	<b>Tuition and Fees<sup>3,4</sup></b>	\$130,541.73	\$173,524.13	\$230,418.84	\$264,817.15	\$219,067.14	\$260,571.43	\$181,317.70	\$ 152,663.78	\$ 141,222.15	<b>\$1,754,144.05</b>
	<b>SCH Appropriations<sup>3</sup></b>				90,851	80,663	73,671	74,360	74,580		
	<b>Expenses</b>										
	<i>Annual State Budget<sup>5</sup></i>	(14,270.27)	(12,057.93)	(18,716.21)	(17,319.60)	(16,167.90)	(16,563.41)	(24,209.76)	(21,311.01)	(10,656.25)	<b>(151,272.34)</b>
	<i>Instructional FTEs</i>	4.34	3.67	3.67	3.5	2.25	1.75	2	2.76	1.25	<b>25.19</b>
	<i>Administration FTEs</i>										
	<i>Cost of Adjuncts &amp; Capstone Advisors</i>	\$35,420	\$1,400	\$4,200	\$3,164	\$10,000	\$14,400	\$9,400	\$6,600	\$22,500	<b>\$107,084</b>
	<b>Net</b>										

<sup>1</sup> Total annual headcounts; IREP Enrollment at a Glance

<sup>2</sup> [UNC Asheville 2016-2017 Factbook, Table 5](#)

<sup>3</sup> Per AA Budget Officer

<sup>4</sup> OneStop Student Accounts Office

<sup>5</sup> In MLAS Fund 201434; FYXX/PD12 YTD Actual +PO s+ Commit(s)