



**East Carolina University | Board of Trustees
University Affairs Committee Meeting
April 27, 2017 | Agenda**

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|------|---|-------------|
| I. | Approval of February 16, 2017 Minutes | Action |
| II. | Academic Affairs | |
| A. | Conferral of Degrees | Action |
| B. | Lab School Resolution | Action |
| C. | Strategic Planning Process - Areas of Distinction | Information |
| D. | Early College Discussion | Information |
| III. | Research, Economic Development and Engagement | |
| A. | Request for Name Change: EC Center for Nursing Leadership | Action |
| IV. | Student Affairs | |
| A. | Male Student Success Action Plan | Information |
| V. | Closed Session | |

East Carolina University
Board of Trustees
University Affairs
April 27, 2017

Session	University Affairs
Responsible Person	Kieran Shanahan, Chair
Agenda Item	I.
Item Description	Approval of minutes – February 17, 2017
Comments	
Action Requested	Approval
Disposition	
Notes	

Minutes of the Meeting of the
University Affairs Committee
East Carolina University Board of Trustees
February 16, 2017 at 9:30am
Murphy Center

Board Members Attending: Kieran Shanahan (chair), Ryan Beeson, Danny Scott, Deborah Davis, Max Joyner, and Leigh Fanning

Other Board Members Present: Bob Plybon, Edwin Clark,

Others in Attendance: Cecil Staton, Jim Hopf, Ron Mitchelson, Virginia Hardy, Michael Van Scott, and John Stiller

Mr. Shanahan opened the meeting at 9:30am by reading the conflict of interest statement as well as the Jurisdiction Review for University Affairs.

The minutes from the previous meeting were approved.

Research, Economic Development and Engagement

• **3 Minute Thesis Student Presentation**

- Mike Van Scott introduced the winners of the Three Minute Thesis, which is a research competition for grad students to present their thesis in three minutes or less with a single PPT slide.
 - Adam Stuckert, with the Department of Biology presented his three-minute thesis – “Surviving to sex: A “shout” out to predators.” He talked about how a particular poison frog despite its bright color has toxins within to protect them from predators. He was the People’s Choice champion this year.
 - Sophronia Knott – Department of English – will be competing against other grad schools in the southeast in March – researched journals and memoirs of Sylvia Plath and Maria Hornblacher – the depiction of madness, crazy and deal with suicidal thoughts. She is finding causality in chaos to find hope and that we are not forgotten and not hopelessly crazy.

Academic Affairs

• **Lab School Update**

- Grant Hayes, Dean of Education, provided an intro and update to the Lab School. The UNC System will create 8 lab schools aimed at improving student performance and low producing schools. This will happen over a two-year span, with ECU creating a school in year one and located at South Greenville Elementary school. Curriculum and policies are being created for Lab School. Laura Bilbro Berry provided some additional updates about the ECU lab school. She discussed who will be served and what the school’s overall focus will be. Will focus on math and reading literacy as well as advancing innovative learning and teaching methods. This is a great intersection for ECU and the College of Education and Pitt County Schools. Year one ECU will establish a classroom for

grades 2-4. There are opportunities for interdisciplinary research to take place. This will also address needs of students outside of academics including social, environmental, physical/healthy, and family/community needs. There are many benefits for the children and families, but also for ECU and Pitt County Schools. At this time, the ECU Board of Trustees will serve as the governing board as written by the law. However, there is a plan to create a revision to have a single board govern all eight schools. ECU will incur some start up costs but in July we should start receiving about \$8,000 per student and should have about 75 students in year one and about 150 students in year two. Will return in April for Board approval and next steps.

- **Degree Completion Update**

- Provost Mitchelson presented information about the legislative changes in our system and how universities were mandated to create a strategic plan to address graduation rates. ECU held a kickoff event with the Education Advisory Board to look at how we will take this on. The national norm for four-year graduation is 44%. ECU has seen a significant upward trend and we are doing better, but have room to grow. We are above the median of our peer institutions for graduation rates. Our six-year graduation rate is 62% with a goal of 70%. Our four-year grad rate is 37% and we want to get to 46%. There are a lot of slogans called 15 to Finish, which means you need to take 15 hours per semester to be able to finish in four years. The ECU group is meeting regularly to look at all the dimensions at ECU that have an impact on getting a degree in four years.

Student Affairs

- **Impact of Experiential Activities**

- Chris Stansbury presented programs and initiatives currently going on at East Carolina University related to experiential education. He said that experiential education or experiential learning is where students are actively engaged by posing questions, investigating issues, experimenting, and finding solutions. Among the programs included the student-led grassroots initiative #ECUUnited. ECUUnited was created because of the common bond of ECU and identifying ways that we can make our campus better. He shared that a video created for ECUUnited was released in November to the BOT and has since been viewed nearly 17,000 times. Pledge Purple (combatting sexual violence, harassment and bullying), the North Carolina Civility Summit, and Cupola Conversations are all a part of the ECUUnited initiative and involve students planning, organizing and creating actions that improve the campus and community. He shared how Career Services has enhanced its engagement with students earlier in their college experience and that recruiters believe our students are better prepared than many other schools. Wrapping Student Success, he talked about the 4th Annual Student Success for faculty and staff and the 2nd Annual Male Student Success Summit for students to improve our student success and get students to completion in four years.

Under Service, he shared how ECU students are spending the spring breaks on service trips in multiple states addressing social justice issues such as

homelessness, poverty and hunger. ECU Campus Kitchen is also providing meals on a weekly basis for the food insecure in Greenville and Pitt County and our students are very heavily involved. He featured two programs, the Chancellor's Student Leadership Academy and ECU Leads, which are focused on building better student leaders and growing confidence in their leadership abilities.

For Regional Transformation, Chris shared two programs that have garnered national attention that target mental health. The SHOES project is led by students and they placed 400 pairs of shoes all over campus with real student stories of struggles with depression, mental health concerns, suicidal thoughts and ideations. In addition, there were thousands of positive post it notes placed all over campus to show people they are worthy and they are not alone. SHOES was named the Southeast Program of the Year as well as the National Program of the year. Also, the Outstanding Fresh Check Day Campus Award will be presented to ECU in March. This is a mental health outreach program shining a light on depression and mental health and suicide on college campuses. In addition, Chris shared some student success stories about students doing great things on a global scale. ECU was the only school in NC to have two teams that were accepted for the Hult Prize and the only one in the NC System to have a student campus director. One of the teams is focusing on addressing the social needs of refugees to make them feel more at home in the places where they have settled. Also, he gave an update to two students, Roderick Hall and Mona Amin, who are graduating in May and have amazing opportunities to change the world after they graduate.

- **Health Sciences Student Center**

- Dr. Erik Kneubuehl shared updates about the building and timelines. We are very close to completion. He shared versions from concept to reality photos. He showed photos from the first floor with spacing and rec facilities as well as the second floor with the large meeting space, slide, and student study rooms. Erik shared that there is a donor wall in both student centers to recognize our donors and corporate partners and our student organizations. There are many donor opportunities in both of these spaces. He stated we will have a ribbon cutting on March 23rd, will begin the move-in process in April and open the building in early May.

Research, Economic Development and Engagement

- **Q2 Sponsored Programs Activities**

- Mike Van Scott shared some of the activities and data, including expenditures, awards, proposals and ECUP/Brody Service Contracts. The number of proposals is down, but the funding is up. That represents quality. He talked about the impacts of the election on grants and contracts. In short, they tend to flatten out around the 100 days around the election, regardless of who wins. ECU's picture is improving each year.

- **Temporary Variable Incentive Plan**

- The expectation is that this will go to the BOG in May. If they take it in May, we will have a struggle to pay those incentives before the end of the year. So, we may look for another temporary incentive plan to address this before a permanent resolution is decided.

Other – Title IX

- Mr. Shanahan introduced the topic to discuss Title IX processes at ECU. Ryan Beeson, SGA President, shared that the SGA Assembly offered a resolution for increasing due process by raising the evidentiary standard to “clear and convincing.” There was a discussion among board members about current policies and protocols within the current conduct process. Donna Payne shared some legal responses about Title IX and the expectation is that changes will likely come with the Office of Civil Rights. She also shared the rights of the accused. Questions from the accused are asked, but the Conduct Board chair asks them, while the accused is in the room. The accused doesn’t ask the question directly. Ryan clarified that this resolution request would be for non-Title IX offenses where the penalty would be suspension and/or expulsion.

Motion to move to Closed Session at 11:05am

Return from Closed Session at 11:09am and meeting adjourned at 11:10am

East Carolina University
Board of Trustees
University Affairs
April 27, 2017

Session	University Affairs
Responsible Person	Ron Mitchelson, Provost
Agenda Item	II. A.
Item Description	Conferral of Degrees
Comments	
Action Requested	Approval
Disposition	
Notes	

East Carolina University
Board of Trustees
University Affairs
April 27, 2017

Session	University Affairs
Responsible Person	Ron Mitchelson, Provost Grant Hayes, Dean, College of Education
Agenda Item	II. B.
Item Description	Lab School Resolution
Comments	
Action Requested	Approval
Disposition	
Notes	

ECU Board of Trustees
April __, 2017
Laboratory School Resolution

WHEREAS, the North Carolina Board of Governors has designated East Carolina University, as a constituent institution with a qualifying educator preparation program, to establish a laboratory school to serve public school students in accordance with Article 29A, Chapter 116 of the North Carolina General Statutes;

WHEREAS, East Carolina University and the Pitt County Board of Education, doing business as Pitt County Schools, have agreed to a cooperative effort to establish a laboratory school at South Greenville Elementary beginning in August 2017;

WHEREAS, consistent with the statutes cited herein, the mission of the laboratory school shall be to improve student performance in the Pitt County Schools by providing an enhanced education program for students in low performing schools and to provide exposure and training to teachers and principals to successfully address challenges existing in the high-need school setting;

WHEREAS, the laboratory school shall expand student opportunities for educational success through high-quality instructional programming and innovative instruction and research by using the resources available to East Carolina University;

WHEREAS, East Carolina University shall incorporate best practices gained from State initiatives focused on leadership development for both teachers and principals in low-performing schools in Pitt County, North Carolina.

WHEREAS, except as otherwise provided under Article 29A, Chapter 116 of the North Carolina General Statutes, the laboratory school shall be exempt from statutes and rules applicable to the Pitt County Board of Education.

NOW, THEREFORE, BE IT RESOLVED:

1. The laboratory school shall be named the East Carolina University Laboratory School;
2. The East Carolina University Laboratory School shall be located within Pitt County Schools, at South Greenville Elementary School in Greenville, Pitt County, North Carolina;
3. Pitt County Schools meets the requirement under N.C. Gen. Stat. § 116-239.6(4) that twenty-five percent (25%) or more of the schools located in that local school administrative unit are identified as low-performing under N.C. Gen. Stat. § 115C-105.37 at the time of adoption of this Resolution;
4. The term of operation for the East Carolina University Laboratory School shall be five years from the date of initial operation. At the end of five years, if the

East Carolina University Laboratory School is still located in Pitt County Schools and Pitt County Schools has twenty-five percent (25%) or more of its schools identified as low performing under N.C. Gen. Stat. § 115C-105.37, the agreement under which ECU and PCS operate may be renewed by East Carolina University at the end of the term for an additional five years. If the East Carolina University Laboratory School is still located in Pitt County Schools and Pitt County Schools is no longer a qualifying local school administrative unit at the end of five years, the Board of Trustees shall notify the Board of Governors to request consultation on determining the location of creating a new lab school in accordance with N.C. Gen. Stat. § 116-239.7(a); and

5. A copy of this Resolution shall be filed with the North Carolina State Board of Education for approval of the creation of the lab school.

So resolved and approved by the Board of Trustees of East Carolina University on this the ____ day of April, 2017.

By: _____

_____ Secretary to the Board of Trustees

East Carolina University
Board of Trustees
University Affairs
April 27, 2017

Session	University Affairs
Responsible Person	Chris Locklear, Vice Provost for Academic Success Laura Gantt, College of Nursing
Agenda Item	II. C.
Item Description	Strategic Planning Process – Areas of Distinction
Comments	
Action Requested	Information
Disposition	
Notes	



MEETING OF THE BOARD OF GOVERNORS
Strategic Planning Committee

Approval of the Definitions, Goals, Metrics, and Targets for the UNC Strategic Plan.....Craig Souza

Situation: The definitions, goals, metrics, and targets for UNC’s Strategic Plan are ready for approval.

Background: The Strategic Plan focuses on five themes: Access, Student Success, Affordability and Efficiency, Economic Impact and Community Engagement, and Excellent and Diverse Institutions. In December, after months of committee work, the Strategic Planning Committee approved the final draft of the definitions, goals, metrics, and targets and recommended it for approval to the full board.

Assessment: The Board of Governors will vote on the definitions, goals, metrics, and targets adopted by the Strategic Planning Committee in its December meeting.

Action: This item requires a vote by the Board of Governors.

University of North Carolina Strategic Plan
Definitions, Goals, Metrics, and Targets
January 2017
Access

Definition of Access

Access is the opportunity for all North Carolinians who are prepared for the associated rigorous learning experiences to pursue a university education. Providing North Carolinians access and encouragement to pursue higher education is not confined solely to helping students gain admittance to college. It also includes:

- Providing multiple access points (e.g., pathways for transfer students, availability of online courses, etc.) into the University;
- Academic, financial, cultural, and other knowledge-based services to help all students – but particularly those who are underserved for any reason – aspire to, enroll in, and graduate from institutions that match their interests and capabilities.

Goal 1: Increase Access to Success

Topical Area: Increase access to success.

Goal: The University of North Carolina’s undergraduate enrollments and baccalaureate degree recipients will more closely reflect the demographics and growth rate of the state by 2021-22.

Metrics: While maintaining rigorous standards, by 2021-22, increase enrollments of and completions by underserved students, including those from low-income families, rural counties, and others who are underserved for any reason.

Enrollment:

- **Low-income:** By fall 2021, increase enrollment of low-income students by 13% over fall 2015 levels (an average of 2% per year) to reduce the existing participation gap by at least half.
- **Rural:** By fall 2021, increase enrollment of students from Tier 1 and Tier 2 counties by 11% over fall 2016 levels (an average of 2% per year) to reduce the existing participation gap by at least half.

Completions:

- **Low-income:** Our natural growth rate projects an increase in low-income graduates of 32% (an average of 5% per year) over 2015-16 levels by 2021-22. Building upon past successes, the University will increase the number of low-income graduates by 37% (an average of 6% per year) over 2015-16 levels by 2021-22.
- **Rural:** Our natural growth rate projects an increase in graduates from Tier 1 and Tier 2 counties of 12% (an average of 2% per year) over 2015-16 levels by 2021-22. Building upon past

University of North Carolina Strategic Plan
Definitions, Goals, Metrics, and Targets
January 2017
Access (con't)

successes, the University will increase the number of graduates from Tier 1 and Tier 2 counties by 20% (an average of 3% per year) over 2015-16 levels by 2021-22.

Goal 2: Improve the Transition from K-12 to College

Topical Area: Alignment of postsecondary and K-12 policies, practices, and standards to improve student transitions.

Goal: Improve student transitions from high school to college and community college to the University through better alignment of K-12, community college, and University policies, practices, and standards.

Metric: By May 2017, UNC General Administration will convene a multi-agency working group, including but not limited to representatives from K-12, the University, North Carolina community colleges, and the State Education Assistance Authority, to recommend policies and strategies designed to improve readiness and the transition to postsecondary education.

By 2018, the working group will report its recommendations to the UNC Board of Governors, State Board of Education, State Board of Community Colleges and other governance bodies. The working group will focus on issues including but not limited to: efforts to engage with and inform prospective students about postsecondary options and financial aid, integration of state data systems, alignment of standards and admission requirements, and teacher preparation and professional development.

University of North Carolina Strategic Plan
Definitions, Goals, Metrics, and Targets
January 2017
Student Success

Definition of Student Success

Student Success is a combination of positive intellectual, personal, and social development facilitated by a high-quality university education. It includes:

- The development of competencies – critical and creative thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others – for meaningful engagement in 21st-century life;
- The timely acquisition of a degree.

Goal 1: All Useful Learning

Topical Area: Student experiences and postgraduate success.

Goal: Provide all students with outstanding academic and experiential learning opportunities to acquire all useful learning needed to be responsible citizens, productive members of the workforce, and life-long learners in a global environment.

Metric: By 2018, the University will implement a survey of current students and alumni that will measure the degree of engagement during their academic careers and satisfaction in postgraduate life. (Potential indicators: student learning gains, involvement in campus organizations, internships, research, job placement and earnings, and well-being.)

Goal 2: Improve Timely Degree Completion while Reducing Achievement Gaps

Topical Area: Timely degree completion and reducing achievement gaps.

Goal: Improve timely degree completion for all and be the nation's leader in degree completion by groups with disproportionate achievement gaps.

Metrics:

By 2021-22:

- Increase the number of undergraduate degrees awarded per 100 full-time students (undergraduate degree efficiency) by 1.4 to reach a target of 23.5.
- Increase the proportion of first-time, full-time freshman who graduate with a bachelor's degree from any accredited institution within five years by 5.1 percentage points to reach a target of 70%.
- Reduce by half existing gaps (as of 2016) in undergraduate degree efficiency among student groups with disproportionate achievement gaps.

University of North Carolina Strategic Plan
Definitions, Goals, Metrics, and Targets
January 2017
Affordability & Efficiency

Definition of Affordability & Efficiency

Article IX, Section 9 of the North Carolina State Constitution requires that “The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.”

That constitutional mandate encourages a working compact among the state’s elected officials, taxpayers, and UNC to deliver the University’s multifaceted mission at the highest levels of quality in a cost-effective manner without regard to a student’s ability to pay.

Goal 1: Affordability

Topical Area: The cost of attending the University has been increasing faster than the median income in North Carolina.

Goal: Offer education of equal or higher quality than currently provided at a cost that is both consistent with the State constitution and attainable to students and families in North Carolina.

Metric: Commit to affordable tuition by limiting annual percent increases in undergraduate resident tuition rates to no more than the increase in the median family income,¹ while providing autonomy and incentives for UNC institutions that can demonstrate that the financial investment made by students, families, and taxpayers is of excellent value.

Goal 2: Efficiency

Topical Area: The University is charged to fulfill its mission through the efficient use of available resources to ensure the highest quality of service to the citizens of the state.

Goal: Pursue and utilize increased operational and financial flexibility for the benefit of the educational, research, and public service missions of the University.

Metric: Increase operational and financial flexibility for the University and demonstrate its financial impact. This includes reductions in regulatory burdens and increases in financial reporting and transparency.

¹ General Administration will calculate the median family income using a three-year average of U.S. Census Bureau data on the Median Household Income in North Carolina.

University of North Carolina Strategic Plan
Definitions, Goals, Metrics, and Targets
January 2017
Economic Impact and Community Engagement

Definition of Economic Impact and Community Engagement

Universities have sustained impact on state and regional economies through the students they attract and teach, the research they perform, the innovation they encourage, the people they employ, the services they offer, and the partnerships they build with their communities and across the world. The University can enhance economic impact and community engagement by preparing graduates to be well-rounded citizens and lifelong learners to meet the state's long-term needs; improving quality of life; investing in foundational research; speeding the discovery, application, and translation of research; and deepening sustained partnerships that strengthen local communities and the state's economy.

Goal 1: Critical Workforces

Topical Area: The University plays a critical role in addressing the economy's need for lifelong learners by preparing students with skills applicable to growing fields and by preparing them for an economy that will require ongoing learning, adapting, and enhancement of skills and abilities.

Goal: While maintaining excellence in the delivery of a foundational liberal arts education, increase the number of high quality credentials awarded in health sciences, STEM, K-12 education, and other emerging regional workforce needs.

Metric: By 2021-22, increase the number of credentials (including, but not limited to: bachelor's, master's, doctoral degrees, and post-baccalaureate certificates) awarded in the fields of health sciences, STEM, K-12 education, and other emerging regional workforce needs by an aggregate of 25% over 2015-16 levels.

Goal 2: Research Productivity

Topical Area: Research and scholarship are integral to the University's threefold mission of teaching, research, and public service. Research-related activities are beneficial in a variety of ways, including discovering critical medical treatments, improving the quality of life for citizens of North Carolina and the world, and attracting top faculty to UNC institutions. Successful translation of research discoveries into marketable innovations, products, and services requires a strong foundation in fundamental and applied research.

Goal: Strive for continuous improvement in research and scholarship, collaboration with UNC institutions and outside entities, and effective commercialization of technologies.

Metric: By 2021-22, increase combined revenue from research and development sponsored program awards and licensing income by \$275 million.

University of North Carolina Strategic Plan
Definitions, Goals, Metrics, and Targets
January 2017
Economic Impact and Community Engagement (con't)

Goal 3: Community Engagement

Topical Area: North Carolina communities face a host of challenges in finance, infrastructure, disaster recovery, and other areas. UNC institutions have expertise to offer in a variety of fields. Working together, communities and the University can address issues facing their regions.

Goal: Increase investment of time and resources in strengthening North Carolina communities.

Metric: By Fall 2018, in consultation with UNC General Administration, the University's constituent institutions will each create an implementation plan (including focus area, proposed activities, metrics, and targets) to assist a North Carolina community or region in need (these include Tier 1 or 2 counties or any local education authority that qualifies for a UNC lab school).

University of North Carolina Strategic Plan
Definitions, Goals, Metrics, and Targets
January 2017
Excellent and Diverse Institutions

Definition of Excellent and Diverse Institutions

The University's constituent institutions are individually distinct and mission-focused and collectively comprise an inclusive and vibrant university system, committed to excellence and the fullest development of a diversity of students, faculty, and staff.

Goal 1: Area(s) of Distinction

Topical Area: Area(s) of distinction.

Goal: Strengthen the reputation and accomplishments of the University by having each constituent institution identify mission-focused academic "area(s) of distinction" and achieve significant regional or national recognition within those area(s) by 2021-22.

Metric: By May 2017, each institution will identify area(s) of distinction (including baseline data, metrics, and targets).

Goal 2: Human Capital

Topical Area: Recruitment, retention, and development of faculty and staff.

Goal: The University will systematically focus on recruitment, retention, and development of the most talented and diverse workforce possible at all levels over the next five years.

Metric: By May 2017, UNC General Administration will create an implementation plan (including the details of proposed data collection and metrics) to systematically measure – at all levels – engagement, retention, succession planning, and investment in professional development in order to promote system-wide improvements in these areas.



Strategic Plan – Area(s) of Distinction

The system-wide strategic planning process includes the theme of Excellent and Diverse Institutions, defined as:

The University's constituent institutions are individually distinct and mission-focused and collectively comprise an inclusive and vibrant university system, committed to excellence and the fullest development of a diversity of students, faculty, and staff.

One of two goals proposed by the Excellent and Diverse Institutions theme and approved for the strategic plan is titled, “Area(s) of Distinction,” defined as:

Goal: Strengthen the reputation and accomplishments of the UNC system by having each constituent institution identify mission-focused academic “area(s) of distinction” and achieve significant regional or national recognition within those area(s) by 2021-22.

Metric: By May 2017, each institution will identify area(s) of distinction (including baseline data, metrics, and targets).

During the strategic planning process, at least one institution expressed concern regarding the need to identify a single area of distinction; however, too broad an approach to this goal may make it difficult to define a meaningful metric and target. A compromise was to allow the identification of more than one area of distinction.

The identification of area(s) of distinction neither suggests that all other work at the institution is of lesser importance nor does it prevent other UNC institutions from activity in the same area(s). By identifying area(s) of distinction, institutions will be positioned to achieve heightened visibility and support for the area(s) of accomplishment.

Academic area(s) of distinction could be disciplinary or interdisciplinary but may also be an academic practice that traverses disciplines, such as undergraduate research. Inter-institutional collaboration in area(s) of distinction is also possible and encouraged.

The *metric* is the quantity that will be measured to judge whether the institution is making progress towards the goal. The *target* is the change in the metric that will be considered a success. In

identifying area(s) of distinction, baseline data, metrics, and targets, institutions may consider the following:

- Mission statement (i.e., does it point to area(s) of distinction)
- Institutional strategic plan (i.e., does it point to area(s) of distinction)
- Stakeholder expectations and support regarding excellence in the area(s) (e.g., students, faculty, alumni, etc.)
- Ability to express compelling rationale for selecting and for not selecting area(s)
- Quality of institutional data around area(s) (i.e., ability to define a ready metric)
- Availability of regional and/or national comparisons for metric / target
- Likelihood of potential for overlap and/or collaboration with other UNC institutions

Representative Examples

Please note these are fabricated examples and have not been selected by these institutions.

The UNC School of the Arts School of Filmmaking is ranked among the best film schools in the country by the Hollywood Reporter. UNCSA could identify filmmaking as its area of distinction and strive to advance its national ranking in the Hollywood Reporter (metric) from 14th in 2016 to top 10 (target) by 2022.

UNC Asheville has historically placed an emphasis on undergraduate research, serving as the first host of the National Conference on Undergraduate Research in 1987. At present, XX% of UNCA students participate in an undergraduate research experience (metric). By 2022, UNCA will raise this participation to YY% (target). Further, UNCA's level of participation in undergraduate research can be compared with respect to national peer institutions that participate in the National Survey of Student Engagement (NSSE).

Timeline

The selection of area(s) of distinction was introduced at the in-person meeting of Chief Academic Officers (CAO) on January 24. We will discuss it again on the February 28 CAO phone call, and participants will be asked to prepare a draft for discussion at the March 22 in-person meeting.

Our goal is that the CAOs will leave the March 22 meeting with a draft that can be discussed, refined and approved by relevant leaders, faculty, and staff prior to the May deadline.

ECU Strategic Planning Committee

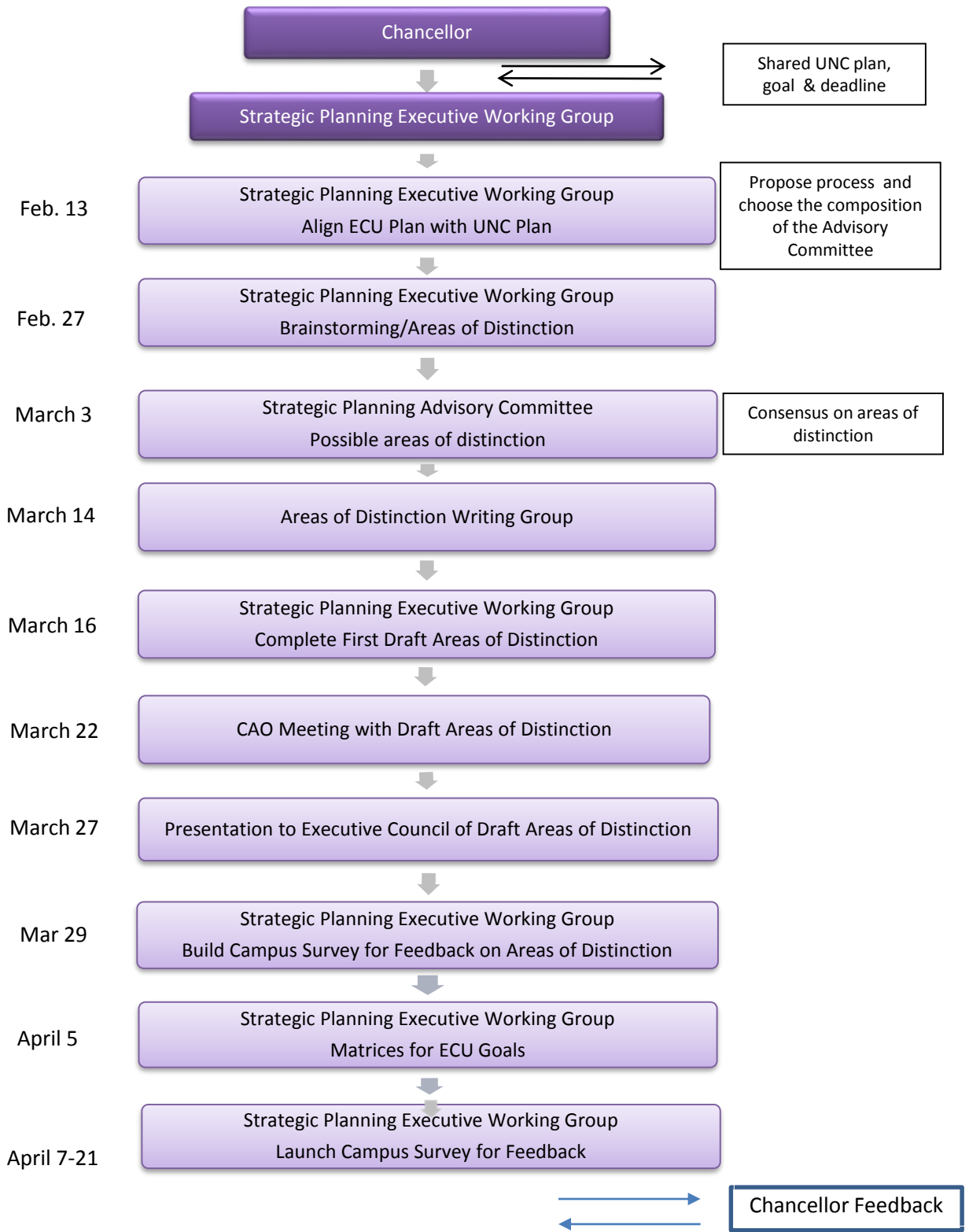
Executive Working Group

Coleman, Stephanie, Assistant Vice Chancellor, Administration and Finance
Dotson-Blake, Kylie, Vice Chair of the Faculty; Assoc. Prof., Dept. of Interdis. Professions, College of Education
Flint, Lori, Director, Institutional Planning and Accreditation
Gantt, Laura, Associate Professor, College of Nursing (Co-Chair)
King, Beverly, Director, Institutional Research
Lamb, Griffin, Associate Vice Chancellor for Development, University Advancement
Locklear, Chris, Vice Provost for Academic Success, Academic Affairs (Co-chair)
Miko, Kimrey, Chair, Staff Senate; Executive Assistant, Chancellor's Office
Mitchelson, Ron, Provost and Senior Vice Chancellor, Academic Affairs
Stansbury, Chris, Associate Vice Chancellor and Senior Operating Officer, Division of Student Affairs
Stiller, John, Chair of the Faculty; Professor, Dept. of Biology, Harriot College of Arts and Sciences
Van Scott, Michael, Interim Vice Chancellor, Division of Research, Economic Development and Engagement
Zhou, Ying, Associate Provost, Institutional Planning, Assessment and Research

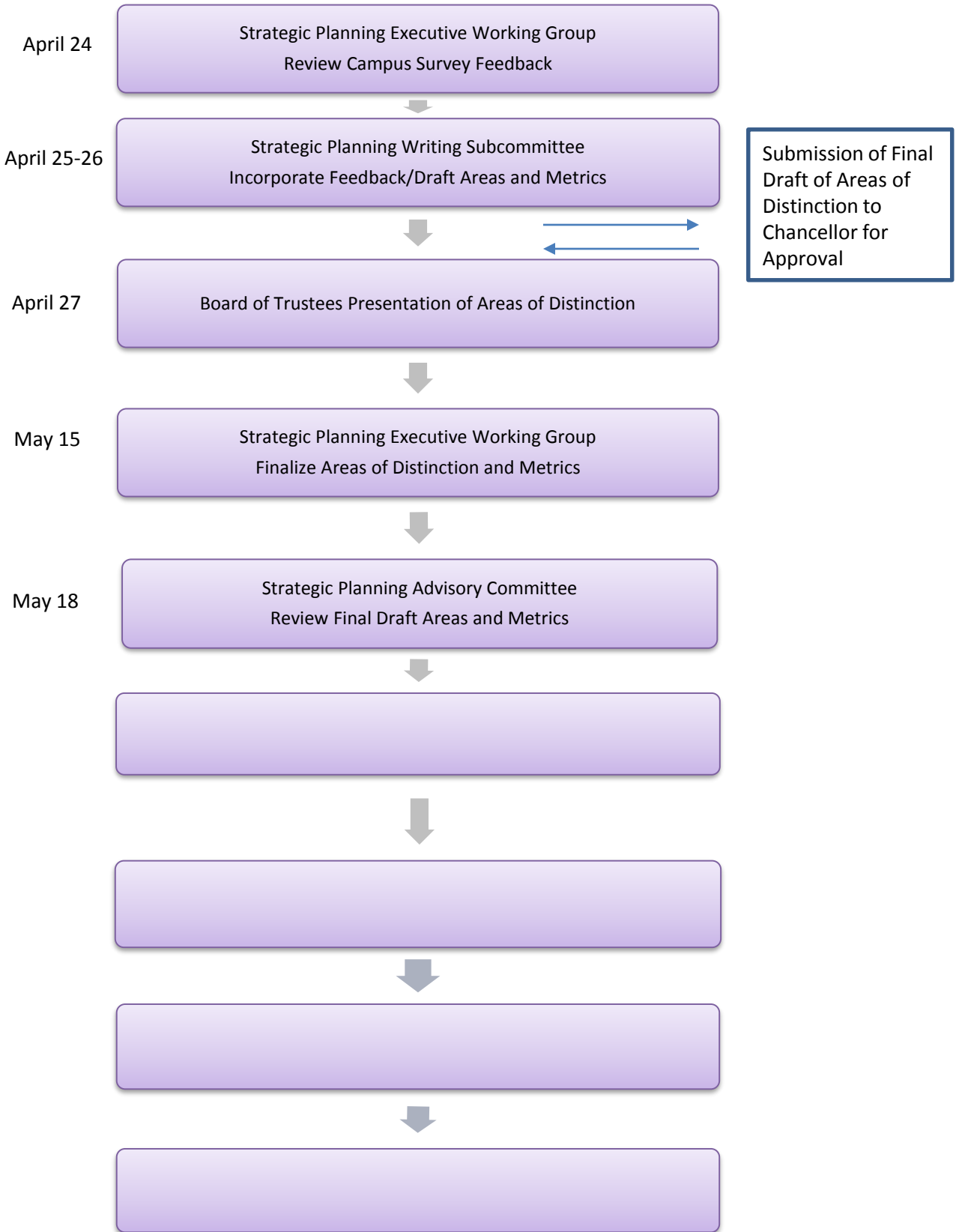
Advisory Group

Bagnell, Bill, Associate Vice Chancellor, Campus Operations
Bard, Melissa, Associate Vice Chancellor, Human Resources
Crane, Patricia, Associate Dean for Research and Scholarship, College of Nursing
Crain, Geri, Assistant Dean; Clinical Associate Professor, School of Dental Medicine
Dale, Drew, Student Government Association Representative
Delia, Al, Director, Office of Health Access, Brody School of Medicine
Fletcher, John, Associate Provost, Enrollment Services
Forbes, LaKasha, Associate Provost for Equity and Diversity
Geissler, Jayne, Exec. Director, Retention Services and Undergraduate Studies, Office of Undergraduate Studies
Gemperline, Paul, Dean, Graduate School
Godwin, Wayne, Associate Professor, School of Art and Design, College of Fine Arts and Communication
Griffith, David, Professor; Director, Institute for Coastal Science and Policy
Harris, Michael, Professor; Chair, Dept. of Management; Interim Director, Miller School of Entrepreneurship, COB
Hayes, Grant, Dean, College of Education
Hill, Kathy, Director, Student Affairs Assessment, Research, and Retention, Student Affairs
Hoerchler, Susan, Director, Creative Services
Hopf, Jim, Chief of Staff, Office of the Chancellor
Lewis, Jan, Director, Academic Library Services
Maher, Derek, Associate Dean; Associate Professor, Dept. of Philosophy, Harriot College of Arts and Sciences
Orlikoff, Robert, Dean, College of Allied Health Sciences
Pagliari, Leslie, Assoc. Dean; Assoc. Professor, Dept. of Technology Systems, College of Engineering and Technology
Paynter, Sharon, Assistant Vice Chancellor, Public Service and Community Relations
Sweet, Don, Assoc. Vice Chancellor; Chief Information Officer, Information Technology and Computer Services
Williams, Richard, Assoc. Professor, Dept. of Recreation & Leisure Studies; College of Health & Human Performance
Workman, Lee, Associate Athletics Director for Administration, Athletics

ECU Strategic Plan, Areas of Distinction TIMELINE



ECU Strategic Plan, Areas of Distinction TIMELINE



East Carolina University Areas of Distinction

East Carolina University is one of 40 institutions classified as both a Community Engagement Institution by the Carnegie Foundation and designated as an Innovation and Economic Prosperity (IEP) University by the Association of Public and Land-grant Universities (APLU). In 2012, East Carolina University received the C. Peter Magrath Community Engagement Award from APLU. In 2016, East Carolina University also received the W.K. Kellogg Foundation Community Engagement Award. ECU has a rich history of developing partnerships with its larger community to serve the region. We will leverage these relationships to create new ways of understanding, operating, and developing solutions for complex social and policy issues through research, scholarship and innovation. This **transformative engagement**, based on a unique collection of assets within the UNC system and a holistic approach to the global challenges of rurality, is an area of distinction for ECU.

By 2022, East Carolina University aspires to be a national leader in transformative engagement by:

1. earning the next-higher national award in recognition of prominence in transformative engagement;
2. doubling national awards to faculty in support and recognition of research, scholarship, and innovation;
3. receiving national recognition for our (PK-5) Lab School in providing innovation, practice and research to foster student achievement and development.

East Carolina University distinguishes itself in providing professional educational opportunities for North Carolinians through leadership in the development of teachers, family physicians, nurses, and allied health professionals. ECU accomplishes this through its diverse degree programs, including business, engineering, and dentistry; we will build upon these successes through the development of the Millennial Campus, the establishment of the Miller School of Entrepreneurship, the accreditation of the School of Public Health, and the expansion of innovative inter-professional education. In addition, ECU's programs provide much needed outreach to rural areas of the state; as students in healthcare programs learn, patients from underserved populations benefit. **Creating opportunities for upward social mobility** through student success, improved health care, and professional development is an area of distinction for ECU.

By 2022, East Carolina University aspires to:

1. consistently rank as a nation's top producer of family physicians (based on AAPF calculation) and other health professionals;
2. increase the number of our professional programs recognized in the top 20% by the US News Rankings; and
3. become a top 5% "Best Value" college (Educate to Career, Social Mobility Index).

East Carolina University enhances the quality of lives of eastern North Carolinians through diverse offerings of cultural enrichment, academics, the arts, and athletics. People of varied ages and backgrounds from the 29 counties in and around eastern North Carolina come to ECU for sporting events, art exhibitions, and scholarly lectures. These activities provide local cultural experiences and educational opportunities to ECU students and other residents of North Carolina, while also boosting economic development in the community and region.

ECU further broadens its reach by encouraging students and faculty to explore global cultures via study-abroad and other experiences, while actively expanding opportunities for students from around the world to engage in an ECU education.

ECU remains committed to its role as the **cultural champion of eastern North Carolina** and strives to distinguish itself as a gateway to the world.

By 2022, East Carolina University aspires to:

1. design and construct a visual and performing arts center in collaboration with local and regional interests;
2. establish and build opportunities for sending 25% of students on study-abroad experiences;
3. win more conference championships than any other conference member.

East Carolina University
Board of Trustees
University Affairs
April 27, 2017

Session	University Affairs
Responsible Person	Chris Locklear, Vice Provost for Academic Success
Agenda Item	II. D.
Item Description	Early College High School
Comments	
Action Requested	Information
Disposition	
Notes	

Early College High Schools on UNC Campuses

Constituent institutions of the University of North Carolina may enter into a contract with one or more North Carolina school districts to establish an Early College High School. Such high schools will provide regular high school course work and when college readiness is demonstrated, college-level course work for the Early College High School student. Students enrolling in college-level course work will have a distinct classification as an Early College High School Student (ECHS) and will not be degree seeking students at the constituent institution. Upon completion of high school, such students may be admitted as regular degree seeking students subject to the University's requirements for admission.

Students participating in an Early College High School will be identified and tracked in the University data system and will be placed in a unique category for Early High School students.

The President is authorized to establish regulations for the implementation of Early College High Schools at constituent institutions.

Regulations for the Establishment of an Early College High School on UNC Campuses

This Regulation confirms the required conditions and agreements that must be made prior to the establishment of an Early College High School program between constituent institutions of The University of North Carolina and local education agencies. The purpose of these regulations is to protect the interest of the students and ensure they have available to them all the services required of the appropriate education entity.

An agreement may be made between a local school district's Board of Education and a constituent institution of the university (hereafter the University) only when each of the following elements is included in the agreement:

1. The Early College High School (hereafter Early College) will be a public high school under the authority of the local school district's Board of Education (hereafter Board of Education). All federal, state, and local laws applicable to public high schools will be applicable to the Early College.
2. The principal of the Early College will be appointed by the Board of Education who will have executive authority over the high school programs and activities. The principal will select and supervise qualified and certified teachers to provide the courses for the high school programs. The Board of Education will compensate the principal, teachers and high school staff of the Early College.
3. All federal, state, local and Board requirements for public high schools will be followed and met and paid for by the Board of Education including but not limited to curriculum, instructional calendar, transportation, provision of textbooks and related materials, provision of physical education, provision of meals, provision of health services, including counseling, compliance with laws and regulations governing the education of students with disabilities, compliance with federal laws governing privacy of student records, and compliance with state laws governing the health and safety of minors and discipline. In addition, the Board of Education will pay any applicable instructional, incidental and miscellaneous fees charged by the University to its regularly enrolled students.
4. The Board of Education will ensure that all students enrolled in the Early College are provided with courses that meet the minimum course requirements for admission to the University of North Carolina, provided that upon recommendation of the Board, these requirements may be waived by the Board of Governors of the University of North Carolina.
5. The Early College will enroll at least 100 students such that it is a recognized high school by the Department of Public Instruction; provided that the head count may be modified by the Department upon recommendation of the Board of Education.
6. The Early College will be located on the campus of the University which will provide sufficient classroom and related space for the high school academic programs. Limited and controlled access to the University library will also be provided. There will be no access to residence halls, unmonitored internet access sites, any space where alcohol is available or any other space deemed by the University to be unsuitable for high school students or their programs. Monitoring of the students compliance with access to facilities and internet access will be the responsibility of the school principal. The University shall be responsible for the provision of utilities, and the maintenance thereof.
7. The Board of Education will be responsible for ensuring compliance with restrictions to Internet access as required for public schools in North Carolina.
8. All facilities will remain under the control of the University. All students, faculty and staff of the Early College must abide by University policies and regulations concerning its facilities as well as any restrictions as contemplated by paragraph (6).

9. The University may provide selected university-level courses for the students enrolled in the Early College. These courses will be taught by University faculty. Prior to enrolling in a university-level course, the students must demonstrate readiness to succeed in these courses. Representatives of the University and the Early College will confer and agree on a standard measure of readiness and performance which must be met by the students prior to enrollment in a university-level course.
10. The University host will establish the performance criteria for admission and for transfer of credits for Early College students to the host institution. Students meeting those criteria will be assured admission to the host institution and transfer of credits to complete the baccalaureate degree.
11. Students participating in an Early College will be identified and tracked in the University data system and will be placed in a unique category for Early College High School (ECHS) student. The students at the Early College will not be classified or counted as regularly enrolled students.
12. Selection of Early College students for the Early College High School must be made by an admissions committee that includes but is not limited to local public school officials, university academic affairs officials, university student affairs officials and college officials. Selection must be based on academic credentials, disciplinary records, potential of successful completion of high school requirements, potential for successful completion of university course requirements and potential for contribution to the intellectual and social strength of the college environment.
13. Applicants to the Early College must complete an application developed by representatives of the university and the college. This application must contain security questions utilized by the University for all enrolled students.
14. The Board of Education and the University will agree on start-up and annual operational costs to be reimbursed to the University by the Board of Education.
15. The Board of Education, through funding from the Department of Public Instruction, must pay to the University the tuition, education and technology fee, book costs and cost of delivering university-level courses for ECHS students. (Note: "Cost of delivery" is the amount derived by running the college level student credit hours (SCHs) through our enrollment change model.)
16. While in University facilities, on University property or in University classes, the students, faculty and staff of the Early College will comply with all state and local laws, applicable University regulations and applicable University policies. Failure to follow these proscriptions will subject the individual to the disciplinary procedures of the University and may result in dismissal from the College. The Board of Education will adopt any rules necessary to its governance of the school, provided that those rules will not be inconsistent to those in force at the University.
17. Students may be dismissed by the principal for violation of high school rules or regulations. The University may not veto these disciplinary decisions but the principal may seek advice from University officials prior to making these decisions. Students may also be disciplined or dismissed by the University for violation of federal or state laws or University rules or policies. Neither the principal nor the Board may veto such disciplinary decisions but the University may seek their advice prior to making these decisions.
18. The Board of Education and the University are each responsible for the negligence or intentional harm caused by its employees; however nothing in this section shall be construed to waive any defense of sovereign immunity which might otherwise be available to the Board or the University; provided further that nothing in this section shall be construed to limit the rights of

the Attorney General of North Carolina to bring claims for or to defend claims against the University.

19. The agreement between the University and the Board of Education must have a defined period of duration and a provision for termination with appropriate written notice. This agreement may be amended or supplemented by mutual written consent of both the Board of Education and the University.

20. If the agreement is terminated, the University will be reimbursed for uncompensated expenses incurred in the establishment or operation of the Early College.

21. The University and the Board of Education may agree on additional provisions to their agreement as long as those provisions are not in conflict with the above elements.

22. The agreement must be approved by the appropriate entities and signed by the Chair of the Board of Education; Superintendent of the collaborating school district; Chair of the campus Board of Trustees; and the Chancellor of the institution.

East Carolina University
Board of Trustees
University Affairs
April 27, 2017

Session	University Affairs
Responsible Person	Mike Van Scott, Interim Vice Chancellor for Research, Economic Development and Engagement
Agenda Item	III. A.
Item Description	Request for Name Change: East Carolina Center for Nursing Leadership
Comments	
Action Requested	Action
Disposition	
Notes	

Request for Name Change

Current Name: East Carolina Center for Nursing Leadership (ECCNL)

Proposed Name: East Carolina Consortium for Nursing Leadership (ECCNL)

Rationale: ECCNL's original mission has changed from research to service.

Specifically, new name

1. Maintains logo and messaging throughout the state
2. Reflects work in partnership with area partners
3. Promotes leadership capacity of nurses in the region through mentorship, education, and collaboration.

ECU Centers and Institutes Committee recommendation:

Approve Disapprove Other


Michael R. Van Scott, Chair,
Centers & Institutes Committee

4/13/2017
Date

Chancellor recommendation:

Approve Disapprove Other


Cecil Staton, Chancellor

4/24/17
Date

ECU Board of Trustees recommendation:

Approve Disapprove Other

Steve Jones, Chair

Date



College of Nursing
Health Sciences Building
East Carolina University
Greenville, NC 27858-4353

252-744-6388 fax
www.nursing.ecu.edu

April 10, 2017

Office of the Dean
744-6372

Dr. Michael R. Van Scott
Interim Vice Chancellor
Division of Research, Economic Development & Engagement
East Carolina University
Greenville, NC 27858

Dear Dr. Van Scott:

I am requesting that the East Carolina Center for Nursing Leadership (ECCNL) be undesignated as a UNC Center as of July 1, 2017. The ECCNL's original mission has changed from research to service and is currently maintained by academic programs (MSN—Nursing Leadership concentration, Post-Master's Certificate and DNP-Nursing Leadership) and through the service work of faculty. We are proposing to change the name of ECCNL to the East Carolina Consortium for Nursing Leadership to maintain our logo and messaging throughout the state and to reflect our significant work in partnership with our area partners including Vidant Medical Center. The College of Nursing will continue to support the ECCNL and its mission to mobilize nurses to be influential leaders in promoting healthier communities. The ECCNL will promote the leadership capacity of nurses in the region through mentorship, education, and collaboration. The critical functions of the current center will continue to be implemented with the revised structure.

Thank you in advance for consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads 'Sylvia T. Brown'.

Sylvia T. Brown, EdD, RN, CNE
Dean & Professor

Macready, Margaret Tagiilima

From: Van Scott, Michael
Sent: Thursday, April 13, 2017 9:49 AM
To: Macready, Margaret Tagiilima
Cc: Hopf, James; Ayers, Megan Kint
Subject: FW: East Carolina Center for Nursing Leadership
Attachments: Memo to Dr. Van Scott re ECCNL.pdf

Margaret,

Attached is the request from CON to discontinue the East Carolina Center for Nursing Leadership. Please generate an approval signature sheet for this request that includes the VC for REDE, Chancellor, and BOT. Once I have signed, forward the memo and signature sheet to Jim Hopf for the Chancellor's approval, and once that is received forward it to Megan Ayers for BOT approval at the upcoming meeting.

Thank you,

Mike

From: Brown, Sylvia
Sent: Monday, April 10, 2017 2:34 PM
To: Van Scott, Michael
Cc: Woody, Gina Ann; Crane, Patricia Ann
Subject: RE: East Carolina Center for Nursing Leadership

Attached is the letter requesting change in status of East Carolina Center for Nursing Leadership. Please let me know if you have any questions. We appreciate your consideration of this request.

From: Van Scott, Michael
Sent: Wednesday, April 05, 2017 9:24 AM
To: Brown, Sylvia <BROWNSY@ecu.edu>
Cc: Woody, Gina Ann <WOODYG@ecu.edu>
Subject: RE: East Carolina Center for Nursing Leadership

Sylvia,

If I receive the memo early next week, I can put it on the BOT agenda for April 27 and we can have it done before the new VC for REDE arrives in June. The actual date that the designation would be removed can be in the future, but you will have authorization to change the structure. For example, Chris Buddo requested that the Institute for Outdoor Theatre be de-established as a UNC center as of July 1; which the BOT approved; and the Institute continues to function until that time, but will not be subject to a comprehensive external review. The memo does not have to be extensive. A paragraph with a brief explanation and assurance that the critical functions will continue to be covered is sufficient.

Let me know if I can help with the transition,

Mike

From: Van Scott, Michael
Sent: Monday, April 03, 2017 11:47 AM
To: Brown, Sylvia
Subject: RE: East Carolina Center for Nursing Leadership

Sylvia,

Your summary of the process to remove the designation as a UNC system center is correct: a memo describing the change is all that is required. As I understood it, many of the functions originally served by the Center have been subsumed by academic programs in Nursing Leadership (MS and certificates). A statement to that effect should be sufficient justification for the change. As far as the name is concerned, the guidance provided by UNCGA and UNCBOG is to avoid "Center" or "center" in the title going forward. There are plenty of examples small "c" centers across the System, but it is confusing and could lead to scrutiny if/when BOG conducts their next review. If you could change it to something like East Carolina Program for Nursing Leadership (formerly the East Carolina Center for Nursing Leadership), it would be best.

Mike

From: Brown, Sylvia
Sent: Friday, March 31, 2017 1:21 PM
To: Van Scott, Michael
Cc: Woody, Gina Ann
Subject: East Carolina Center for Nursing Leadership

Mike,

Phyllis shared with me that she had discussed our desire to restructure the East Carolina Center for Nursing Leadership from being an official "Institutional Center" to a more informal or unofficial designation as a center. She indicated that others in the university have made this change from a big C to a little c or other title such as Office of.. etc. It is my understanding that we would need to submit a memo to you indicating our desire for this change. We would like to keep the title of East Carolina Center for Nursing Leadership if possible, since our center is recognized for its work throughout our region and state. We currently have Dr. Woody as the Director, which she receives one course release for this effort, but there are no additional staff or faculty designated for the center. Several of our faculty participate in leadership initiatives that support the work of the center, but it is part of their service and scholarly activity. Do you see a problem with us keeping the name as it currently exists? Any recommendations that you could make to assist us with our request to you would be appreciated. It is my understanding that after your approval, this would need to go to the Chancellor and the BOT for approval. We appreciate your feedback and consideration of our request. We will submit a formal memo to you with our request in the near future.

Sylvia T. Brown, EdD, RN, CNE
Dean & Professor
ECU College of Nursing
4205L Health Sciences Building
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E-mail: brownsy@ecu.edu

 East Carolina University.
College of Nursing

East Carolina University
Board of Trustees
University Affairs
April 27, 2017

Session	University Affairs
Responsible Person	Virginia Hardy, Vice Chancellor for Student Affairs
Agenda Item	IV. A.
Item Description	Male Student Success Action Plan
Comments	
Action Requested	Information
Disposition	
Notes	



Male Student Success Action Plan 2016-2017 Update: Improving Engagement, Persistence, and Completion Outcomes

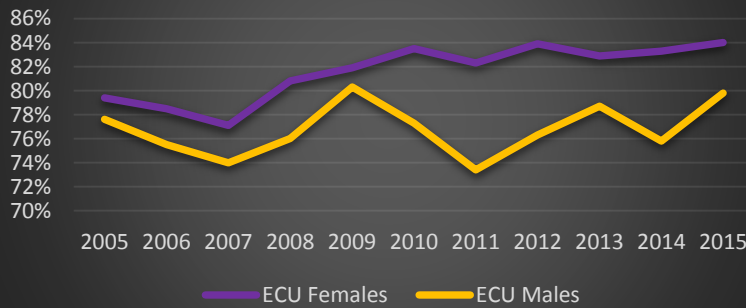
Introduction

The purpose of this briefing is to provide a progress report on implementation of the action plan recommendations established in April 2016. Major accomplishments during the 2016-2017 academic year include:

- Institutional commitment to improving engagement, persistence, and completion outcomes as a long term systems change approach. It is acknowledged there are no “quick fixes” but a coordinated effort to implement and scale up best practice based on data-informed decisions.
- Having built on past and current student success initiatives to translate to male student success.
- Having increased engagement of students where they live and work together on campus.
- Having begun to develop a better understanding of male student perspectives regarding the gendered college experience.

The Gender Gap at ECU: Retention and Graduation Rates

Table 1. Retention Rates by Gender of First-Time Full-Time Undergraduates



Eleven year tracking of fall-to-fall retention rates by gender among first-time full-time (FTFT) undergraduate students provides several important insights:

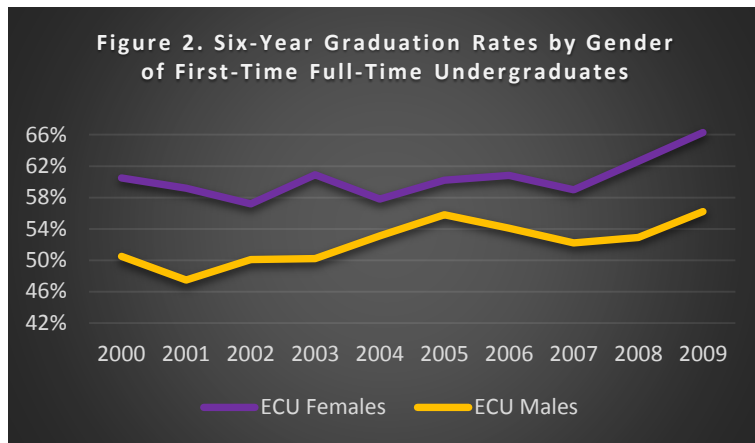
- ECU male retention has consistently been lower than female retention over the past eleven years.
- The FTFT retention gap between ECU female and male cohorts grew from 1.8% (female=79.4%, male=77.6%) in 2005 to 7.5% (female=83.3, male=75.8%) in 2014. In 2015, the gap decreased to 4.3% (female – 80%, male – 79.7%).

➤ A similar gender gap in FTFT retention rates exists at our two most closely aligned UNC system institutions: UNC-Charlotte and UNC-Greensboro

Retention Gap Comparison 2014 Cohort*:

ECU:	F = 83.3	M = 75.8	Gap = 7.5
UNCC:	F = 85.2	M = 82.0	Gap = 3.2
UNCG:	F = 79.1	M = 73.4	Gap = 5.7

*Please note that 2015 cohort data was not available from UNC-General Administration for this update report.



- From 2000-2009*, the six-year graduation rates between females and males by cohort also show a consistent gap in which men are graduating at a lower rate.
- The FTFT 6-year graduation gap between ECU females and males was 10.0% (female=60.5%, male=50.5%) in 2000. The gap fluctuated as high as 11.7% for the 2001 cohort and as low as 4.4% for the 2004 cohort.
- The 2009 FTFT cohort gap was 10.1% (female=66.3%, male=56.2%)
- A similar gender gap in FTFT graduation rates exists at our two most closely aligned UNC system institutions: UNC-Charlotte and UNC-Greensboro

Graduation Gap Comparison for 2009 Cohort*:

ECU:	F = 66.3	M = 56.2	Gap = 10.1
UNCC:	F = 57.3	M = 49.2	Gap = 8.1
UNCG:	F = 58.0	M = 51.6	Gap = 6.4

➤ Although our graduation gap is greater, ECU’s graduation rates are higher in comparison to UNCC and UNCG.

*Please note that 2010 ECU and cohort data from UNC-General Administration was not available for this update report.

Action Recommendations: 2016-2017 Progress Points

1. Implement a comprehensive institutional approach in data collection and use to effectively address male student engagement, persistence, and completion gaps.

Action Step 1: Implement a comprehensive survey and focus group inquiry to explore the influence of gender on student success.

- Gender and Student Success Inquiry: A project team was formed to design a survey and focus group protocol that will be administered during fall semester 2017 after completing a pilot study during summer 2017.
- **Survey and focus group questions will explore what helps or hinders student success at ECU.**
- The undergraduate sample of 5500 students for survey administration will include both men and women so that comparisons can be drawn between the experiences of men and women. The survey will also be designed as a recruitment tool for the focus group portion of the inquiry in which 10-15 focus groups will be conducted.
- Results from the survey will be available in late fall semester 2017 and focus group results will be available during spring semester 2018. Results from this inquiry will be disseminated to the campus community to inform institutional practice and student success strategies.

Action Step 2: Implement and integrate predictive analytics initiatives to focus on gender differentiation (and race/ethnicity).

- ECU Institutional Research Retention Modeling: A logistic regression model which included both men and women in three FTFT cohorts (2013, 2014, and 2015) was created to predict which factors might be associated with an increased likelihood of first-year retention. While gender itself was not a significant predictor, several other characteristics were associated with increased odds of first-year retention. For instance, students who belonged to a fraternity, lived closer to ECU, registered for classes earlier, were admitted to ECU earlier, had smaller gaps between their HS GPA and SAT scores, enrolled in COAD 1000 or MATH 1065, or enrolled with Early College credits or more transfer credit hours than their peers were all more likely to be retained than students for whom these statements were not true. Next steps include creating similar predictive models for four- and six-year graduation rates.
- Predictive Analytics Reporting: ECU is participating in a UNC General Administration project that aims to support institutions predictive analytics software to make data-informed decisions to improve student success, improve student persistence to completion, and reduce/eliminate gaps in student success. Recently we have learned that

ECU students most at risk for departure are Pell eligible/low family income males. Additionally, a course explorer tool has provided insights regarding courses with the lowest pass rates. Insights will be used to identify specific student to whom we should target for engagement in student success interventions.

➤ Finish In Four: An institutional task force has been formed to advance towards achieving an institutional four-year graduation rate of 50% by 2022. Members of the Male Student Success Action Plan Working Group also serve on Finish In Four, thereby offering synergies in addressing male student success.

Action Step 3: Review current institutional data and define a focused institutional research agenda. As the above action steps are advanced during 2017-2018, inquiry results will serve to inform next steps in institutional research that best serves to advance our understanding and practice specific to improving retention, completion and engagement outcomes.

2. Develop new and enhance existing learning communities that ensure high impact practice and improve student engagement, persistence, and completion outcomes.

Action Step 1: Expand Freshmen Immersion Program (FIP) to match ECU gender ratio.

➤ FIP Scholars at the Pirate Academic Success Center: FIP (Freshman Immersion Program) Scholars is a yearlong nonresidential learning community housed in the Pirate Academic Success Center. FIP Scholars receive high impact services including academic and college life transition coaching, peer mentoring, priority tutoring, enrollment in common classes, and learning center employment opportunities. Although FIP Scholars are identified from prospective students who are below ECU admission criteria, FIP Scholars’ achievement include the following:

- FIP Scholar male and female retention rates exceed campus retention rates FTFT cohort
 - FIP 2015 90% (n=55) Male 83% (n=12) Female 93% (n=43)
- FIP Scholar average GPA meets or exceed campus average for FTFT cohort

Perhaps the greatest strength of the program is in the relationships built between students and staff and the peer, faculty and academic engagement activities that connect FIP students to our university in meaningful ways. When students are supported by caring professional and student staff and experience heightened engagement, their academic success becomes achievable.

➤ FIP Scholar Profiles from 2011-2016:

	FIP 2011		FIP 2012		FIP 2013		FIP 2014		FIP 2015		FIP 2016	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Students	12	25	15	24	10	25	10	24	10	38	25	28
Average SAT	914		914		874		871		890	904	882	896
Average ACT	NA		NA		NA		NA		18.3	18.1	19	18
Average Unweighted HS GP	3.06		2.93		3.14		3.42		3.39	3.37	3.23	3.33
Fall GPA	2.57		2.12		2.55		2.75	3.12	2.67	3.16	2.73	2.99
Spring GPA	2.23		1.91		2.08		2.47	3.29	2.25	2.98	NA	
Retention Rate	NA		NA		NA		85.7%	95.0%	81.8%	88.0%	NA	

Action Step 2: Offer a menu of male focused student transition experiences that support adjustment and belonging to the ECU community.

➤ COAD 1000 First Year Seminar: Offered one section in spring 2017 to 15 males and one female student.

➤ Project M.O.R.E (Male Outreach, Retention and Enrichment) is an academic and personal development program supporting male success. Manhood Mondays was offered during fall semester and the male student success summit was featured during spring semester.

➤ Time Out with the Provost is a new program that featured visits by university Provost Michelson to the student recreation center on two occasions in the fall to meet students and discuss their academics and any other topics at ECU.

Action Step 3: Develop a living-learning community for male students. A collaboration between Campus Living, Office of Student Transitions, Campus Recreation and Wellness, and Kinesiology has been developed to offer a new

living learning community named “The League.” This new initiative will support first year males interested in sports and sports related issues. Students will benefit from social opportunities, as well as educationally enriching programs. They will take two classes together (COAD 1000 and KINE 1000) and will attend Project M.O.R.E. events as well as the Student Success summit. Students will reside in Garrett Residence Hall with future capacity for 100 students. Target numbers for the first year are 20-25 students.

3. **Develop and target outreach and educational messaging to the ECU Campus Community that conveys keys to student success, campus resources, personal responsibilities, and self-efficacy.** (two recommendations were integrated to streamline institutional outreach and marketing processes)

Action Step 1: Hold an annual Male Student Success Summit for students.

- Dr. Terrell Strayhorn, Director of the Center for Higher Education Excellence at The Ohio State University was the keynote speaker for the 2nd annual Male Student Success Summit at ECU on January 28. Under the theme of “Your Time to Soar,” Dr. Strayhorn used an engaging style to share strategies that students can use to be successful in the classroom, as well as in their personal lives
- Over 60 students attended the summit, along with several ECU faculty and staff. Workshops such as “Rewriting What it Means to be a Man: Creating Success for Males at ECU” and “Why Male Student Success Matters” were among the 15 sessions presented by faculty and staff.

Action Step 2: Develop student led outreach and engagement processes.

- The Male Student Success Student Advisory Group continues to meet and forward suggestions on male student success initiatives. There are 10 members. A recent meeting focused on preparation for the 2018 Male Student Success Summit.
- Tie Wednesdays is a lunch group of male students and faculty/staff who meet bi-weekly in the dining halls. Students are encouraged to dress professionally including wearing a tie and engage in conversations regarding networking, what’s going on, personal success, and career preparation.
- Barbershop Talk was a leadership series for young Black men held over the course of three two hour sessions during spring semester 2017. Historically in the African American community the barbershop has been a space in which males gather not only for grooming, but real conversation. More specifically meaningful conversations that are life lessons. Participants were encouraged to expand their leadership skills to make an impact on their campus and in their local communities.

Action Step 3: Develop a communications strategy that includes website, digital, and social media mechanisms as well as presentations to campus constituencies. A working team has just begun to meet in preparation for developing a comprehensive plan for implementation during the 2017-2018 academic year.

4. **Form a “Scholarship of Teaching & Learning Task Force” to address academically-based engagement and performance gender gaps.** (This is a new recommendation approved during fall semester 2016)

Action Step 1: Work with the faculty senate to identify senate committee representation and coordination with this task force.

- **Completed:** Daniel Shouse, Associate Professor for Academic Library Services, is serving on the working group and this task force.
- Members of this task force will provide periodic progress reports to the faculty senate. Jake Jensen, faculty member in Human Development and Family Science, will be scheduled to present to the faculty senate early in fall semester 2017.

Action Step 2: Build a library of disciplinary/interdisciplinary resources and offer educational workshops that inform the understanding of gender within the scope of the scholarship of teaching and learning.

- The Office of Faculty Excellence is working with Joyner Library collections to establish a digital collection. Initial steps have been taken to begin a review of literature process.
- The Office of Faculty Excellence is working with campus content experts to offer workshops on the “Closing the Retention, Graduation, and Engagement Gaps at ECU” during new faculty orientation in August and as a general campus community offering in September 2017. These workshops will also serve to introduce the Faculty Learning Community action step outlined below.

- All workshops will be video recorded so that anyone in the campus community will have digital viewing access.

Action Step 3: Create a Faculty Learning Community to bring together faculty and staff with common student success interests to facilitate discussion, planning, sharing of resources, and evaluation methods.

- This Faculty Learning Community will be launched at the beginning of fall semester 2017. Its purpose is to focus on improving retention and graduation rates with particular focus on male student success while attending to gender gap issues. This group will address effective pedagogy and develop methods of teaching that will help narrow the achievement and engagement gaps while supporting both men and women in college completion.
- This Faculty Learning Community will explore and develop a plan to promote and incentivize the scholarship of teaching and learning to address academically-based engagement and performance gender gaps.

Emerging Actions and Challenges

- 1. Action:** At present several staff members in the Division of Student Affairs are developing a logic model to guide prospective institutional grant seeking. Data and information derived from other action steps will be incorporated to launch an institutional grant proposal team to seek funding to sustain educational interventions and scholarship of teaching and learning opportunities.
 - 2. Action:** Finances and the need for employment often serve to hinder student success. Exploration is needed regarding on-campus employment opportunities and first destination employment preparation.
 - 3. Action:** Build an integrated assessment process to measure student engagement and impact in student success initiatives.
 - 4. Action:** Use insights learned from institutional research: Target outreach efforts to male Pell Grant/low income students beginning at orientation and early in the first year.
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- 1. Challenge:** Pipeline issue of male education: The decline in male achievement and engagement in high schools relative to women accelerates for the men who continue to college.
 - 2. Challenge:** Recruiting male involvement and keeping them engaged.
 - 3. Challenge:** Additional resources are needed to “scale up” educational interventions that prove to be successful in improving student success.

2016-2017 Leadership Collaboration

Male Student Success Action Plan Working Group

- Elizabeth Coghil, Pirate Academic Success Center
- Mary Beth Corbin, Ed.D., Office of Student Transitions
- William Ehling, Campus Recreation and Wellness
- Zach Evans, Dean of Students Office
- Mary Farwell, Ph.D., Biology; and Division of Research, Economic Development and Engagement
- Jayne Geissler, Ph.D., Retention Programs and Undergraduate Studies
- Jake Jensen, Ph.D., Human Development and Family Science
- Kathleen Hill, Student Affairs Assessment, Research and Retention
- Beverly King, Ph.D., Institutional Planning, Assessment, and Research
- Dorothy Muller, Ph.D., Office of Faculty Excellence
- Margot Neverett, Ph.D., Institutional Planning, Assessment, and Research
- Daniel Shouse, Associate Professor for Academic Library Services
- John Stowe, Career Services
- Jeremy Tuchmayer, Student Affairs Assessment, Research, and Retention
- Lathan Turner, Ph.D., Student Transitions and First Year Experience

This working group will transition to serving as a steering committee that will meet on a quarterly basis during 2017-2018. The four recommendations have been further operationalized into project teams with additional membership being recruited for specific action projects.

East Carolina University
Board of Trustees
University Affairs
April 27, 2017

Session	University Affairs
Responsible Person	Kieran Shanahan, University Affairs
Agenda Item	V.
Item Description	Closed Session
Comments	
Action Requested	
Disposition	
Notes	