

**Committee on Academic and Students Affairs**

**Wednesday, September 23, 2026**

**9:30 a.m.**

Call to Ord

**AGENDA**

Welcome and Opening Remarks

Greg Pinnix

Roll Call

Approval of Minutes:

March 25, 2026

June 10, 2026

**Information Items:**

**A. Academic Affairs Update**

Dr. Scott Krawczyk

Provost & Vice Chancellor for Academic Affairs

- Welcome New Team
- Cape Fear Regional Theater
- Gillis-Jones Institute for Ethics
- Joint Innovation Operations Center
- FinTech Conference
- Grants Update
- SACSCOC Fifth Year Interim Report
- Winter Commencement
- A-1: Faculty Workload Summary
- A-2: Center Establishment

**B. Enrollment & Student Success Update**

Dr. Pamela Baldwin

Vice Chancellor Strategic Enrollment & Student Success

- Fall Enrollment Update
- Bronco Boost Update
- Career Services Update

**C. Student Affairs Update**

Dr. Juanette Council

Vice Chancellor for Student Affairs

- Student Affairs Snapshot
- Residence Life
- Matriculation Institute
- Civic Engagement & Service Learning

**Action Items:**

**A. A-1: Faculty Workload Summary**

Dr. Scott Krawczyk

**B. A-2: Center Establishment**

**Committee members:** Greg Pinnix, Brian Pearce, Warren McDonald, Glenn Adams, Alecea O’Kelly

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For further information, please contact:

Dr. Scott Krawczyk

Provost and Vice Chancellor for Academic Affairs 910.672.2309

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**Wednesday, March 25, 2026**

**9:00 AM**

The Committee on Academic and Student Affairs of the Fayetteville State University Board of Trustees convened March 25, 2026, in the Rudolph Jones Student Center Room 242 and via Microsoft Teams. Committee Chair, Greg Pinnix presided and called the meeting to order at 9:00 a.m. Committee Chair gave the welcome and opening remarks.

**ROLL CALL**

The following Trustee members were in attendance: Mr. Greg Pinnix, Ms. Latoya Harper, Mr. Brian Pearce, Dr. Warren McDonald, and Mr. Glenn Adams.

Staff persons in attendance were Felicia Crittenden, Naadiya Hopkins, Roderick Heath, Brittany Mundy, and LaToya Floyd.

**APPROVAL OF MINUTES**

Trustee Warren McDonald motioned to approve the minutes of the Committee on Academic and Student Affairs meeting held on December 10, 2025, as presented. Trustee Glenn Adams seconded the motion. The motion carried.

**ACADEMIC AFFAIRS UPDATES**

Interim Provost and Senior Vice Chancellor Dr. Sonja M. Brown announced the Spring Commencement ceremonies. The graduate ceremony will take place on May 8 at the Felton J. Capel Arena, followed by the undergraduate ceremony on May 9 at the Crown Coliseum.

Following, Dr. Brown provided an update on the ongoing Academic Program Review cycle.

- The Bachelor's in Spanish program has completed the full external review process.
  - There will be a recommendation to discontinue the B.A. in Spanish program, based on the outcome of the academic program review. The process demonstrated insufficient student demand for the program, as evidenced by enrollment and completion rates over the last seven years.

Trustee Glenn Adams asked for the data supporting the decision to discontinue the B.A. in Spanish program. Additionally, he asked Interim Provost Brown to explain the process to curtail the program. Dr. Brown explained that a teach out plan will be implemented including discontinuing admission while current students finish out their program. The plan will be submitted to the UNC System. Trustee Adams asked if the current faculty will be incorporated into other programs. Dr. Brown shared that the expectation is to offer the faculty teaching opportunities in the early college or to

students that want to add Spanish to their major curriculum.

Trustee Al Ragland emphasized the global environment and existing language barriers. He asked for Dr. Brown to confirm that he's hearing there is still a way to expand students' communication through adding Spanish to their major. Dr. Brown explained the plan.

- The Bachelor's in Communication & Media Studies has completed the full external review process.
- The Bachelor's in English & Literature have completed the campus visit and are awaiting a final report from the external reviewers.
- The remaining six programs are scheduled for upcoming visits, including Geospatial Science, Political Science, History, Psychology, and Intelligence Studies.

Lastly, Dr. Brown highlighted the continued growth in grants, awards, and contracts. Total funding for 2025–26 has reached \$46.4 million as of February 2026, reflecting significant year-over-year increases. A special recognition was given to Dr. Han (Haan) for securing a \$345,631 federal award to support research on detecting forever chemicals and pesticides in the Cape Fear River Basin.

#### ENROLLMENT AND STUDENT SUCCESS UPDATES

Vice Chancellor for Strategic Enrollment and Student Success Dr. Pamela Baldwin shared the enrollment and student success updates. Total enrollment has surpassed 7,000 students for the first time in over two decades.

Spring 2026 census data indicates continued improvement in retention and persistence trends. Dr. Baldwin noted that enhancements to advising, student engagement efforts, transfer pathways, and early interventions continue to strengthen student outcomes. Trustee Glenn Adams asked about FSU's partnership with FTCC. Dr. Baldwin shared about FSU's special partnerships, including the nursing degree pathway. The university has a strong presence at FTCC including a full-time liaison on their campus and the Bronco Blvd. hallway.

She also introduced Ms. Felicia Crittenden, the new Assistant Vice Chancellor for Career Development & Employer Engagement. Career Services reported several new initiatives—including a professional headshot booth, an on-campus career closet, and the MyCareer Closet virtual styling resource—alongside continued delivery of core services such as resume review, career assessments, and internship support. Trustee Al Ragland shared comments on the career services offered.

The admissions team visited 32 schools within the Baltimore area during the CIAA tournament last month. The recruiting efforts resulted in engaging over 100 prospective students and generated 366 applications spanning various states.

#### STUDENT AFFAIRS UPDATES

Vice Chancellor for Student Affairs Dr. Juanette Council presented several major developments supporting student well-being and engagement.

The Spaulding Center renovation is complete, and the team will host its grand opening in April 2026. The project expands service capacity by 148% and will provide enhanced counseling, psychological, and accessibility Services, as well as the addition of three new staff positions.

Dr. Council also highlighted the forthcoming Health & Wellness Center, opening in Summer 2026. This comprehensive facility will include fitness and recreation spaces, clinical health services, a full-service pharmacy, and wellness programming designed to support student retention and overall well-being.

Dr. Council presented an overview of the students' engagement experiences during the CIAA tournament. FSU's best and brightest students traveled to the tournament for a week of career readiness programming, networking, and community engagement events. The group of students had an average grade point average (GPA) of 3.26 with 52% of the group having a 3.5 or higher GPA. Four students interned with the CIAA organization throughout the week gaining hands on experience in sport management, operations, and event coordination. The pep band visited nine high schools.

Overall, 91% of participants rated the experience excellent. 98% of students reported increased school pride and connection to the university. While all students participated in the Career Expo during the tournament, 64% of the students identified networking with alumni/sponsors as beneficial. Dr. Council invited students to share the impact of the experience.

Lastly, the FSU Food Pantry, CIAA, and Food Lion Feeds partnership continued to make a meaningful impact, providing \$6,000 in Food Lion Gift Cards to support more than 2,000 meals for students.

#### ADJOURNMENT

The Committee on Academic and Student Affairs adjourned at approximately 10:10 a.m.

Respectfully submitted,

Greg Pinnix, Chair

Amy Coleman, Recorder

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**Wednesday, June 10, 2026**

**9:00 AM**

The Committee on Academic and Student Affairs of the Fayetteville State University Board of Trustees convened June 10, 2026, in the Charles W. Chesnutt Library, Board Room and via Microsoft Teams. Committee Member, Brian Pearce presided and called the meeting to order at 9:00 a.m.

**ROLL CALL**

The following Trustee members were in attendance: Mr. Brian Pearce, Dr. Warren McDonald, and Ms. Alecea O'Kelly.

Staff persons in attendance were Dr. Erin White, Dr. Christy Swinson, Mr. Greg McElveen, Mr. Noah Mass, Dr. Rollinda Thomas.

**APPROVAL OF MINUTES**

Trustee Alecea O'Kelly had not been sworn-in, and therefore quorum was not met for this committee meeting to approve the March 25, 2026, meeting minutes. The minutes will be approved at the September 23, 2026, meeting.

**ACADEMIC AFFAIRS UPDATES**

Interim Provost and Senior Vice Chancellor Sonja Brown provided an overview of academic highlights, beginning with Spring Commencement and annual graduation outcomes. For Academic Year 2026, the University had a total of 1,892 graduates, reflecting continued strength in degree completion.

The undergraduate programs including Psychology, Nursing, Interdisciplinary Studies, Criminal Justice, and Business Administration led in degrees awarded. The graduate level programs including the Master of Business Administration, Master of Arts in Teaching, Psychology, Social Work, Criminal Justice, and Sociology programs were the top producers of graduates. Trustees Al Ragland and Warren McDonald provided comments on the top degrees data and the impact on workforce demands. Trustee Joyce Adams asked if we are engaging companies to assist with internships and career opportunities for the social work, criminal justice, and sociology careers listed.

Additionally, the University continues to expand academic accessibility through program modality growth, including the continued development of online offerings within the Educational Leadership and School Administration program.

Dr. Brown shared an update on research activity. There are 23 grants totaling approximately \$46.4 million in awards for 2025–2026. These awards include a mix of competitive and capacity-building grants, with significant funding secured from federal agencies such as the National Science Foundation, NASA, and the U.S. Department of Education. Trustee Joyce Adams asked if there were additional grants not listed that contributed to the total grant funds.

Dr. Erin White, Dean of the Lloyd College of Health, Science, and Technology and Dr. Christy Swinson, Associate Dean of the Cape Fear School of Nursing, concluded by announcing the increase in the nursing student cap to 300 students effective Fall 2026. The increase was approved by the North Carolina Board of Nursing.

#### ENROLLMENT AND STUDENT SUCCESS UPDATES

Vice Chancellor Pamela Baldwin shared updates on student success initiatives supporting persistence and completion.

Preliminary summer 2026 data show steady enrollment increases over the last three summers with a total of 4,786 students expected this year. The increase for this summer is in part by the largest student participation in the 30-60-90 summer school program.

The campus is also gearing up to welcome students participating in the Bronco Boost Summer Bridge Program, which is a 7-week residential program for incoming freshmen students to take (3) college courses over the summer.

Through several partnerships, the division has been able to provide student success support including an FSU alumni panel, off-campus trips, and a new initiative to provide Bronco Boost and Honors Program students with MacBook laptops and AirPods.

Dr. Baldwin concluded with introducing the newest Bronco Benefit partners including Blue Ridge Community College, Cape Fear Community College, Durham Technical College, and Guilford Technical College. Trustee Donald Moore commented on the Bronco Benefit program and asked if we're able to track data on students from tier 1-3 counties beyond the transfer students. Dr. Baldwin shared that we are tracking and have noticed an increase in the areas.

#### STUDENT AFFAIRS UPDATES

Vice Chancellor Dr. Juanette Council highlighted several key developments enhancing student engagement, well-being, and campus life.

Housing and residential life remain a cornerstone of the student experience. The University currently supports approximately 1,800 residential students across 10 communities, with significant investments in student employment and leadership development.

Dr. Council also emphasized the impact of the East Quadrant residential community totaling 5 residential communities, which represents the largest concentration of student housing. The quadrant serves as a student success ecosystem that connects students to community, leadership opportunities, and campus resources.

Student engagement continues to be strong through the Rudolph Jones Student Center, which hosts 1,185 events and reservations. Additionally, the campus recreational facilities had a 51.9% increase in utilization for the academic year. Dr. Council recognized Mr. Antonio Gilliam, a junior Business Administration student, for his accomplishments including Employee and Supervisor of the Year for FSU Campus Recreation.

#### ADJOURNMENT

The Committee on Academic and Student Affairs adjourned at approximately 10:10 a.m.

Respectfully submitted,

Greg Pinnix, Chair

Amy Coleman, Recorder



# BOARD OF TRUSTEES COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

**Dr. Scott Krawczyk**

Provost and Vice Chancellor for Academic Affairs

**Dr. Pamela Baldwin**

Vice Chancellor for Strategic Enrollment & Student Success

**Dr. Juanette Council**

Vice Chancellor for Student Affairs

September 23, 2026

# WELCOME TO THE TEAM



**Dr. Wesley Church**

Dean, College of  
Humanities and  
Social Sciences



**Dr. Erin White**

Dean, Lloyd College  
of Health, Science  
and Technology



**Dr. Christy Swinson**

Associate Dean,  
School of Nursing



**Dr. Willie Moore**

AVC for IERP and  
Accreditation Liaison



**Dr. Andrea Pullen**

Assistant Director,  
Office of Faculty  
Development and  
Online Education

# CAPE FEAR REGIONAL THEATER



# GILLIS-JONES INSTITUTE FOR ETHICS AND LEADERSHIP



AY 26-27 Theme: “**Navigating the Future of Health and Healthcare:** *Leading Change While Preserving the Human Touch*”



Raquel “Rocky” Cruz Bono is a retired vice admiral in the United States Navy, and the former director of the Defense Health Agency



Daniel (Dan) Weatherly, Chief Executive Officer of Cape Fear Valley Health and President of Cape Fear Valley Medical Center

# FSU VISITS THE JOINT INNOVATION OPERATIONS CENTER

## Military Engagement

- Research Opportunities
- Pilot Academic Program
- Defense Industrial Base

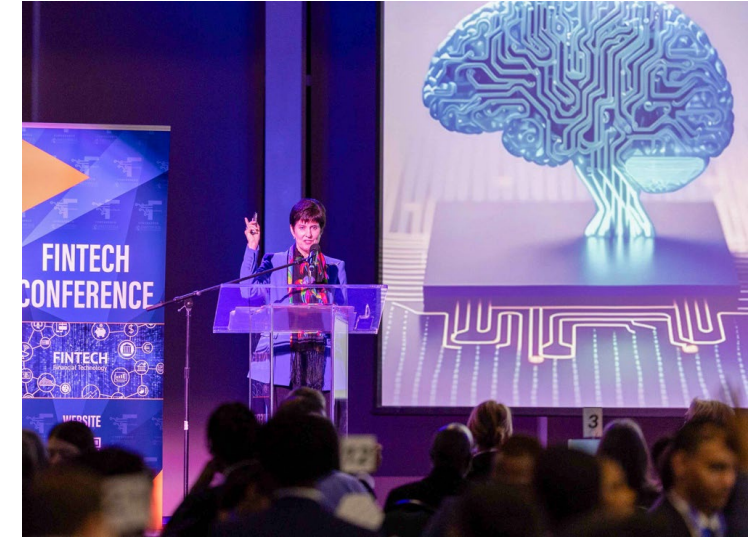


# FUTURE OF FINANCIAL TECHNOLOGY FINTECH & INSURTECH CONFERENCE



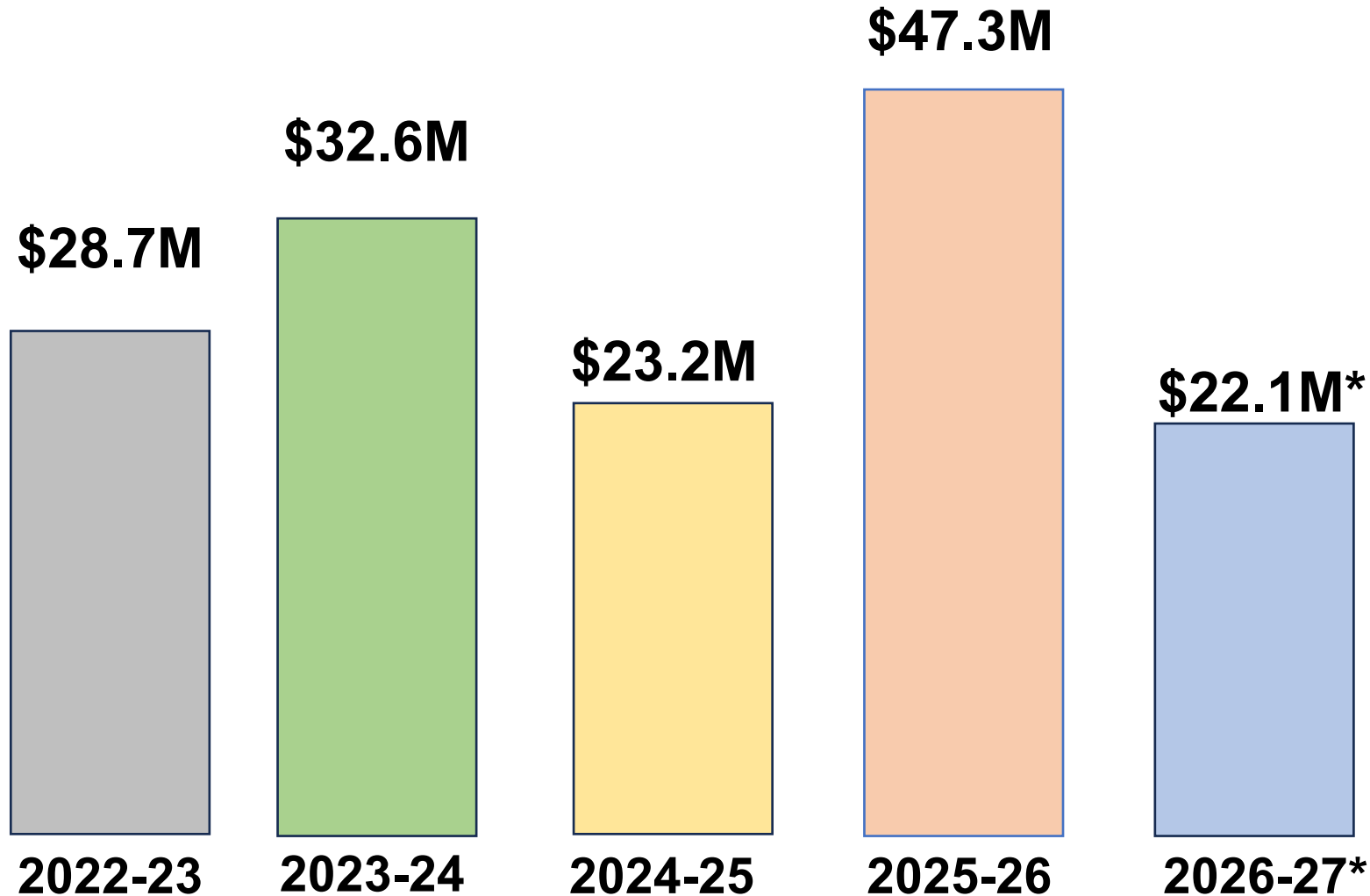
## 2025 Conference

350+ Participants from 23 Universities



**Upcoming Conference:**  
October 28-29, 2026

# FSU GRANTS, AWARDS AND CONTRACTS



*\*Data retrieved from OSRP on  
September 14, 2026*



# CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION



The Carnegie Elective Classification for Community Engagement is the leading framework for institutional assessment and recognition of community engagement in U.S. higher education.

U.S. SMALL BUSINESS ADMINISTRATION



FAYETTEVILLE-CUMBERLAND REGIONAL  
ENTREPRENEUR & BUSINESS HUB

Serving Bladen, Columbus, CUMBERLAND, Harnett, Hoke, Moore, Richmond, Robeson, Sampson and Scotland Counties



CUMBERLAND  
COUNTY SCHOOLS

# SACSCOC FIFTH-YEAR INTERIM REPORT

1. Signatures Attesting to Integrity
2. Institutional Summary Form
3. Fifth-Year Compliance Certification
4. QEP Impact Report – Optional
5. Fifth-Year Follow-Up, if requested



## Submission Deadline: March 1, 2028

**Note:** The Compliance Certification addresses selected SACSCOC standards, not the complete Principles of Accreditation

# ROAD TO MARCH 2028

Ongoing through Dec. 2027:  
policy updates; evidence validation

**August–  
October 2026**

Committee finalization;  
Review policies  
and evidence;  
identify gaps;  
Narrative  
Writing Training;  
prepare first  
drafts

**Nov 2026–  
May 2027**

Review first  
drafts; revise  
narratives;  
complete  
second  
drafts

**June–Sept  
2027**

2nd Draft  
Review; Final  
Narrative  
Revisions

**Oct–Dec  
2027**

Final  
narratives and  
substantive  
review

**January–  
March 1, 2028**

Technical  
review, link  
testing,  
approvals,  
signatures,  
and  
submission

# WINTER COMMENCEMENT

**Location:**  
**Felton J. Capel Arena**

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**Friday, December 11**



# Faculty Workload Report Summary

*AY 2025 - 2026*





# INSTITUTIONAL WORKLOAD DISTRIBUTION

Total number of workplan submissions: 249 (100%)

Faculty Workload Plan  
Totals only

70%

12%

18%

Actual - Teaching

Actual - research/Creative  
Activity

Actual -Service

## Breakdown by School/College

Business (BCBE)

37

65%

17%

18%

Education (COE)

31

68%

12%

20%

Health Science (LCHST)

79

74%

11%

15%

Humanities (CHSS)

98

68%

11%

21%

# Faculty

Actual – Teaching

Actual -  
Research/Creative  
Activity

Actual - Service

# ACTION ITEM: FACULTY WORKLOAD ANNUAL REPORT

**Background:** In accordance with UNC System policy, Fayetteville State University (University) must submit an annual report in the form prescribed by the President to its Board of Trustees to be approved following the academic year. The 2026 faculty workload annual report is presented.

**Action:** This item requires a vote by the committee, with a vote by the full Board of Trustees. After being accepted by its Board of Trustees, each institution shall submit its annual report to the System Office President.

**Motion:** Move to recommend approval of the faculty workload annual report, as presented.

# ACTION ITEM: CENTER FOR INSURANCE, RISK MANAGEMENT, & INNOVATION

**Background:** The Center for Insurance, Risk Management, and Innovation (CIRMI) is dedicated to advancing education, research, and professional growth in the fields of risk management and insurance. Positioned within Fayetteville State University's Broadwell College of Business and Economics, CIRMI serves as a dynamic hub for interdisciplinary collaboration, experiential learning, and forward-thinking innovation.

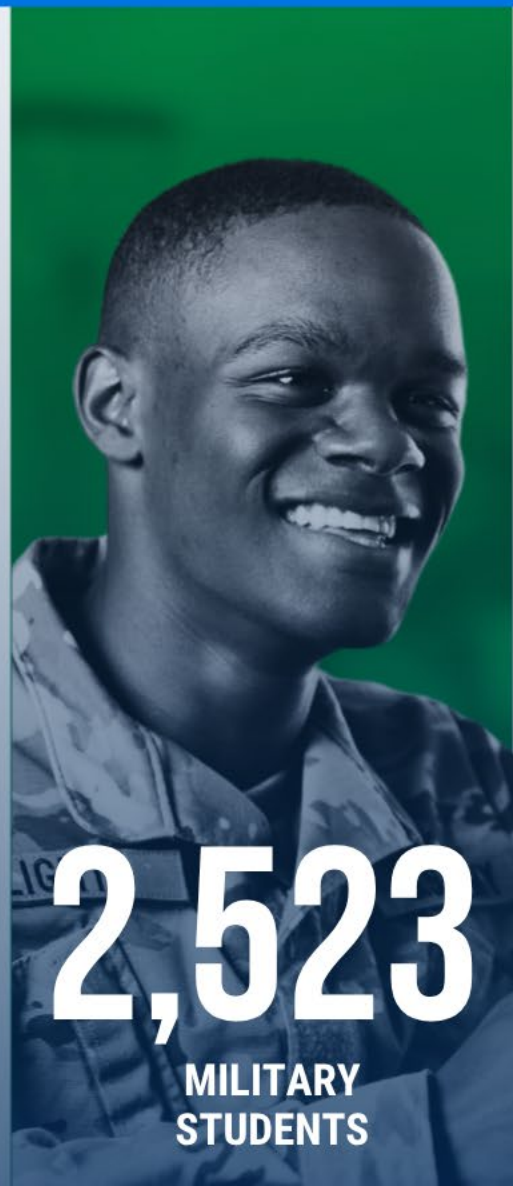
**Action:** Approval by the Board of Trustees is required.

**Motion:** Move to recommend approval of the Board to request to establish the Center for Insurance, Risk Management and Innovation (CIRMI).

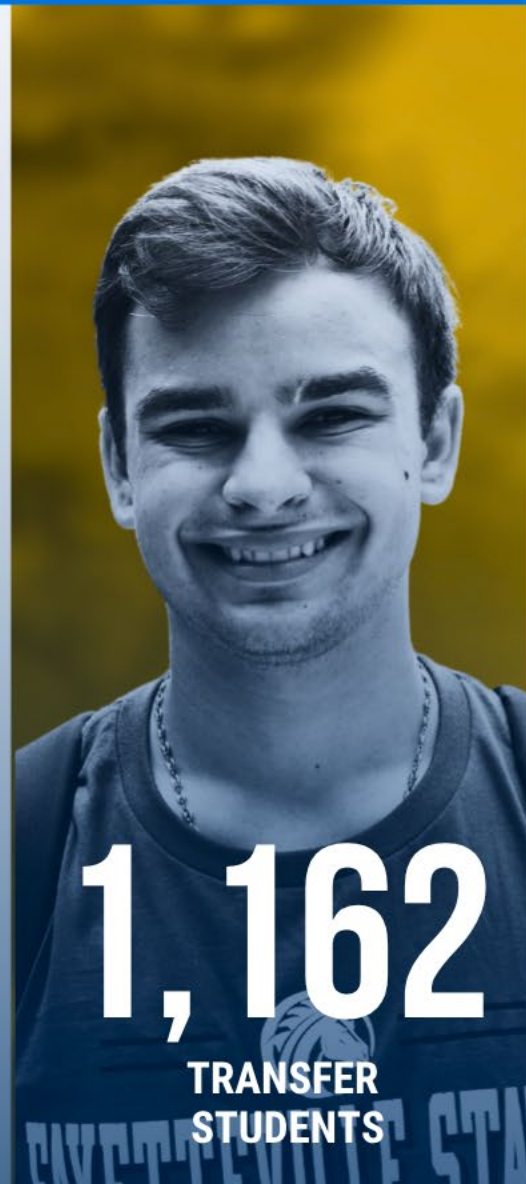
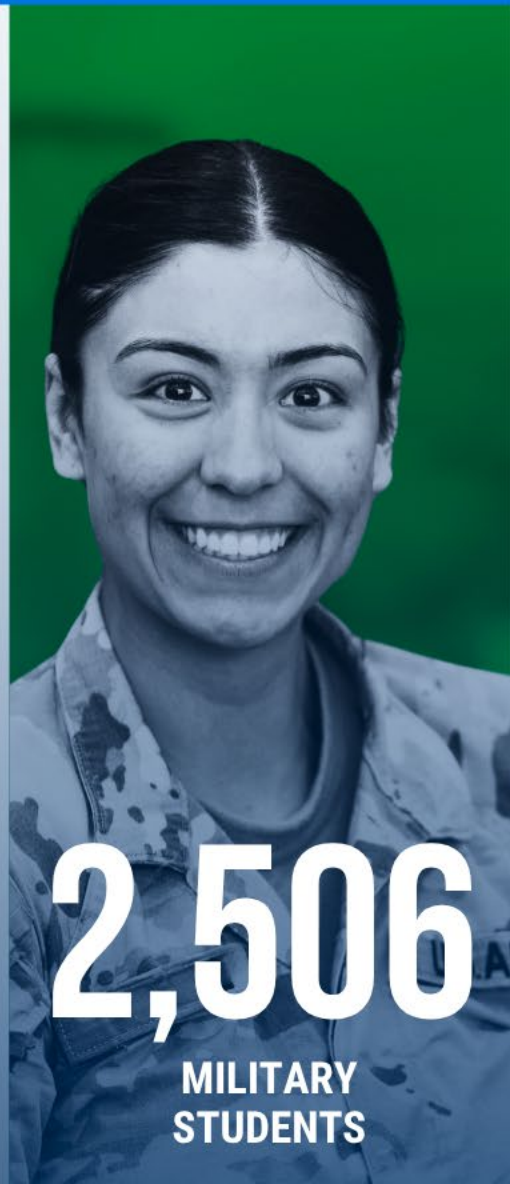
# MAKE WAY

Celebrating the people, progress, and pathways that brought us here—and continue to **move us forward.**

# THE JOURNEY HERE | FALL 2025



# OUR MOMENTUM CONTINUES | FALL 2026



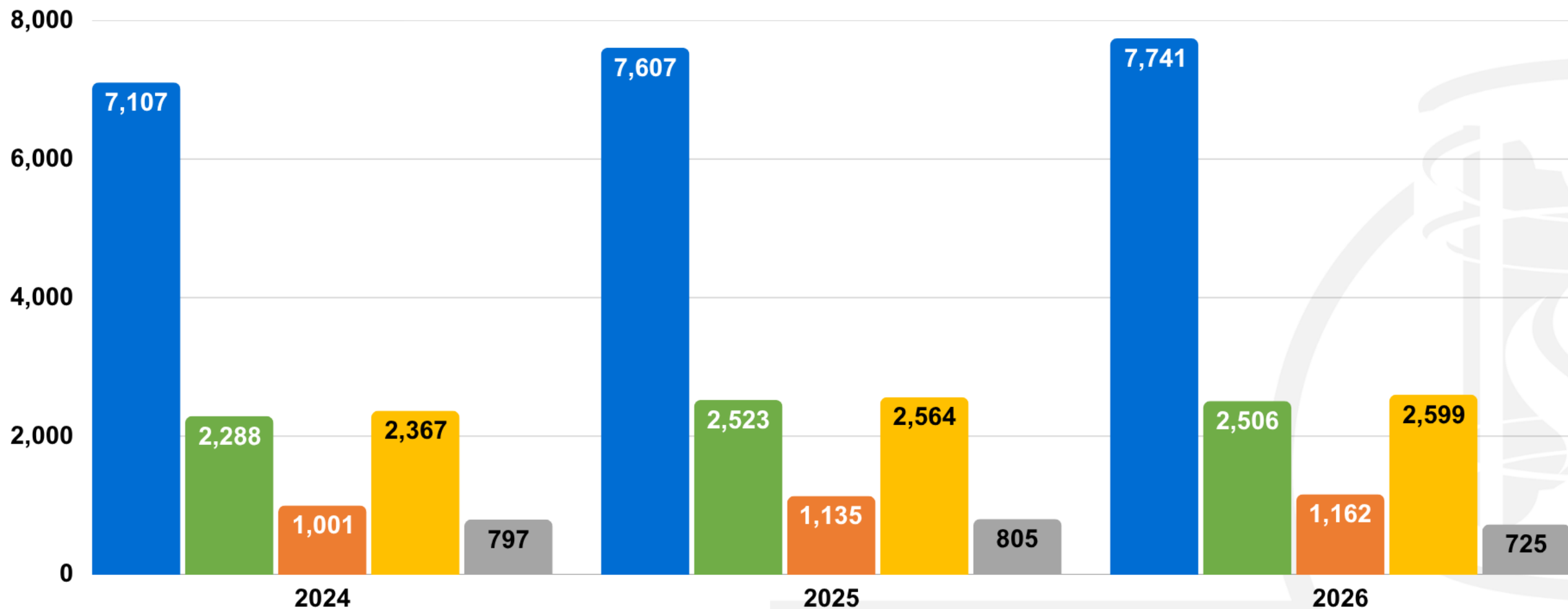
Census Data Retrieved  
from IERP on 8/28/2026

# THREE YEARS OF FORWARD MOMENTUM

Enrollment Growth from Fall 2024–Fall 2026

Census Data Retrieved  
from IERP on 8/28/2026

● Overall ● Military ● Transfer ● Adult Learners ● Freshmen



# TOTAL POPULATION | TOP 10 STATES

Census Data Retrieved  
from IERP on 8/28/2026

6,866

North Carolina

147

South  
Carolina

108

International

87

Maryland

77

Georgia

69

D.C.

61

Florida

46

Virginia

36

New York

27

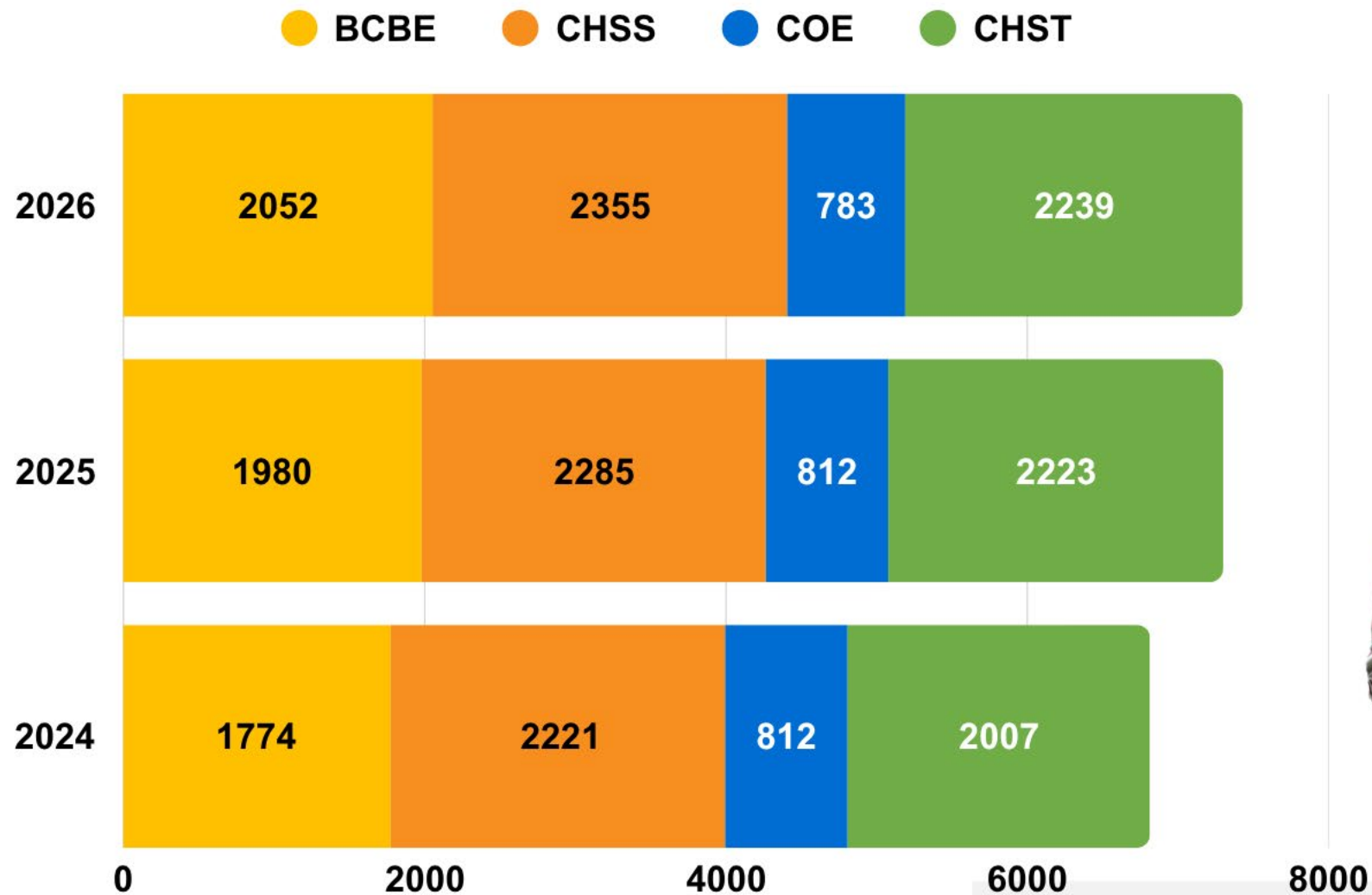
California

WHERE OUR BRONCOS  
CALL HOME

# FINDING THEIR PATH

## Enrollment Across FSU's Four Colleges

Census Data Retrieved  
from IERP on 8/28/2026



# MEET OUR NEWEST BRONCOS

## Fall 2026 First-Time Freshmen Profile

281



Male  
Students

444



Female  
Students



582 Total  
FTF North  
Carolina  
students

3.45

Average  
GPA



713

Traditional  
Students



12

Adult  
Learners



### Top 5 States

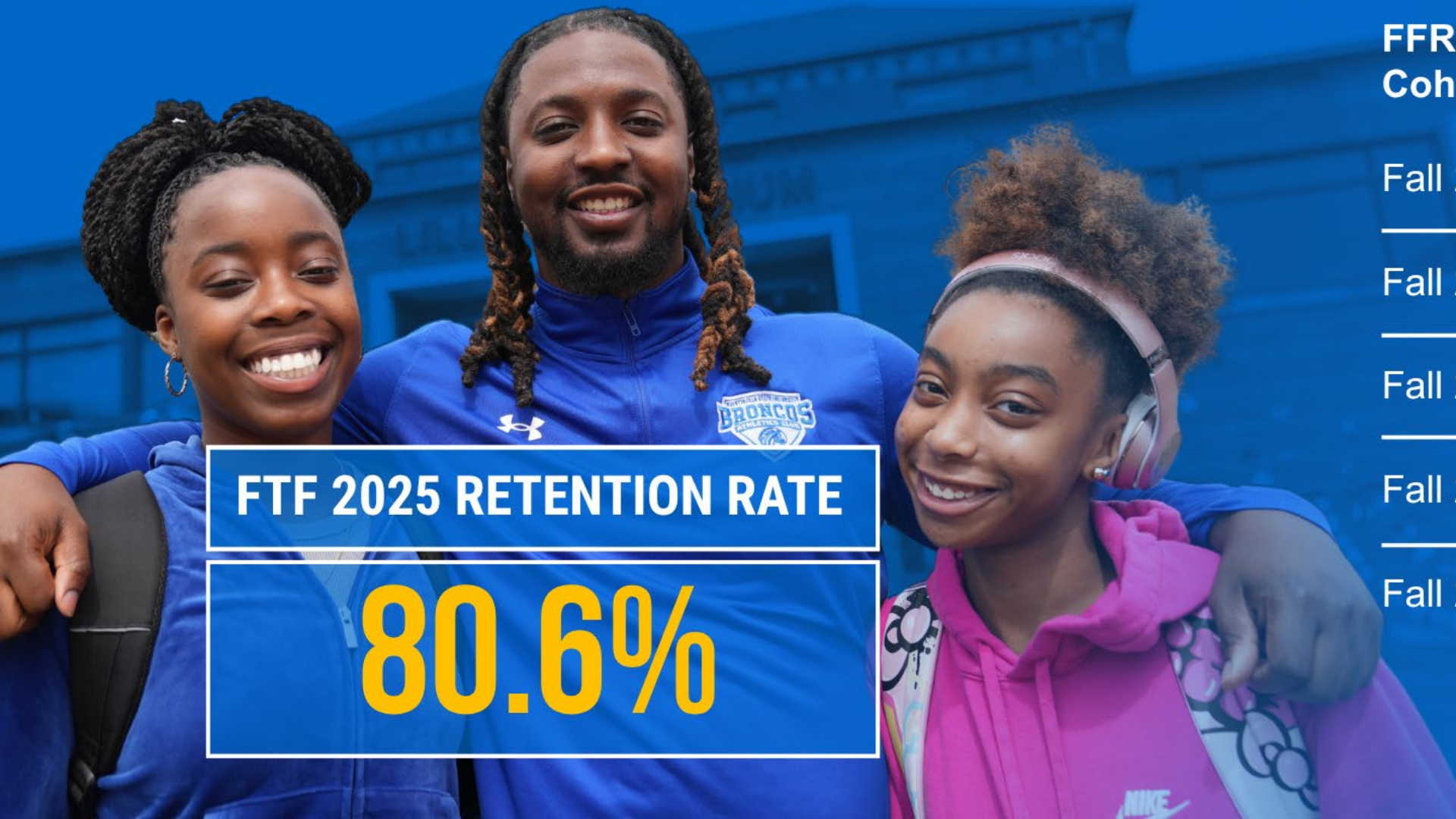
|                   |    |
|-------------------|----|
| South Carolina    | 37 |
| Dist. of Columbia | 22 |
| Florida           | 13 |
| Maryland          | 12 |
| Foreign Country   | 10 |

### Top 5 FTF Majors

|                      |     |
|----------------------|-----|
| Pre-Health           | 136 |
| Pre-Business Admin   | 84  |
| Psychology           | 49  |
| Biology-Organismal   | 42  |
| Pre-Computer Science | 41  |

# STAYING THE COURSE

First-Year Retention Rate Across 6 Years



**FTF 2025 RETENTION RATE**

**80.6%**

| FFR Cohort | Retention Rate |
|------------|----------------|
| Fall 2020  | 63.5%          |
| Fall 2021  | 69.7%          |
| Fall 2022  | 77.7%          |
| Fall 2023  | 75.3%          |
| Fall 2024  | 78.2%          |

# THE ROAD TO COMPLETION

## Four-Year Graduation Rates by Entering Cohort



2014 Cohort      **25.4%**

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2015 Cohort      **24.7%**

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2016 Cohort      **28.3%**

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2017 Cohort      **23.3%**

2018 Cohort      **26.4%**

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2019 Cohort      **23.4%**

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2020 Cohort      **20.2%**

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2021 Cohort      **24.8%**

**Behind every percentage is a student,  
a story, and a journey.**

# MAKING IT TO THE MILESTONE

# MAKE IT WAY

FOUR-YEAR GRADUATION RATE

34.2%

2022 Cohort

*From First-Year to  
Finish Line*

# BRONCO BOOST 2026 HIGHLIGHTS



## BOOST BY THE NUMBERS

71

Traditional  
Students

22

Nursing  
Students

31

Transfer  
Students



**BRONCO  
BOOST**  
FAYETTEVILLE STATE UNIVERSITY

# MAKING WAY FOR WHAT'S NEXT

## Career Services' Top Five Priorities



- 1 Stabilize Staffing & Strengthen Service Capacity**
- 2 Prioritize Core Career & Experiential Learning Services**
- 3 Build a Scalable, Technology-Enabled Service Model**
- 4 Expand Employer, Faculty & Alumni Partnerships**
- 5 Strengthen Career Readiness & Employment Pathways**



# FTF HONORS COHORT | 2026

|                         |                  |
|-------------------------|------------------|
| <b>Cheyenne Brown</b>   | Forensic Science |
| <b>Shanyce Goodson</b>  | Pre-Health       |
| <b>Jade McPherson</b>   | Psychology       |
| <b>Connor Miller</b>    | Pre-Health       |
| <b>Mckenna Miller</b>   | Business Admin.  |
| <b>Zaire Ransom</b>     | Pre-Health       |
| <b>Mia Roseburgh</b>    | Pre-Social Work  |
| <b>Darius Slankard</b>  | Business Admin.  |
| <b>Sakira Taylor</b>    | Education        |
| <b>Zoe Wester</b>       | Psychology       |
| <b>Brianna Wimberly</b> | Pre-Health       |



*Celebrating these exceptional students and the journey ahead!*

# Opening Strong. Engaging Intentionally. Advancing Student Success.

PEOPLE | PURPOSE | PROGRESS



## Opening Strong

### Critical beginning-of-year indicators:

- Student employment
- Student organizations
- Housing and residence life
- Student support services
- Civic engagement and volunteerism
- MTI and student success initiatives



## Assessment Directs Our Path

- Student satisfaction and feedback
- Engagement and participation data
- What the data tell us
- Opportunities to strengthen connection and belonging



## Engaging Every Bronco

- Student Organizations
- Civic Engagement & Service Learning
- Adult Learners
- Residential Students
- Online Students
- Students Not Yet Engaged

*Engagement is not simply more programs — it is a strategy  
for belonging, persistence and completion.*

# Opening Strong: Student Affairs Snapshot



| Opening Indicator                      | Fall 2026 | 2025-2026 |
|----------------------------------------|-----------|-----------|
| Student Affairs Paid Student Positions | 155       | 121       |
| Student Disability Services Registered | 327       | 313       |
| Clubs & Organizations                  | 87        | 98        |

# Residence Life: Opening Strong



  
**1,776**  
students  
housed

  
**98.7%**  
occupancy

  
**1,800**  
student rental  
capacity

  
**69%**  
of first-time freshmen  
lived on campus  
(500 of 725)

| Occupancy Trend         | Fall 2026 | Fall 2025 | Fall 2024 | Fall 2023 |
|-------------------------|-----------|-----------|-----------|-----------|
| Student Rental Capacity | 1,800     | 1,800     | 1,485     | 1,485     |
| Occupancy               | 1,776     | 1,760     | 1,459     | 1,471     |
| Occupancy Rate          | 98.7%     | 97.8%     | 98.2%     | 99.1%     |

# RESIDENCE LIFE | FALL 2026

*Who Lives on Campus? A Strong Residential Community.*



**500**

FIRST-TIME  
FRESHMEN

69% of 725



**136**

NEW TRANSFER  
STUDENTS



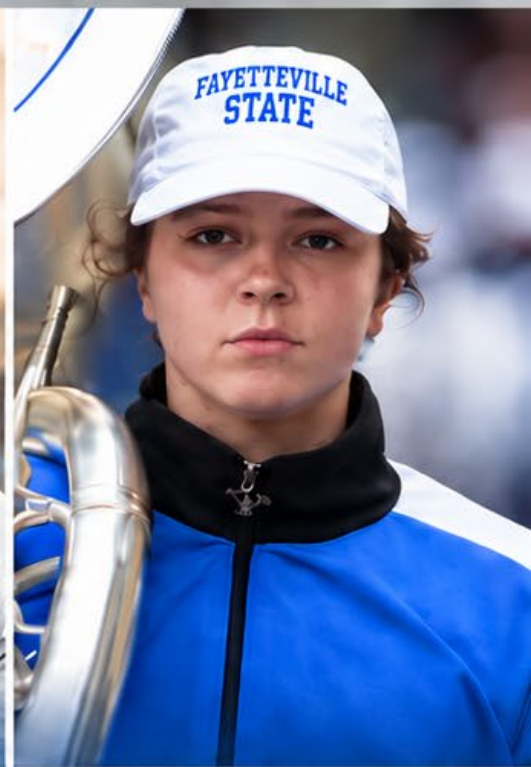
**1,140**

RETURNING  
STUDENTS



**1,776**

TOTAL  
RESIDENTS



**+0.9%**

INCREASE FROM  
FALL 2025



| MAKE WAY FOR BRONCOS.



|                          |       |     |
|--------------------------|-------|-----|
| FIRST-GENERATION         | 769   | 43% |
| OUT-OF-STATE STUDENTS    | 534   | 30% |
| MILITARY-AFFILIATED      | 213   | 12% |
| STUDENT ATHLETES         | 183   | 10% |
| CURRENTLY EMPLOYED       | 449   | 25% |
| EXPECT TO WORK THIS YEAR | 1,186 | 67% |



## Student Affairs Satisfaction — Five-Year View

Assessment helps identify where students are satisfied — and where we can deepen connection, belonging, and participation.

| Student Affairs Area           | 2025–26    | 2024–25    | 2023–24      | 2022–23 <sup>1</sup> | 2021–22 <sup>1</sup> |
|--------------------------------|------------|------------|--------------|----------------------|----------------------|
| Counseling                     | 93%        | 91%        | 94.6%        | 76.7%                | 80.9%                |
| Housing & Residential Life     | 83%        | 86%        | 76.4%        | 67.4%                | 74.6%                |
| Campus Recreation / Fitness    | 89%        | 87%        | 83.9%        | 73.0%                | 78.0%                |
| Student Health Services        | 95%        | 91%        | 90.1%        | 75.8%                | 83.9%                |
| Student Disability Services    | 90%        | 94%        | 92.1%        | —                    | —                    |
| Food Pantry / Basic Needs      | 95%        | 93%        | 89.6%        | —                    | —                    |
| Matriculation Institute        | 92%        | 91%        | 92.9%        | —                    | —                    |
| <b>Student Affairs Overall</b> | <b>93%</b> | <b>90%</b> | <b>91.2%</b> | <b>—</b>             | <b>—</b>             |

**93%**

Student Affairs Overall Satisfaction

<sup>1</sup> 2021–22 and 2022–23 used a different question/scale; use as historical context.

# Matriculation Institute Student Success Academy

2026–2027 Focus: Intentional Support. Targeted Engagement, Academic Momentum.

# 1,286

## Students Engaged in 2026–2027

### Five Pillars of Support



#### Academic Support

Study Hall, tutoring, and academic coaching.



#### Student Engagement

Campus involvement, peer mentoring, and belonging.



#### Personal Development

Life skills, financial literacy, and leadership development.



#### Wellness

Well-being programming, stress management, and case management.



#### Career Readiness

Professional skills, workforce preparation, and alumni networking.

### Priority Populations Served



#### Student-Athletes

targeted mentoring and academic monitoring



#### Band & MBX

integrated support and engagement



#### Adult Learners

specialized pathway support



#### First-Generation

embedded across cohorts



#### TRIO-SSS

coordinated support ecosystem

**SUPPORT  
EMPOWER  
PROGRESS**

*Meeting students where they are. Equipping them for where they're going.*



**FAYETTEVILLE**  
STATE UNIVERSITY™

# Leadership & Implementation

Matriculation Institute Student Success Academy



**Dr. Roderick Heath**

Assistant Vice Chancellor  
for Student Affairs &  
Dean of Students



**Dr. Katrina Foust**

MTI Program  
Coordinator



**Mr. Roderick Smith**

MTI Program  
Coordinator



**Ms. Dajah Johnson**

Director of  
Case Management

## Engagement in Action



**Study Hall &  
Academic  
Accountability**



**Weekly Wellness  
Checks & Case  
Management**



**Blueprint Speaker  
Series, Financial  
Literacy & Career  
Readiness**

*Students Connect. Broncos Succeed.*



# Civic Engagement & Service Learning

*Learning Through Service. Partnering for Community Impact.*



## International Overdose Awareness Day



**260**  
participants



**1,100+**  
Narcan kits assembled

TIME TO REMEMBER.  
TIME TO ACT.

## Service-Learning Impact | 2024–2026



**2,501**

Service-Learning Course Enrollments  
3-year total



**1,340**

Students Completing Service Hours



**30,083.05**

Documented Service Hours



**\$1,087,201.32**

Estimated Economic Impact

## Volunteer Service Impact | 2025–2026



**502**

Students Documenting Volunteer Service  
2-year total



**14,523.08**

Documented Volunteer Hours



**\$524,864.11**

Estimated Volunteer Impact

# Civic Engagement & Service Learning

*Learning Through Service. Partnering for Community Impact.*



**Dr. Naadiyah Hopkins**

Assistant Vice Chancellor  
for Student Affairs



**Mrs. Monique Broadhurst**

Civic Engagement &  
Service Learning Program  
Coordinator



**Ms. Jasmine Underwood**

Student Engagement &  
Enrichment Coordinator



**Dr. Myrah Wilson**

Student Experience and  
Engagement Coordinator

## How This Team Supports Students



### Community Partnerships

Builds community partnerships  
and service opportunities



### Civic Pathways

Connects students to civic engagement  
and service-learning pathways



### Leadership & Belonging

Strengthens student involvement,  
leadership, and belonging



### Campus Engagement

Creates intentional engagement  
experiences across campus

*Through service, partnership, and civic engagement, FSU students make a measurable impact.*

# Targeted Engagement: Reaching Every Bronco

*Intentional pathways for connection, belonging, and success.*



## Out-of-State Students

- Early move-in support
- Pre-orientation activities
- Out-of-State Student Association programs



## Adult Learners

- Flexible communication and advising touchpoints
- Connection opportunities for working and commuter adults
- Resource navigation and community-building support

DIFFERENT PATHS.  
SAME DESTINATION.



## Online Students

- Personalized welcome messages
- Virtual forums and information sessions
- Virtual activities that extend the Bronco experience



CONNECTED  
ANYWHERE.  
BRONCOS FOREVER.



# Engagement With Purpose

*Connection → Persistence → Completion*



## Athletics & School Spirit

- Pep rallies and spirit-building events
- Home-game student cheering section
- Select away-game trips
- Team support and visibility
- Women's Flag Football and emerging participation opportunities



## Co-Curricular Engagement

- FSU Marching Band
- Concert Choir
- Drama Guild
- Bronco's Voice
- Bronco Radio
- Bronco TV



*Real opportunities. Lasting connections. Brighter futures.*

# QUESTIONS

**Agenda Item A-1**

**Executive Summary**

|                      |                                                                                                                                                                                                                                                                                  |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MEETING DATE:</b> | September 23, 2026                                                                                                                                                                                                                                                               |
| <b>SUBJECT</b>       | Faculty Workload Annual Report                                                                                                                                                                                                                                                   |
| <b>BACKGROUND:</b>   | In accordance with UNC System policy, Fayetteville State University (University) must submit an annual report in the form prescribed by the President to its Board of Trustees to be approved following the academic year. The 2026 faculty workload annual report is presented. |
| <b>ACTION:</b>       | This item requires a vote by the committee, with a vote by the full Board of Trustees. After being accepted by its Board of Trustees, each institution shall submit its annual report to the System Office President.                                                            |
| <b>MOTION:</b>       | Move to recommend approval of the faculty workload annual report, as presented.                                                                                                                                                                                                  |

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Supporting Document: Faculty Workload Annual Report

Reviewed By: Dr. Scott Krawczyk  
Provost and Sr. VC for Academic Affairs

Date: 9/16/2026

Prepared By: Amy Coleman  
Business Officer – Academic Affairs

Date: 9/10/2026

**Institution: Fayetteville State University Academic Year: 2025-2026**  
**Submitted by: Sonja Brown, AVC for Academic & Faculty Affairs**  
**Submission Date:**  
**BOT Authorization date:**

---

### **1. Institutional Overview:**

Fayetteville State University (FSU) is a public, comprehensive, historically Black university that offers robust and innovative bachelor's and master's degree programs rooted in the liberal arts tradition as well as a Doctor of Education. FSU strives to meet the educational, career, and personal aspirations of its traditional and adult learners from rural, military affiliated and other diverse backgrounds to that they will be prepared for local, state, national and global service. The University is committed to excellence in teaching, research, scholarship, and service to the surrounding Sandhills community. The primary aim of faculty work is effective teaching and student success. Faculty workloads prioritize teaching as the core responsibility of faculty effort.

Pursuant to section III.A of the UNC Faculty Workload Policy, the standard workload for full time faculty at FSU is 24 credit or contact hours per academic year. The typical annual faculty teaching load is 18 credit or contact hours, which constitutes 80% of their total workload. Full time faculty are also expected to engage in scholarship/creative activity and provide institutional service, which constitutes 20% of their total workload combined. The expected distribution of non-teaching efforts varies by rank and tenure status such that fixed term faculty are expected to complete 20% service activity, tenured faculty are expected to complete 10% research/creative activity and 10% service activity, and tenure-track faculty are expected to complete 15% research/creative activity and 5% service activity.

Fayetteville State University (FSU) uses the approved Faculty Annual Workplan as the source for determining faculty workload percentages in teaching, research/creative activity, and service. Consistent with FSU's Faculty Workloads Policy and UNC System requirements, a full faculty workload represents 1.0 FTE, or 100 percent effort, distributed among teaching, research/creative activity, and service according to the faculty member's appointment, academic unit workload expectations, approved differential workload, and assigned responsibilities. Actual percentages of research and service effort presented in this report are based on original faculty workplan submissions, and changes to workplan submissions were permitted based on unforeseen circumstances or changing needs of the academic unit. Faculty with qualifying circumstances were required to submit amended workplans for approval.

Faculty members without administrative assignments prepare an annual Faculty Workplan identifying the planned percentage of their workload devoted to teaching, research/creative activity, and service for the upcoming academic year. Faculty Workplans are reviewed and approved by the appropriate Department Chair/Associate Dean and Dean. The FSU Office of Academic Affairs administers and maintains the approved workplans through the University's online data management system. This report includes calculations of institutional-level metrics for organized course sections, student credit hours, and faculty contact hours for Summer 2025, Fall 2025, and Spring 2026 terms.

### **Course Section, Student Credit Hour, and Faculty Contact Hour Calculations:**

### Organized Course Section

A course section developed and taught by an instructor, published on the University's official course schedule, and having at least one student enrolled.

### Student Credit Hour (SCH)

The credit hours assigned to an organized course section, multiplied by the number of students who receive a transcribed designation for the course.

### Faculty Contact Hour (FCH)

The instructional time an instructor spends teaching students per term in an organized course section as the instructor(s) assigned to the organized course section. For asynchronous courses, instruction time or instructional equivalency is used. For face-to-face or synchronous instruction, 50 minutes of scheduled class time constitutes one contact hour.

**Table 1. Institutional high-level metrics for faculty workload percentages AY2025-26**

|                                                            |                                                                                 |                                                           |
|------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------|
| ACTUAL %<br>TEACHING– Faculty<br>workload plan totals only | ACTUAL %<br>RESEARCH/CREATIVE<br>ACTIVITY– Faculty<br>workload plan totals only | ACTUAL %<br>SERVICE– Faculty<br>workload plan totals only |
| 70%                                                        | 12%                                                                             | 18%                                                       |

**Table 2. Institutional high-level metrics for organized course sections, students credit hours, and faculty contact hours, Summer 2025, Fall 2025, and Spring 2026.**

| <i>Term</i>  | <i>ALL Organized<br/>Course Sections<br/>ACTUAL #</i> | <i>ALL Student<br/>Credit<br/>Hours<br/>produced<br/>ACTUAL #</i> | <i>ACTUAL #<br/>ALL Faculty Contact Hours</i> |
|--------------|-------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------|
| SUM 25       | 546                                                   | 29,507                                                            | 21,461                                        |
| FALL 25      | 1,476                                                 | 90,116                                                            | 57,984                                        |
| SPR 26       | 1,449                                                 | 84,899                                                            | 56,384                                        |
| <b>Total</b> | <b>3,254</b>                                          | <b>204,522</b>                                                    | <b>135,829</b>                                |

## 2. Percentage of faculty workload plans in place:

- Total number of faculty required to complete a faculty workload plan for the academic year: **245**
- Percentage of faculty workload plans in place by institution's due date: **100% by 12/31/2025**
- Institutional due date for faculty workload plans for the next academic year: **12/15/2026**

**Table 3. Actual Percentages for Academic Colleges/Schools.**

| College                                     | # Faculty workload plans per School/ College | ACTUAL % TEACHING– Faculty workload plan totals only | ACTUAL % RESEARCH/ CREATIVE ACTIVITY– Faculty workload plan totals only | ACTUAL % SERVICE– Faculty workload plan totals only |
|---------------------------------------------|----------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------|
| Broadwell College of Business and Economics | 37                                           | 65%                                                  | 17%                                                                     | 18%                                                 |
| College of Education                        | 31                                           | 68%                                                  | 12%                                                                     | 20%                                                 |
| College of Health, Science, and Technology  | 79                                           | 74%                                                  | 11%                                                                     | 15%                                                 |
| College of Humanities and Social Sciences   | 98                                           | 68%                                                  | 11%                                                                     | 21%                                                 |

**3. Academic Unit Level Summaries: Organized Course Sections, Student Credit Hours and Faculty Contact Hours:**

- Total ALL Organized Course Sections for Summer 25, Fall 25, Spring 26: **3,254**
- Total ALL Student Credit Hours for Summer 25, Fall 25, Spring 26: **204,522**
- Total ALL Faculty Contact Hours (FCH)for Summer 25, Fall 25, Spring 26: **135,829**

**Table 4. Metrics at the academic unit level Summer 2025, Fall 2025, Spring 2026**

| College/Department                                                                    | Organized Course Sections | Student Credit Hours | Faculty Contact Hours |
|---------------------------------------------------------------------------------------|---------------------------|----------------------|-----------------------|
| Broadwell College of Business and Economics                                           | 561                       | 44,698               | 24,782                |
| Accounting, Finance, Healthcare Administration, and Information Systems               | 195                       | 16,373               | 8,640                 |
| Graduate and Professional Studies in Business                                         | 126                       | 8,457                | 5,355                 |
| Management, Marketing, Entrepreneurship, and Fire & Emergency Services Administration | 240                       | 19,868               | 10,787                |
| College of Education                                                                  | 305                       | 16,914               | 13,973                |
| Early Childhood, Elementary, Middle                                                   | 66                        | 1,257                | 5,723                 |

|                                                                          |              |                |                |
|--------------------------------------------------------------------------|--------------|----------------|----------------|
| Grades, Reading, and Special Education                                   |              |                |                |
| Educational Leadership and School Administration                         | 111          | 5,635          | 2,655          |
| Health, Physical, and Secondary Education                                | 128          | 10,022         | 5,595          |
| College of Health, Science, and Technology                               | 929          | 57,581         | 37,549         |
| Biological and Forensic Sciences                                         | 264          | 13,596         | 9,000          |
| Chemistry, Physics, and Materials Science                                | 206          | 9,142          | 6,405          |
| Mathematics and Computer Science                                         | 239          | 24,271         | 12,300         |
| School of Nursing                                                        | 220          | 10,572         | 9,844          |
| College of Humanities and Social Sciences                                | 1,367        | 82,292         | 56,136         |
| Communication, Languages, and Cultures                                   | 124          | 7,921          | 5,498          |
| Criminal Justice                                                         | 92           | 7,656          | 4,104          |
| English                                                                  | 155          | 11,496         | 6,942          |
| Intelligence Studies, Geospatial Science, Political Science, and History | 242          | 15,661         | 10,737         |
| Performing and Fine Arts                                                 | 344          | 7,111          | 9,656          |
| Psychology                                                               | 211          | 19,428         | 9,719          |
| Sociology and Interdisciplinary Studies                                  | 83           | 7,065          | 3,726          |
| Social Work                                                              | 116          | 7,065          | 5,756          |
| University College (Freshman Seminar)                                    | 63           | 2,309          | 1,245          |
| Cooperative Education                                                    | 3            | 9              | 135            |
| International Studies                                                    | 1            | 18             | 270            |
| Military Science (Army ROTC)                                             | 17           | 569            | 1,020          |
| Air Force ROTC                                                           | 8            | 132            | 720            |
| <b>University</b>                                                        | <b>3,254</b> | <b>204,522</b> | <b>135,829</b> |

**Table 5. Academic unit metrics for annual report percentages AY2025-26**

| College/Department                                                                    | Faculty with Workload Plan | ACTUAL % Teaching | ACTUAL % Research | ACTUAL % Service |
|---------------------------------------------------------------------------------------|----------------------------|-------------------|-------------------|------------------|
| <b>Broadwell College of Business and Economics</b>                                    | <b>37</b>                  | <b>65%</b>        | <b>17%</b>        | <b>18%</b>       |
| Accounting, Finance, Healthcare Administration, and Information Systems               | 13                         | 68%               | 11%               | 18%              |
| Graduate and Professional Studies in Business                                         | 8                          | 69%               | 18%               | 13%              |
| Management, Marketing, Entrepreneurship, and Fire & Emergency Services Administration | 16                         | 61%               | 21%               | 15%              |
| <b>College of Education</b>                                                           | <b>31</b>                  | <b>68%</b>        | <b>12%</b>        | <b>20%</b>       |
| Early Childhood, Elementary, Middle Grades, Reading, and Special Education            | 11                         | 61%               | 21%               | 18%              |
| Educational Leadership and School Administration                                      | 5                          | 80%               | 9%                | 11%              |
| Health, Physical, and Secondary Education                                             | 10                         | 69%               | 4%                | 27%              |
| <b>College of Health, Science, and Technology</b>                                     | <b>79</b>                  | <b>74%</b>        | <b>11%</b>        | <b>15%</b>       |
| Biological and Forensic Sciences                                                      | 15                         | 75%               | 13%               | 13%              |
| Chemistry, Physics, and Materials Science                                             | 13                         | 68%               | 12%               | 20%              |
| Mathematics and Computer Science                                                      | 25                         | 73%               | 14%               | 13%              |
| School of Nursing                                                                     | 21                         | 77%               | 5%                | 17%              |
| <b>College of Humanities and Social Sciences</b>                                      | <b>98</b>                  | <b>68%</b>        | <b>11%</b>        | <b>21%</b>       |
| Communication, Languages, and Cultures                                                | 9                          | 67%               | 13%               | 21%              |
| Criminal Justice                                                                      | 8                          | 54%               | 21%               | 25%              |

|                                                                                   |            |            |            |            |
|-----------------------------------------------------------------------------------|------------|------------|------------|------------|
| English                                                                           | 12         | 62%        | 13%        | 25%        |
| Intelligence Studies,<br>Geospatial Science,<br>Political Science, and<br>History | 20         | 74%        | 2%         | 17%        |
| Performing and Fine<br>Arts                                                       | 13         | 71%        | 5%         | 24%        |
| Psychology                                                                        | 12         | 70%        | 15%        | 15%        |
| Sociology and<br>Interdisciplinary<br>Studies                                     | 8          | 68%        | 10%        | 23%        |
| Social Work                                                                       | 9          | 73%        | 8%         | 19%        |
| <b>University</b>                                                                 | <b>245</b> | <b>70%</b> | <b>12%</b> | <b>18%</b> |

#### 4. Teaching:

Routinely expected duties for full-time faculty teaching include direct instruction, course enhancements & preparation, assessment of student work, and responding to student communications in addition to reserving weekly office hours. Time spent engaging in these activities varies by course type/level, student needs and whether the course is a first time offering for the faculty member or not. Department chairs take these variables under consideration when assigning annual teaching loads with the goal of assigning course loads fairly and equitably, while also ensuring that course offerings meet the needs of students along their degree completion pathways.

Quantitative data on courseload, credit hour production and faculty contact hours by faculty members is reviewed by Department Chairs and Deans as part of FSU's end of year assessment process (OPAR).

**Table 6. Teaching/Research/Service loads by college and faculty rank**

| <b>TEACHING</b>                                      | <b>Tenure Track</b> |                  |                  | <b>Non-Tenure Track</b> |
|------------------------------------------------------|---------------------|------------------|------------------|-------------------------|
|                                                      | <b>Assistant</b>    | <b>Associate</b> | <b>Professor</b> | <b>Lecturer</b>         |
| Broadwell<br>College of<br>Business and<br>Economics | 62%                 | 66%              | 48%              | 80%                     |
| College of<br>Education                              | 71%                 | 67%              | 60%              | 50%                     |
| College of<br>Health,<br>Science, and<br>Technology  | 76%                 | 71%              | 71%              | 76%                     |
| College of<br>Humanities<br>and Social<br>Sciences   | 71%                 | 67%              | 64%              | 75%                     |

| <b>RESEARCH</b>                             | Tenure Track |           |           | Non-Tenure Track |
|---------------------------------------------|--------------|-----------|-----------|------------------|
|                                             | Assistant    | Associate | Professor | Lecturer         |
| Broadwell College of Business and Economics | 17%          | 20%       | 37%       | 0%               |
| College of Education                        | 8%           | 16%       | 27%       | 0%               |
| College of Health, Science, and Technology  | 8%           | 13%       | 16%       | 1%               |
| College of Humanities and Social Sciences   | 9%           | 12%       | 17%       | 0%               |

| <b>SERVICE</b>                              | Tenure Track |           |           | Non-Tenure Track |
|---------------------------------------------|--------------|-----------|-----------|------------------|
|                                             | Assistant    | Associate | Professor | Lecturer         |
| Broadwell College of Business and Economics | 15%          | 14%       | 16.67     | 20%              |
| College of Education                        | 20%          | 16%       | 13%       | 50%              |
| College of Health, Science, and Technology  | 16%          | 16%       | 12%       | 23%              |
| College of Humanities and Social Sciences   | 20%          | 21%       | 19%       | 25%              |

## 5. Measures of Research/Creative Activity:

Academic units develop, revise and maintain guidelines for the assessment of research/creative activity. These are informed by both university guidelines and guidelines mandated by programmatic accreditors; thus, they can differ widely from unit-to-unit. FSU requires that these documents provide explicit descriptions and quantitative scores for the various kinds of research/creative work that faculty accomplish to meet expectations for reappointment, promotion, and tenure.

Quantitative data for faculty research/creative achievement is collected and reviewed annually as part of the faculty annual comprehensive review process. Examples of faculty scholarly achievements are provided to the Board of Trustees in annual reports.

## **6. Service Contributions:**

All faculty are required to contribute service. This activity can be of service to the department, college, university, public and/or academic discipline. Most faculty at FSU participate in a variety of service activities during any given academic year. Examples include serving on departmental/college/university committees, event planning groups, policy development groups, outreach programs, shared governance process, etc. Additionally, FSU faculty serve their disciplinary fields of expertise by reviewing journal submissions, grant proposals and leading academic organizations.

## **7. Process Evaluation and Compliance:**

Faculty submit proposed workplans for the upcoming academic cycle by January 15 of each year. Proposed workplans are uploaded to a template created in Watermark Faculty Success and submitted to department chairs for review in the system. If a department chair assesses that the proposed plan needs revision, they will send it back with specific revision instructions. Once the department chair approves the teaching, research and service plans of a faculty member, he/she forwards the plan to the college dean for review and approval. The dean is the final approver of faculty workplans. Faculty may meet with deans and department chairs at any time to discuss proposed workplans, and faculty may appeal the decisions of chairs and/or deans to the office of the Provost.

## **8. Additional Context and Highlights: Methodology**

### **Actual organized course sections**

Fayetteville State University identified all organized course sections appearing in the official course schedule for Summer 2025, Fall 2025, and Spring 2026 that had at least one enrolled student. The course sections were then listed by term and academic unit.

### **Actual student credit hours produced**

Student credit hours (SCH) were calculated for each organized course section to represent the credit hours assigned to the section  $\times$  the number of students receiving a transcribed designation for the course—for example, 30 students in a three-credit course produce 90 SCH. The resulting SCHs were summed across sections, terms, departments, colleges, and the University.

### **Actual faculty contact hours**

FSU calculates faculty contact hours at the section/instructor level, taking account of instructional modality, length of the instructional period, the instructor's percentage of teaching responsibility, and cross-listing. For a synchronous section, the calculation is  $(W \div 50) \times P \times T \times C$ ; for an asynchronous section, it is  $S \times P \times T \times C$ , according to the following designations:

- W is weekly scheduled instructional minutes
- P is the number of instructional weeks
- T is the instructor's proportion of teaching responsibility
- S is section credit hours
- C is the cross-listing adjustment factor

FSU's calculation methodology uses  $P = 15$  weeks and indicates 50 minutes as one contact hour. The resulting instructor/section contact hours are then summed by term, department, college or school, and the University.

## Calculation Notes

1. The data reported in FSU's Faculty Workload Report covered the terms of Summer 2025, Fall 2025, and Spring 2026.
2. Asynchronous or synchronous
  - a. FSU classified a course as asynchronous if it was delivered online.
  - b. FSU classified a course as synchronous if it was delivered face-to-face or hybrid - primarily face-to-face.
3. W – Weekly Meeting Time (Applies only to synchronous courses) – FSU used the weekly meeting time (50 minutes per contact hour) multiplied by the number of student credit hours in the calculation of faculty contact hours.
4. Faculty contact hours for asynchronous courses – If a course was taught online (asynchronous), FSU used the section credit hours in the calculation of faculty contact hours.
5. P – Period – This is the duration of the course (15 weeks).
6. T – Teaching responsibility
  - a. Most courses at FSU have one instructor with 100% of teaching responsibility (shown as 1 in the formula).
  - b. Courses that use team teaching may split this amount 50/50, with each instructor having 0.5 responsibility (or other divisions of 1).
7. Cross-listed – Very few courses at FSU are cross-listed. They represent two different course sections with different instructors, enrollments, and CRN numbers. Therefore, each course is counted separately.
8. Faculty Contact Hours
  - a. If courses are offered face-to-face (synchronous), divide weekly meeting time (number of minutes per credit hour) by 50. This action converts the meeting time in minutes to faculty contact hours, which should be 45 for a 3-credit hour course over 15 weeks. This prevents an overcount of faculty credit hours. Then multiply the result by P (period of course = 15) x T (amount of teaching responsibility per instructor for course) x C (cross-listed designation = 1 for FSU).
  - b. If courses are offered online (asynchronous), multiply the section credit hours (S) by the period of time for the course (P=15 weeks). Multiply the result by the teaching responsibility for the instructor (T). Then multiply the total by the designation for cross-listing (C=1 at FSU because they are individual course sections).
9. Note about Total Contact Hours reported in FSU's Student Data Mart (SDM) – FSU's SDM multiplies the number of section credit hours by the weeks of instruction (15). This total may appear higher because it does not automatically deduct for some instructors' percent of teaching responsibility. An instructor who is team teaching with another professor may only have 0.5 (50%) of contact hours. The SDM may treat the 0.5 as 1, which could overstate the calculation of faculty contact hours.
10. Total Student Credit Hours (SCHs) – The total SCHs multiply the number of students enrolled by the number of credit hours. If 30 students are enrolled in a 3-credit hour course, then 90 SCHs are produced.
  - a. FSU's Student Data Mart has two ways of listing courses: (1) by Primary Instructor or (2) by Primary and Secondary Instructor (for team-teaching). The second listing may risk over-counting the SCHs generated per course. One course with two instructors is still one course. The SCHs are counted by course, not by faculty member.

- b. To avoid the risk of overcounting SCHs, the calculation uses courses taught by the primary instructor.
- 11. The faculty contact hours by unit were calculated using the following method:
  - a. The formula identified every time a specific academic unit was listed in a column of all units.
  - b. The formula calculated the sum of all faculty contact hours associated with that academic unit.
  - c. This calculation was performed for every academic unit.
  - d. For colleges, a formula was used to calculate the sum of all faculty contact hours generated by its academic departments.
- 12. Organized course sections taught by unit – The number of organized course sections taught by each college, department, or school was calculated using the following method:
  - a. The formula identified every time a specific academic unit was listed in a column of all units.
  - b. The formula calculated the sum of all organized course sections associated with that academic unit.
  - c. This calculation was performed for every academic unit.
  - d. For colleges, a formula was used to calculate the sum of all organized course sections generated by their academic departments.
- 13. Student credit hours produced by unit – The SCHs produced by each unit were calculated using the following method:
  - a. The formula identified every time a specific academic unit was listed in a column of all units.
  - b. The formula calculated the sum of all student credit hours associated with that academic unit.
  - c. This calculation was performed for every academic unit.
  - d. For colleges, a formula was used to calculate the sum of all student credit hours generated by its academic departments.
- 14. Organized course sections taught by term – The results were calculated in the following manner:
  - a. The formula identified all course sections taught within a specific term.
  - b. The formula counted only the courses taught by a primary instructor during that term. This avoided the risk of overcounting courses taught by primary and secondary instructors.
  - c. The total for each term was calculated and presented separately.
  - d. The total for all terms was calculated and presented separately.
- 15. Student credit hours produced by term – The results were calculated in the following manner:
  - a. The formula identified all course sections taught within a specific term.
  - b. The formula counted only the courses taught by a primary instructor during that term. This avoided the risk of overcounting courses taught by primary and secondary instructors.
  - c. The total for each term was calculated and presented separately.
  - d. The total for all terms was calculated and presented separately.
- 16. Faculty contact hours produced by term – The results were calculated in the following manner:
  - a. The formula identified all course sections taught within a specific term.
  - b. The formula counted only the courses taught by a primary instructor during that term. This avoided the risk of overcounting courses taught by primary and secondary instructors.

- c. The total for each term was calculated and presented separately.
  - d. The total for all terms was calculated and presented separately.
17. Calculation of faculty workload percentages – To determine the percentage of effort for each category (teaching, research/creative activity, and service), the following methodology was used:
- a. Multiply the number of faculty workplans by the 100 (representing 100% of effort).  
Example: If an academic unit has 20 faculty members, the total is 2,000. This is the denominator, the total amount that is comprised of the three categories.
  - b. Calculate the percentage of time faculty members in a unit spent on each category.  
(For instance, if 10 out of 20 faculty in a unit report 70% of time spent on teaching, the result is 700. If the remaining 10 faculty members report 60% of time spent on teaching, the result is 600. Add  $700 + 600 = 1,300$ . This is the numerator.
  - c. Divide the numerator (effort spent in a category) by the denominator (total effort calculated for the unit). In the example, the time spent on teaching (1,300) would be divided by 2,000 (the total effort) to yield a teaching percentage of 65%.

**Agenda Item A-2**

**Executive Summary**

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MEETING DATE:</b> | September 23, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>SUBJECT</b>       | Center for Insurance, Risk Management and Innovation (CIRMI)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>BACKGROUND:</b>   | <p>The Center for Insurance, Risk Management, and Innovation (CIRMI) is dedicated to advancing education, research, and professional growth in the fields of risk management and insurance. Positioned within Fayetteville State University's Broadwell College of Business and Economics, CIRMI serves as a dynamic hub for interdisciplinary collaboration, experiential learning, and forward-thinking innovation.</p> <p>The Chancellor is recommending that the University's faculty workload policy be approved by the Board of Trustees.</p> |
| <b>ACTION:</b>       | Approval by the Board of Trustees is required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>MOTION:</b>       | Move to recommend approval to establish the Center for Insurance, Risk Management and Innovation (CIRMI).                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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Supporting Document: Request for Authorization to Establish

Reviewed By: Dr. Scott Krawczyk  
Provost and Sr. VC for Academic Affairs

Date: 9/16/2026

Prepared By: Amy Coleman  
Business Officer – Academic Affairs

Date: 9/10/2026

## **Fayetteville State University Centers and Institutes Request for Authorization to Establish**

The Broadwell College of Business and Economics at Fayetteville State University (FSU) is requesting approval to establish a campus level center at Fayetteville State University.

**1. Name of the proposed C/I, which appropriately reflects the C/I's mission and scope.**

Center for Insurance, Risk Management & Innovation (CIRMI)

**2. Identification of the proposed C/I as either a research, public service, or instructional C/I, in accordance with its primary mission and core activities, with the understanding that the C/I may also conduct complementary activities outside of its primary designated mission.**

CIRMI is designated as an instructional and public service center, with complementary activities in research. Its primary mission is to advance education, research, and professional growth in risk management and insurance. CIRMI will foster interdisciplinary collaboration, experiential learning, and industry engagement to empower students, professionals, and industry leaders to navigate emerging global risks and shape the future of the industry.

The Center for Insurance, Risk Management & Innovation (CIRMI) is dedicated to advancing education, research, and professional growth in risk management and insurance. By fostering interdisciplinary collaboration, experiential learning, and innovation, CIRMI empowers students, professionals, and industry leaders to navigate emerging global risks and shape the future of a dynamic industry.

CIRMI will provide comprehensive training, educational programs, and hands-on learning opportunities for undergraduate and graduate students, as well as industry professionals. Through strategic partnerships and industry collaborations, CIRMI will drive innovative financial and insurance solutions while generating revenue through certification programs, consulting services, and sponsored research—ensuring long-term sustainability and impact.

The goals of CIRMI are to:

- i. **Advance Research and Thought Leadership** – Conduct cutting-edge research, publish industry-relevant studies, and host academic symposia and industry roundtables to drive innovation in risk management and insurance.
- ii. **Provide “Future-Ready” Education and Training** – Collaborate with academic units in BCBE to develop and offer high-quality academic programs, industry certifications, and hands-on workshops to equip students and professionals with essential risk assessment and insurance analytics skills.
- iii. **Strengthen Industry and Policy Engagement** – Serve as a hub for collaboration by organizing annual symposia, executive forums, and policy discussions that bring together academia, industry leaders, and policymakers to address regulatory challenges and emerging trends.
- iv. **Enhance Student Success and Career Readiness** – Collaborate with academic

departments and programs in BCBE and FSU career services to expand internships and networking initiatives that provide students with real-world experience and direct pathways to careers in risk and insurance.

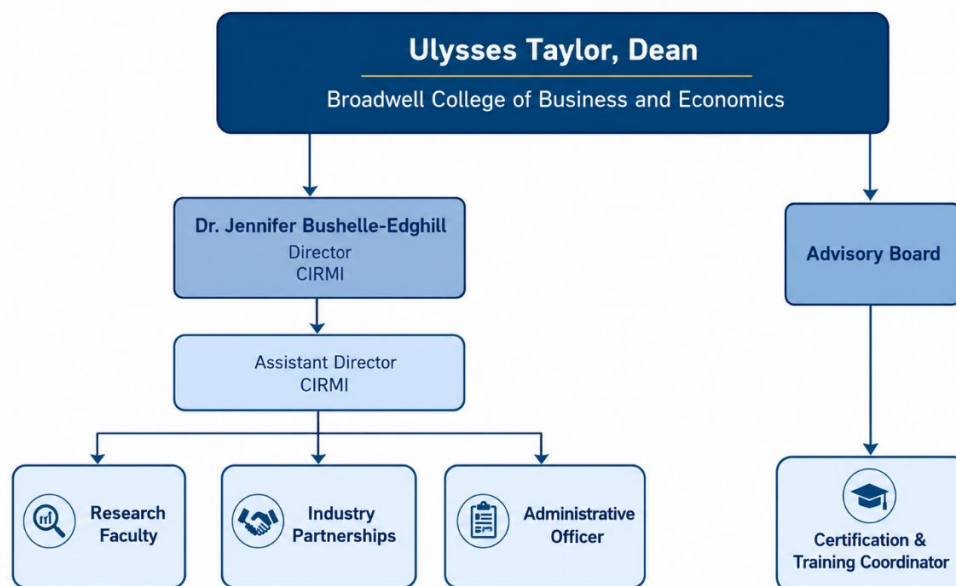
- v. **Promote Risk Awareness and Community Resilience** – Lead public education initiatives, executive training programs, and community outreach efforts to improve risk awareness, strengthen local business resilience, and enhance economic stability.

**3. Organizational structure of the proposed C/I, including name of a proposed Director, description of the membership and function of any proposed advisory or policy boards, and proposed responsibility structure.**

The Director of CIRMI will be a current faculty member and report to the Dean of the Broadwell College of Business and Economics. The Director will oversee the operations of the Center's programs and activities and will be supported by an Associate Director and part-time administrative support personnel.

**Proposed Organizational Structure:**

- Director – Dr. Jennifer Bushelle-Edghill
- Associate Director
- Administrative Support (Part-time administrative assistant)
- Research Faculty: Engaged in key research areas including financial risk, insurance analytics, enterprise risk management, and cybersecurity
- Advisory Board: Composed of industry experts, faculty members, and local government representatives to provide strategic guidance on operations, curriculum, research, and workforce development



**4. Anticipated benefit of the proposed C/I on the instructional, research and/or public service programs of the University; and, when inter-institutional arrangements are involved, a statement on the anticipated benefits of the proposed collaboration on the instructional, research and/or public service**

**programs of all participating campuses.**

CIRMI will contribute to FSU's educational, research, and public service missions by supporting the University's goal to “promote the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond.” Specifically, CIRMI will:

- Conduct cutting-edge research in risk management and insurance innovation.
- Offer industry-recognized certification programs and hands-on training, including the ARM, CPCU, CRM, RIMS-CRMP, AINS, and state insurance licensing.
- Strengthen partnerships with insurance firms, policymakers, and regulatory agencies.
- Expand student career opportunities through internships, networking events, and mentorship programs.
- Enhance economic and business resilience in the region through risk awareness initiatives.
- Leverage FSU's proximity to military installations and insurance hubs in North Carolina to develop strong industry partnerships and exceptional student employment opportunities.
- Cultivate a diverse risk management and insurance workforce from FSU's student population, meeting industry demand for expanded talent and perspectives.

Appalachian State University has agreed to collaborate with CIRMI on industry-related partnerships, enabling both institutions to share expertise and develop joint research initiatives that benefit students and professionals across the UNC system.

**5. Immediate financial needs, including the amount of General Fund, non-General Fund, and in-kind support that will be required.**

CIRMI does not have an immediate need for financial support. The Center will be staffed by current FSU faculty and administrative personnel within the Broadwell College of Business and Economics. Once established, CIRMI will generate revenue through certification programs, grants, and corporate sponsorships to fund operations and future staffing.

**6. Five-year budget detailing personnel and non-personnel costs and sources of revenue, including state funds, non-state funds, and in-kind support.**

**Revenue:**

| Source                             | Year 1             | Year 2           | Year 3           | Year 4           | Year 5           |
|------------------------------------|--------------------|------------------|------------------|------------------|------------------|
| Certification Programs             | \$0                | \$5,000          | \$10,000         | \$15,000         | \$20,000         |
| Grant Funding                      | \$30,000           | \$50,000         | \$75,000         | \$90,000         | \$125,000        |
| Corporate Sponsorships             | \$83,500           | \$120,000        | \$125,000        | \$135,000        | \$150,000        |
| Facilities (In Kind)               | \$20,000           | \$20,000         | \$20,000         | \$20,000         | \$20,000         |
| Seed Funding (NC General Assembly) | \$950,000          | \$0              | \$0              | \$0              | \$0              |
| <b>Total</b>                       | <b>\$1,083,500</b> | <b>\$195,000</b> | <b>\$230,000</b> | <b>\$260,000</b> | <b>\$315,000</b> |

**Personnel and Non-personnel Costs:**

| Source | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------|--------|--------|--------|--------|--------|
|--------|--------|--------|--------|--------|--------|

|                                                                       |                  |                  |                  |                  |                  |
|-----------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Facilities (In Kind)                                                  | \$20,000         | \$20,000         | \$20,000         | \$20,000         | \$20,000         |
| Center Director (Course Release)                                      | \$15,000         | \$15,000         | \$15,000         | \$15,000         | \$15,000         |
| Associate Director                                                    | \$80,000         | \$82,000         | \$85,000         | \$87,000         | \$90,000         |
| Administrative Support (part-time)                                    | \$15,000         | \$20,000         | \$20,000         | \$20,000         | \$20,000         |
| Center Renovations and Furniture, Fixture and Equipment (See Funding) | \$625,000        | \$0              | \$0              | \$0              | \$0              |
| Research Faculty and Contract Services                                | \$40,000         | \$5,000          | \$10,000         | \$10,000         | \$15,000         |
| Office Supplies and Printing                                          | \$15,000         | \$20,000         | \$20,000         | \$25,000         | \$25,000         |
| Programming, Event and Certifications                                 | \$25,000         | \$30,000         | \$35,000         | \$40,000         | \$55,000         |
| <b>Total</b>                                                          | <b>\$835,000</b> | <b>\$192,000</b> | <b>\$205,000</b> | <b>\$217,000</b> | <b>\$240,000</b> |

\* Certification program revenue begins in Year 2 as programs are developed and launched during Year 1. Corporate sponsorship revenue of \$83,500 in Year 1 reflects confirmed commitments from existing industry partners. No General Fund or Non-General Fund appropriations are requested.

**7. Immediate operating needs, such as space, facilities and equipment, and five-year projections of future space needs.**

CIRMI will be housed within the Broadwell College of Business and Economics at Fayetteville State University and was allocated the following:

- Dedicated office space for the Director and administrative personnel
- A training lab equipped with computers and risk analytics and insurance industry software platforms
- Conference rooms for workshops and industry collaborations

The costs associated with space renovations, furniture, fixtures, and equipment will be funded through existing resources as identified in the budget listed above. No new construction or significant capital investment is required for the initial establishment of the Center for Insurance, Risk Management and Innovation (CIRMI). As the Center's programs, partnerships, and enrollment continue to grow, future facility requirements will be evaluated annually through the Center's Operational Plan and Assessment Report (OPAR) to ensure that space and infrastructure remain aligned with strategic and operational needs.

**8. When relevant, evidence that inter-institutional arrangements regarding leadership, governance, activities, funding, or other aspects have been reached by the cooperating chancellors or designees.**

Appalachian State University has committed to collaborating with the Center through industry-focused partnerships that support academic programming, workforce development, research, and experiential learning opportunities. In addition, the Center will establish and maintain strategic partnerships with The Insurance Institutes and a broad network of leading organizations within the risk management and insurance industry, including:

- MedPro Group
- Independent Insurance Agents of North Carolina (IIANC)
- North Carolina Surplus Lines Association
- Pennsylvania Lumbermen's Mutual Insurance Company (PLM)
- Erie Insurance
- North Carolina Farm Bureau

These partnerships will enhance the Center's ability to provide students with industry-relevant education, professional certifications, internships, applied research opportunities, and direct engagement with insurance and risk management professionals, while strengthening workforce development initiatives across North Carolina.

**9. An accountability plan that includes specific dates for the initial Director and C/I reviews and how the achievement of the center's or institute's mission, goals, and objectives will be measured, documented, and assessed.**

CIRMI will maintain a comprehensive accountability framework to ensure that its activities remain aligned with its mission, strategic objectives, and the priorities of Fayetteville State University, the Broadwell College of Business and Economics, and the University of North Carolina System. The Center will employ a continuous planning, assessment, and improvement model that emphasizes measurable outcomes, transparency, and evidence-based decision-making.

Each year, the Center Director will prepare an Operational Plan and Assessment Report (OPAR) that will be submitted to the Dean of the Broadwell College of Business and Economics and the Provost for review. The OPAR will serve as the Center's primary accountability document and will include:

- Annual goals and objectives aligned with the Center's mission and strategic priorities;
- Key performance indicators (KPIs) and measurable outcomes;
- Progress toward established benchmarks;
- Financial performance and resource utilization;
- Research, educational, and outreach accomplishments;
- Partnership and stakeholder engagement activities;
- Student success and workforce development outcomes; and
- Continuous improvement initiatives, including corrective actions when performance targets are not achieved.

The Center's effectiveness will be measured through quantitative and qualitative performance metrics aligned with each of its five strategic objectives.

**Research and Thought Leadership**

- External research funding and grant activity;
- Academic conferences, symposia, and industry roundtables hosted;
- Faculty and industry research collaborations.

**Future-Ready Education and Training**

- Student participation and completion of professional certifications, including ARM, CPCU, CRM, RIMS-CRMP, AINS, and North Carolina insurance licensing;
- Continuing education and executive training offerings;
- Participant satisfaction and credential attainment rates.

**Industry and Policy Engagement**

- Number and quality of strategic partnerships with insurance companies, professional associations, government agencies, and industry organizations;

- Annual symposium attendance and executive forum participation;
- Collaborative projects supporting industry innovation and public policy.

#### Student Success and Career Readiness

- Internship and experiential learning placements;
- Graduate employment and placement rates in risk management and insurance careers;
- Employer engagement activities, mentoring programs, and networking events;
- Student participation in professional organizations and competitions.

#### Risk Awareness and Community Resilience

- Community outreach initiatives and executive education programs;
- Small business and nonprofit engagement activities;
- Public workshops and educational programs designed to improve organizational resilience and risk awareness;
- Economic and community impact resulting from Center activities.

Consistent with Fayetteville State University Policy 104, Section IV.D., the Center Director will undergo an initial performance review at the conclusion of the Center's first year of operation. This review will evaluate leadership effectiveness, progress toward strategic objectives, fiscal stewardship, partnership development, and overall operational performance.

A comprehensive Center review will be conducted at the conclusion of the third year of operation. This review will assess the Center's effectiveness in fulfilling its mission, achieving its stated goals and objectives, demonstrating measurable outcomes, maintaining financial sustainability, supporting the University's strategic priorities, and providing value to students, faculty, industry partners, and the broader community. Findings from the review will be used to refine the Center's strategic direction, establish future priorities, and support a process of continuous improvement.

Through this structured accountability process, CIRMI will ensure that its programs remain outcome-driven, financially responsible, and responsive to the evolving needs of the risk management and insurance profession while advancing the mission of Fayetteville State University.

### **10. Letter of support from the administrator to whom the C/I will report. If the C/I is to report to a department chair, the dean must also indicate approval.**

See attached.