

**East Carolina University
Board of Trustees
September 9, 2020**

MINUTES

The ECU Board of Trustees met at 6 p.m. on September 9, 2020 for the purpose of conducting a self-assessment. The meeting originated TowneBank Tower on the Athletics campus of East Carolina University in Greenville, NC. Chairman Vern Davenport called the meeting to order.

ROLL CALL

Mr. Davenport called on Mr. Vince Smith to call the roll. A quorum was established.

PRESENT:

Vern Davenport
Leigh Fanning
Tom Furr
Van Isley
Max Joyner, Jr.
Fielding Miller
Angela Moss
Bob Plybon
Jason Poole
Tucker Robbins
Jim Segrave
Scott Shook
Vince Smith

ABSENT:

READING OF ETHICS STATEMENT

In compliance with the State Government Ethics Act, Mr. Davenport read the conflict of interest statement and asked if anyone had a conflict to disclose. No conflicts were identified.

PURPOSE OF SELF-ASSESSMENT

Chairman Davenport indicated that the purpose of the evening was to conduct the UNC Policy required four-year self-assessment. SACSCOC guidance recommends more frequent board self-assessments. Therefore, tonight, the board will conduct what is being referred to as a mid-cycle self-assessment, with plans to conduct the comprehensive self-assessment with a consultant in 2021.

Mr. Davenport noted that from a board perspective, this was the appropriate time to conduct this assessment. Two new board members have been named to fill vacated seats and there will be additional new members appointed via the regular appointment cycle in 2021. In the next 6 months, ECU will be onboarding a new chancellor. This board needs to cohesively and be glued together working with administration in order to ensure success and unity moving forward.

Following this introduction, Mr. Davenport moved into the agenda.

I. SACSCOC Reaffirmation 2023

Dr. Ying Zhou led a presentation on the SACSCOC reaffirmation cycle, including the timeline of the Decennial Review. She and her team also spent time discussing some of the basic principles of accreditation, such as the mission and the governing board standards, which will be discussed in more detail throughout the meeting.

II. Institutional Mission and Mission Review

Interim Chancellor Ron Mitchelson gave a presentation on ECU's institutional mission. He reviewed the three pillars of the mission: student success, public service and regional transformation, and he articulated what that looks like every day on campus and in this region.

Interim Chancellor Mitchelson and the board discussed the impact new leadership at both the System Office and in the Chancellor’s Office would have on the university mission. Of course, both leadership appointments should trigger a review of the university mission, but both the board and the administration are committed to the current mission.

Following discussion, Trustee Jason Poole moved that the board reaffirm the mission statement as presented, and directs that a comprehensive review of the university’s mission statement be conducted when a new chancellor is in place. The motion was seconded, and Mr. Davenport called on Megan Ayers, Assistant Secretary to the Board of Trustees, for a roll call vote. The motion was approved.

ROLL CALL VOTE	Y/N
Vern Davenport	YAY
Leigh Fanning	YAY
Tom Furr	YAY
Van Isley	YAY
Max Joyner, Jr.	YAY
Fielding Miller	YAY
Angela Moss	YAY
Bob Plybon	YAY
Jason Poole	YAY
Tucker Robbins	YAY
Jim Segrave	YAY
Scott Shook	YAY
Vince Smith	YAY

III. Governing Board Characteristics & Multi-level Governance

Paul Zigas, Interim Vice Chancellor for Legal Affairs reviewed governing board characteristics and multi-level governance systems with the board. The board discussed the difference between BOG authorities, Chancellor authorities and BOT authorities.

IV. Board / Administrative Distinctions and CEO Evaluation & Selection

Paul Zigas, Interim Vice Chancellor for Legal Affairs and Megan Ayers, Assistant Secretary to the BOT reviewed the distinction between the roles of BOT and Chancellor, specifically those who set policy and those who implement policy. In addition, Megan Ayers reviewed the process for Chancellor selection and specifically talked about the timeline status of the ECU Chancellor search. She also reviewed the process for evaluating the Chancellor and the timeline for that.

V. Conflict of Interest / Board Dismissal / External Influence

Paul Zigas spent time defining conflicts of interest and potential conflicts of interest as well as the board dismissal process and external influence.

VI. Board Self-Assessment and Survey Results

Chairman Vern Davenport and Megan Ayers reviewed the process for board self-assessments as well as the results from the Board Self-Assessment Survey.

CONCLUSION

Mr. Davenport summarized in closing – while the past several years has been tumultuous, ECU, both administratively and regarding governance, are positioned to move ECU in the right direction. The new board and the new Chancellor will need to have support and trust to continue this positive momentum.

ADJOURNMENT

Hearing no further business to come before the board, Mr. Davenport adjourned the meeting.

Respectfully Submitted,

Megan Ayers
Assistant Secretary to the Board of Trustees

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SACSCOC Reaffirmation 2023

Ying Zhou
Cyndi Bellacero
Emily Maida
September 9, 2020



Fifth-Year Interim Report Update

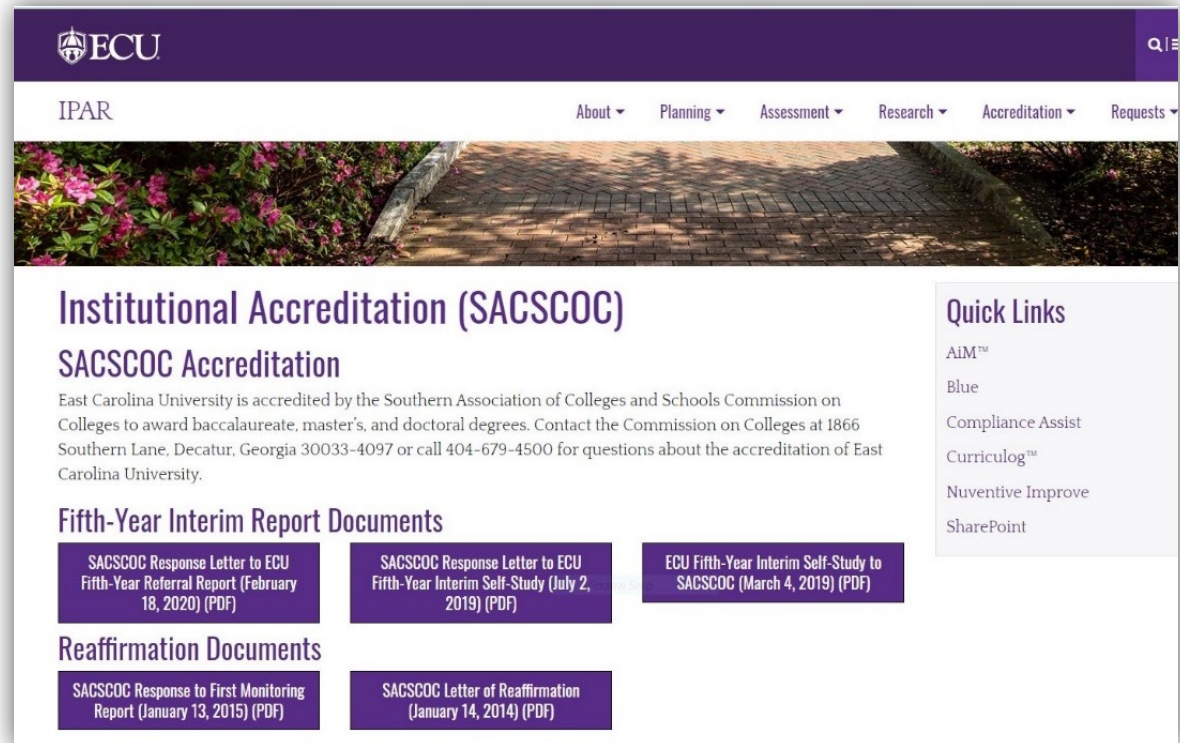
As part of the SACSCOC accreditation cycle, ECU submitted the Fifth-Year Interim report in March 2019.

22 SACSCOC Standards Addressed

8 Work Groups Involved

1,918 Hyperlinked Supporting Documents

Self-study and SACSCOC Letters Available on IPAR Website



The screenshot shows the IPAR (Institutional Planning and Assessment Reporting) website for East Carolina University. The header includes the ECU logo and navigation menus for About, Planning, Assessment, Research, Accreditation, and Requests. A banner image of a brick path with pink flowers is displayed. The main content area is titled "Institutional Accreditation (SACSCOC)" and "SACSCOC Accreditation". It provides information about ECU's accreditation by the Southern Association of Colleges and Schools Commission on Colleges. Below this, there is a section for "Fifth-Year Interim Report Documents" with three links: "SACSCOC Response Letter to ECU Fifth-Year Referral Report (February 18, 2020) (PDF)", "SACSCOC Response Letter to ECU Fifth-Year Interim Self-Study (July 2, 2019) (PDF)", and "ECU Fifth-Year Interim Self-Study to SACSCOC (March 4, 2019) (PDF)". A "Reaffirmation Documents" section includes "SACSCOC Response to First Monitoring Report (January 13, 2015) (PDF)" and "SACSCOC Letter of Reaffirmation (January 14, 2014) (PDF)". A "Quick Links" sidebar on the right contains links for AiM™, Blue, Compliance Assist, Curriculog™, Nuventive Improve, and SharePoint.

Looking to the Decennial Review

Class of 2023 Deliverables

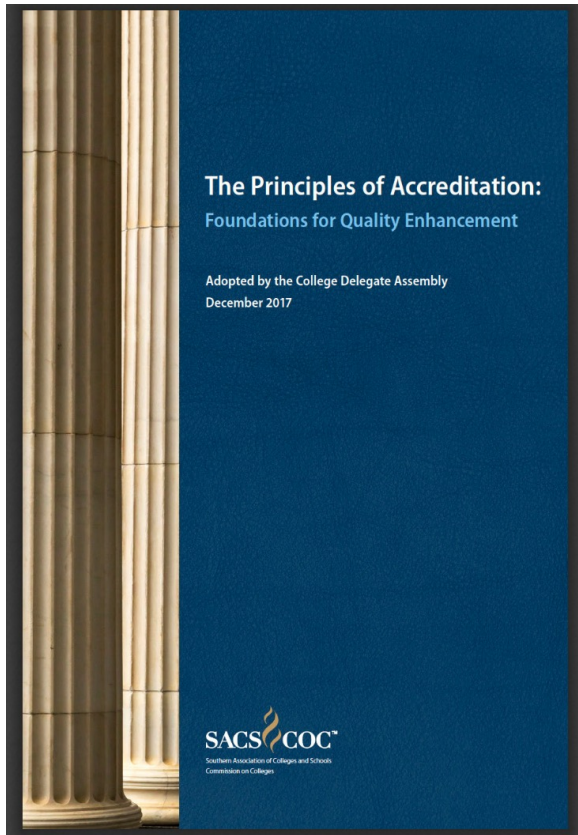
- A Compliance Certification report
- A new quality enhancement plan (QEP)
- Focused Report
- Response Report, if requested



Reaffirmation Timeline and Important Dates

Activities	Development Timeline	Due Date
ECU developing a compliance certification and collecting evidence	Summer 2020 – Aug. 2022	Early Sept. 2022
ECU developing a new QEP	Fall 2020 – Jan. 2022	6 weeks before on-site review
SACSCOC off-site review		Nov. 2022
ECU developing a focused report to provide additional compliance information identified in off-site review	Nov. 2022 – Jan. 2023	6 weeks before on-site review
SACSCOC on-site review		Jan. 17 – Apr. 14, 2023
ECU developing a response report to on-site findings, if requested	Apr. – Aug. 2023	Early Sept. 2023
Reaffirmation decision made by SACSCOC Board		Dec. 2023

The Principles of Accreditation



1. Principle of Integrity
- 2. Mission
3. Basic Eligibility Standard (3 standards)
- 4. Governing Board (9)
5. Administration and Organization (7)
6. Faculty (7)
7. Institutional Planning & Effectiveness (3)
8. Student Achievement (4)
9. Educational Program Structure and Content (7)
10. Educational Policies, Procedures, & Practices (9)
11. Library & Learning Resources (3)
12. Academic & Student Support Services (6)
13. Financial & Physical Resources (8)
14. Transparency & Institutional Representation (5)



2.1 Institutional Mission and 4.2a Mission Review

Ron Mitchelson



University Mission

To be a national model for student success, public service and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

Approved by the Board of Trustees in July 2013

Approved by the Board of Governors in February 2014

4.2.a Mission Review

The governing board ensures the regular review of the institution's mission

Formally approves and periodically reviews the institution's mission statement.



Reaffirms the mission statement and whether changes are made, thereby maintaining a cognizance of the previously agreed-upon scope of institutional activities



Ensures that institutional policies, procedures, and activities remain compatible with and included in the mission statement.

4.2a Mission Review, continued

Questions to consider

- Is review of the mission statement a regular expectation of the governing board?
- What is the process for mission review and approval of changes?
- What event or events trigger a review of the mission of the institution?



4.1 Governing Board Characteristics and 4.3 Multi- level Governance

Paul Zigas



4.1 Governing Board Characteristics

The institution has a governing board of at least five members that:

(a) is the legal body with specific authority over the institution.

(b) exercises fiduciary oversight of the institution.

(c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.

(d) is not controlled by a minority of board members or by organizations or institutions separate from it.

(e) is not presided over by the chief executive officer of the institution.

4.1 Governing Board Characteristics, continued

Questions to Consider

What is the structure of the governing board and its committees?

How are governing board members and the presiding officer elected or appointed?

How are board members apprised of their responsibilities, including fiduciary responsibilities?

How often do the governing board members meet and is their agenda appropriate for their responsibilities?

What is the process to vet board members for their possible financial interests in the institution? Who keeps track of this information?

Is there an executive committee? If so, how does the executive committee report to the full board?

How is a quorum defined?

What safeguards are in place to prevent control of the board by a minority of members?

How is the board's presiding officer selected, and who is the presiding officer?

What is the relationship between the institution's chief executive officer and the institution's governing board?

4.3 Multi-level Governance

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines the following areas within its governance structure:

(a) institution's mission,

(b) fiscal stability of the institution, and

(c) institutional policy.



4.3 Multi-level Governance, continued

Questions to Consider

- Are adequate definitions of legal authority and operating responsibility clearly stated in the rules and regulations, policy manuals, and/or bylaws of the governing board?
- What is the nature of the fiscal responsibilities among the multiple levels of control? Is this clearly stated?
- What entity (or entities) regularly examines the mission of the institution?



Multi-level Governance of the University of North Carolina

The ECU Board of Trustees is the governing board of East Carolina University.

True or False?



Multi-level Governance of the University of North Carolina

4.1(a) Is the legal body with specific authority over the institution.

State law vests full authority for the administration of the constituent institutions, including East Carolina University, to the **Board of Governors**, subject to any delegations of authority to the President, Chancellors, and Boards of Trustees. **In short, the Board of Governors is the governing board of East Carolina University.**



Multi-level Governance of the University of North Carolina

“The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the constituent institutions, subject to such powers and responsibilities as may be conferred by statute on or delegated by the Board of Governors to the boards of trustees of the constituent institutions, and to this end it shall maintain close liaison with the State Board of Education, the State Board of Community Colleges, and the private colleges and universities of the state.”

UNC Code 200A(1) and N.C. Gen. Stat. §116-11



Multi-level Governance of the University of North Carolina

The ECU Board of Trustees exercises fiduciary oversight of the institution.

True or False?



Multi-level Governance of the University of North Carolina

4.1 (b) exercises fiduciary oversight of the institution.

“The Board of Governors shall be responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” UNC Code 200A(2) and N.C. Gen. Stat. § 116-11

But see Appendix 1 of the Code (Trick Question)



Multi-level Governance of the University of North Carolina

4.1 (c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.

Who has this responsibility?

- a. My two dogs**
- b. The UNC Board of Governors**
- c. The ECU Board of Trustees**
- d. The Chancellor**
- e. The Vice Chancellor for Administration and Finance**



Multi-level Governance of the University of North Carolina

The Board of Governors has adopted [UNC Policy 200.1](#) (Dual Memberships and Conflicts of Interest). This policy reflects certain legal requirements from Chapter 138A (the State Government Ethics Act) and addresses conflicts of interest as required by 4.1 (c). This policy also applies to the Boards of Trustees, Chancellors, and Chief Finance Officers. Again, Trick Question.



Multi-level Governance of the University of North Carolina

4.1 (d) is not controlled by a minority of board members or by organizations or institutions separate from it.

The Board of Governors has adopted [UNC Policy 200.7](#) (Duties, Responsibilities, and Expectations of Board members). By establishing clear standards of conduct for the Governors and Trustees this policy serves as a mechanism to address attempts by a minority of board members or by organizations or institutions separate from it to control the Board.



Multi-level Governance of the University of North Carolina

4.1 (e) is not presided over by the chief executive officer of the institution.

What position serves as the CEO for the University of North Carolina?

- a. The Chair of the Board of Governors
- b. The Governor of the State of North Carolina
- c. The UNC President



Multi-level Governance of the University of North Carolina

What position serves as the CEO of East Carolina University?

- a. The Chair of the ECU Board of Trustees
- b. The State Superintendent of Public Instruction
- c. My Two Dogs
- d. The Chancellor



Multi-level Governance of the University of North Carolina

502 A. General Authority.

“The administrative and executive head of each constituent institution shall be the chancellor, who shall exercise complete executive authority therein, subject to the direction of the president. The chancellor shall be responsible for carrying out policies of the Board of Governors and of the board of trustees.”

UNC Code 502A and .N.C. Gen. Stat. G.S. § 116-34(a)



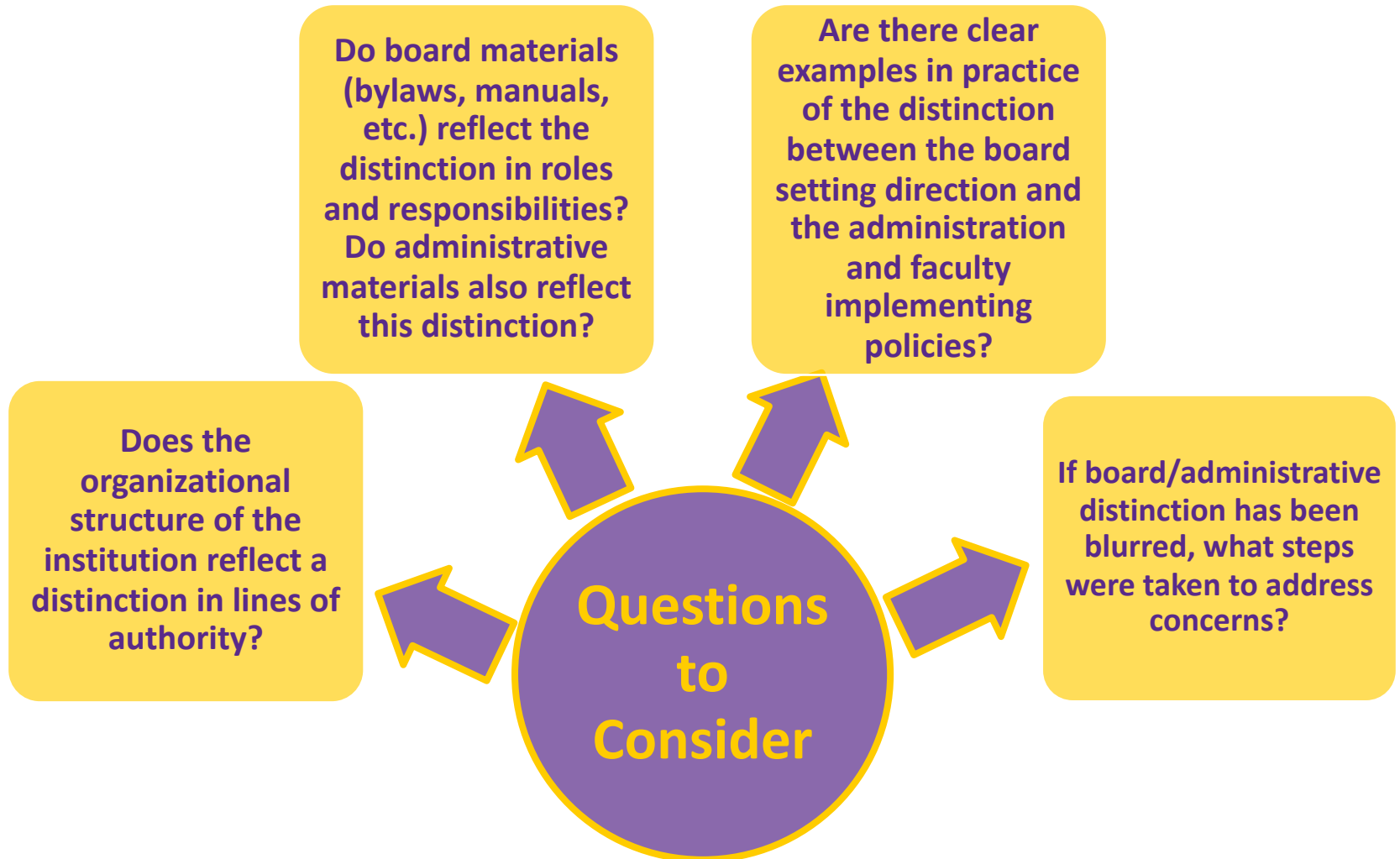
4.2b Board/Administrative Distinction and 4.2c CEO Evaluation and Selection

Paul Zigas
Megan Ayers



4.2b Board/Administrative Distinction

The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.



4.2b Board/Administrative Distinction

- **UNC Policy 200.7 Duties, Responsibilities, and Expectations of Board Members**
 1. Understanding and participating appropriately in the oversight function allocated to the board with respect to the finances and effectiveness of the institution . . . (200.7(B)(2));
 2. Seeking information from and consulting appropriately with the chief executive officer of the institution . . . to gain additional context, make well-informed policy decisions, and carry out responsibilities for board-level oversight and monitoring of the affairs of the institution or University-affiliated organization(200.7(B)(3));
 3. **Referring matters of administration and management to the chief executive officer of the institution . . . for handling(200.7(B)(7));**



4.2b Board/Administrative Distinction

4. Respecting and following executive leadership, management, and reporting lines when communicating with the University and the constituent institutions, and refraining from directing matters of administration or executive action except through the chief executive officer of the institution . . . (200.7(B)(8)); and
5. Recognizing that board members' authority is collective, not individual, and only arises from their participation with other members of the board when it is officially convened(200.7(B)(9)).
6. **Board members shall adhere to high standards of ethical conduct by complying with laws, regulations, and University policies applicable to their service as board members and public officials (200.7(C))**



4.2b Board/Administrative Distinction

Hypothetical

A severely misguided contractor paints the walls of the Chancellor's Suite in the tower **Carolina Blue** and they CANNOT be repainted in time for the home opener. As a Trustee and as a good human being I am highly offended. Because I am familiar with UNC Policy 200.7, however, I know I should:

1. Hunt down the contractor and throw them in the brig;
2. Hunt down the head of Materials Management and throw them in the brig
3. Hunt down the Vice Chancellor for Administration and Finance and throw that person in the brig; or
4. Call the Chancellor to discuss my concern because this is a matter of administration and management



4.2b Board/Administrative Distinction

Trustee Trivia!

UNC Code Appendix 1-Delegations of Duty and Authority to Boards of Trustees

1. **Set** certain compensation for certain ECU employees exempt from the State Human Resources Act T/F
2. **Set** the Chancellor's Salary T/F
3. **Adopt** ECU personnel policies. T/F
4. **Approve** initiation and settlement of litigation T/F
5. **Conduct** Chancellor Searches T/F
6. **Ensure** ECU's compliance with the educational, research, and public service roles assigned to it by the Board of Governors, either by express directive or by promulgated long-range plans of the Board of Governors. T/F



4.2b Board/Administrative Distinction

5. **Approve** honorary degrees, awards, and distinctions. T/F
6. **Approve** ECU's annual operating budget T/F
7. **Be responsible for:**
 - (1) the selection of architects or engineers for buildings and improvements requiring such professional services;
 - (2) the approval of building sites;
 - (3) the approval of plans and specifications; and
 - (4) the final acceptance of all completed buildings and projects



4.2b Board/Administrative Distinction

(5) **Be responsible for** preparing and maintaining a master plan for physical development of East Carolina University T/F

(6) **Recommend to** the Board of Governors any proposal involving the acquisition and disposition of any interest in real property as required T/F

8. **cause to be collected** from each student . . . such tuition, fees, and other amounts necessary to pay other expenses for the term, as have been approved by the Board of Governors. T/F

9. **require the payment** of tuition and fee deposits T/F



4.2b Board/Administrative Distinction

10. **require** the payment of application fees T/F
11. **Approve** University contracts for goods or services valued at \$50,000 or more T/F
12. **Establish regulations concerning** the acceptance of obligations of students, together with such collateral or security as may be deemed necessary or proper, in lieu of cash, in payment of tuition and fees T/F
13. **In consultation with the chancellor, recommend** to the president the amounts to be charged at the constituent institution for application, athletics, health services, student activities, educational and technology, retirement of debt incurred for capital improvements projects authorized by the General Assembly, course, and special fees. T/F



4.2b Board/Administrative Distinction

- 13. May Adopt** regulations for Student Financial Aid where required (subject to applicable law and BOG policies). T/F
- 14. Upon recommendation of the Chancellor, determine** the type, level, and extent of student services (such as health care, athletic programs, and counseling) to be maintained for the benefit of students at the institution, subject to general provisions concerning types and levels of student services as may be prescribed by the Board of Governors. T/F
- 15. May prescribe** regulations for student activities and government where required (subject to applicable law and BOG policies). T/F



4.2b Board/Administrative Distinction

- 16. Traffic and Parking Regulations** T/F
- 17. May adopt** policies for Campus Security (subject to applicable law and BOG policies) T/F
- 18. Adopt** policies applicable to campus utilities and child development centers (subject to applicable law) T/F



4.2c CEO Evaluation/Selection

The governing board selects and regularly evaluates the institution's chief executive officer.

Questions to Consider

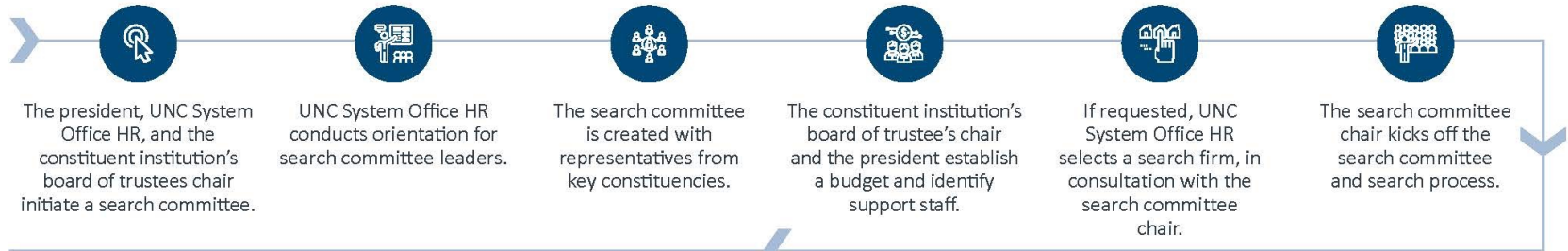
- What is the formal process or outline of a process for selection of a CEO?
- Is the process for evaluation of the CEO published?
- If aspects of these processes are delegated to others (e.g., within a system of institutions), how does the governing board ensure they are carried out, and what is the governing board's oversight role?



Hiring a Chancellor: Process Overview

In accordance with state law and policy, the UNC System chancellor search process follows a prescribed series of steps that are critical to our success in recruiting and selecting top candidates. For more details see *Hiring a Chancellor: A Guide for Search Committees and Trustees*.

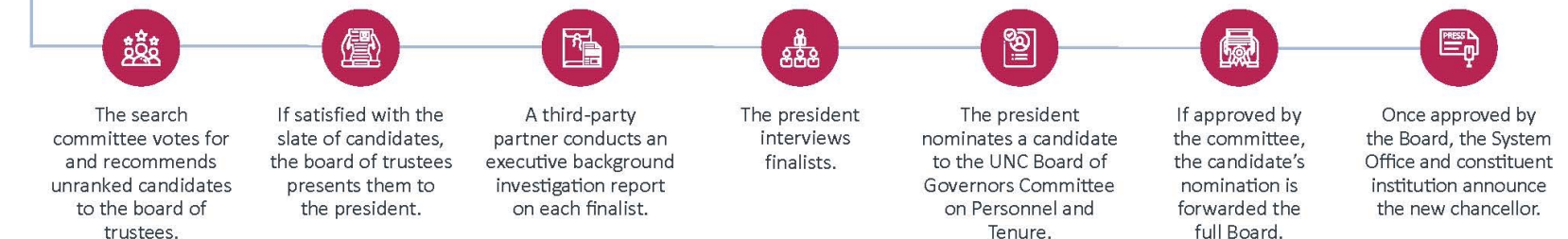
Establishing a Search Committee



Sourcing and Selecting Candidates



Recommending Candidates and Hiring a New Chancellor



200.4 IV – Chancellor Evaluation

Objective: to promote good communication and build strong working relationships between the chancellor and the President, the Board of Trustees and the campus constituents.

Evaluation Schedule

1. Every year the chancellor will provide the President with a report assessing goals and accomplishments, a copy of which may be provided to the Board of Trustees. The President will review the performance of the chancellor. The chancellor's report and any written response from the President will be placed in the chancellor's personnel file.
2. In the second spring after the appointment of the chancellor, and every four years thereafter, the Board of Trustees will review the performance of the chancellor. An assessment committee of the Board of Trustees will ask each trustee to fill out a questionnaire developed by the President's office. The results will be shared with the President and reviewed in a meeting of the chancellor, the chair of the Board of Trustees and the President.
3. In the fourth spring after the chancellor's appointment, and every four years thereafter, the President and the Board of Trustees will conduct a comprehensive review of the chancellor's performance that will include major campus constituencies such as faculty, students, and staff. The chairperson of the Board of Trustees will appoint an assessment committee. The assessment committee in consultation with the chancellor and the President may retain an outside consultant to guide the process, to gather written feedback from the Board, to conduct confidential interviews and to assist the committee in the preparation of a report. The final report along with any response from the chancellor and the President and will be placed in the chancellor's personnel file.



200.4 IV – Chancellor Evaluation Timeline

Annually

Self assessment, goals and accomplishments to the President

Spring 2023

Performance Review by the Board of Trustees

2025

Comprehensive Review by President and Board of Trustees



4.2d Conflict of Interest

The governing board defines and addresses potential conflict of interest for its members.

Questions to Consider

Has the board defined in writing what is considered a conflict of interest?

How are governing board members informed of the existence of the policy?

What are the expectations of board members if there is a conflict of interest on a board issue?

Does the governing board consistently apply its conflict of interest policy?

How does the policy protect the integrity of the institution?

4.2d Conflict of Interest

[UNC Policy 200.1](#) (Dual Memberships and Conflicts of Interest)

Addresses Governor COIs:

1. Foundation Boards and Boards of Visitors
2. Service on Boards of Private Colleges and Universities
3. Inquiries Concerning Admissions and Job Openings
4. Appointments by Board of Governors
 - Familial Relationships
 - Former BOG members for a two-year period of time



4.2d Conflict of Interest

[UNC Policy 200.1](#) (Dual Memberships and Conflicts of Interest)

Also addresses Governor, Trustee, Chancellor, and Chief Finance Officer COIs regarding personal financial interests. Implements certain requirements of the State Ethics Act.

The University [may or may not?] enter into a contract with a value of \$10,000 or more, or with expected payments of \$10,000 or more per year, with a business entity in which a person has a substantial interest, unless an exception applies.



4.2f External Influence

The governing board protects the institution from undue influence by external persons or bodies

Questions to Consider

- How and to what extent are governing board members educated regarding their responsibilities?
- What safeguards are in place to protect the institution from undue influence of external bodies or persons?
- In cases where undue external influence was sought by external bodies or individuals, what actions were taken by the governing board?

4.2e Board Dismissal

The governing board has appropriate and fair processes for the dismissal of a board member

Questions to consider:

What is the institutional policy that governs the removal of a governing board member from office?

Who elects/ appoints governing board members?
Who has the authority to remove board members?

If board member removal is subject to statutory procedures, is board policy consistent with legal requirements?

Does the policy or procedure offer specific grounds for potential board dismissal?

Does the policy or procedure specify a process for dismissal?

Would a reasonable person find the process to be fair?



4.2e Board Dismissal

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4.2f External Influence and 4.2e Board Dismissal

[UNC Policy 200.7](#) (Duties, Responsibilities, and Expectations of Board members).

Addresses fiduciary responsibility of Governors and Trustees to UNC and Constituent Institution

A board member may be removed, or recommended for removal, for specified cause by affirmative vote of two-thirds (2/3) of the voting membership of the Board of Governors then in office.



4.2g Board Self-evaluation & Review of Self-assessment Survey Results

Megan Ayers



4.2g Board Self-evaluation

The governing board defines and regularly evaluates its responsibilities and expectations

Questions to Consider



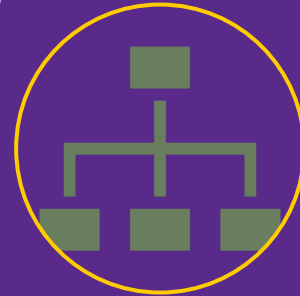
What are the legal obligations of board members? Does each member of the board understand these expectations?



Do bylaws and other written documents for board procedures make clear the role of and limits of board actions?



Do bylaws and other written documents for board distinguish the roles between board (policymaking) and CEO (administrative)?



Is the board structure working well? Are committee responsibilities well defined?



Is the orientation of new board members effective?



4.2g Board Self-evaluation, continued

Questions to consider



How does the board stay informed as to the financial health of the institution?



How does the board maintain its focus on the institutional mission?



Is review of the mission statement a regular expectation of the governing board?



What is the relationship between the institution's CEO and the institution's governing board?



4.2g Board Self-evaluation, continued

Questions to consider



What protections are built into the board structure to ensure the board is not subject to undue influence by a minority of members or by external forces?



Are board minutes clear and accurate? Do they provide sufficient detail to capture the results of deliberations?



Do board procedures regarding protection from internal conflicts of interest work appropriately?

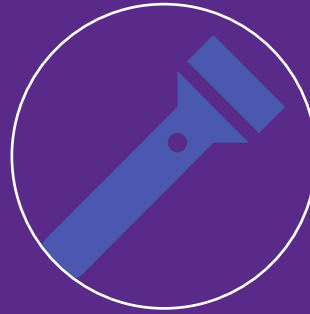


4.2g Board Self-evaluation, continued

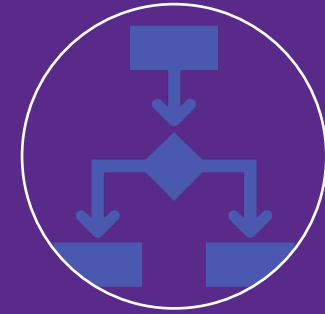
Questions to consider



Does the board have a functioning self-evaluation process?



Are procedures for CEO succession clear?



If the governing board interacts with other boards (e.g., system boards, foundation boards, alumni boards), are duties and expectations clear?



200.4. II. Board of Trustees Assessment

The Board of Trustees of each constituent institution will conduct a self-assessment every four years at a time determined by the Chairperson of the Board of Trustees after consultation with the chancellor and the President.

- Review institutional and system strategic plan;
- Review the goals achieved, the goals unmet, and the goals that need modification,
- Assessment tool / survey
- Review previous self-assessment summaries
- May use a consultant/facilitator
- The chancellor and board chairperson shall submit a summary report to the President and the Board of Governors at the conclusion of the assessment.

SACSCOC recommends more frequent self-assessments, therefore, we have built in mid-cycle self assessments between the comprehensive 4-year assessments.

200.4 II – Board of Trustees Assessment Schedule

2021

Comprehensive Self-Assessment required by UNC Policy

2023

Mid-cycle self-assessment
Recommended by SACSCOC

2025

Comprehensive Self-Assessment required by UNC Policy

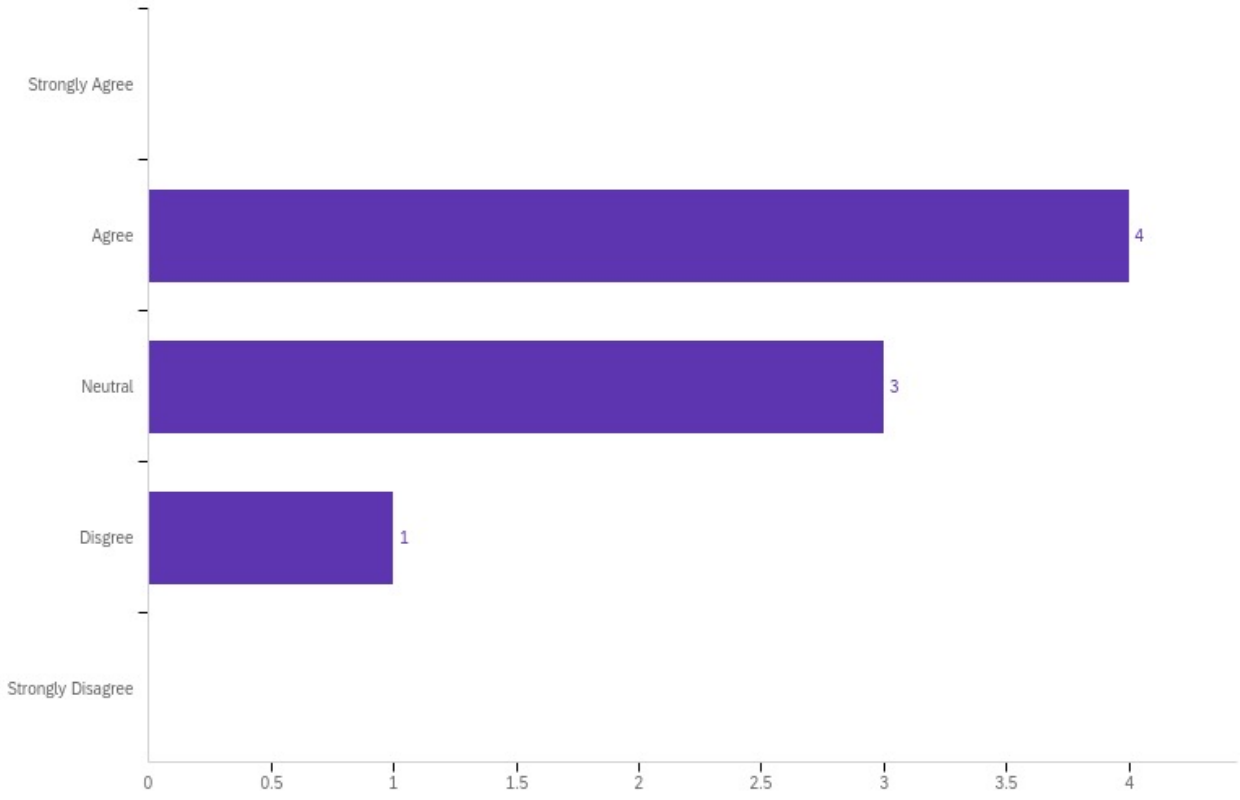


Review of Self-assessment Results

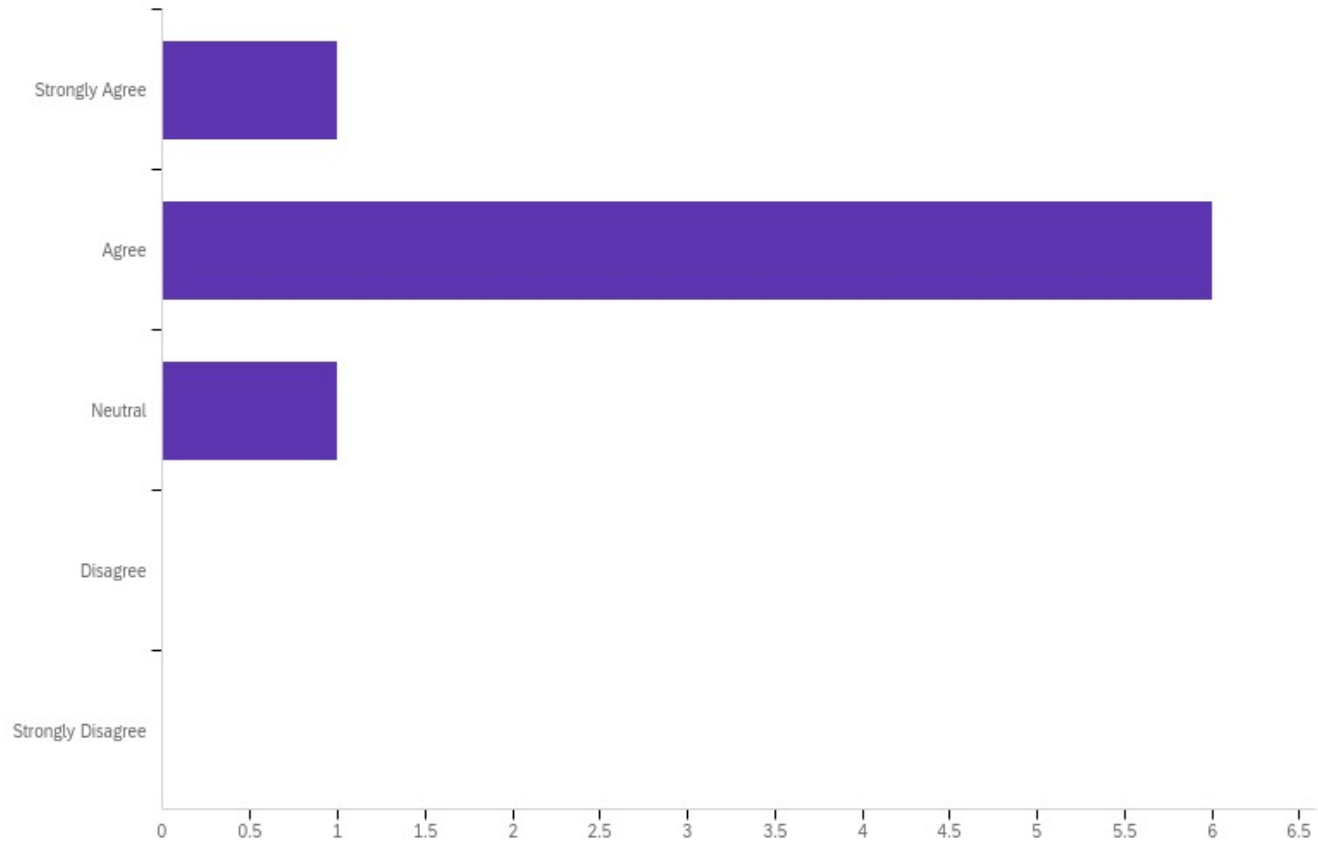
Megan Ayers



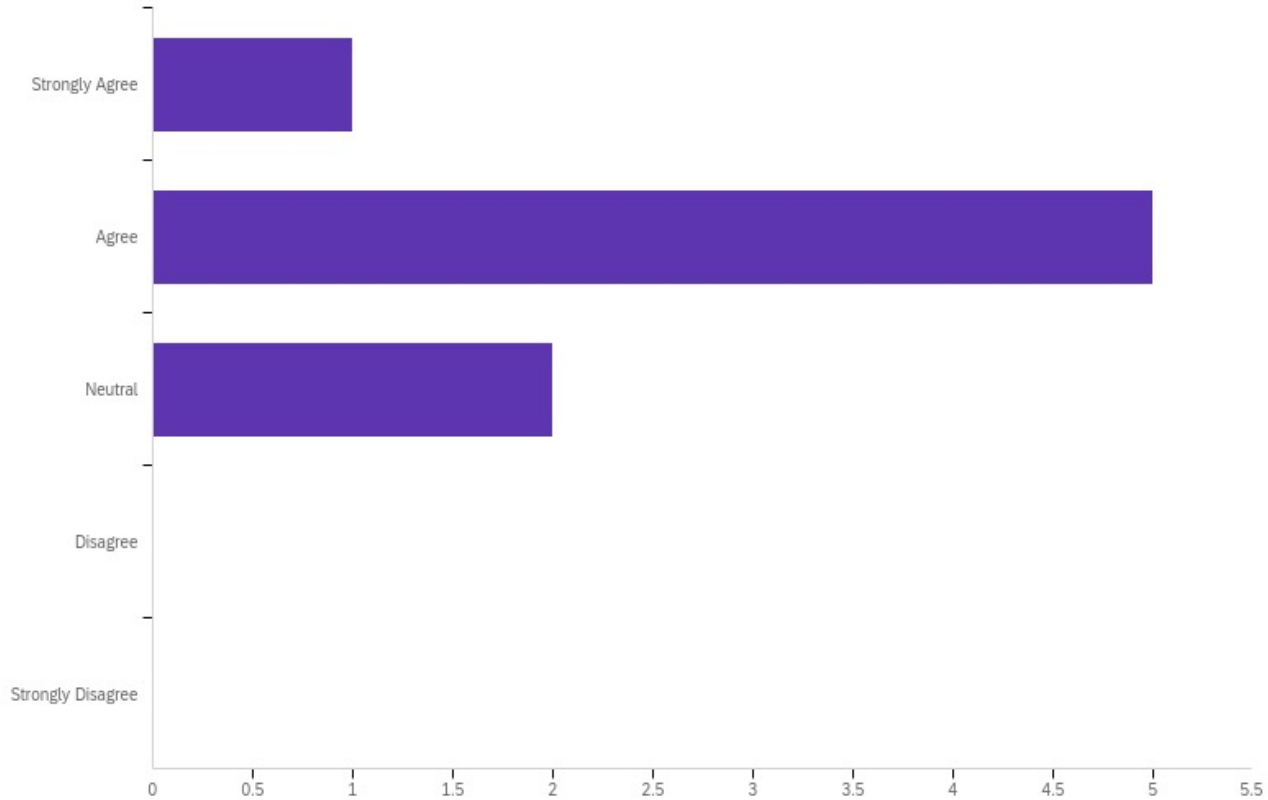
BP1 - The board serves as a sounding board and thought partner to the chief executive.



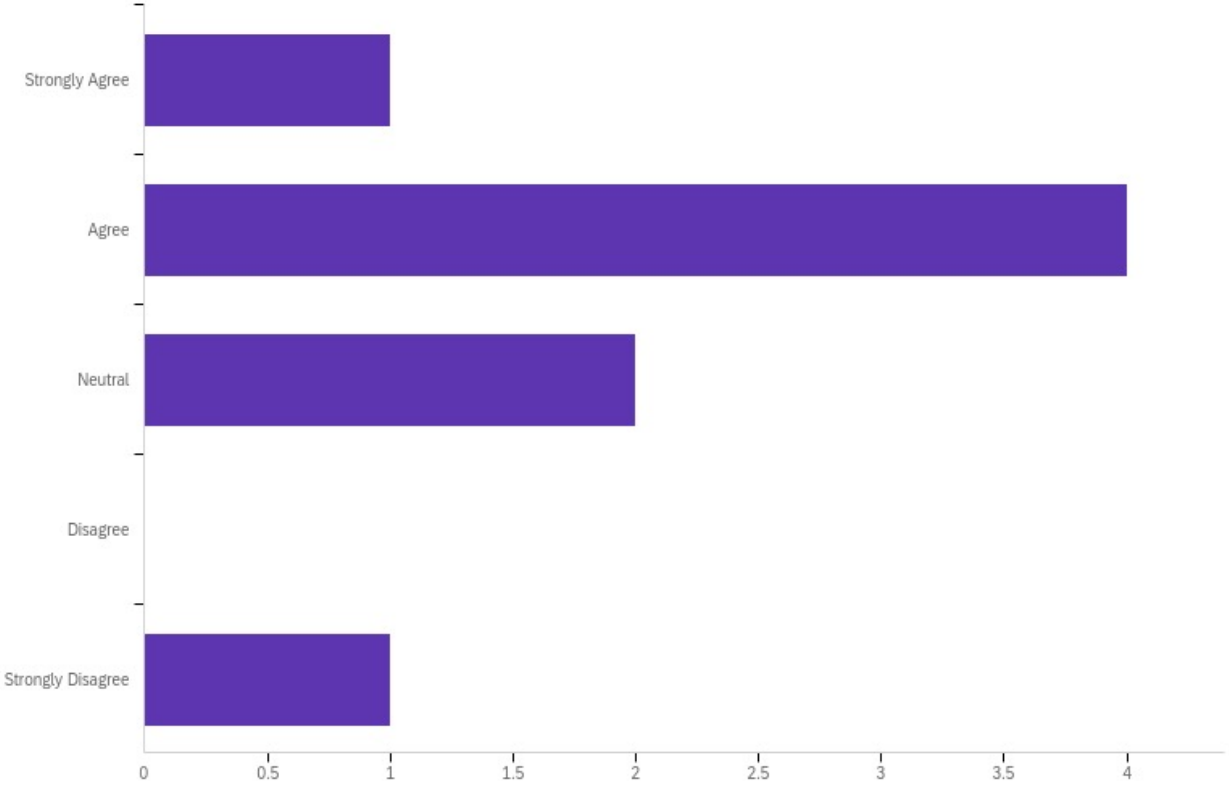
BP2 - The board understands ECU's strategic priorities.



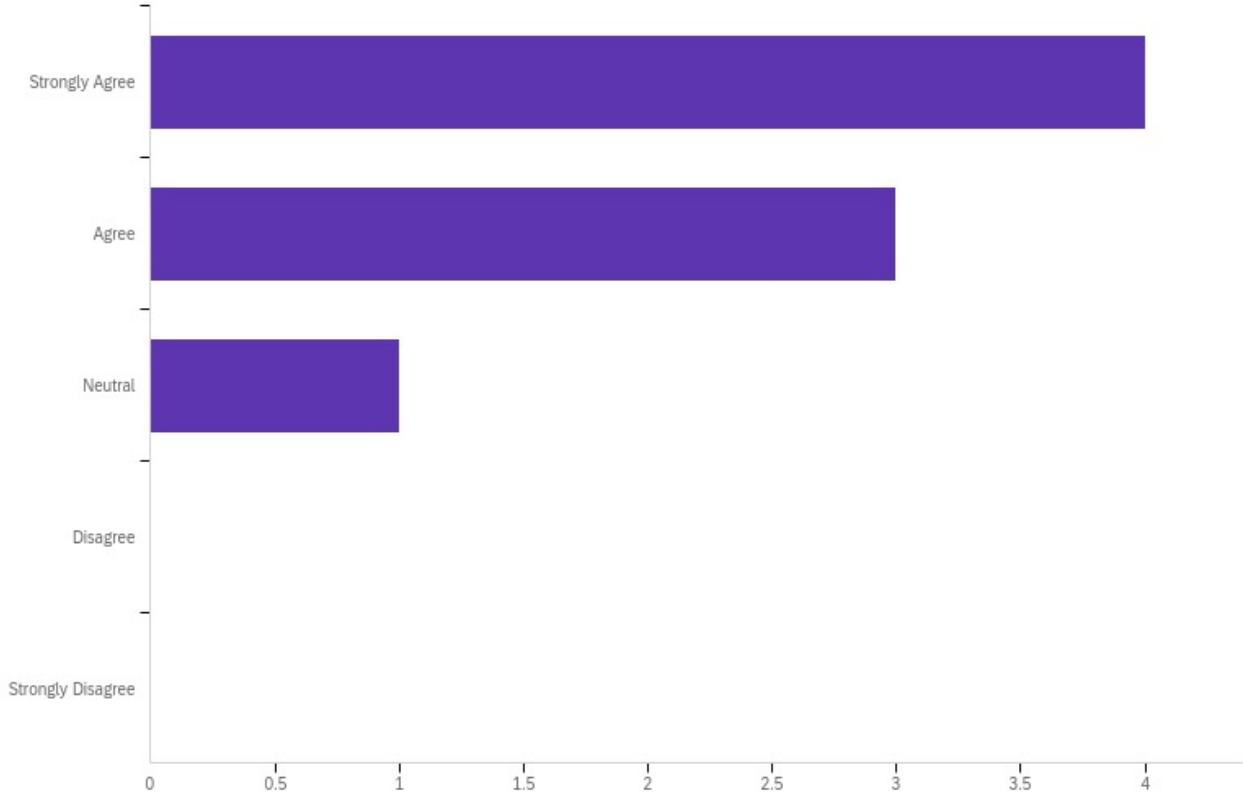
BP3 - The board understands the institution's business model and ensures its adequacy for the future.



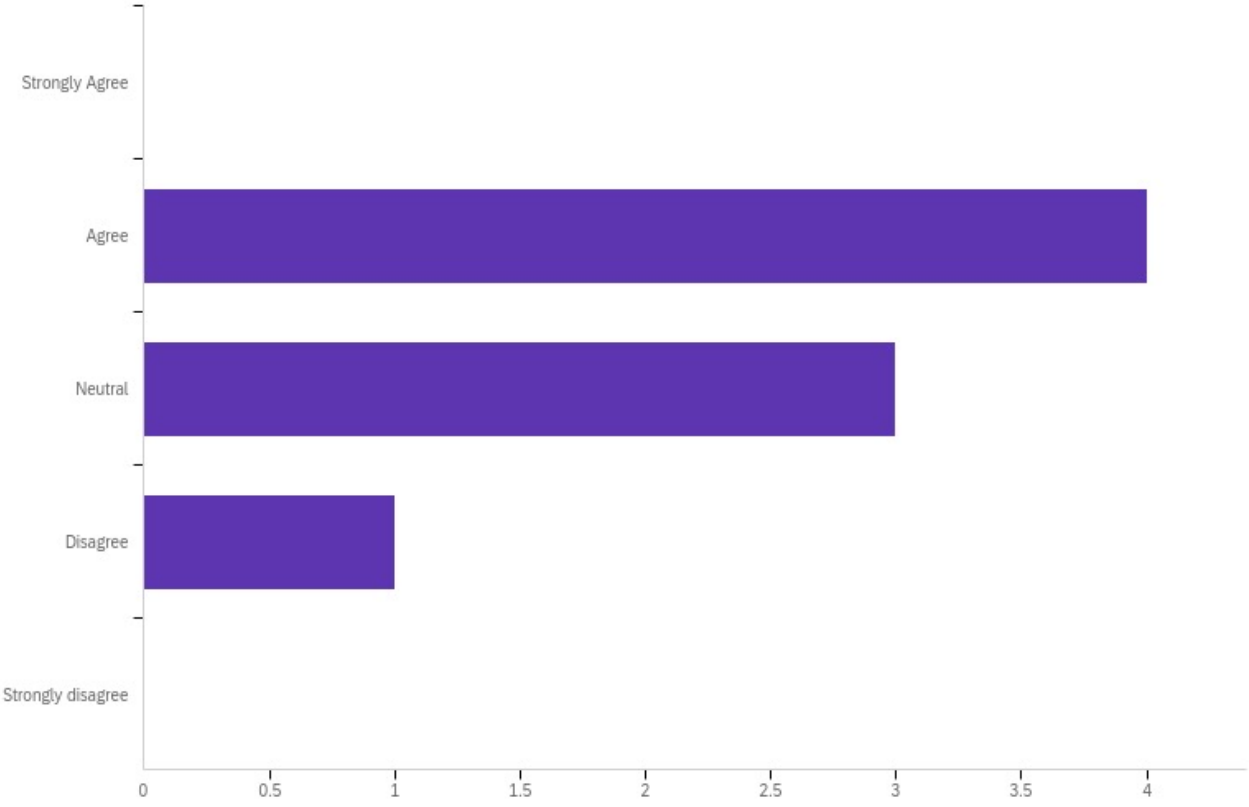
BP4 - The administration involves the board on high-profile issues and issues that present a significant risk to the institution.



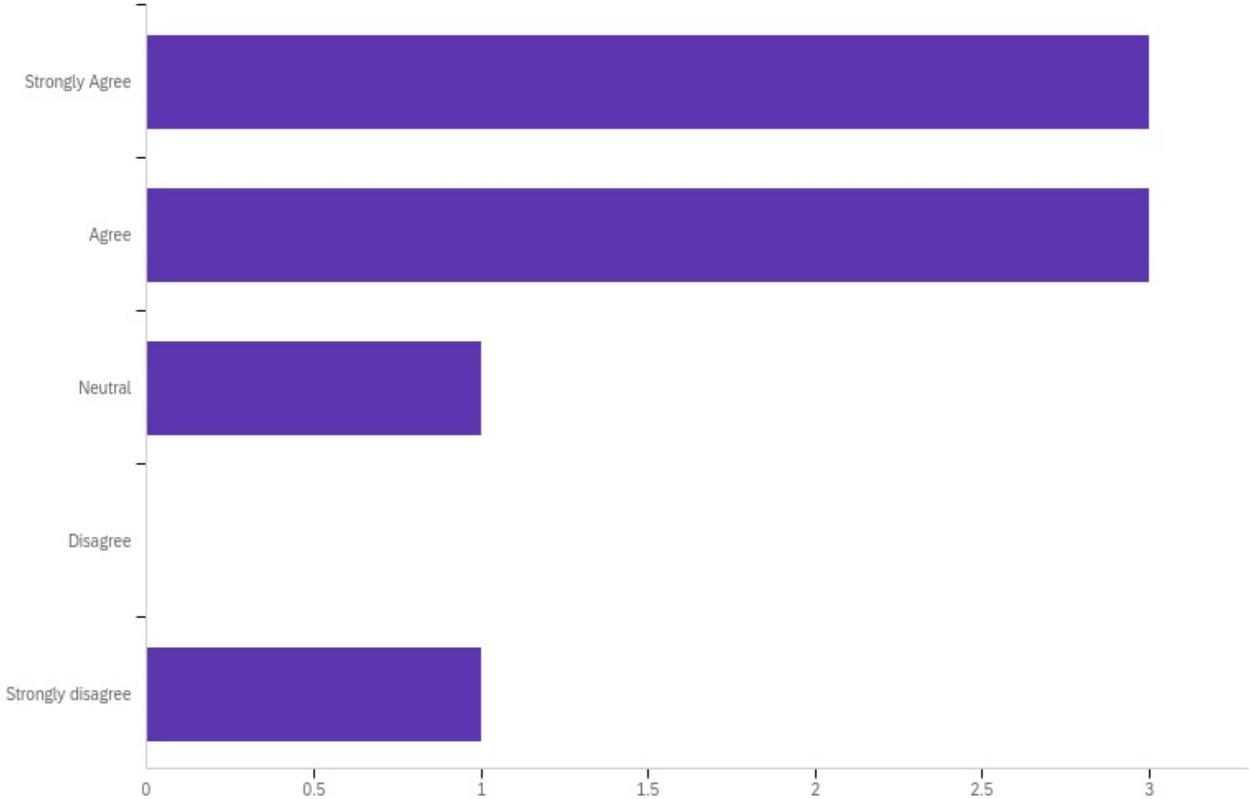
BP5 - The board adheres to a comprehensive conflict of interest policy and addresses conflicts appropriately.



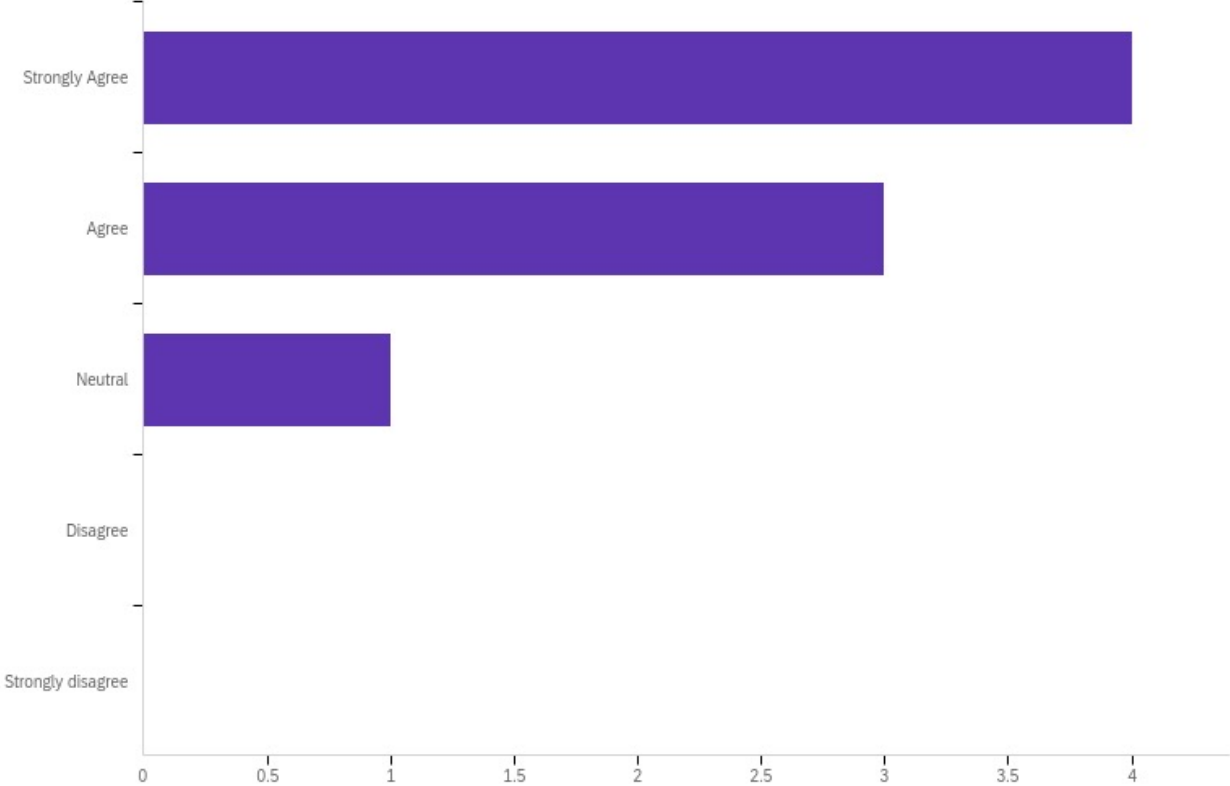
BP6 - The board promotes trust among members through a culture based on openness and respect.



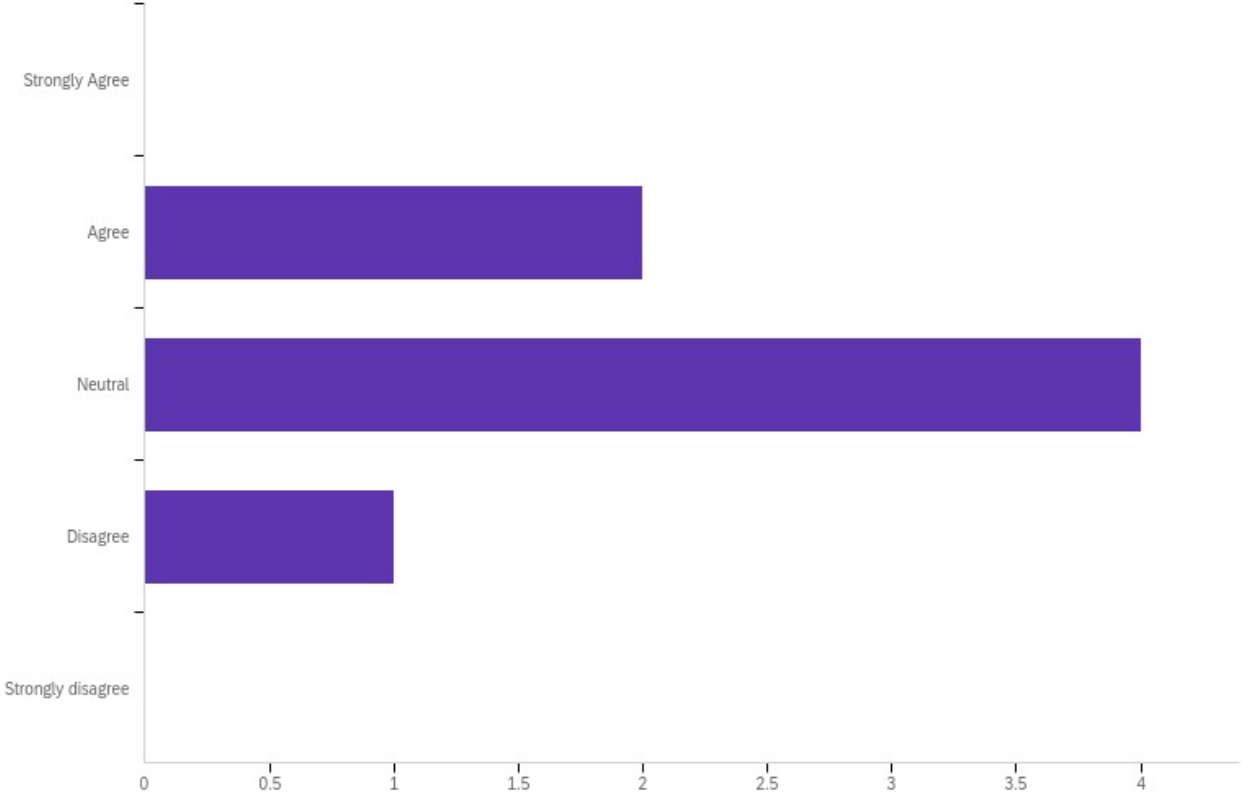
BP7 - The board charges the board leadership to operate with transparency and refrain from usurping the authority of the full board.



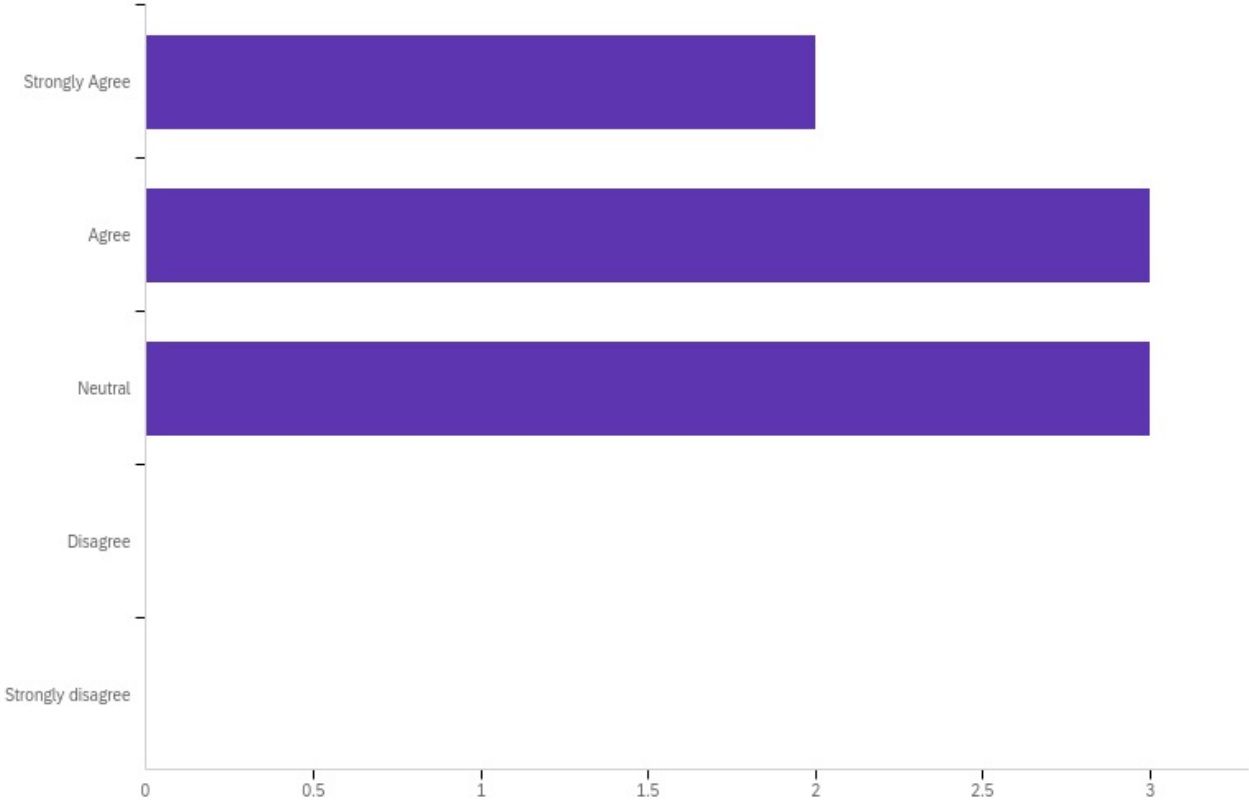
BP8 - The board ensures that decisions are made without undue influence from an individual board member's philanthropy.



BP9 - The board focuses its time on issues of greatest consequence to the institution.



BP10 - The board commits to honoring the appropriate boundaries while making the case for the institution with various stakeholders.



Board Performance Strengths Comments

This Board has been negatively impacted by outside forces that have forced a defensive posture since I arrived in 2017. The impact of attacks on most decisions made such as the Chancellor's residence, the Chancellors whomever they are, as well as unvetted Trustees and much more have made it difficult for the Board to function fully as it should as an advisory body to the Chancellor. Instead we are in a mode of trying to protect the Chancellor and then ourselves because we had the nerve to defend our Chancellor. Our strength needs to be and is the power of Board consensus. A consensus borne of synthesis of an issue where we all ultimately agree with minimal reservations and thus can carry that group advice from 13 of us to our Chancellor to assist with his decision process.

Each board member is passionate about ECU and we all had different experiences while attending ECU. We all bring different perspectives and are strong leaders.

Ability to work through very complex and politically charged issues.



Board Performance Strengths Comments cont.

Strong group of individuals

Board has been united and worked well to support administration's work to enhance our relationship with VMC.

N/A because this is my first year - I will say that the relationships I have already built upon my short term thus far leads me to believe that people skill and transparency would be this boards strong-suit.



Board Performance Improvement Comments

Now that we have moved beyond the issues associated with our unvetted members, it is important that as Fall 2020 begins we focus our attention to how best we support each other, the Chancellor and the University as a Team of 13. I believe a key to this is also full engagement of the Board with the SGA President to ensure we fully understand impact to students of all things happening at ECU. Our primary focus right now must be the Virus and how we analyze & synthesize the data around fully opening up the entire school. More specifically how do we support the Chancellor, Deans, Colleges and most importantly the students in moving forward based on solid positive data. For example, as I type the mortality rate in NC has dropped from about .04 to .018. Given our demographic, this should communicate we are full speed ahead for school activities. Ultimately we must focus our energies together on the same issues and provide that advice as required. We must be focused on getting back to the full Pirate experience on this campus and beyond.



Board Performance Improvement Comments cont.

This year has brought on a series of campus and board member disruptions. Including not seeing each other for a board meeting as well as Spring Commencement. It is hard to exchange ideas while on Quarantine.

Having a seat at the table with administration more frequently. I feel as if we have been left out of the loop and without much advisory to admin on certain issues.

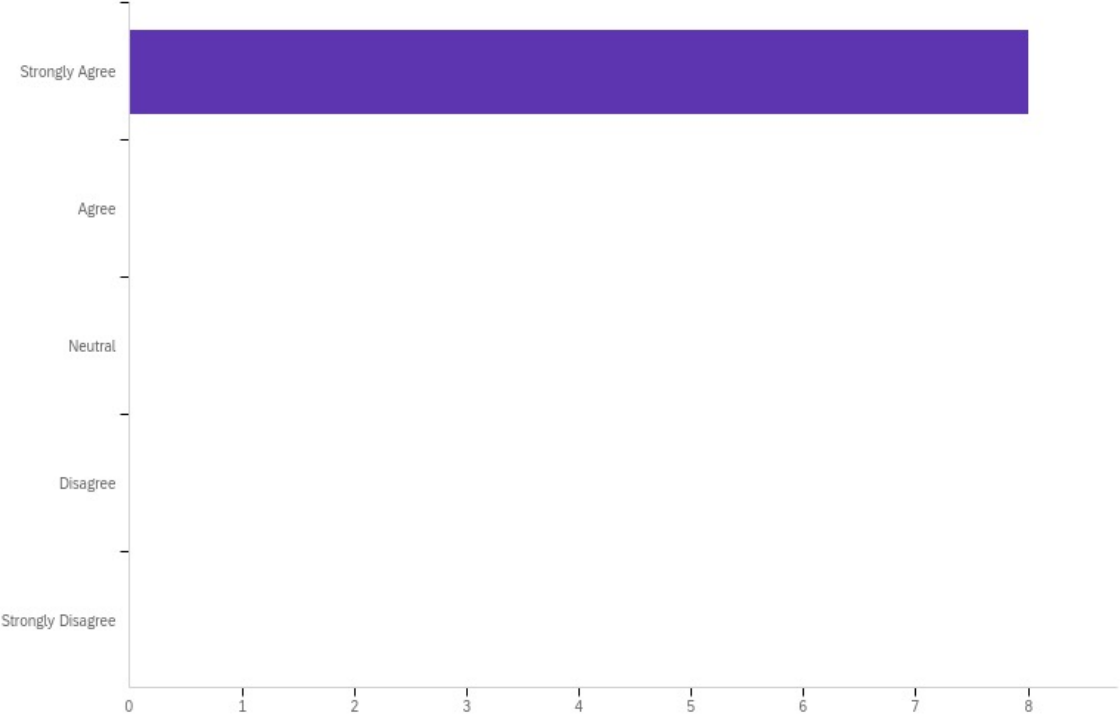
The board communication needs to be improved. Board leadership acts on behalf of the full board without authority of full board. Board is hesitant to have healthy debate of conflicting views in open public forums.

Understand fully the authority and role of the Board.

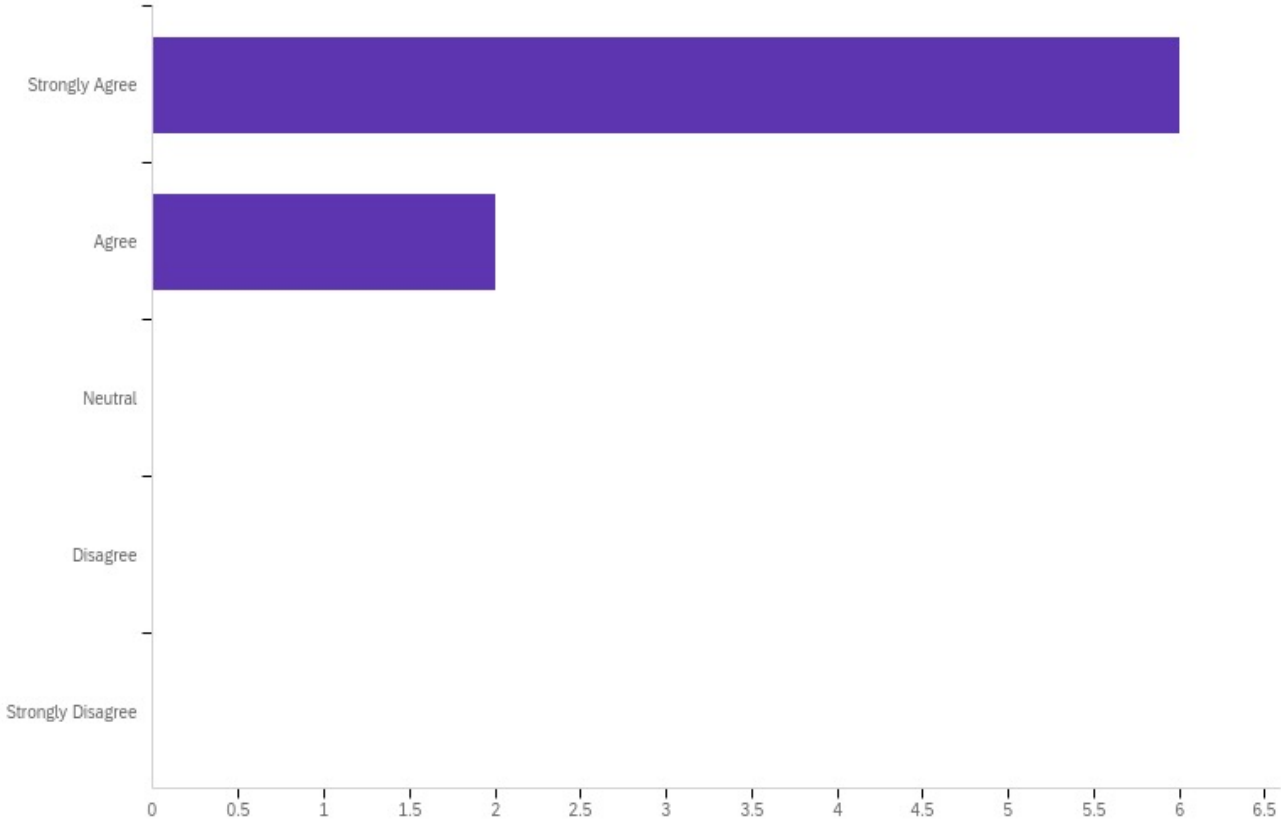
Better communications



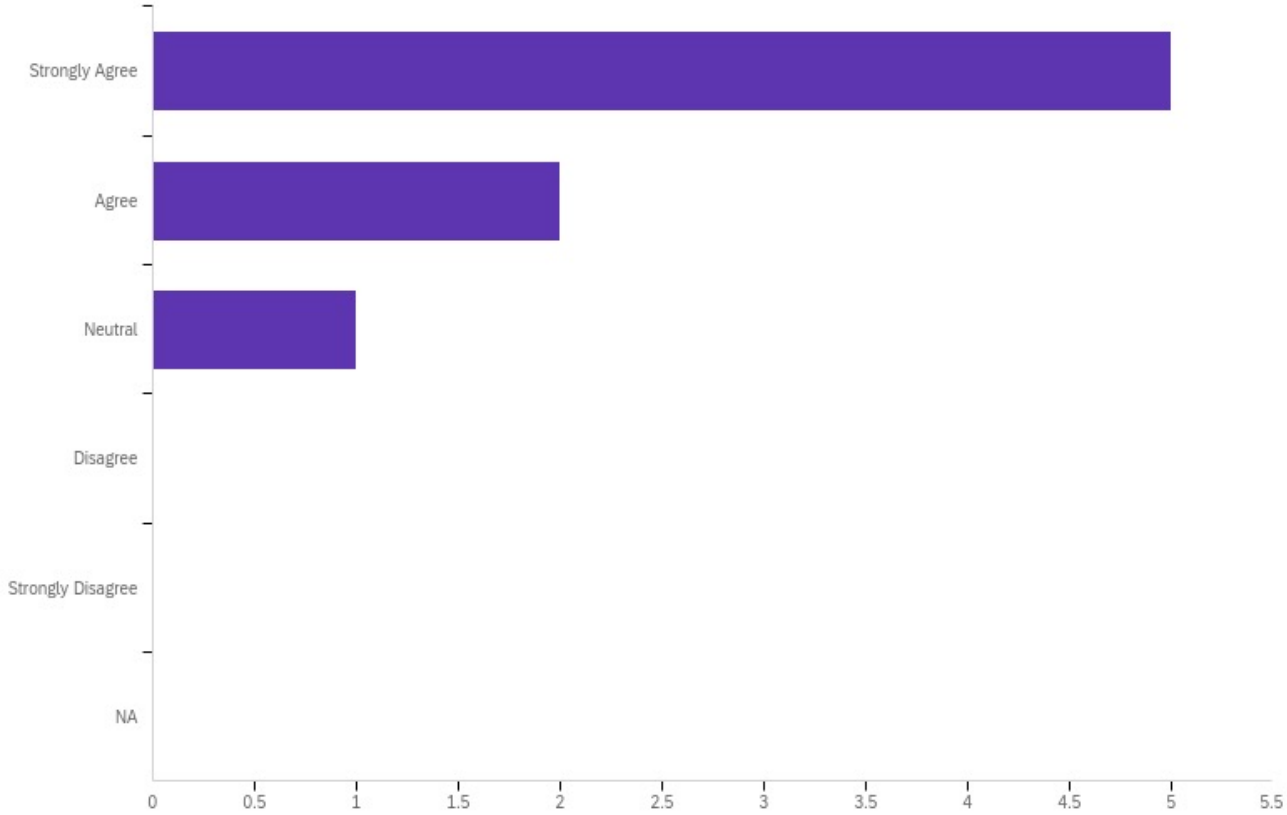
IBP1 - I attend full board, committee and special called meetings regularly.



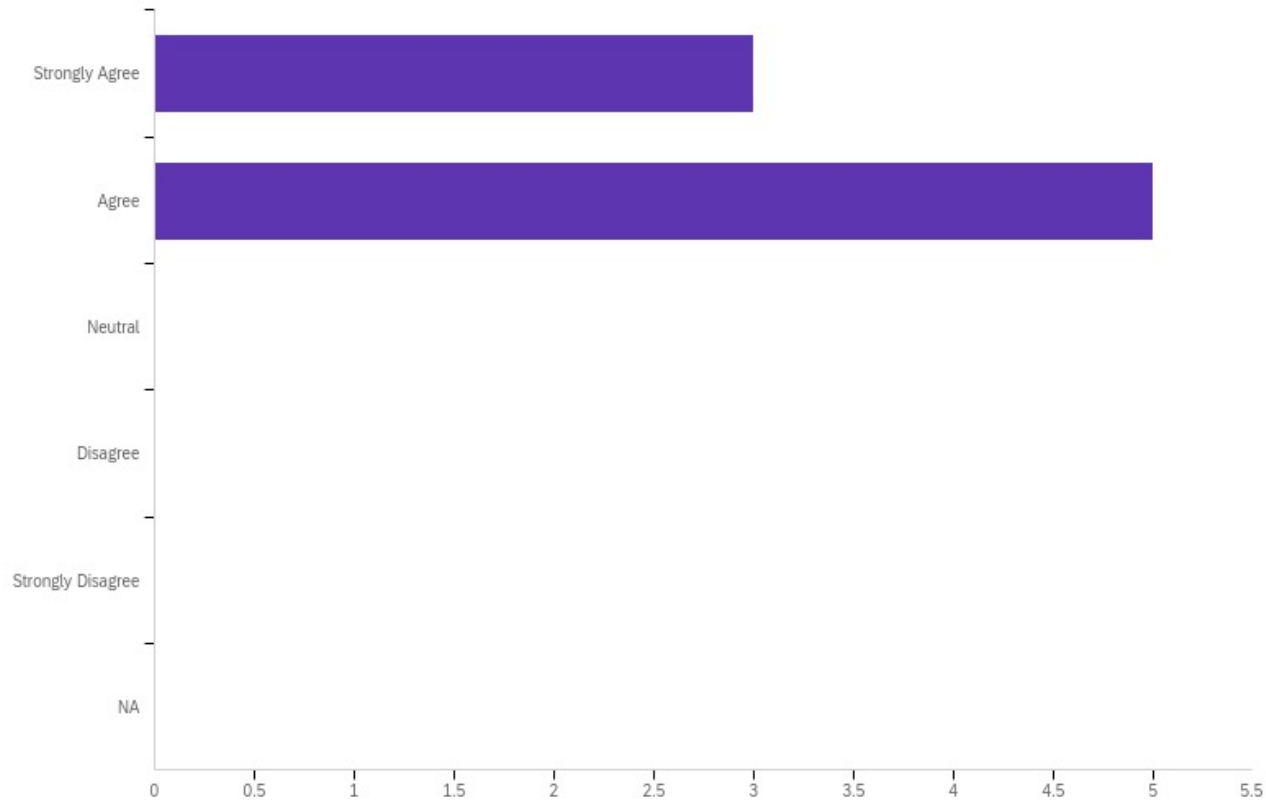
IBP2 - I come to the meetings prepared, having read the materials, and participate in discussions.



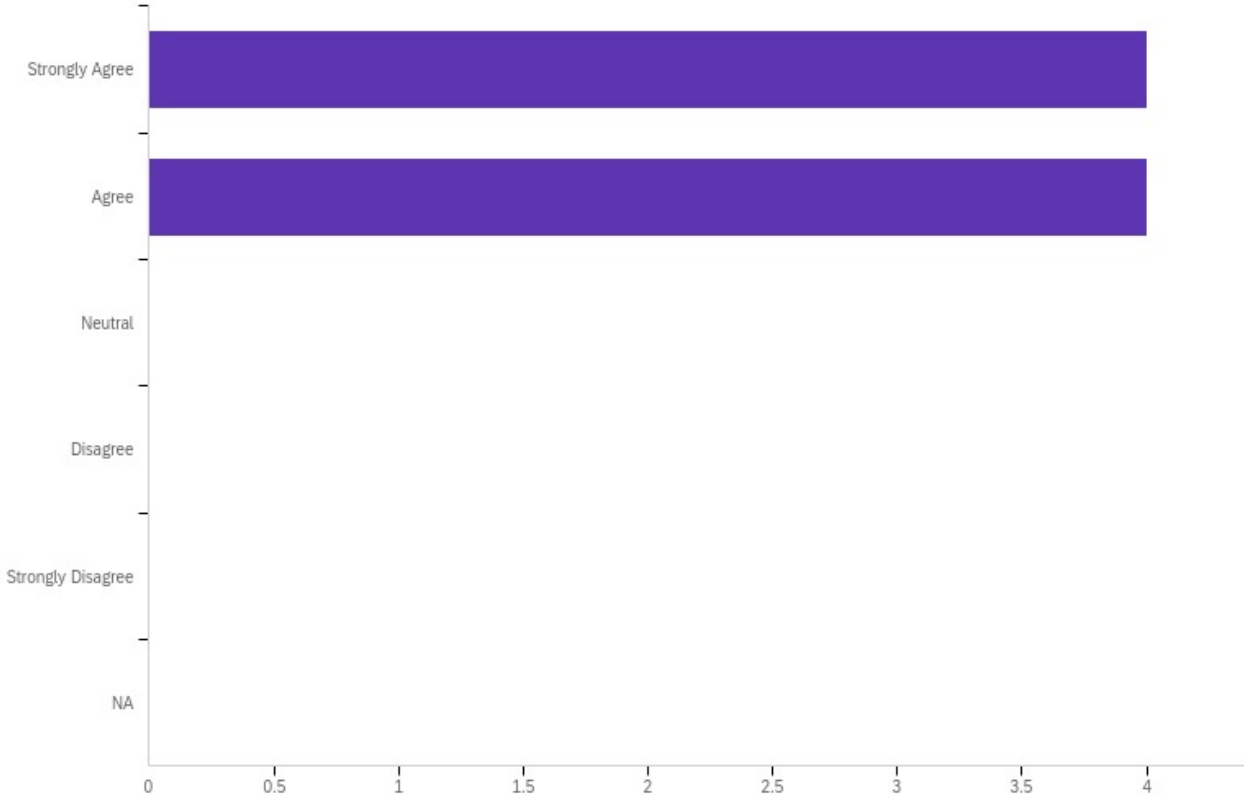
IBP3 - I have a solid understanding of ECU's mission and strategic plan.



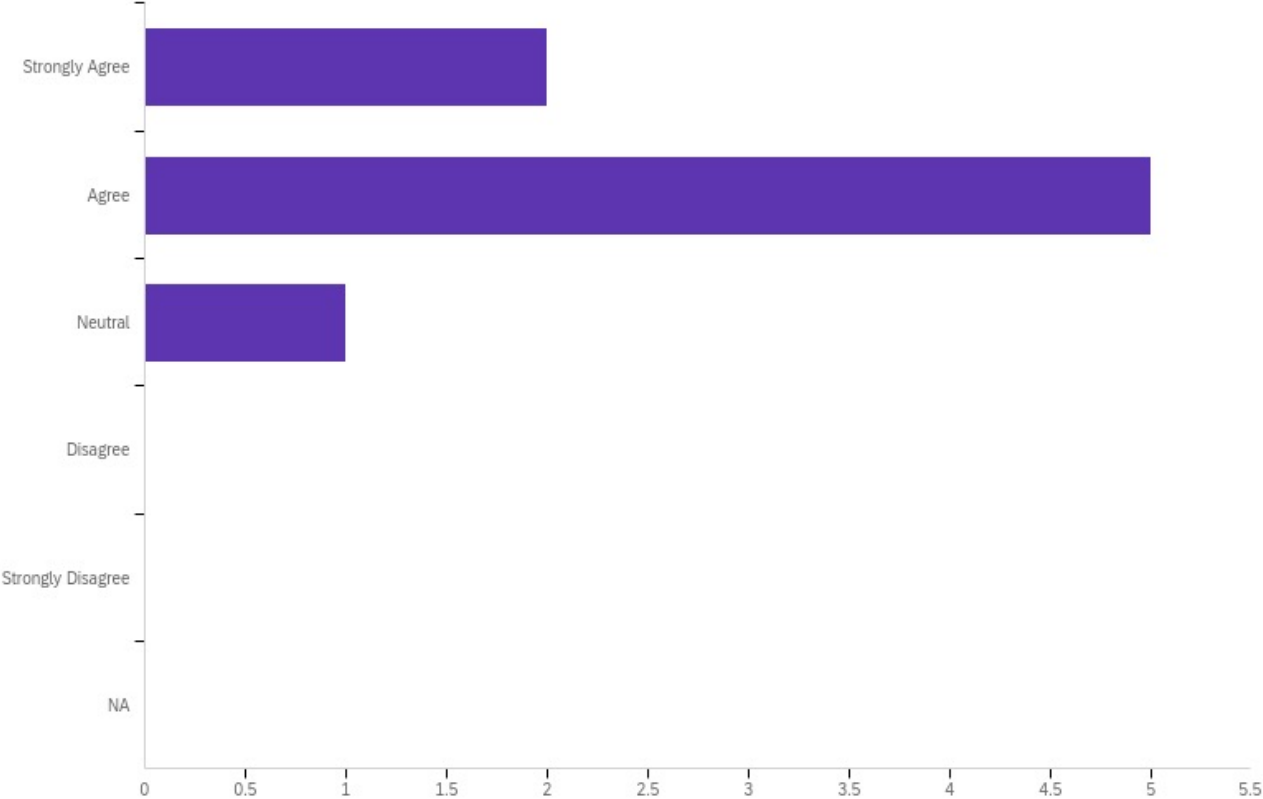
IBP4 - I am informed about ECU's educational programs and academic quality.



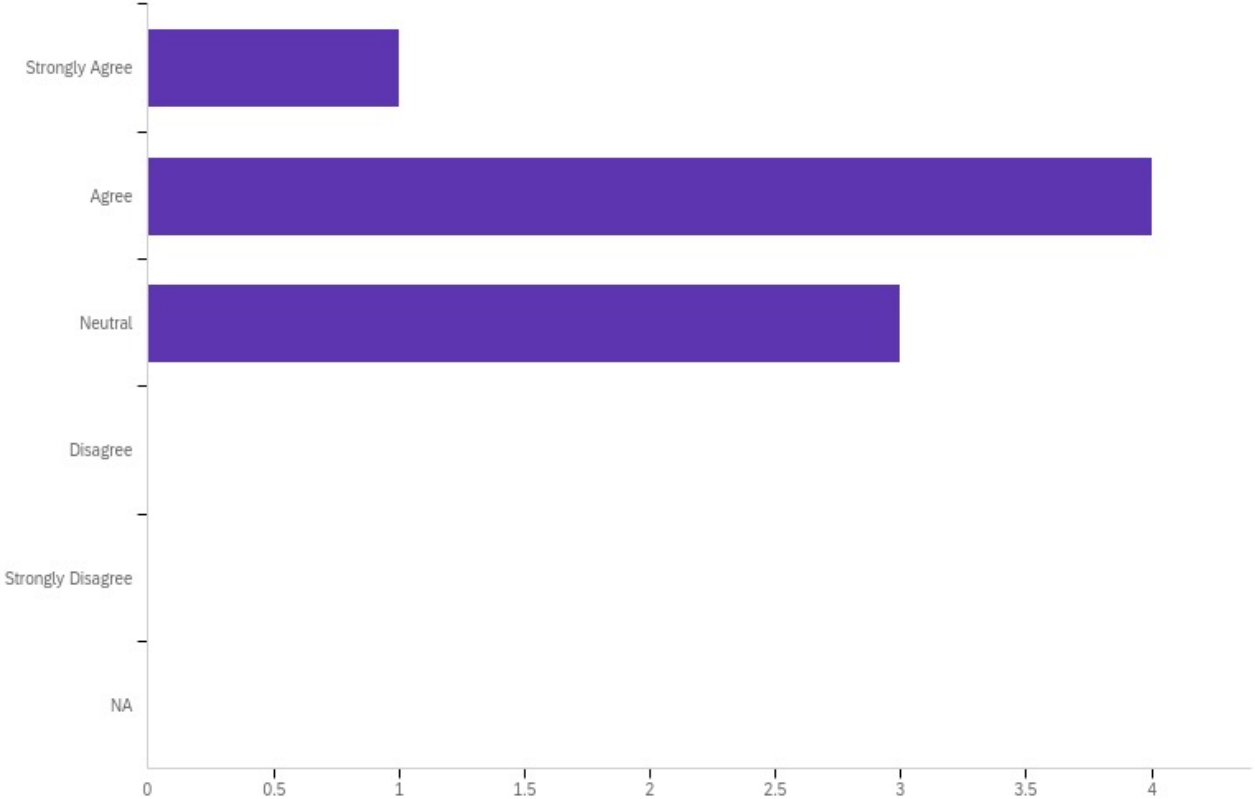
IBP5 - I am familiar with ECU's bylaws and board level policies and procedures.



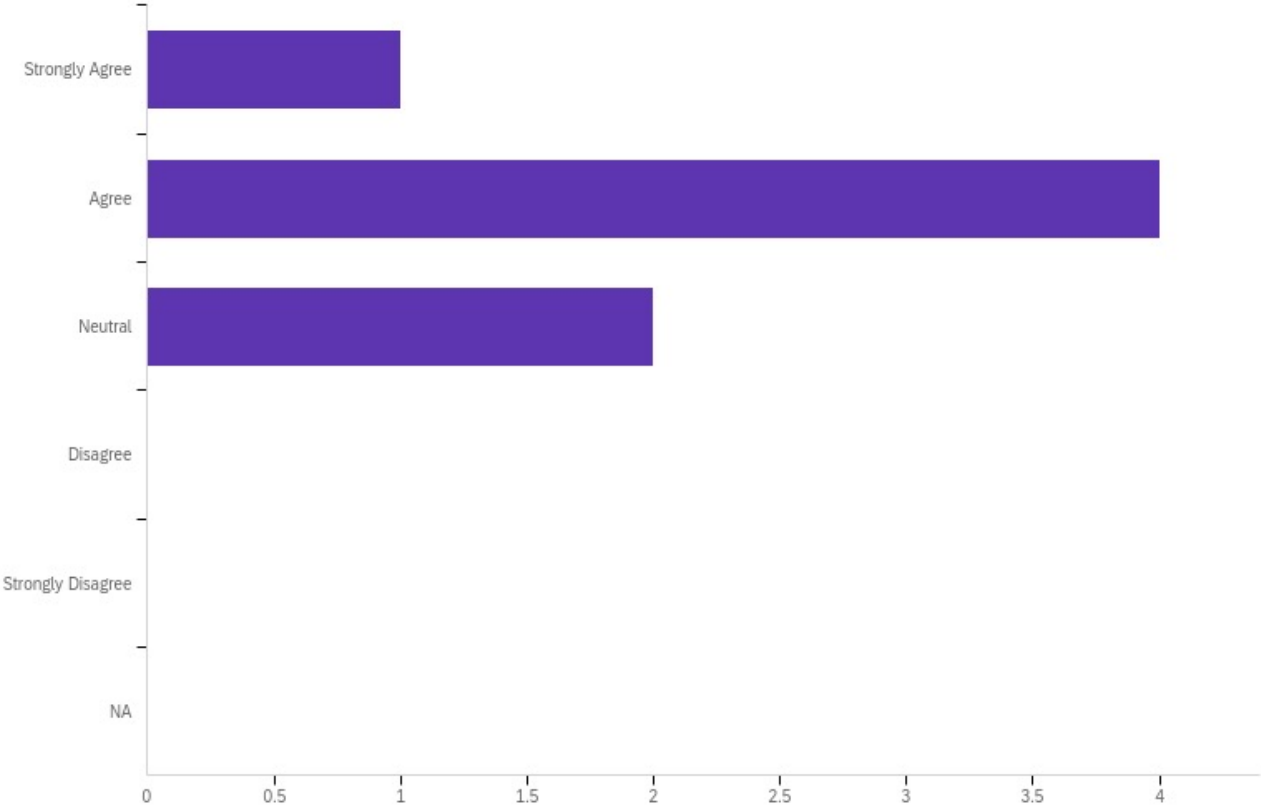
IBP6 - I have an understanding of the needs, concerns and perspectives of the STUDENTS.



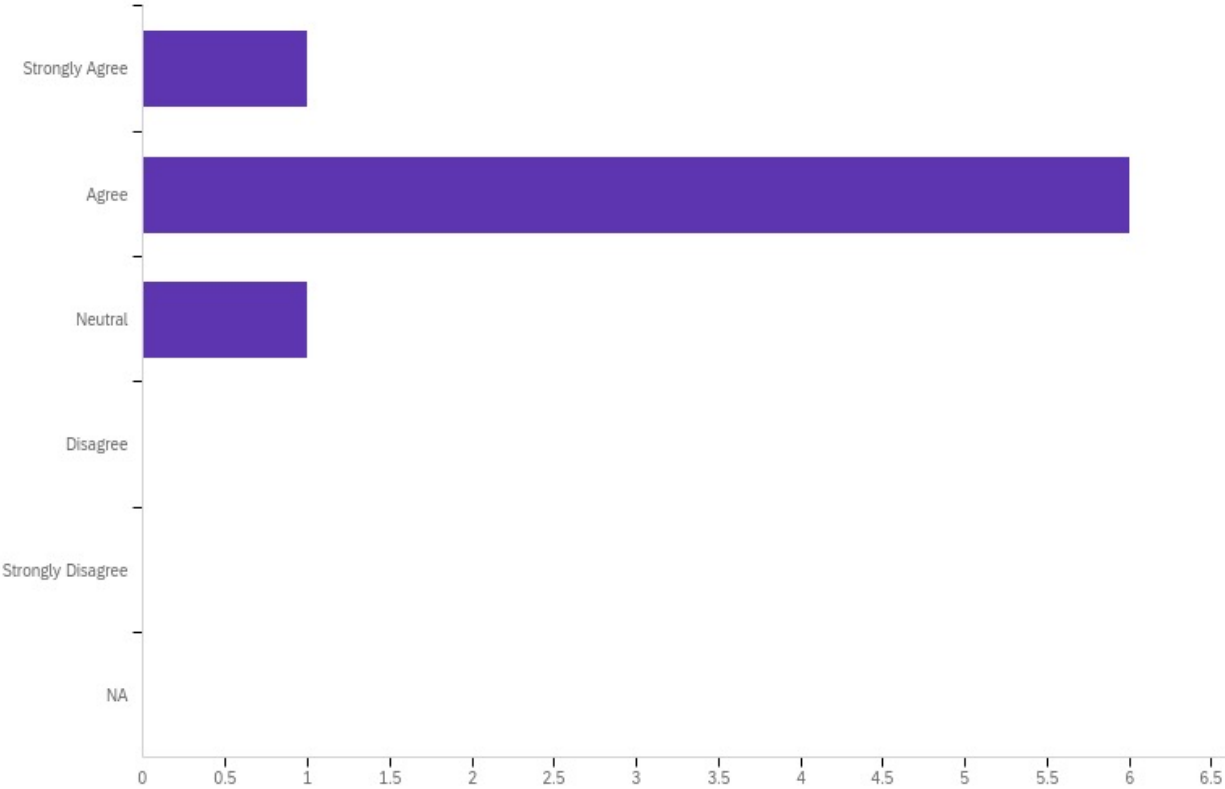
IBP7 - I have an understanding of the needs, concerns and perspectives of the FACULTY.



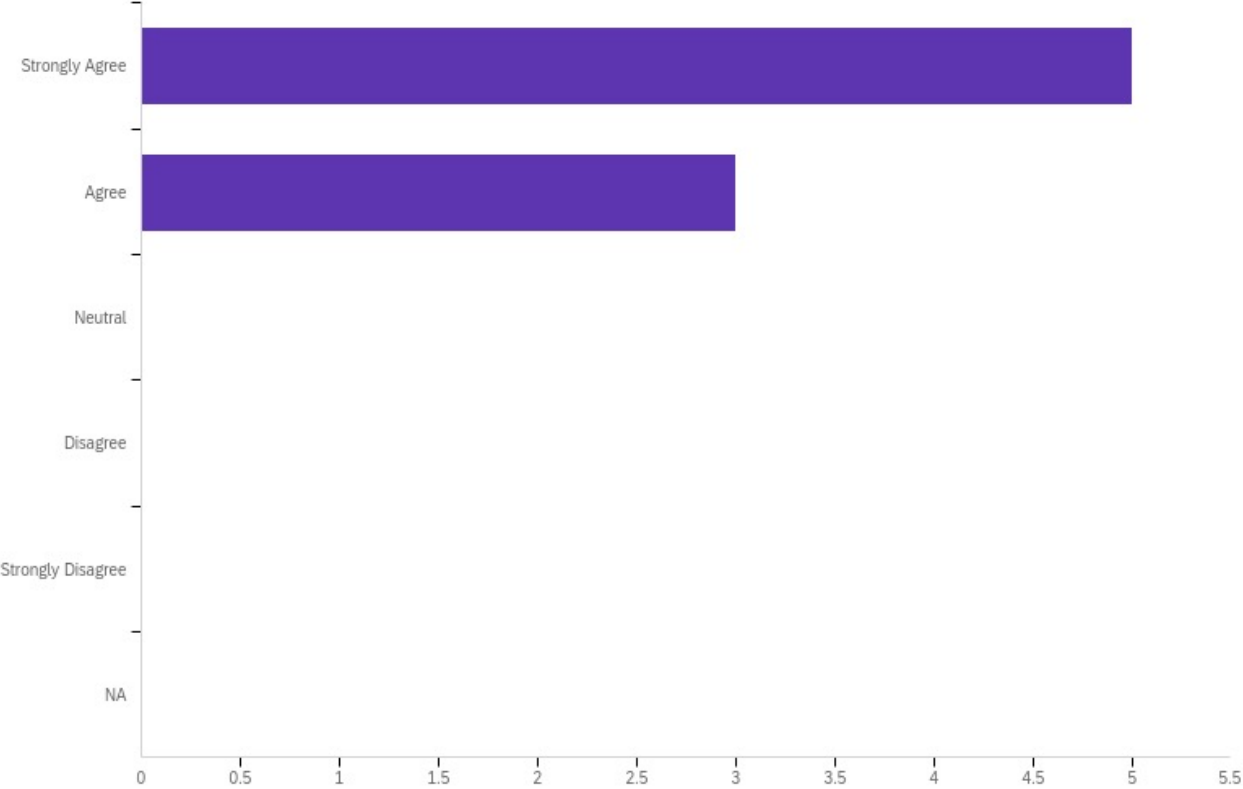
IBP8 - I have an understanding of the needs, concerns and perspectives of the ALUMNI.



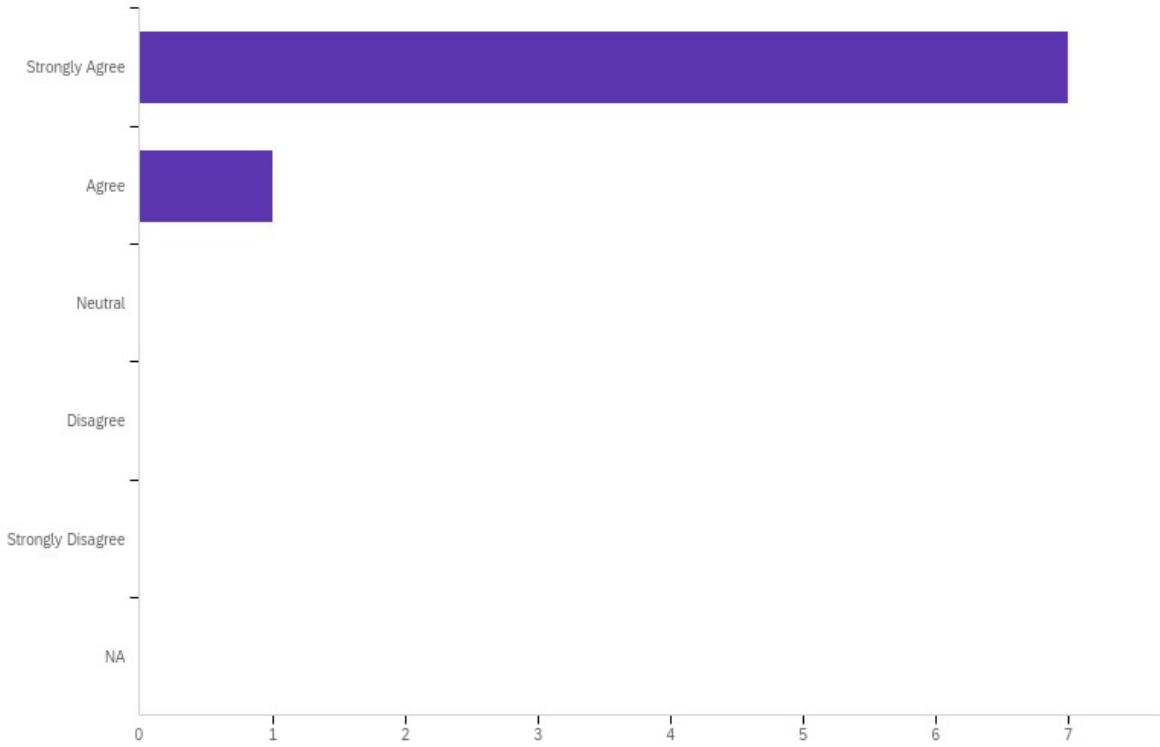
IBP9 - I have an understanding of the needs, concerns and perspectives of the ADMINISTRATION.



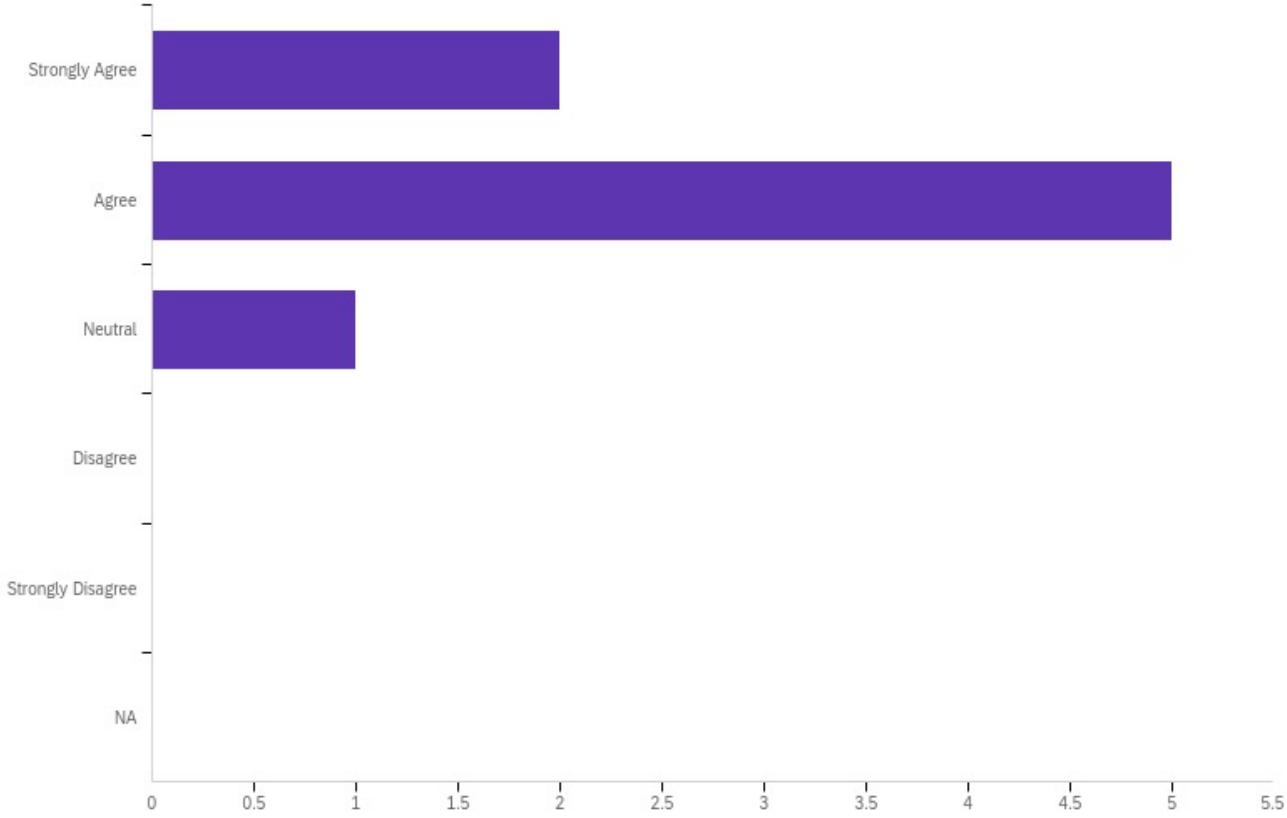
IBP10 - I understand and have fulfilled my responsibilities as a board member as articulated in UNC Policy 200.7 Roles and Responsibilities.



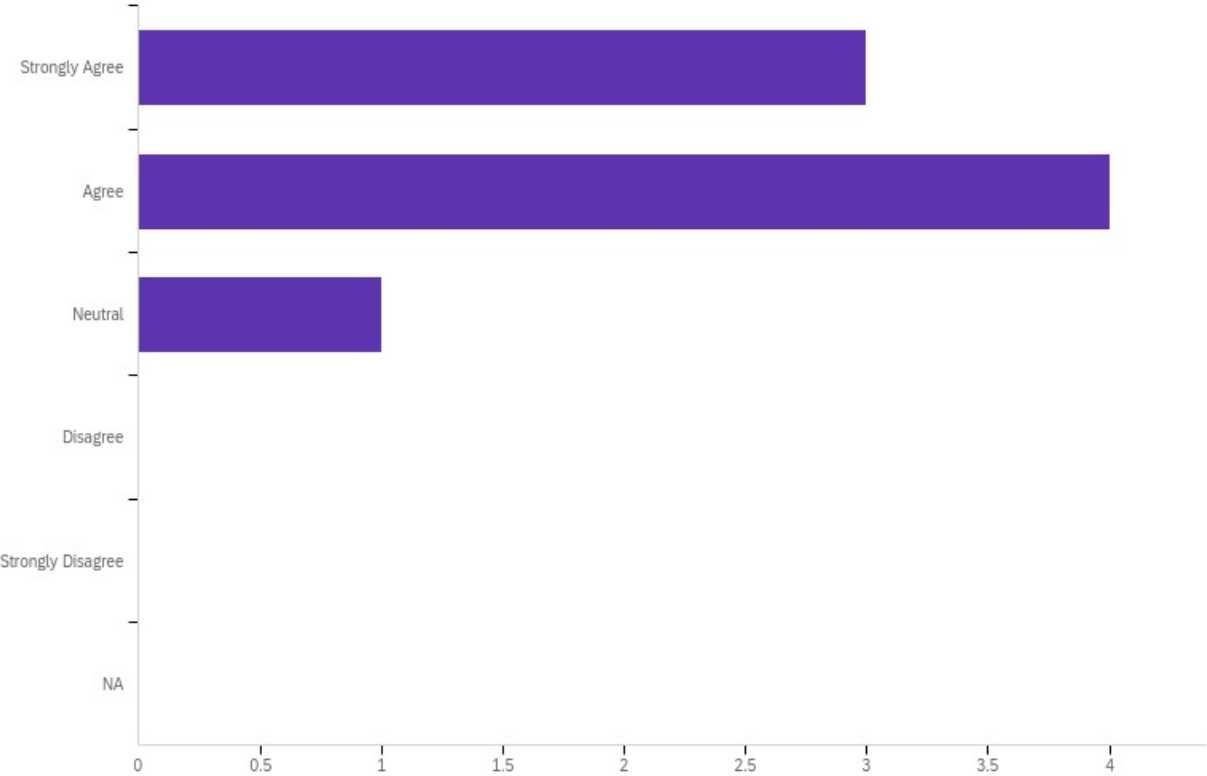
IBP11 - I support my university thru philanthropic means.



IBP12 - My interests, skills and background are used effectively as a board member.



IBP13 - I have a good rapport with my fellow board members and am comfortable expressing my opinions.



Individual Board Member Comments

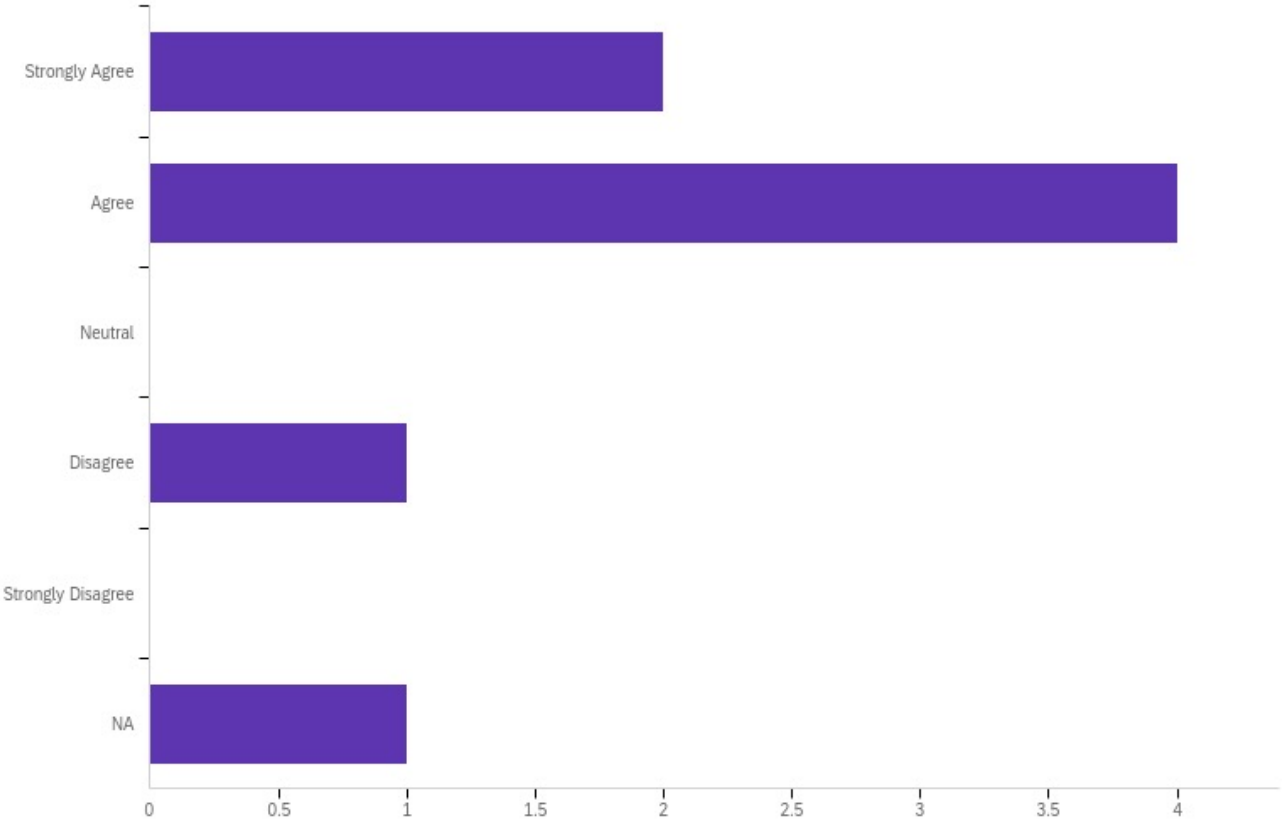
I do think now is a good time to return to Pinehurst for an offsite. I recommend two actually. One soonest and one as soon as our new Chancellor is named. We need one now to help us gell and then one to help us gell with the new Chancellor. If we do so, I would like to recommend someone to lead the event as last time we did this, little was added by the session leader.

Looking forward to getting to know our 2 new members to the board.

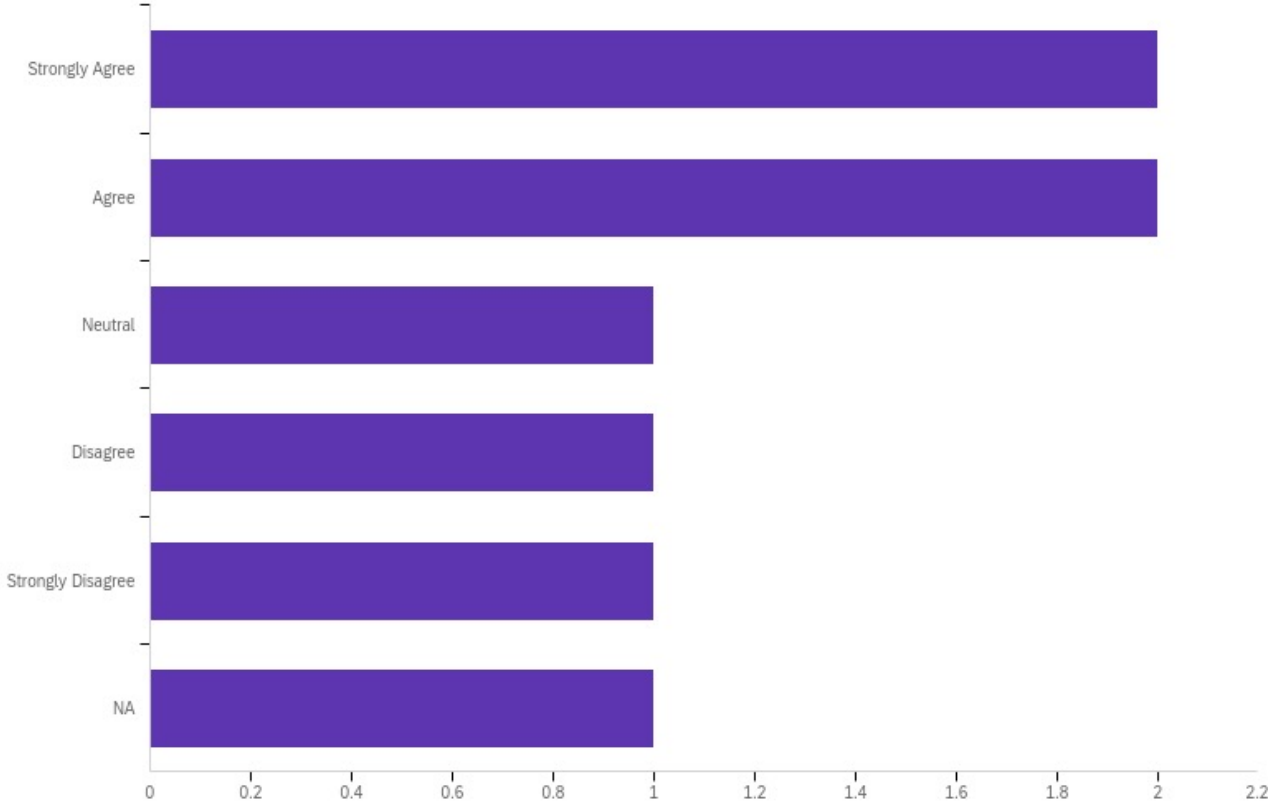
Student perspective would be my strongest asset to the board I would say.



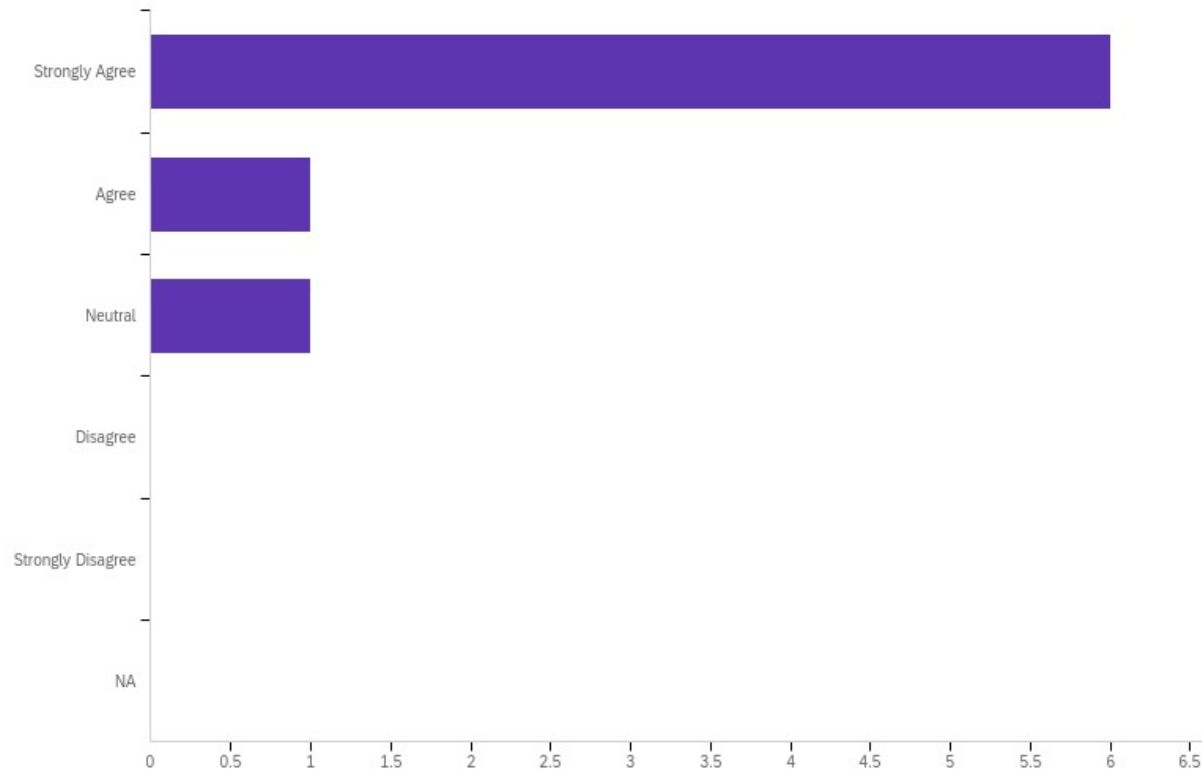
CP1 - The work of the board committees is clearly articulated.



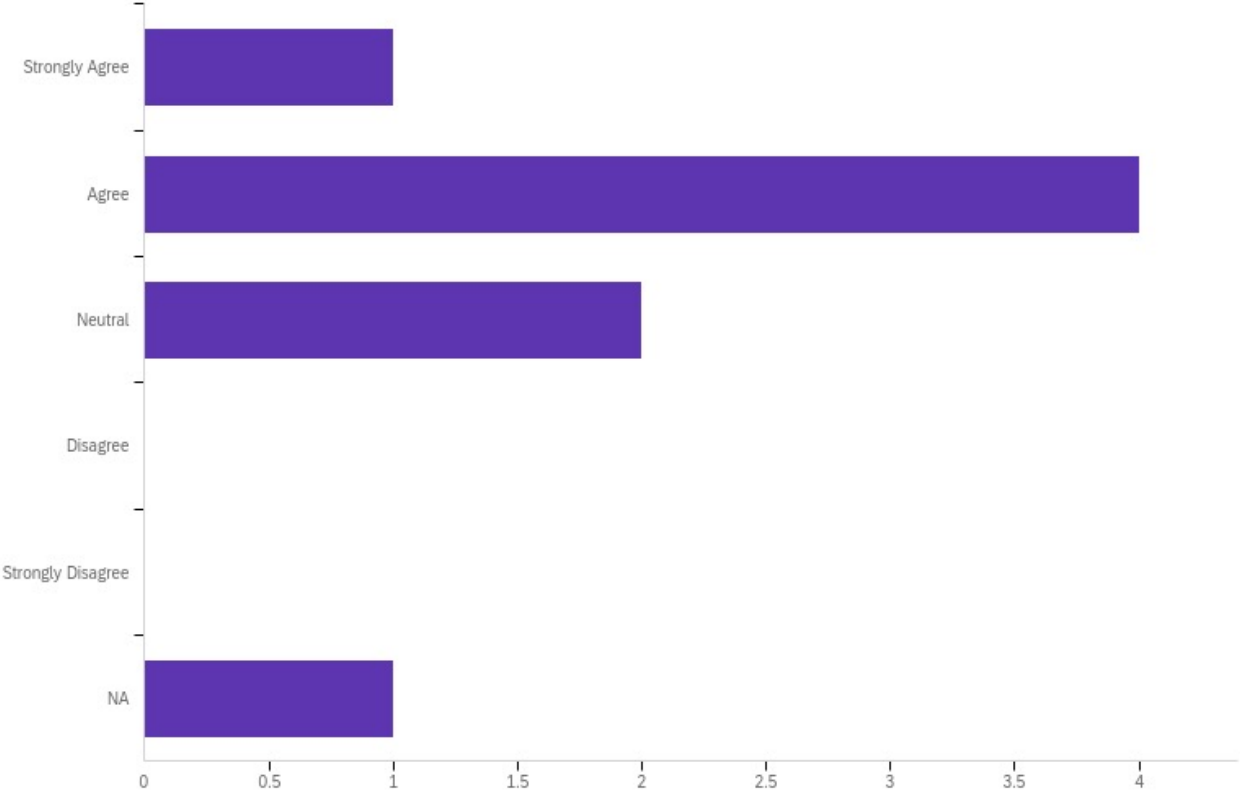
CP2 - Committees focus on strategic issues over administrative matters.



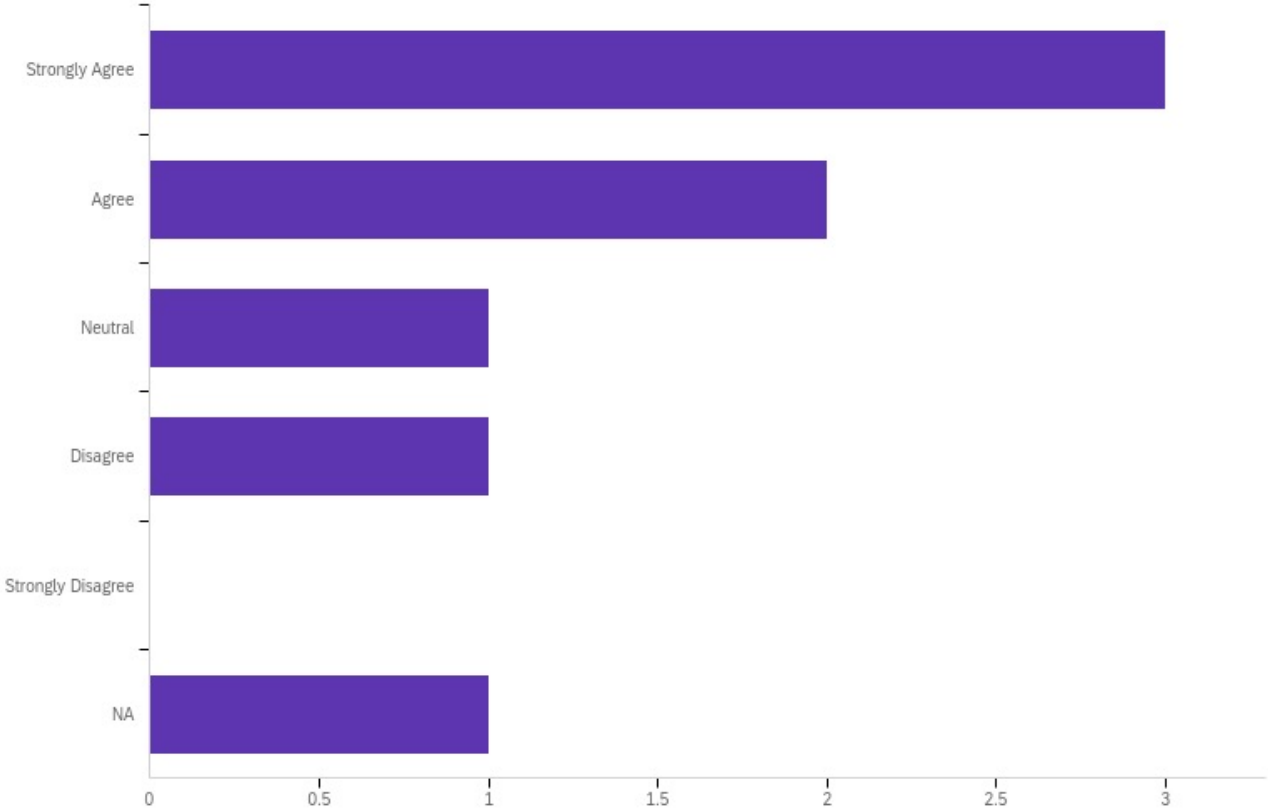
CP3 - The operational metrics structure is a useful tool for guiding committee work.



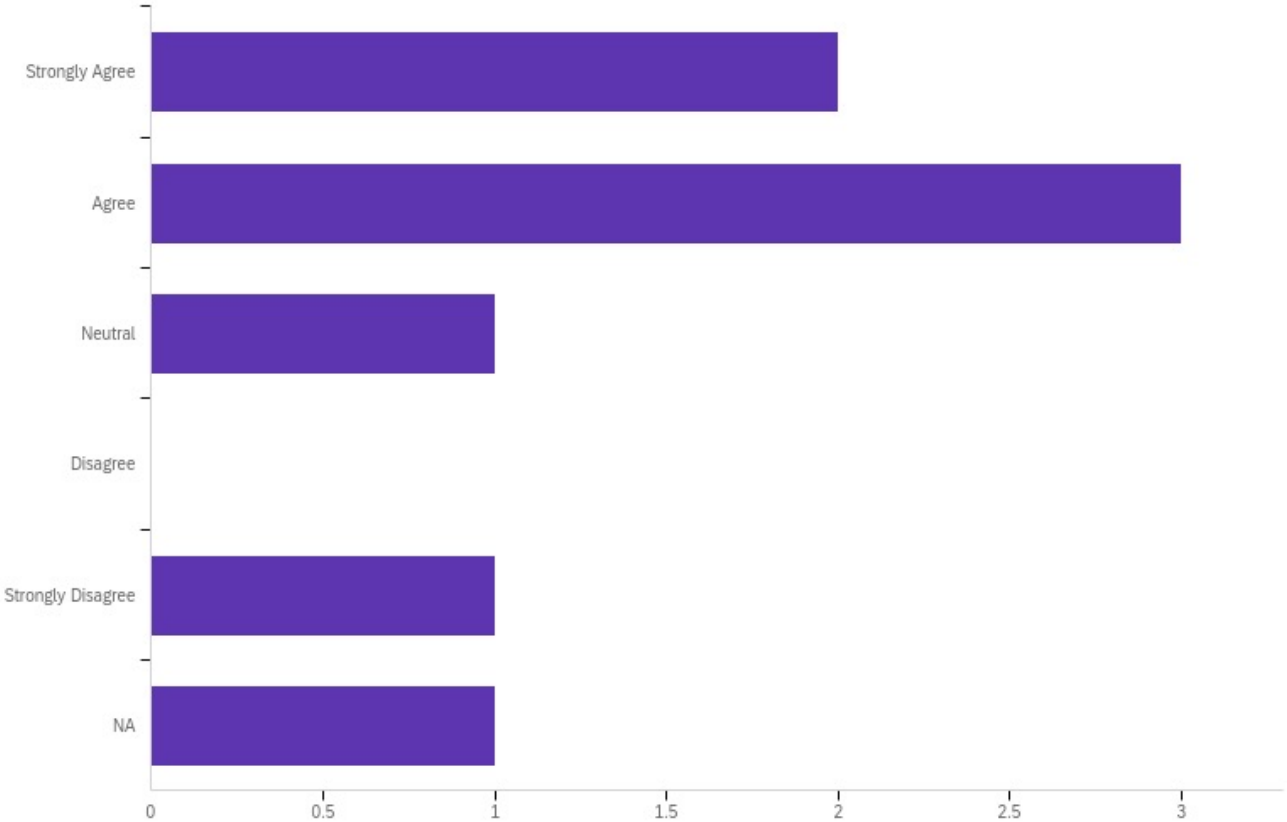
CP4 - The committee chairs provide adequate leadership



CP5 - The committees have adequate support from professional staff.



CP6 - The committee meetings are well organized and meaningful (agendas, materials, presentations).



Comments Related to Committees

The key are our new metrics. We must keep them focused and relevant in each committee...period!

Committee are not utilized to enhance the university. Instead committees are used as a perfunctory presentation model with little to no discussion or committee work. Other than a call between the administration liaison and the committee leadership to set the agenda there is virtually no committee work between meetings.



Additional Comments

Just a second request for a Teambuilding Offsite

I look forward to working with this group as we continue to serve in this capacity to ECU. I think that we have great board leadership, and sound board members to capitalize on ECU's mission to gain momentum towards the future.



Next Steps

Vern Davenport

