

# AGENDA University Affairs Committee November 30, 2023

I. Approval of Minutes – September 28, 2023 Action

II. Operational Metrics Information Only

III. Conferral of Degrees Action

IV. Conferral of Honorary Academic Titles Policy Action

V. Evaluative Feedback and ECU

A. Faculty Evaluations

- B. Student Affairs Evaluation Example: Student Leadership Development Programs
- C. Research / Creative Works Examples: Real world feedback from Industry and Partners Ensure Relevancy
- VI. Closed Session



## **AGENDA ITEM**

I. Approval of	f Minutes – September 28, 2023	Dave Fussel Committee Chair
		Committee Chan
Situation:	Approval of the minutes from the September 28, 2023 committee	ee meeting is required.
Background:		
Assessment:		
Action:	This item requires a vote by the committee.	



# Minutes from the University Affairs Committee September 28, 2023 – Main Campus Student Center and Online Meeting

The University Affairs Committee of the ECU Board of Trustees met in person on Thursday, September 28.

Committee members present:

Dave Fussell (chair); Jeffrey Roberts (vice chair); Tom Furr; Javier Limon; Jim Segrave; Vince Smith; Vanessa Workman

Other Board members present: Jason Poole, Van Isley

Trustee Dave Fussell, Chair of the Committee, convened the meeting at 2:25PM. Chairman Fussell read the conflict-of-interest provisions as required by the State Government Ethics Act and asked if anyone would like to declare or report an actual or perceived conflict. None were reported.

Chairman Fussell called role and a quorum was established.

Chairman Fussell asked for the approval of the minutes of the April 27, 2023 committee meeting. Trustee Furr motioned and received a second.

#### **Action Items**

The minutes of the April 27, 2023 committee meeting were approved with no changes.

#### Informational Items

#### II. Operational Metrics

Board members were encouraged to reach out to Provost Coger with any questions about the updated operational metrics available in board materials.

#### III. Opportunity in a Time of Great Change

Chairman Fussell briefly introduced a discussion on selected topics that are current challenges in higher education and to students, faculty and staff at our university: Artificial Intelligence, Student Mental Health, and Regional Transformation, before turning it over to Provost Coger to begin the presentation: Opportunity in a Time of Great Change.

#### a. Artificial intelligence

Provost Coger spoke about Generative Artificial Intelligence, informing the committee about what it is, how it's use is affecting or will affect the higher education community, and ways in which our university should be prepared to approach it's use. ECU is embracing opportunities to leverage AI to enhance possibilities related to student learning and Provost Coger underscored the importance of providing resources to both faculty and students as AI becomes more and more engrained in day-to-day.

#### b. Student mental health

VC Brandon Frye introduced the topic of student mental health and spoke of ways in which the Student Affairs division is focused on supporting students. VC Frye turned it over to Dr. LaNika Wright who shared the university's focus on "whole person care." Dr. Wright shared and detailed the



# Minutes from the University Affairs Committee September 28, 2023 – Main Campus Student Center and Online Meeting

three tenets in Student Health's approach to health: Comprehensive Health Care, Cultivating a Culture of Well Being, and Educating the Campus Community. Dr. Wright also introduced three student guests, two of whom who stopped to help the third student present who had been having a health emergency on campus earlier this week. Drs. Wright and Frye addressed the students and thanked them, and meeting attendees expressed their appreciation and pride for the students who were able to keep calm and assist a fellow student in a time of need.

#### c. Regional transformation – RISE29

Acting Chief Research Officer Sharon Paynter then spoke to the committee about the importance of regional transformation and how ECU delivers in this space, sharing information about the RISE29 program which is intended to leverage the intersection between faculty expertise, student learning outcomes, and the needs of community partners. Dr. Paynter mentioned several impact statistics about the RISE29 program, including 23 new businesses operating in 6 counties, 198 student interns, almost 60,000 field hours with 74 small business across the east, 114 new jobs created and 16 jobs retained. Dr. Paynter also discussed ECU's collaboration with NC Innovation, details of which will be presented at a future BOT meeting.

Chair Poole encouraged committee members and meeting attendees to reach out to the two students who were recognized for helping their fellow student if they could be of assistance with regard to internships in their desired fields.

Trustee Furr asked a question about enrollment and Provost Coger shared a quick recap of enrollment numbers this semester and how campus conversations are proceeding. There was also discussion about what we can expect related to enrollment with the work of the Carnegie firm currently partnering with our communications team.

Chancellor emphasized several points that Provost Coger made, specifically related to the multidimensional nature of enrollment data and the importance of focusing on the whole story.

#### **Other Business**

There was no other business to discuss, and the committee meeting was adjourned at 3:12PM.

Respectfully submitted,
Madeleine Bade Griffith, Office of the Provost



## **AGENDA ITEM**

II.	University Affairs	Operational Metrics Dr. Robin Coger
		Provost & Senior Vice Chancellor
		for Academic Affairs
Situa	ation:	Presentation of the metrics monitored by the University Affairs Committee.
Back	ground:	
Asse	ssment:	
Actio	on:	This item is for information only.



CEO Tracking Sheet Fiscal Year - 2024 University Affairs Committee

University Affairs (	committee										FY2	2024						1
KPI	Measurement	Prior Year	Target	Variance	Target	July	August	September	October	November	December	January	February	March	April	May	June	Total
				Monthly Plan	24,607	0	315	976	12,066	5,051	1,590	2,331	1,130	855	275	3	15	24,607
Now Freshman	Number of new	'		Monthly Actual			377	3,466	15,579									
New Freshmen Applications	freshmen applications	24,364	24,607	Monthly +/- YTD Plan			62 315	2,490 1,291	3,513 13,357	18,408	19,998	22,329	23,459	24,314	24,589	24,592	24,607	24,607
ripplications	submitted.			YTD Actual			377	3,843	19,422	10,400	15,550	22,323	23,433	24,514	24,363	24,332	24,007	24,007
				YTD +/-			62	2,552	6,065									
	Number of			Monthly Plan	4,547	0	0	14	62	134	189	573	722	1,134	1,436	233	50	4,547
New Freshmen	enrollment			Monthly Actual  Monthly +/-				19	131 69									
Enrollment	deposits paid	4,502	4,547	YTD Plan				14	76	210	399	972	1,694	2,828	4,264	4,497	4,547	4,547
Deposits	by new freshmen.			YTD Actual				19	150					,	,	,	,	
	iresiiiieii.			YTD +/-				5	74									
	1	1	1		2.993	_	35	59	313	102	138	403	330	441	397	439	336	
	Number of new	,		Monthly Plan Monthly Actual	2,993	U	33	204	313	102	138	403	330	441	397	439	330	2,993
New Transfer	transfer	2,993	2,993	Monthly +/-			-2	145	14									
Applications	applications	2,993	2,993	YTD Plan			35	94	407	509	647	1,050	1,380	1,821	2,218	2,657	2,993	2,993
	submitted.			YTD Actual			33	237	564									
				YTD +/-			-2	143	157									
			I	Monthly Plan	1,447	0	0	2	14	E 2	42	81	152	222	246	319	316	1,447
New Transfer	Number of enrollment			Monthly Actual	1,447	0		4	20	33	42	81	132	222	240	315	310	1,447
New Transfer Enrollment	enrollment deposits paid	1,447	1,447	Monthly +/-				2	6	_						_		
Deposits	by new	2,447	2,447	YTD Plan				2	16	69	111	192	344	566	812	1,131	1,447	1,447
-,	transfers.			YTD Actual				4	24									
	I .	I	I	YTD +/-				2	8		1	I .						
				Monthly Plan	1,854	0	17	21	52	43	143	180	274	395	300	254	175	1,854
	Number of new	,		Monthly Actual		3	22	33	76									
New Graduate	graduate	1,873	1,854	Monthly +/-		3	5	12	24									
Admits	admits.			YTD Plan YTD Actual		0	17 25	38 58	90 134	133	276	456	730	1,125	1,425	1,679	1,854	1,854
				YTD Actual		3	25 8	20	134									
	1	1	ı	,			Ü	20										
	Number of			Monthly Plan	557,864	0	0	0	0	223,683	20,658	9,862	519	133,299	129,691	25,395	14,757	557,864
	fundable			Monthly Actual														
Fundable Student Credit Hours	student credit	563,499	557,864	Monthly +/- YTD Plan						223,683	244,341	254,203	254,722	388,021	517,712	543,107	557,864	557.064
Credit Hours	hours for the			YTD Actual						223,083	244,341	254,203	254,722	388,021	517,/12	543,107	557,864	557,864
	calendar year.			YTD +/-														
	Number of			Plan	24,866	0	0	0	0	0	0	0	0	9,453	11,083	2,325	2,005	24,866
Total Enrollment	registered	25,118	24,866	Actual +/-														
	students.			YTD +/-														
	Sponsored			Plan	\$73,000,000	\$10,220,000	\$7,154,000	\$6,351,000	\$3,796,000	\$3,577,000	\$2,920,000	\$2,993,000	\$3,942,000	\$4,088,000	\$4,818,000	\$10,001,000	\$13,140,000	73,000,000
Sponsored Awards	awards,	\$ 85,584,144	\$ 73,000,000	Actual		\$9,079,042	\$9,634,064	\$4,485,532	\$5,395,746									\$28,594,384
	excluding ECUP and SoDM			+ / - YTD +/-		-\$1,140,958 -\$1,140,958	\$2,480,064 \$1,339,106	-\$1,865,468 -\$526,362	\$1,599,746 \$1,073,384			-						
L	300111	1	1	1107/-		71,140,538	¥1,335,100	<del>5520,50</del> 2	91,075,584			1		ı .				
				Plan	\$36,500,000	\$5,110,000	\$3,577,000	\$3,175,500	\$1,898,000	\$1,788,500	\$1,460,000	\$1,496,500	\$1,971,000	\$2,044,000	\$2,409,000	\$5,000,500	\$6,570,000	36,500,000
Research Awards	Research	\$ 40,957,400	\$ 36,500,000	Actual		\$5,010,496	\$3,320,522	\$2,842,930	\$1,735,025									\$12,908,973
	awards			+ / - YTD +/-		-\$99,504	-\$256,478	-\$332,570	-\$162,975			-						
	<u> </u>	1	I	110+/-			-3555,582	-5000,002	- <del>-</del> -5531,52/			I		ı I				
	Sum of indirect			Plan	\$17,500,000	\$2,450,000	\$1,715,000	\$1,522,500	\$910,000	\$857,500	\$700,000	\$717,500	\$945,000	\$980,000	\$1,155,000	\$2,397,500	\$3,150,000	17,500,000
F&A Awarded	cost of sponsor	\$ 12,103,062	\$ 17,500,000	Actual		\$1,473,526	\$1,316,703	\$958,068	\$639,896									\$4,388,193
	awards	,,002		+/-		-\$976,474	-\$398,297	-\$564,432	-\$270,104									
L	awarded	L	l	YTD +/-		-\$976,474	-\$1,374,771	-\$1,939,203	-\$2,209,307			I		I				
Housing Contract	On campus		l	Plan	3,752	0	0	0	0	0	0	390	430	970	1,337	490	135	3,752
Commitments	housing contract	3,715	3,752	Actual	5,, 52			0		Ū	Ü	330	-30	370	2,557	-130	133	3,.32
Fall 2024 First-Time	commitments	3,/13	3,732	+/-														
First-Year Students	(Jan-Jun)			YTD +/-														
	1	1	I	Dlan	7,935	105	400	1 000	1 100	900	350	700	1,000	1,000	850	250	200	7,935
Counseling Center			7,935	Plan Actual	7,935	185 185	400	1,000 840	1,100 1,014	900	350	/00	1,000	1,000	850	250	200	7,935
Visits	r Annual Visits	6,897		+/-		0	13	-160	-86			İ						
				YTD +/-		0	13	-147	-233	_						_		
		1																
Total Counseling				Plan	9,085	210 212	450 478	1,120	1,300	1,050	425	850	1,100	1,090	970	295	225	9,085
Visits	Annual Visits	NA	9,085	Actual +/-		212	478 28	933	1,121			1						
				YTD +/-		2	30	-157	-336									
	•	•	•				30		- 550									



#### **AGENDA ITEM**

**Situation:** The ECU Board of Trustees should confer the degrees of those qualified candidates.

**Background:** The ECU Board of Trustees has the authority and responsibility to confer the degrees for

candidates who have been approved by the Chancellor and Faculty Senate.

**Assessment:** Proposed Motion:

"I move the candidates for degrees, as approved by the Chancellor and the Faculty Senate, be authorized for conferral at the annual Winter Commencement on Friday,

December 15, 2023."

**Action:** This item requires a vote by the committee and a vote by the full Board of Trustees.



#### **AGENDA ITEM**

IV.	Conferral of Honorary Academic Titles Policy	Robin Coger
		Provost

Situation: The university benefits from the contributions of individuals who have primary

employment responsibilities outside the university but who volunteer their professional expertise and other services to their respective programs through honorary academic titles with appointments as unpaid affiliate faculty. This policy outlines how colleges and schools can recruit and recognize these professionals. Note, persons with affiliate faculty appointments have no access to ECU resources or services, are not eligible for permanent tenure, and are not entitled to any of the rights afforded to tenured, probationary or fixed-term faculty in Chapter VI of *The Code* of the Board of Governors

of the University of North Carolina and/or the ECU Faculty Manual.

**Background:** This board approved an interim version of this policy on August 10, 2023.

**Assessment:** There have been no further edits or revisions to the Conferral of Honorary Academic

Titles Policy, therefore, administration is asking to remove the "interim" from the policy

and approve this version as university policy.

**Action:** This item requires a vote by the committee, with a vote by the full Board of Trustees

through the consent agenda.

### **Policy on Conferral of Honorary Academic Titles**

Version 1 (Current Version)



Policy	POL01.20.01
Title	Policy on Conferral of Honorary Academic Titles
Category	Governance and Administration
Sub-category	Honorary Degrees, Awards and Distinctions
Authority	Board of Trustees
History	Approved by ECU Board of Trustees August 10, 2023.
Contact	Deans' Offices
Related Policies	Chapter VI, Section 611 of the UNC Code (https://www.northcarolina.edu/apps/policy/doc.php?type=pdf&id=58)
Additional References	Part VIII, Section I(I) of the ECU Faculty Manual (https://osrr.ecu.edu/wp-content/pv-uploads/sites/234/2018/04/EastCarolinaUniversityFacultyManual.pdf)

#### 1. Purpose:

The university benefits from the contributions of individuals who have primary employment responsibilities outside the university but who volunteer their professional expertise and other services to their respective academic programs. To recruit and recognize these professionals, especially those in healthcare and related fields who serve as preceptors for clinical clerkships or experiential learning, colleges or schools may confer upon them honorary academic titles with appointments as unpaid affiliate faculty. Persons with affiliate faculty appointments have no access rights to ECU resources or services, are not eligible for permanent tenure, and are not entitled to any of the rights afforded to tenured, probationary or fixed-term faculty in Chapter VI of *The Code* of the Board of Governors of the University of North Carolina ("UNC Code") and/or the ECU Faculty Manual.

#### 2. Appointment of Honorary Affiliate Faculty:

Each college or school shall establish a Rule, as defined by ECU's policy on Formatting, Adopting and Publishing Policies, Regulations, and Rules (https://policy.ecu.edu/01/15/01), for the selection, appointment, and advancement in title for affiliate faculty. The relevant Dean should consult its faculty in the development and revision of these Rules. All Rules must be approved by the Provost and respective Dean, but are not subject to any of the requirements of the ECU Faculty Manual applicable to tenured, probationary and/or fixed-term faculty.

#### 3. Affiliate Faculty Titles:

No school or college may confer an academic title otherwise designated for tenured, probationary or fixed-term faculty in the ECU Faculty Manual.

#### 4. Termination of Affiliate Faculty Appointments:

The Chancellor, the Provost, or the Chancellor's or Provost's designees may revoke an affiliate faculty appointment for any reason not prohibited by law. Termination is not subject to appeal.

#### **East Carolina University**

 $\begin{tabular}{l} $E$ 5th Street | Greenville, NC 27858 (https://www.google.com/maps/place/East+Carolina+University) | $252-328-6131$ (tel:+12523286131) \\ \end{tabular}$ 

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#### **AGENDA ITEM**

V. Evaluative Processes & Norms at ECU ......Robin Coger, Provost

Brandon Frye, VC of Student Affairs

Sharon Paynter, Acting Chief Research & Engagement Officer

**Situation:** By leveraging different types of evaluative and feedback mechanisms, the performance

of East Carolina University's employees, degree programs, units and research continuously improve. These evaluative processes occur regularly and are essential, yet they may not be well known to those external to higher education institutions. Examples

at ECU will be highlighted in this session.

**Background:** At ECU, full time staff and administrators are evaluated annually, faculty are evaluated

in each course, at various timepoints by their peers, and annually by their direct supervisors; degree programs are evaluated in cycles through either accreditation organizations or internal/external review teams, and the latter can also apply to units throughout student affairs or academic affairs. ECU's strength continues to be the people of this University, and the feedback we seek and receive – and our responses to that feedback – are critical to ensuring the University's relevance, effectiveness and

successes in being a "national model".

**Assessment:** This session highlights faculty evaluative processes, a recent assessment conducted by

Student Affairs of its Center for Leadership and Civic Engagement, and examples of the

way feedback shapes research at ECU.

**Action:** This item is for information only.



# **DIVISION OF STUDENT AFFAIRS**

# STUDENT LEADERSHIP DEVELOPMENT PROGRAMS

BOARD OF TRUSTEES
UNIVERSITY AFFAIRS COMMITTEE
BRIEFING

Greenville, North Carolina November 2023



#### **Summary**

A team composed of members from the Center for Leadership and Civic Engagement (CLCE) and Student Affairs Assessment, Research, and Planning gathered data on the leadership programs and activities within the Division of Student Affairs (SA). A total of 12 student leadership programs were audited to gather information regarding theoretical frameworks, program outcomes and competencies, and assessment methods. This report provides a brief overview of the purpose and method of the study, lessons learned from the data, and recommendations for next steps.

#### **Purpose**

The data provides a better understanding of the shared competencies and outcomes of each leadership program within the division which allows leadership to align resources and support for the leadership programs as well as identify potential donors and collaborations for future growth and development. Additionally, this analysis will allow CLCE to better serve the division through consultation in developing common leadership outcomes and competencies. Lastly, the team identified active and potential future partners outside the division to enhance the leadership learning of our students.

## **Leadership Program Inventory**

The team identified the primary student leadership programs within the Division of Student Affairs. These programs include:

- Campus Living Community Building Model (Campus Living)
- Chancellor's Student Leadership Academy (CLCE)
- ECU Leads (CLCE)
- Emerging Leaders Institute (Fraternity and Sorority Life)
- G.O.L.D. Leader Series (Student Organizations)
- Impact: The Leadership LLC (Campus Living)
- Living Learning Communities (Campus Living)
- LeaderShape Institute (CLCE)
- Residence Hall Association (Campus Living)
- Resident Advisors (Campus Living)
- SGA Shipmates (SGA)
- Veterans Leadership Academy (Military and Veteran Resource Center)

#### **Procedure**

An electronic self-audit survey was distributed to the Division of Student Affairs through the listsery. This survey requested information regarding a description of the program, the theoretical frameworks used to develop the program, program outcomes and competencies, and the assessment plan and results. The team then met individually with several program coordinators to gather more in-depth information regarding any of the details included in the self-audit survey.

#### Results

Trends Related to Competencies & Theoretical Frameworks

Each program coordinator was asked for applicable theoretical frameworks, competencies, and outcomes for their respective programs. The results from the self-audit of the 12 student leadership programs span 17 frameworks and 49 of Seemiller's 60 Student Leadership Competencies.

ECU's Definition of Leadership and Astin's Theory of Involvement ranged from three programs. At the same time, Clifton Strengths, the Social Change Model, Servant Leadership, Maslow's Hierarchy of Needs, and Sanford's Challenge and Support theories each influence two programs. The 11 of 60 Student Leadership Competencies not represented in the student leadership programs are receiving feedback, supervision, nonverbal communication, listening, writing, facilitation, mission, functioning independently, positive attitude, and excellence.

#### Learning Outcomes

Common outcomes that span several programs are teamwork/collaboration, some capacity to develop leadership skills, and effective communication. On a broad scale, program coordinators indicated that the assessment of these outcomes was an area for improvement. One program indicated that they incorporate no specific outcomes for their students.

#### Recomendations

- Centralized/common outcomes and Student Leadership Competencies for each program
- Improve the assessment process for all programs and explore common assessment tools
- Collaborate with CLCE for the development of new programs, administration, and assessment
- Support the development of outcomes for programs that do not have specified outcomes
- Explore badging opportunities and scaffolding of experiences
- Identify donor / extramural funding opportunities to support leadership development

#### Active/Future Partners Outside the Division

- Leadership Studies Minor
- Leadership Development Academy
- College of Nursing East Carolina Consortium for Nursing Leadership
- College of Business Leadership & Professional Development Curriculum
- BB&T Center for Leadership Development
- Honors College
- <u>Digital Badging</u> committee
- HLTH 1000 course redesign



#### **AGENDA ITEM**

IV.	Closed Session	Dave Fussell
		Committee Chair

**Situation:** The committee requests to go into closed session to consider personnel related matters.

**Background:** It is the policy of the State of North Carolina that closed sessions shall be held only when

required to permit a public body to act in the public interest as permitted in Chapter

143 of the North Carolina General Statues.

**Assessment:** The committee will go into closed session:

 To prevent the disclosure of confidential information under N.C. General Statues §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act; and

- To consider the qualifications, competence, performance, character, fitness, or appointment of prospective and/or current employees and/or to hear or investigate a complaint or grievance by or against one or more employees
- To consult with an attorney to preserve the attorney-client privilege between the attorney and the Committee.

**Action:** This item requires a vote by the committee.