



## **Educational Planning and Programs Committee**

**October 24, 2024**

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### **AGENDA**

- |      |   |  |
|------|---|--|
| (1)  | <b>Call to Order</b>  | <b>Trustee Perry Chappell</b>  |
| (2)  | <b>Statement from State Government Ethics Act</b>           | <b>Trustee Perry Chappell</b>  |
| (3)  | <b>Approval of Minutes from August 1, 2024</b>              | <b>Trustee Perry Chappell</b>  |
| (4)  | <b>Academic Affairs Report</b>                              | <b>Provost James J. Winebrake</b>  |
|      | a. <b>Enrollment Report</b>                                 | <b>Dr. Lauren Franklin, Director of Admissions</b>   |
|      | b. <b>Information on Teaching Effectiveness</b>             | <b>Provost James J. Winebrake</b>  |
|      | c. <b>Vacancy in Distinguished Professorship</b>            | <b>Provost James J. Winebrake</b>  |
| (5)  | <b>Student Affairs Report</b>                               | <b>Vice Chancellor Christine Reed Davis</b>  |
|      | a. <b>Workforce Development: Cultivating Career Success</b> | <b>Chris Lewandowski, Associate Director for Career Development &amp; Janeé Folston, Associate Director for Employer Development</b> |
| (6)  | <b>Update Report from Faculty Senate</b>                    | <b>Dr. Colleen Reilly, President</b>   |
| (7)  | <b>Closed Session</b>                                       | <b>Trustee Perry Chappell</b>  |
| (8)  | <b>Old Business</b>   | <b>Trustee Perry Chappell</b>  |
| (9)  | <b>New Business</b>   | <b>Trustee Perry Chappell</b>  |
| (10) | <b>Adjournment</b>  | <b>Trustee Perry Chappell</b>  |

## **AGENDA ITEM**

Approval of August EPPC Meeting Minutes, by EPPC Chair Perry Chappell.

**Situation:**

Approval of the minutes from the August 1-2, 2024 EPPC committee meeting.

**Background:**

N/A

**Assessment:**

N/A

**Action:**

This item requires a vote by the committee.

**Supporting Documentation:**

Draft Educational Planning and Programs Committee Minutes from the August 1-2, 2024 meeting.

DRAFT

Educational Planning and Programs Committee

Board of Trustees—The University of North Carolina Wilmington

Thursday, August 1, 2024, 11:00am Nixon Annex, Golden Hawk Room

MINUTES

Chair Chappell called the meeting to order at 11:00 a.m. in person.

The following members in attendance: Ms. Traci Butler, Mr. Earl Caison, Ms. Perry Chappell, Mr. Jeff Clark, Mr. Malcom Coley, Mr. Carlton Fisher, Mr. Steve Griffin, Mr. Robert Rippy, Dr. Yousry Sayed, Mr. Kevin Sills, Mr. Skyler Stein, Dr. Jimmy Tate and Dr. Aldona Wos were present. Dr. Aswani Voley, Chancellor; Vice Chancellors Mr. Eddie Stuart, University Advancement; Mr. Miles Lackey, Business Affairs and Vice Chancellor Dr. Chrisine Reed Davis, Student Affairs, represented the university. Deans attending were: Dr. Rob Burrus, Cameron School of Business, Founding Dean Dr. Stephanie Caulder, College of Humanities, Social Sciences and the Arts, Dr. Tracy Linderholm, Watson College of Education, Founding Dean Dr. Ronald Vetter, College of Science and Engineering and Dr. Jack Watson, Dean, College of Health and Human Services. Also attending were other university administrative personnel.

The meeting moved into the Business portion of the meeting. Chair Chappell read the Conflict of Interest Policy to all and asked if anyone had a conflict of interest. No such conflicts from the Board members were noted for the open session.

Chair Chappell asked Ms. Sharon Lindgren to call the Roll and it was determined that a quorum was present.

A motion was made to approve the April 25, 2024 meeting minutes and the minutes were unanimously approved.

Chair Chappell introduced Dr. Winebrake, Provost and Vice Chancellor Academic Affairs who introduced Dr. Colleen Reilly, Faculty Senate President.

Dr. Colleen Reilly presented the Faculty Senate report. She provided updates on the activities of the Faculty Senate since April 2024 and priorities for the next academic year which include working with the Office of the Provost to prepare UNCW's response and approach to policy changes and new regulations from the System Office.

Provost Winebrake presented the Academic Affairs report.

He provided leadership update introductions along with a Sponsored Program Performance update. He listed key initiatives for AY 2024-25 that respond to the System Office regulations including: Regulation on Faculty Workload, Post-Tenure Review; Academic Program Planning, Fostering Undergraduate Student Success and Regulation on Teaching Effectiveness in the University of North Carolina.

He then introduced Dr. Cynthia Demetriou, Associate Provost Student Engagement, Enrollment and Retention who provided an update on enrollment status, including expected numbers of first year students, new transfer students, and new graduate students, as well as overall enrollment expectations.

Updates to RTP Policy (Reappointment, Tenure and Promotion) governing documents were presented which included:

Motion 2024-02-02: Clarifying the Contract Period after Reappointment

Motion 2024-02-03: Timing for Tenure

Motion 2024-02-04: Timing for Promotion to Professor

Motion 2024-02-05: Clarifying the Timing of the Reappointment Review

Motion 2024-02-07: Clarifying the Timing of Appeals

No action by the Board was required.

Dr. Winebrake then introduced Dr. Christine Reed Davis, Vice Chancellor Student Affairs who introduced Dr. Kevin Meaney, Director of Housing & Residence Life. An update on the Move-In Plan, specifically regarding efforts to reduce traffic congestion. Occupancy numbers and overflow housing plans were reviewed.

Chair Chappell thanked everyone for their presentations and information.

At 12:08 pm Chair Chappell asked if there was any old, unfinished or new business to address. Hearing none, a motion was made to adjourn the session.

Chair Chappell

Date Approved

## **AGENDA ITEM**

Enrollment Report, provided by Dr. Lauren Franklin, Director of Admissions.

### **Situation:**

Overview on current UNCW enrollment status, post Census Day (September 4).

### **Background:**

Dr. Franklin will provide the Board an update on enrollment status as of meeting date, including numbers of first year students, new transfer students, and new graduate students, as well as overall enrollment.

### **Assessment:**

N/A

### **Action:**

This item is for information only.

### **Supporting Documentation:**

Academic Affairs PowerPoint presentation, to be included in the EPPC PowerPoint.

## **AGENDA ITEM**

Information on Teaching Effectiveness, provided by Dr. James J. Winebrake, Provost and Vice Chancellor for Academic Affairs

### **Situation:**

The Board of Trustees requested at the last meeting that the Provost provide an overview of how the university measures “teaching effectiveness.” This item is in response to that request.

### **Background:**

Provost Winebrake will present information to the Board on the process the university uses to assess teaching effectiveness, with particular emphasis on the tools used for student course evaluations. Data will be presented on UNCW’s teaching effectiveness scores from these evaluations.

### **Assessment:**

N/A

### **Action:**

This item is for information only.

### **Supporting Documentation:**

UNC Policy 400.3.1

### **Teaching Effectiveness in the University of North Carolina**

- I. Purpose. North Carolina G.S. 116-1(b), declares that the mission of the UNC System “...is to discover, create, transmit, and apply knowledge to address the needs of individuals and society” and further specifies that “Teaching and learning constitute the primary service that the university renders to society. Teaching, or instruction, is the primary responsibility of each of the constituent institutions.” Consistent with the directive set forth in state law, the UNC Board of Governors has established the expectation that teaching “...should be the first consideration of all UNC institutions.” The University of North Carolina, therefore, has a primary obligation to provide undergraduate and graduate education of the highest quality. This policy provides the basis for the constituent institutions to formulate policies and processes that ensure, recognize, and reward teaching effectiveness.
- II. Scope. This policy applies to full-time tenured and continuing faculty, as defined in Chapter VI of the Code, whose workload plans include teaching.
- III. Definitions.
  - A. Teaching involves a variety of activities that communicate the knowledge and values and impart the skills necessary for individuals to lead responsible, productive, and personally satisfying lives. Such activities include, but are not limited to, the instruction of organized courses, evaluating students, developing materials for new courses, updating materials for existing courses, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters’ theses and doctoral dissertations, directing students in co-curricular activities such as plays, preparing and equipping new laboratories, supervision of teaching assistants, supervision of internships and other experiential learning, academic advising, mentoring, providing accommodations to students with respect to their mental health or physical needs, and other activities that support student success.
  - B. Teaching Effectiveness means providing student-centered learning and assessment experiences in line with clearly articulated learning objectives that are relevant to the discipline and the course. It models and fosters critical, analytical, and creative thinking, while both engaging and supporting students cognitively, emotionally, and behaviorally. Effective teaching ensures all students can participate fully and implements regularly revised content via pedagogical techniques that are current, research-informed, and rigorous.
  - C. Annual Evaluations, as defined in UNC Policy 400.3.4, *Policy on Faculty Workload*, Section III. B., are a review of the work of a faculty member by the department chair/head or equivalent relative to the faculty member’s approved work plan as defined in UNC Policy 400.3.4, Section III. C., and the faculty member’s self-assessment.
  - D. Student Feedback includes, but is not limited to, instruments used to gather anonymous responses regarding a student’s experience of a course, including items such as course organization, course materials, teaching methods, and interaction with the instructor of record.

E. Peer Assessment is a process conducted by faculty peers using elements such as observation of instruction, review of teaching portfolios, and discussions regarding pedagogical goals and methods, to continue to develop a faculty member's instructional skill and practice.

F. Self-Assessment is a process of deliberative review and critical evaluation of one's own work, while identifying specific strategies for improvement. Self-assessment shall be designed to provide a summative review of the faculty member's teaching as well as to identify formative strategies to continue developing skill in teaching.

G. Post Tenure Review, pursuant to UNC Policy 400.3.3, *Performance Review of Tenured Faculty*, is a comprehensive, periodic, cumulative review of the performance of tenured faculty members that shall encompass and include the use of annual evaluations.

IV. Required Elements for Developing Institutional Policies and Processes on Teaching Effectiveness.

A. Each institution shall establish policies and processes that define, encourage, and measure teaching effectiveness in accordance with the mission of the institution. Institutions may consider the specific requirements of colleges, schools, departments, other academic units, and academic disciplines in establishing these policies.

B. Faculty whose work plans include teaching shall be required to demonstrate teaching effectiveness in accordance with applicable institutional policies. Institutions shall use multiple inputs to assess a faculty member's teaching effectiveness and to further develop a faculty member's instructional practice. At the minimum, inputs shall consist of: (1) peer assessment, (2) student feedback, and (3) self-assessment. These inputs shall be utilized, as appropriate, in annual evaluations and comprehensive reviews, including reviews for promotion and post-tenure reviews or reviews for extension of appointment, if applicable.

C. The constituent institutions shall train faculty members, department chairs, academic unit heads, deans, and other administrators on how to effectively use these inputs to enhance pedagogy, the student learning experience, and student academic success.

D. Constituent institutions shall offer and encourage professional development opportunities for all faculty members focused on teaching effectiveness.

E. Constituent institutions shall develop appropriate rewards in recognition of teaching excellence.

F. The University of North Carolina System Office shall create and maintain an electronic resource center related to teaching effectiveness in personnel decision making to support constituent institutions in developing training regarding upholding these principles.

V. Outcome and Update Requirements.

A. In policy and procedures, constituent institutions shall ensure that teaching effectiveness is a component of all reviews of faculty whose workload plans include teaching, including annual faculty evaluations, reappointment and promotion considerations, and post-tenure review.



B. The chief academic officer at each institution, however titled, shall work with faculty via the representative body of the faculty to review and update, as needed, policy and procedures on teaching effectiveness on a regular timeline in accordance with appropriate institutional policies.

VI. Other Matters.

A. Effective Date. The requirements of this policy shall be effective with the 2024-2025 academic year. Institutions shall have internal policies in place at the beginning of that academic year.

B. Relation to Federal and State Laws. The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, those statutory enactments which may govern or relate to the subject matter of this policy.

C. Regulations and Guidelines. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted by the president.

D. Periodic Review. Each institution shall review their institutional policy at least every five years and submit a copy of that review and any changes made to the president.

E. Approvals. All policies and procedures required under this policy must be submitted by the constituent institutions to the UNC System Office and approved by the president.

\*Supersedes and replaces the prior UNC Policy 400.3.1, "Tenure and Teaching in the University of North Carolina" as this version was approved by the Board of Governors on January 25, 2024.

**AGENDA ITEM**

Vacancy in the Wendy and Dell Murphy Distinguished Professorship of Education, provided by Dr. James J. Winebrake, Provost and Vice Chancellor for Academic Affairs.

**Situation:**

The current appointee in the Wendy and Dell Murphy Distinguished Professorship of Education will reach the end of the 3-year appointment on June 30, 2025, leaving this position vacant. Per UNC regulation 600.2.3[R], the chancellor shall inform the Board of Trustees of any vacancies in distinguished professorships.

**Background:**

UNC Regulation 600.2.3[R] (VII.D) requires that the chancellor consult with the institutional Board of Trustees when a vacancy occurs in an endowed professorship established with the Endowment Fund. Distinguished Scholar Kevin R. McClure, the current appointee in the Wendy and Dell Murphy Distinguished Professorship of Education, will reach the end of the 3-year appointment on June 30, 2025, leaving this position vacant. No material changes are anticipated in the endowed professorship plan previously approved by the System Office.

**Assessment:**

N/A

**Action:**

This item is for information only.

**Supporting Documentation:**

UNC Regulation 600.2.3[R]

### **Regulation on the Distinguished Professors Endowment Trust Fund**

- I. Purpose. The following regulation is designed to provide System-wide consistency and clarity regarding implementation of the Section 600.2.3 of the UNC Policy Manual, *Policy on the Distinguished Professors Endowment Trust Fund*.
- II. Goals. Among the goals of the Distinguished Professors Endowment Trust Fund (DPETF) is to stimulate private support and commitment to strengthening the faculties and promoting excellence throughout all of the constituent institutions of the UNC System. The General Assembly's goal in creating the DPETF was to encourage each constituent institution to "solicit and receive gifts from private sources to provide matching funds to the trust fund challenge grants."<sup>1</sup>
- III. Definitions. The following operational definitions apply to this regulation:
  - A. "Focused Growth Institutions." Refers to Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, The University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University.
  - B. "Private Gift" or "Private Contribution." A donation from a private individual or entity (including any foundation or business entity). Federal grant funds do not meet the definition of a "private gift" or "private contribution." Private contributions to institutional Endowment Funds must be given or pledged specifically for the purposes of the trust fund, and only contributions received after July 1, 1985 may be credited to the special endowment fund of the institution.
  - C. "Special Needs Institutions." Refers to University of North Carolina School of the Arts and the University of North Carolina at Asheville.
- IV. Procedures for Institutional Plans for Establishment of Professorships
  - A. Plan for Establishment of Endowed Professorship. When the private gift is placed in the institutional Distinguished Professors Endowment Fund, the chancellor shall prepare a succinct plan for the establishment of the endowed professorship contemplated. This plan must be submitted to the president for review and approval. The plan accompanies a request for state matching funds to be transferred from the Board of Governors Trust Fund or escrowed to support the proposed professorship. No transfer or escrow of a state challenge grant shall be made in the absence of an approved plan.
  - B. Plan Description. Plans for the establishment of endowed professorships submitted by chancellors to the president must describe:
    1. The name of the professorship;

2. The general level of salary and other benefits and perquisites, and the anticipated amounts to be supported annually from the endowment;
3. The academic department or other unit to which it is anticipated that the new professorship will be assigned;
4. The academic rank of the professorship (i.e., full professor, associate professor, or assistant professor);
5. Whether the professorship will be in perpetuity (i.e., for the duration of the full-time service of the distinguished professor as a faculty member) or time-limited;
6. If the appointment is time-limited, the duration of the appointment (the standard recommended appointment length is five years);
7. Whether the professorship will be filled by an external or internal appointment or by either. Institutions are encouraged to consider plans for external appointments who will constitute distinguished additions to the faculty;
8. The expected benefits to the institution; and
9. Steps to ensure compliance with all selection procedures included in subsection VII of this regulation.

C. **Material Changes to the Professorship.** Before material changes can be made to the professorship, an amended plan for the establishment of the professorship must be submitted with the changes reflected.

1. Material changes to plans for professorships must be approved by the original private donor whose gift created the endowment fund or a representative of the donor before submitting an amended plan for approval.
2. Material changes include changes to:
  - a. The academic department or other unit to which the professorship is assigned;
  - b. The academic rank of the professorship (i.e., full professor, associate professor, or assistant professor);
  - c. Whether the professorship will be in perpetuity (i.e., for the duration of the full-time service of the distinguished professor as a faculty member), or time-limited;
  - d. If the appointment is time-limited, the duration of the appointment; and
  - e. Whether the professorship will be filled by an external or internal appointment or by either.

3. Material changes do not include selecting a new holder of the professorship when filling a vacant position.

V. Procedures Queuing Transfer of State Fund Requests

- A. Insufficient State Funds. In the event that sufficient state funds are not available in the Board of Governors Trust Fund to meet the pending requests for matching dollars, requests shall be placed in a queue to await the availability of State funds. Only requests with approved plans and for which the requisite private gift has been received shall be placed in the queue.
- B. Additional State Appropriations. Once additional state appropriations are made, the allocation shall be used to fund as many of the professorships in the queue as possible.
- C. Escrow. So long as requests for transfer of funds to match full private gifts exceed the total available dollars, no state funds shall be placed in escrow.
- D. Priority for Full Private Funding. Priority shall be given to those professorships for which full private funding has been received. The date when the private funding was complete and the date when the professorship was placed in the queue shall be the principal factors used to determine the order of transferring state matching funds from the Trust Fund to the institution. An effort shall be made to fund some professorships at each level.

VI. Procedures for the Use of Funds

- A. Income Earned from Funds. By law, the principal from neither the state funds nor the private gift can be spent, only the income earned from the endowment can be used.
- B. Use of Income Earned from Funds. Income from the endowment cannot be used for any purpose other than the support of the endowed professorship. For example, a salary supplement for the holder, travel, and research expenses associated with their professional responsibilities, stipends for teaching, and research assistants for the distinguished professor, special equipment, or library books needed to support the teaching and research of the holder of the endowed professorship.
- C. Income Use. It is a violation of the law to spend the income from the Distinguished Professors Endowment Fund for purposes unrelated to the particular professorship. The amount and purpose of the expenditures each year shall be determined through consultation between the professorship holder, the appropriate department chairperson, and their dean.
- D. Establishment of Professorship before Matching State Funds. Constituent institutions may use a portion or all the income paid out of a Distinguished Professor Endowment Fund to establish an endowed professorship prior to the receipt of the state matching funds if all the following conditions are met:
  1. The required amount of funds from private sources has been collected in full pursuant to Section 600.2.3 II., of the UNC Policy Manual;
  2. The plan for the professorship has been approved by the president;
  3. The professorship does not carry the title of "Distinguished Professorship" until the state matching funds have been received; and

4. The donor(s) has provided written permission allowing the interest earned on the endowment to be used to support the purposes of the gift prior to the receipt of the state matching funds, and the donor(s) understands that the title of "Distinguished Professor" is limited to those endowments that have received state matching funds.

## VII. Procedures for the Selection of Endowed Professorship Holders

A. Selection of Professor for the Endowed Professorship. The selection of each professor to hold an endowed professorship shall be made in the following way:

1. The selection and appointment procedures followed shall be fully consistent with the institution's tenure policies and regulations and other applicable personnel policies;
2. The Distinguished Professor shall be appointed at the rank of full professor,<sup>2</sup> the Distinguished Scholar at the rank of associate professor, and the Distinguished Fellow at the rank of assistant professor, and the appointment shall be subject to approval by the Board of Governors at those institutions not designated as special responsibility constituent institutions with management flexibility to appoint and fix compensation.<sup>3</sup>
3. The academic discipline to which the person is appointed shall be one of major importance to the educational program of the institution; and
4. The person appointed shall have a record of outstanding accomplishment in that discipline or field as a teacher and scholar or practitioner.

B. Intention of Endowed Professorships. The endowed professorships are intended for full-time faculty members, not for persons whose primary duties are administrative. If subsequently appointed to a senior administrative position, however, the holder of a professorship under this program may retain the professorship under the original terms of appointment to the endowed professorship.

C. Exception Circumstances. In exceptional circumstances, a professorship may be held by more than one faculty member simultaneously, with the income from the endowment used for allowable expenses of all faculty members who hold the professorship, in accordance with the professorship's approved plan.

D. Vacancy in an Endowed Professorship. When a vacancy occurs in an endowed professorship established with the Endowment Fund, the chancellor shall consult with the institutional board of trustees. If material changes are to be made to professorship, the chancellor shall thereafter recommend to the president any amendments to the approved plan. Upon approval of the amended plan by the president or under continuation of a plan without amendment, selection and appointment of the new distinguished professor, including distinguished scholar and distinguished fellow, shall then proceed in accordance with this regulation.

E. Additional Requirements. Some professorships must meet additional requirements for the selection of the distinguished professor. Those professorships are identified below. All professorships other than those listed below need only meet the requirements in subsections VII.A., and VII.B., of this regulation.

1. Any endowed professorships established using nonrecurring funding appropriated under the 1993-95 Current Operations Appropriations Act<sup>4</sup> shall “recognize excellence in undergraduate teaching as the primary criterion for selection.”
2. Professors selected to fill the professorship funded through the C.D. Spangler Foundation Challenge Grant must be appointed only as a “Distinguished Professor” and only at the rank of full professor.
3. A list of the professorships that must meet either of the requirements listed above is included in the Distinguished Professors Endowment Trust Fund Operations Manual.

VIII. Reporting Requirements. Reports regarding the number and current status of the Distinguished Professorships at each institution shall be reported to the president annually by July 1. Reports to the president shall include the level of each professorship, the name of the professorship, whether the professorship is vacant or filled, and the professorship’s department. For filled professorships, the name of the professor shall be included. For vacant professorships, the date the position was vacated shall be included.

IX. Other Matters

- A. Effective Date. The requirements of this regulation shall be effective on the date of adoption of this regulation by the president.
- B. Relation to Federal and State Laws. The foregoing regulation as adopted by the president is meant to supplement, and does not purport to supplant or modify, those statutory enactments, regulations, and policies which may govern or related to the subject matter of this regulation.

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<sup>1</sup>S.L. 1985-757, Sec. 202; G.S. 116-41.13-41.19).

<sup>2</sup>At the University of North Carolina School of the Arts, other appropriate rank shall be conferred.

<sup>3</sup>See Sections 600.3.2 and 600.3.4 of the UNC Policy Manual.

<sup>4</sup>S.L. 1993-321.

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# Educational Planning and Programs Committee (EPPC)

UNCW Board of Trustees

# Overview

- Welcome and Call to Order
- Academic Affairs Report

*James J. Winebrake, Ph.D., Provost and Vice Chancellor for Academic Affairs*

- Student Affairs Report

*Christine Reed Davis, Ed.D., Vice Chancellor for Student Affairs*

- Update Report from Faculty Senate

*Colleen Reilly, Ph.D., Professor and Faculty Senate President*

- Discussion / Q&A





# Academic Affairs Update

Dr. James J. Winebrake

*Provost and Vice Chancellor for Academic Affairs*

# Academic Affairs Update

## Overview

- Highlights and Updates
- Enrollment Report
- Information on Teaching Effectiveness
- Vacancy in Distinguished Professorship

# Highlights and Updates

Dr. James J. Winebrake

*Provost and Vice Chancellor for Academic Affairs*



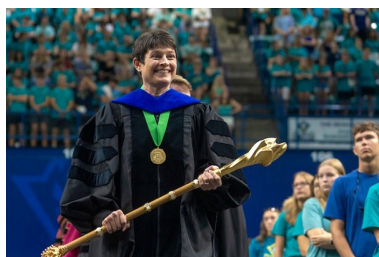
## New Faculty Orientation

August 6-8, 2024



## Welcoming New Staff

Summer 2024



## Convocation

August 19, 2024



## Fall Faculty Meeting

September 12, 2024



## Tenure and Promotion Celebration

September 19, 2024



## Library Grand Reopening

September 25, 2024



## Annual Research Celebration

September 26, 2024



## Seahawk Saturday

October 5, 2024



## CMS Open House

October 5, 2024

*Read More Online!*



DIVISION of ACADEMIC AFFAIRS



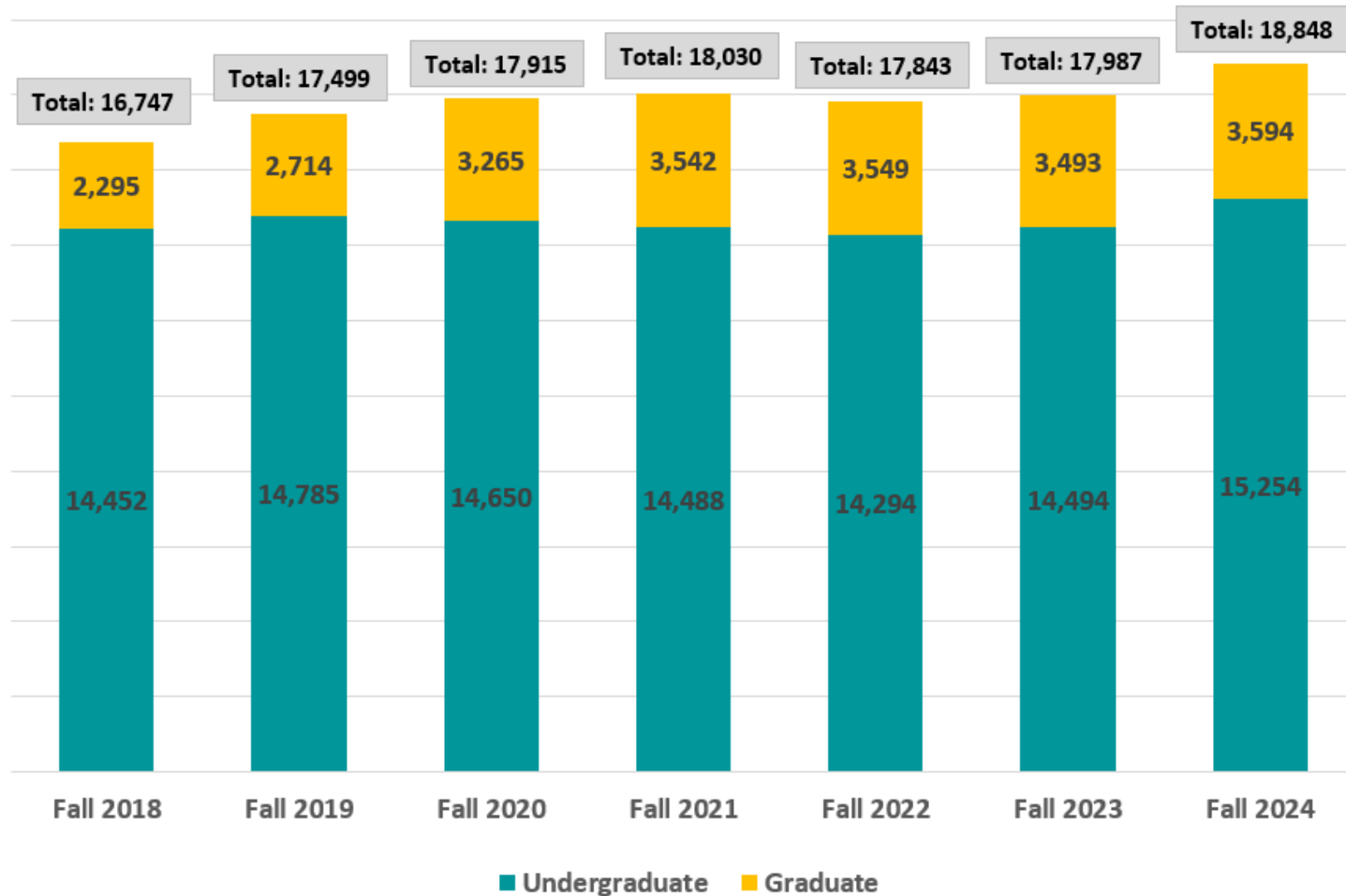
# Enrollment Report

Dr. Lauren Franklin

*Director of Admissions*



# Overall Enrollment: Headcount by Level



# Undergraduate Enrollment: New First Year

New First Year Student Profile	Fall 2024	Fall 2023
Student Cohort	2,754	2,701
Average High School GPA	4.06	4.06
SAT Average	1279*	1291*
ACT Average	27*	26*
Female/Male Ratio	65.5% Female 34.5% Male	67.0% Female 33.0% Male
Out-of-State Students	12.6%	23.3%
Underrepresented Students**	17.9%	17.9%

\* Standardized test scores are optional through Fall 2024 according to UNC Board of Governors.

\*\*URM excludes White, Unknown, US Non-Resident

Data Source: Unofficial Fall 24 Census





# Undergraduate Enrollment: New Transfer

New Transfer Student Profile	Fall 2024	Fall 2023
Transfer Student Total	1,883	1,629
Main Campus (% of total)	1,434 (76.1%)	1,246 (76.5%)
Distance Education (Non-OAP)	76 (4.0%)	59 (3.6%)
Online Accelerated Programs (OAP)	373 (19.8%)	324 (19.9%)
Female/Male Ratio	62.6% Female 37.4% Male	61.5% Female 38.5% Male
Out-of-State Students	13.4%	11.9%
Underrepresented Students**	25.3%	20.7%

\*\*URM excludes White, Unknown, US Non-Resident

Data Source: Unofficial Fall 24 Census

# Graduate Enrollment

Graduate Student Profile	Fall 2024	Fall 2023
New	1,427	1,281
Continuing	2,167	2,212
<b>Total</b>	<b>3,594</b>	<b>3,493</b>
Students in Online Programs	64.4%	63.8%
Female/Male Ratio	72.7% Female 27.3% Male	71.9% Female 28.1% Male
Out-of-State Students	9.3%	8.6%
Underrepresented Students**	26.0%	24.0%

\*\*URM excludes White, Unknown, US Non-Resident

Data Source: Unofficial Fall 24 Census

# Informational Item: Teaching Effectiveness

Dr. James J. Winebrake

*Provost and Vice Chancellor for Academic Affairs*



# Faculty Evaluation

Governed by:

- [UNCW Faculty Handbook](#) *Chapter IV: H. Evaluation of Faculty*
- System Office Teaching Effectiveness Policy [400.3.1](#) and Post-Tenure Review Policy [400.3.3](#)





# When are Faculty Evaluated?

## Semesterly

- By students

## Annually

- By home department chair/school director
- By faculty peers
- By self-evaluations of teaching, research/scholarship/creative activity, and service

## Periodically

- Mandatory Personnel Actions:
  - Reappointment (by 6<sup>th</sup> semester)
  - Tenure & Promotion to Associate Professor (by 11<sup>th</sup> semester)
  - Post-Tenure Review (every 5 years)
- Elective Personnel Action:
  - Promotion to Professor



# Course Evaluation Background

Since the 2013 Fall semester, UNCW has utilized a ***Student Ratings of Instruction*** instrument commonly referred to as "IDEA".

- Questions on Instructor
- Questions on Progress towards Learning Objectives



BOARD of TRUSTEES



## Diagnostic Feedback <sup>2016</sup> Instrument Sample Student Survey

### The Instructor:

Your thoughtful answers to these questions will provide helpful information to your instructor.

### Please answer the following for Sample Instructor:

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always
Found ways to help students answer their own questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged students to reflect on and evaluate what they have learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated the importance and significance of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formed teams or groups to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made it clear how each topic fit into the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided meaningful feedback on students' academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulated students to intellectual effort beyond that required by most courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged students to use multiple resources (e.g. Internet, library holdings, outside experts) to improve understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material clearly and concisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related course material to real life situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Created opportunities for students to apply course content outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduced stimulating ideas about the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved students in hands-on projects such as research, case studies, or real life activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired students to set and achieve goals which really challenged them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Course & Instructor Effectiveness



## Diagnostic Feedback <sup>2016</sup> Instrument Sample Student Survey

**Please answer the following for Sample Instructor:**

For the following items, choose the option that best corresponds to your judgement.

	Definitely False	More False than True	In Between	More True than False	Definitely True
As a rule, I put forth more effort than other students on academic work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really wanted to take this course regardless of who taught it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this course began I believed I could master its content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My background prepared me well for this course's requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate this instructor an excellent teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate this course as excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

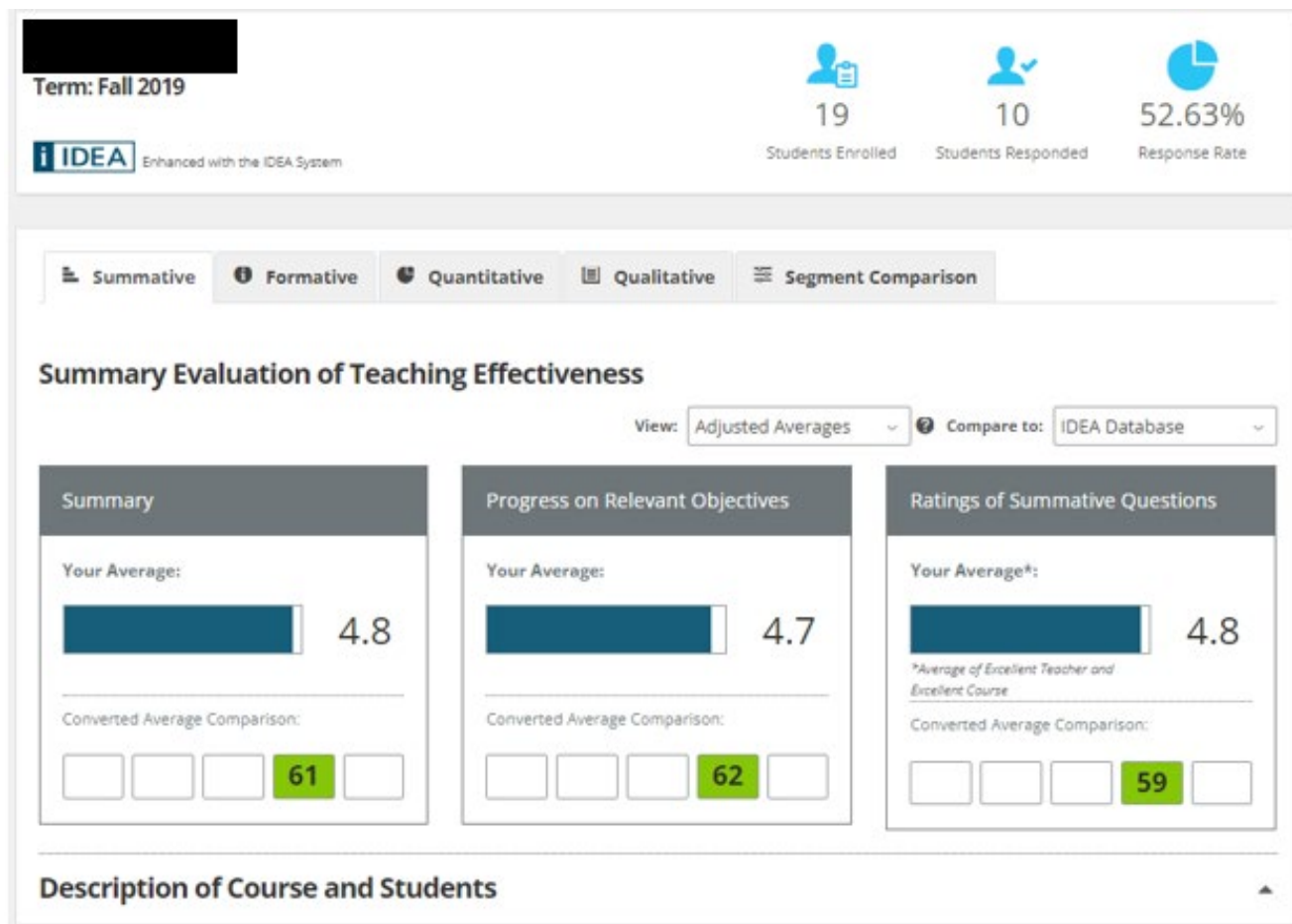
Faculty have the option of adding custom questions for direct student feedback.

*These questions are used for RTP applications and faculty evaluation purposes.*



UNIVERSITY of NORTH CAROLINA WILMINGTON

# IDEA Instructor View- Summative





# Overall Response Summary

	2021-2022	2022-2023	2023-2024
<b>UNCW Course Evaluation Avg. Response Rates</b>	<b>37.9%</b>	<b>40.9%</b>	<b>37.1%</b>
<b>Overall, I rate this instructor an excellent teacher.*</b>	<b>4.34</b>	<b>4.36</b>	<b>4.38</b>
<b>Overall, I rate this course as excellent. *</b>	<b>4.19</b>	<b>4.20</b>	<b>4.22</b>

*\* Average 5 pt. scale*



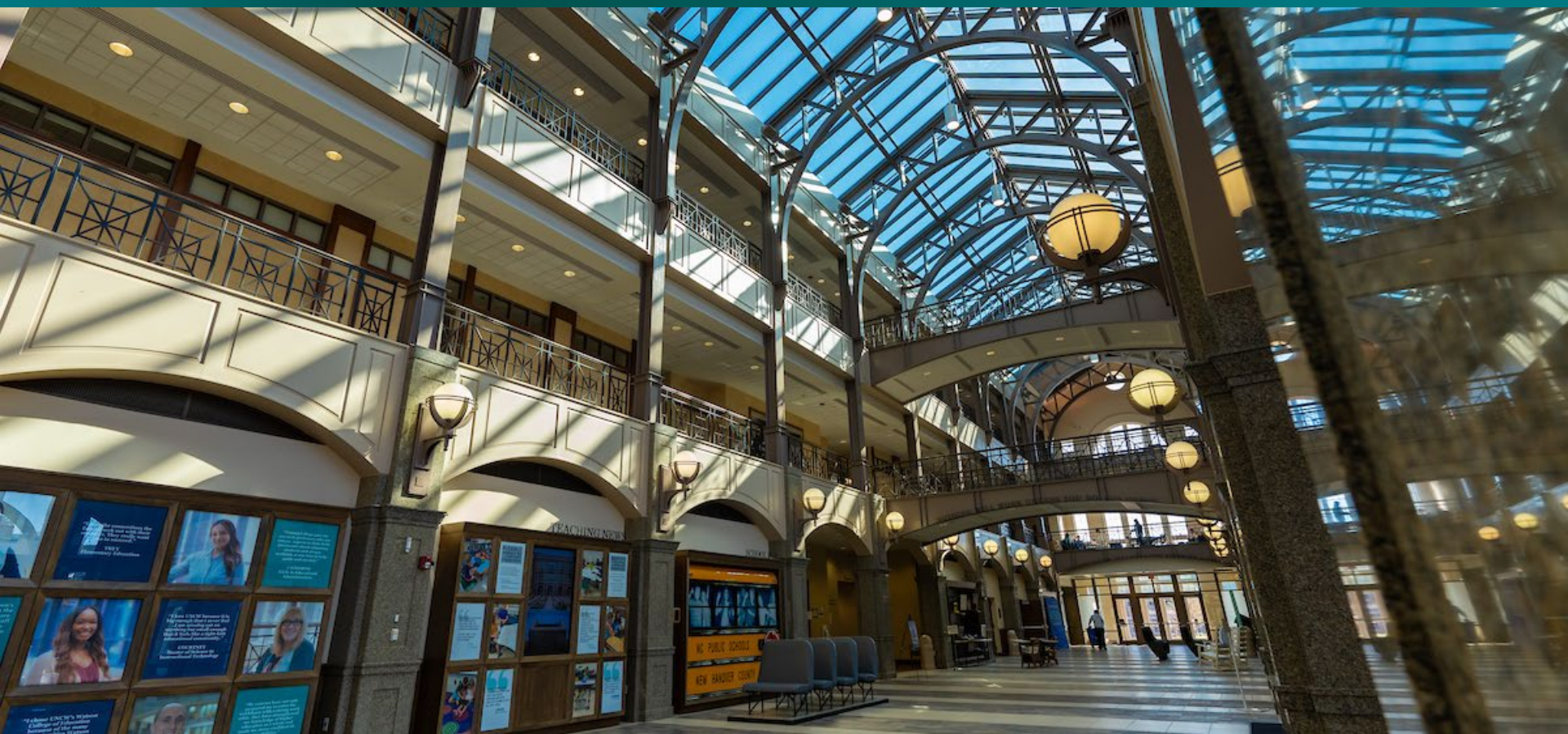
# System Office Regulation on Teaching Effectiveness (400.3.1.1[R])

System Office Requires	In UNCW Policy?
Peer assessment, student feedback, and self- assessment.	Yes
Annual reviews and comprehensive reviews.	Yes
Professional development opportunities for faculty.	Yes
Rewards in recognition of teaching excellence.	Yes
Regular timeline for policy review and updates.	Yes
Submission of policy review and updates to UNC President every five years.	No; new requirement

# Informational Item: Vacancy in Distinguished Professorship

Dr. James J. Winebrake

*Provost and Vice Chancellor for Academic Affairs*





# Wendy and Dell Murphy Distinguished Professorship of Education

- **Current Appointee:** Distinguished Scholar Kevin McClure
- **Reason for Vacancy:** 3-year appointment ends 6/30/25.

## NEXT STEPS:

- The Watson College of Education will move forward with a search process to identify and select the next appointee.
- Once the search is completed, an action item will be submitted to the BOT for appointment.





# Student Affairs Report

Dr. Christine Reed Davis

*Vice Chancellor for Student Affairs*



# Discussion / Q&A

Educational Planning and Programs Committee (EPPC)

UNCW Board of Trustees

## **AGENDA ITEM**

Career Center; Workforce Development/ Internship Programs Update

### **Situation:**

Janeé Folston, Associate Director of Employer Development & Chris Lewandowski, Associate Director Career Development will present on the progress made in workforce development initiatives, including internship programs, skills building with employer partners, and overall student preparedness. It will highlight data on internships, academic credit programs, and strategies to increase student participation.

### **Background:**

We will delve into the progress made in workforce development initiatives, building upon the FDS data presented last year by the Director. The primary focus will be on internships listed in our employer management system, Handshake, with specific data for surrounding counties. Additionally, the presentation will cover internship programs for academic credit as per the Registrar's report and plans to actively engage more students in our CIP-certified internship program.

### **Assessment:**

N/A

### **Action:**

N/A

### **Supporting Documentation:**

Career Center 23-24 Annual Report and PowerPoint Presentation

# 2023-2024 Annual Report

## Career Center

### Executive Summary:

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The Career Center covers student career and professional development from major and career decision making to connecting students and alumni with employers to preparing for graduate school. We are widely known for career preparation (resumes, cover letters, interviewing, job search) and we have resources to help students at all stages of their professional development.

The Career Center provides assessment resources such as PathwayU, CareerLeader, and a light version of the Myers Briggs Type Indicator (MBTI) known as 16 Personalities. We also provide a menu of virtual resources such as Handshake, Big Interview, Career Shift, Candid Career, and WCIDWAMI (What Can I Do with A Major In).

Additionally, the Career Center provides events centered on professional development such as Career & Internship Fairs and the professional clothes closet. We host workshops and events throughout the semester that engage our campus and employer partners. Another staple of the Career Center is campus outreach to engage our students. We partner with faculty to present in classes and grant their use of our resources in their class assignments. These are the main drivers of our student appointments.

An equally large part of our office outreach is in employer development. We endeavor to connect students with as many employment and experiential learning opportunities as possible by developing relationship with local, state, and national employers and utilizing Handshake as the tool to keep track of employer recruitment efforts. Strategy is engaged to develop relationships with employers specifically to match the needs of all majors and industries represented on campus.

As we look ahead, we will continue to scale our services to be more accessible to all students. Part of this includes the ongoing efforts in our website redesign. We have added to this scaling by expanding the counselor presence in their respective liaison academic buildings. We also continue to build our Student Advisory Board to be more active in informing students, faculty, and staff on student needs, recruitment preferences, and skill development needs.

#### *Strengths:*

- Full year of a fully staffed team
- Strong campus partnerships and relationships to drive initiatives forward (Deans, Advancement)
- Employer Advisory Board commitment
- Completed internal and external review

#### *Challenges:*

- Funding for new positions
- Finding office space for new positions without an alternative scheduling option
- Continuing to engage new initiatives (like Internship Programming) without additional staff
- Securing adequate part-time (or full-time) office space in academic areas.
- Integrating marketing efforts with campus wide communications



## **Assessment Goals and University/Divisional Strategic Priority Results:**

---

### **OFFICE GOALS:**

**Outcome: Career Development - Maintain and expand student participation in career planning model (Explore, Experience, Engage, Embark) through collaborative partnership with UNCW students, faculty, and staff.**

Divisional 2.a: Expand current Career Center liaison model to a hub & spokes model

University 1.3.2\*: Enhance career-readiness activities through robust career services offerings.

*\* Pillar 1, Priority 3, Objective 2 in the university strategic plan spreadsheet*

**Measure: Academic Liaisons – Coursework Partnership**

*Progress: Met*

65 Presentations to 39 distinct academic course sections were completed in Academic Year 23-24. Significant progress has been made in CHHS & CSE.

**Measure: Academic Liaisons – Physical Presence**

*Progress: Met*

Career Center leadership (Director & Associate Directors) met with Academic Leadership (Dean, Associate Deans, Assistant Deans) from each Academic College (WCE, CHHS, CHSSA, CSE, CSB) to initiate plans for structured physical presence in their academic spaces.

*\*Details of liaisons in physical space can be found in Taskstream Findings*

**Outcome: Employer Development - Building and maintaining a relevant employer base to engage students, staff, and faculty at UNCW.**

University 1.3.2\*: Enhance career-readiness activities through robust career services offerings.

*\* Pillar 1, Priority 3, Objective 2 in the university strategic plan spreadsheet*

**Measure: Enhanced Strategic Employer Engagement Initiative**

*Progress: Met*

Employer development over the 2023-24 academic year has strategically made on-campus connections to create impactful and lasting relationships with our community partners. The employer advisory board membership increased from 12 to 18 companies represented, fostering a more diverse range of internship and job opportunities for students. Our goal remains to expand representation to 25-30 companies across all industries. By collaborating with our campus internship facilitators and coordinators, we gain valuable insights into the specific needs of each college. We will continue to support these needs and leverage the new Employer Relations Management (ERM) system to streamline engagement efforts. This user-friendly system, available for the 2024 -25 academic year, will facilitate communication, track interactions, and provide valuable data to further refine our outreach strategies.

**Outcome: Marketing and Outreach - Expand knowledge and use of Career Center staff and resources through use of personnel, appropriate marketing tools, techniques, and mediums.**

University 1.3.2\*: Enhance career-readiness activities through robust career services offerings.

*\* Pillar 1, Priority 3, Objective 2 in the university strategic plan spreadsheet*

**Measure: Collect data on marketing and outreach outcomes through the use of surveys and reporting.**

*Progress: Met*

Marketing and outreach were assessed throughout the year through surveys and analytics in order to develop a strategic marketing plan. Qualtrics and Handshake post appointment surveys were offered to any student who visited the Career Center. Social media analytics were monitored regularly through Meta Business Suite and LinkedIn analytics, as well as email newsletter analytics in Handshake. From this data, a strategic marketing plan was created to guide the marketing team for future outreach and goal setting.

## Program Review Progress:

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Site Visit Dates: November 9-10, 2023

External Reviewers:

Bob Bullard, Assistant Vice President for External Engagement and Professional Success; Rowan University

Dr. Monica Thompson, Interim Associate Vice Chancellor for Student Affairs & Executive Director, University Career Services; University of Houston

Renard Miles, Executive Director, Office of Career Development & Professional Engagement.  
William & Mary

<b><u>Recommendations</u></b>	<b><u>Rating</u></b>	<b><u>Progress</u></b>
Identify and create a space that will facilitate the Career Center's growth and increased needs on campus.	High	Ongoing
Solidify funding and support to increase full-time positions in the Career Center to support UNCW needs.	High	Ongoing
Increase the headcount of full-time staff members in the Career Center and provide funding for a restructure of the existing team to allow for career progression and additional responsibilities.	High	Ongoing
Hire a career services professional consultant to advise and support the Career Center Director to make changes.	High	In research phase
Increase reach of employer development through additional Career Center staff hires	High	Ongoing
Meet with university key stakeholders (deans, directors, administrators) to create internal advisory boards to champion career development at a university level.	Medium	Ongoing
Partner with University Advancement to increase engagement with alumni and corporations for internships and other applied learning experience cultivation.	Medium	Ongoing
Partner more strongly with Academic Affairs to increase communication and collaboration as it relates to career exploration, job/internship search, Starfish and referrals, and employer development/engagement.	Medium	Ongoing
Develop enhanced language to explain the UNCW Career Services model to those who are not aware of it at the university.	Medium	Developing an external to office Annual Report that will include this enhanced language.
Make budget request presentations to the student fee advisory committee to augment the department's budget to secure adequate funding for additional positions, space, and student resources.	Medium	Not yet begun
Implement an intentional outreach plan to secure an increased number and diversity of opportunities in areas such as internships, jobs, and more career fair registrations from Fortune 500 employers.	Low	Ongoing

## Selected Key Metrics: 2023-2024

### Explore:

#### PathwayU

	2023-2024	2022-2023
New Accounts Created	3,154	2,621
Completed At Least 1 Assessment	3,039	2,487
Completed All 4 Assessments	2,300	1,921

### Experience:

	2023PT Off Campus Job Fair	2023PT Campus Job Fair	2023 Fall Health Career Fair (In Person)	2023 Fall Computing Showcase Reverse Carere Fair	2023 Fall Career & Internship Fair (In Person)	2024 Spring Career & Internshi p Fair (In Person)	2024 Spring Educat ion Fair (in person )	Total
Student Attendance	230	451	119	97	722	736	135	2490*
Employer Attendance	14	14	20	8	80	96	80	312*

#### Career Fairs

\*Student and employer counts may include duplicates as employers could register for multiple fairs and students could attend multiple fairs.

### Engage: Appointment, Event & Presentation Tracking

#### Classroom Presentations & Non-Fair Programmatic Events

	Total # of Presentations	# Students Attended
2023-2024	280	5,618
2022-2023	221	4,924

#### Student Appointments/Express:

STUDENT APPOINTMENTS	2023 2024	2022 2023	2021 2022	2020 2021	2019 2020	2018 2019
# of Student Appointments	2,749	2,424	2,320	2,210	1,534	2,762
Campus Impact	15.3%	13.6%	13%	12.3%	8.8%	16%

#### Student Appointment/Express Class Breakdown

Total Appointments/Express: 2,749		
Freshman	341	12.4%
Sophomores	345	12.6%
Junior	563	20.5%
Senior	1,083	39.4%

Masters	195	7.1%
Alumni/Other	214	7.8%
Express	917	33.4%

**Embark:**

*Handshake Usage Data 23-24*

Student Data		Employer Data	
Unique Logins	6,122	New Approved Employers	2,635
Total Student Applications to Internships and Jobs	35,080	Internships Posted	16,472
Total Student Resumes Uploaded	3,815	Jobs Posted	88,035
Total Students Completing Profiles	1,512		

*First Destination Data Report – Fall 2022, Spring 2023, & Summer 2023*

<i>College</i>	<i>% Responde d</i>	<i>% Employ ed</i>	<i>% Grad School</i>	<i>% Employed &amp;/or Grad School</i>	<i>% Seeking Employment or Grad School</i>	<i>% Other</i>	
<i>College of Humanities, Social Sciences, and the Arts</i>	<b>67%</b>	<b>60%</b>	<b>17%</b>	<b>77%</b>	<b>23%</b>	<b>0</b>	<b>0%</b>
<i>College of Science and Engineering</i>	<b>67%</b>	<b>55%</b>	<b>22%</b>	<b>76%</b>	<b>23%</b>	<b>1</b>	<b>&lt;1%</b>
<i>Watson College of Education</i>	<b>61%</b>	<b>70%</b>	<b>5%</b>	<b>76%</b>	<b>23%</b>	<b>1</b>	<b>1%</b>
<i>College of Health &amp; Human Services</i>	<b>74%</b>	<b>75%</b>	<b>14%</b>	<b>88%</b>	<b>11%</b>	<b>9</b>	<b>&lt;1%</b>
<i>Cameron School of Business</i>	<b>78%</b>	<b>77%</b>	<b>14%</b>	<b>91%</b>	<b>9%</b>	<b>1</b>	<b>&lt;1%</b>
<b><i>UNCW Overall</i></b>	<b>71%</b>	<b>68%</b>	<b>16%</b>	<b>84%</b>	<b>16%</b>	<b>12</b>	<b>&lt;1%</b>

## Noteworthy Academic Year Accomplishments:

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2023 - 2024

- Opened campus Career Closet in Fall 2023; hosted an opening event
- Maintained a full staff of full-time employees, 2 Graduate Assistants, 4 Career Connectors, and 3 Student Workers for the first time
- Funded additional students outside of the Political Science department to participate in the Washington D. Seahawks spring semester career trek
- Hosted etiquette dinner for student athletes and students in CHHS
- Partnered with CHHS to secure full-time office space for current liaison
- Partnered with CSE to secure part-time space in academic building (conference room) for current liaison
- Approved for 2 position requests to expand liaisons and student outreach
- Social media reach and engagement increase across several platforms
- Positive feedback from students in post-appointment surveys
- Expanded our networking reach to two new professional associations: the Graduate Student Success and Wellness Conference, and the Carolinas Women in Computing conference.

## Student Impact:

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Name: Marina Essa

Classification: Alumni, December 2021

Hometown: Greensboro, NC

Major(s): Bachelors in Business Administration with a Concentration in Marketing Strategy

Collaborating with Emily Hawarny at the UNCW Career Center has been instrumental in shaping my post-graduation career path. Her guidance helped me clarify my career goals and evaluate my options for the future. This experience inspired me to pursue further education, leading me to enroll in the Masters of Marketing Analytics program at NC State.



# Career Center: Career Development & Internship Programs Update

Janeé Folston, *Associate Director Employer Development*

Chris Lewandowski, *Associate Director Career Development*



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# Presentation Overview

- Employer Partnerships
- Student Programs and Resources
- FDS, First Destination Survey Data
- Student Success Stories



# Employer Partnerships

## EAB, Employer Advisory Board

- 16 employer representatives in 23-24

## On Campus Event and Program Employer Volunteers

- 50+ employer volunteers in 23-24

## “Soaring Partners” Career Fair Sponsorships

- Enterprise Mobility
- Lower Cape Dear Life Care
- Kent Homes
- Corning Credit Union
- Novant Health
- Cumulus Media



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# Industry Partners Who Hire Seahawks

## Cameron School of Business



## Watson College of Education



## College of Science and Engineering



HONDA



## College of Health and Human Services



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CAREER CENTER

# Industry Partners Who Hire Seahawks

## College of Humanities, Social Sciences, and the Arts



**KOHL'S**



## Additional Industries



**verizon**✓



**Sotheby's**  
INTERNATIONAL REALTY



## Handshake Connections Across All Industries (2023-2024 Academic Year)

**2,635** Employers Added

**16,472** Internships & **88,035** Jobs Posted

**12,417** Employer Partners with UNCW



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# Student Programs and Resources



## Career Fairs, Internships, Part Time Jobs

**17.6% increase in student attendance at Career & Internship Fairs**

Created booklets for students to assist in **knowing which companies would best fit their major** (*see booklet on your table*)





# Student Programs and Resources



*Hope you enjoyed your trip! Such an impressive group! Did Rouger*

## Certified Internship Program and Academic-Credit Internships

**5,876 students enrolled** in courses aligned with academic credit for internships (23-24 Academic Year)

Partnership with Academic Affairs to **track for-credit and not-for-credit internships**



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# Student Programs and Resources



**Career Treks**

**Washington D. Seahawks:** Partnership with Honors College to match students with mentors in DC during Spring Break

In-person visits **at United Bank and with U.S. Congressman Rouzer**

Provided **scholarship funding** to 2 students with summer 2024 internships in DC



# Additional Student Programs: Campus Event Collaborations

## Etiquette Dinners

Athletics & CHHS: 126 Students & 13 Employers

CSB Student Board: 35 Students

CHHS SEEDS (*Students Engaged in Enriching Diversity in Sciences*):  
**42 Students**

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Athletics Mixers:  
**126 Students & 13 Employers**

Ice Cream Social – Novant Health & CHHS:  
**39 Students, 1 Employer & 2 Representatives**

Careers in Marine Science – Advice for Students:  
**57 Students & 1 Employer**



# Additional Student Programs: New Collaborations

**Fall 2024**

- Employer Recruiter days **within CHHS** with **eight employers**



**Fall 2024**

- **Pilot Mentor Program** started with CSE students and Alumni



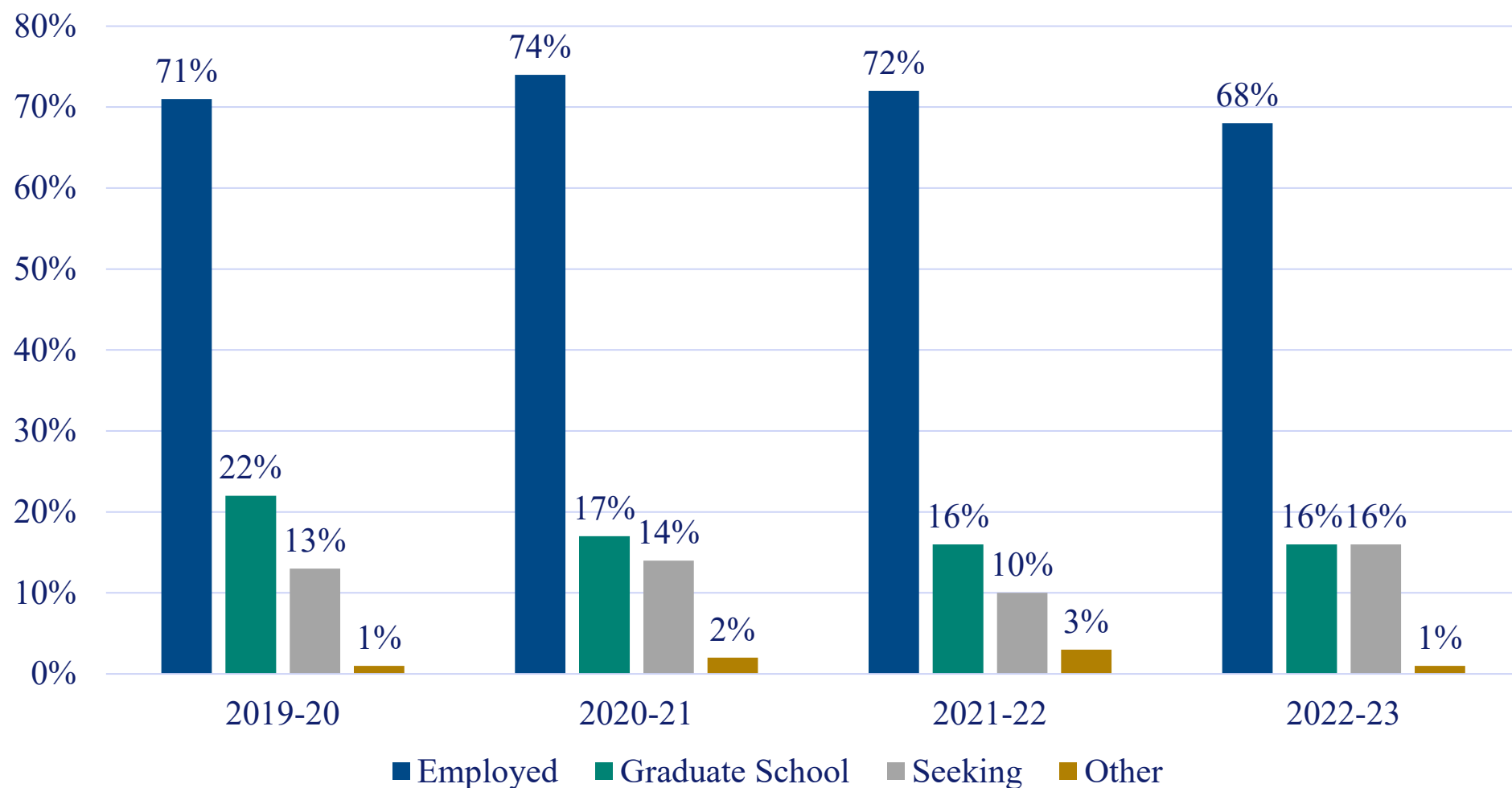
**Spring 2025**

- CHHS will **host on campus employer interviews** within Veterans Hall





# First Destination Survey Data



# Student Success Stories

## Sophia Hlavenka

Alumna 2024; *Psychology, Leadership Studies*

Hometown: Raleigh, NC

My experience with the UNCW Career Center has been **nothing short of amazing**. During my time at UNCW I was lucky enough to be a mentee of Janeé Folston, who has given me 2 amazing years of guidance and support. She not only helped me **navigate my job search**, but also helped me **best utilize my skills to get my dream job** out of college. She gave me all the necessary tools to flourish in post-grad corporate life, from **re-working my resume, interview skills, networking opportunities**, and more. I cannot recommend the career center to students enough.



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# Student Success Stories

## Marina Essa

Alumna, December 2021; *Bachelors in Business Administration with a Concentration in Marketing Strategy*

Hometown: Greensboro, NC

Collaborating with Emily Hawarny at the UNCW Career Center has been instrumental in shaping my post-graduation career path. Her guidance helped me clarify my career goals and evaluate my options for the future. This experience inspired me to pursue further education, leading me to enroll in the Masters of Marketing Analytics program at NC State.



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CAREER CENTER



*Thank you!*

## **AGENDA ITEM**

Faculty Senate Update Report by Dr. Colleen Reilly, Faculty Senate President

**Situation:**

Update on the activities of the Faculty Senate since the August BOT meeting and highlights of priorities this semester

**Background:**

N/A

**Assessment:**

N/A

**Action:**

This item is for information only.

**Supporting Documentation:**

Faculty Senate PowerPoint Presentation, to be included in EPPC PowerPoint





# Faculty Senate Update Report

Dr. Colleen Reilly

*President of Faculty Senate*



# Faculty Senate Report

Dr. Colleen Reilly  
Professor of English  
Faculty Senate President



# Current Work of Faculty Senate

- Ad Hoc Faculty Senate Committee addressing UNC 400.1.5, Fostering Undergraduate Student Success, has made initial recommendations
- Evaluation Committee of the Faculty Senate
  - Supervising the pilot of Blue by Explorance
  - Updating our policy to adhere to UNC 400.3.1
- Faculty feedback on UNCW's policy on the Review and Evaluation of Academic Programs (align with UNC 400.1)
- Faculty Senate Steering to discuss UNCW's Post-tenure Review policy in late October (align with UNC 400.3.3)

