



UNC
GREENSBORO
Board of Trustees

Academic Affairs Committee

November 19, 2019

Minutes

MEMBERS PRESENT: Dean Priddy, Chair; Betsy Oakley; Kathy Manning; Mona Edwards; Ward Russell; Hunter Martin

MEMBERS NOT PRESENT: none

OTHERS PRESENT: Chancellor Franklin Gilliam; Dana Dunn, Provost and Executive Vice Chancellor; Terri Shelton, Vice Chancellor for Research and Engagement; Sherine Obare, Dean of the Joint School of Nanoscience and Nanoengineering; Kimberly Littlefield, Associate Vice Chancellor for Research and Engagement; Randall Penfield, Dean of the School of Education; Waiyi Tse, Chief of Staff; Kelly Harris, Assistant Secretary to the Board; and other members of the administration, faculty, staff, student body, and general public.

PROCEEDINGS:

Chair Priddy called the meeting to order at 1:15pm. He welcomed SGA President Hunter Martin to the Board and reminded members of the Conflict of Interest (COI) statement from the State Government Ethics Act and their duty to avoid COI and appearances of COI, if any should be identified. None were identified.

The roll call was read, and a quorum was confirmed.

The minutes for September 24, 2019, were approved with no additions or corrections.

DISCUSSION ITEMS:

AAC – 1 Using Research Intelligence to Tell Today’s Story and Inform Tomorrow’s Goals

Priddy welcomed Terri Shelton and Kim Littlefield to share information regarding use of new research intelligence.

As part of the ongoing investments in research infrastructure, UNCG has subscribed to Academic Analytics. Academic Analytics accesses publicly available information on UNCG’s research productivity (e.g., federal funding, journal articles, books, prestigious awards) to provide the university with information about benchmarking that can be used for identifying

strategic investments, discovering potential funding opportunities, and identifying collaborations for interdisciplinary research. There are two major arms to this investment. First, the insight arm makes accessible descriptive, faculty research and scholarship productivity data across several hundred institutions of higher education. This arm can, for example, be used to demonstrate complementary research strengths in virtual, inter-disciplinary teams and can be used to identify funding opportunities that align with those strengths. The benchmarking arm facilitates visualization of longitudinal research productivity metrics at the individual faculty, program, department, school/college, and institutional levels for peer comparison and storytelling. The data can be used to inform strategic research and scholarship goals to increase research competitiveness based on institutional strengths and aspirational peer productivity characteristics.

Academic Analytics provides another mechanism to tell the story of UNCG's scholarly impact. While the amount of external funding is important, there are other indicators of research and scholarly excellence. This platform shows where strengths exist in the research enterprise. One example is from the Department of Consumer, Apparel, and Retail Studies within the Bryan School of Business. The scholarly-research index data show that this department ranks fifth nationally for its research and scholarship profile. Another example of research excellence is the Department of English, which ranks second in the number of books published per faculty member relative to UNCG's designated peer set. Finally, the third example presented relates to the Department of Kinesiology in the School of Health and Human Sciences. Faculty scholarly research index quartiles were examined and, in this case, forty percent of the faculty in the Department of Kinesiology (across ranks) are in the top quartile per the scholarly research index. Having access to this data mining tool will assist UNCG with planning and developing strategic goals. This platform also allows UNCG to develop targeted funding opportunities based on the strengths identified through Academic Analytics.

Academic Analytics can also be used to identify deserving faculty members for honorific awards. Through Academic Analytics, profiles of successful winners of a specific award are generated and can then be compared against UNCG faculty profiles. Those faculty with similar readiness, maturity, and academic accomplishments are then identified as competitive candidates to be nominated.

Provost Dunn mentioned the platform can also be used to learn more about peer or aspirational peer institutions' funding sources. UNCG can compare its own funding to representative profiles, which lets us know which funding sources to proactively target.

ACTION ITEMS:

AAC – 2 Proposal to Establish the Joint School's Institute for Research Technologies

JSNN Dean Sherine Obare introduced the need to establish an institute at the Joint School that would facilitate and strengthen University-Industry partnerships. She explained that there is currently a program titled the "Nanomanufacturing Innovation Consortium (NIC)" that has allowed industry to utilize the JSNN research facilities. However, there is a need to restructure the program in ways that benefit the industry users, faculty, and students for both UNCG and NC

A&T. She explained how universities and industries have different cultures, and that it is important to create the Institute to serve as a bridge to address these different cultures while providing opportunities for partnerships. While the goal of the NIC was to create a bridge between industry and the universities to collaborate, a change in its name would open opportunities for companies that may not be involved in Nanotechnology to also partner with JSNN. Partnerships between Industry and the University need to be strategic, and the establishment of the Institute will forge opportunities to advance science and technology. The goal is for work to be operational and to take advantage of the strengths of the companies and universities together in order to push innovation. This needs to be transactional in that we also need to identify how to best use the partnerships to help students gain skills necessary for industry employment opportunities. Therefore, these partnerships are critical for workforce development and talent acquisition.

The goal of the institute is to be a place to bring people together from across the universities. Talent exists across the university campuses, and their partnerships with the scientists and engineers at JSNN will allow us to strengthen collaborations with industry partners. The vision is to become a national science and engineering hub in Greensboro and beyond. Six categories will help promote these goals:

- Instruments and Facilities
- Research Resources
- Research Funding Opportunities
- Student Internships
- Research Consortia
- Educational Influence

The Institute will be open to all faculty across all disciplines who wish to engage with JSNN to advance research and discovery. New ways to partner with companies and determine the best educational practice will be explored.

Additional goals are to have an internship database for students and to train students on cutting-edge technologies.

If approved, JSNN will hiring an Associate Dean, an Assistant Dean for Graduate Studies, and an Assistant Dean for Budget and Research Administration; these three individuals will help administer the institute.

Obare indicated that current NIC members will be able to leverage the new opportunities arising from the establishment of the Institute. They will continue to use the facilities and opportunities will be created for them to leverage even more resources. While the School's disciplinary focus has been on nanoscience and nanoengineering, the type of research the faculty and students are engaged in aims to solve some of the most pertinent challenges that impact society. The Institute will allow JSNN to highlight some of the great work being done with a focus on big ideas. The fourth industrial revolution is taking place (this term was introduced in 2015), and nanotechnology is one of the breakthrough technologies. JSNN does that well and also addresses

other aspects of the fourth industrial revolution, such as three-dimensional printing, quantum computing, materials science, and energy storage.

In response to a question from Trustee Mona Edwards, Obare indicated that partners and faculty are very excited about the possibility of the Institute. They recognize that growth needs to occur.

In response to a question from Trustee Brad Hayes, Obare indicated that there is an additional associated expense and that they have restructured to create efficiencies and channel resources toward the institute. Provost Dunn added that additional funds were allocated when Dean Obare was hired in light of her ability to build capacity.

Chair Priddy invited a motion to approve establishment of the Joint School's Institute for Research Technologies. Trustee Ward Russell made the motion, which was seconded by Trustee Betsy Oakley. The motion carried unanimously.

AAC – 3 Proposal to Establish the Institute for Partnerships in Education (I-PiE)

School of Education Dean Randy Penfield presented the proposal to establish the Institute for Partnership in Education. The proposal derives from the fact that school districts and anyone involved in education research at universities want the same thing—children who are leading vibrant, healthy lives and growing academically. Partnerships can lead to amazing things. but deep, long term partnerships can be the exception rather than the norm. School districts and universities have different accountability systems—faculty are accountable for different things than school principals, and these differences impede partnership. The solution is the institute for partnerships in education (I-PiE).

This Institute will disrupt the status quo, which is working with school districts in a transactional way. For example, when a university secures a grant to be implemented in the schools, the university approaches the school district with a short timeline; the district in turn may be unprepared for that timeline and may also lack the required bandwidth to support implementation. Similarly, a school district may approach a university to provide teacher professional development on a short timeline for which the university faculty may not have available time to provide without substantial notice. This transactional nature needs to be turned on its head and provide the infrastructure and leadership to partner with school districts locally and across the state.

I-PiE will be the first of its kind in North Carolina. There is no other center or institute in North Carolina with this specific focus, but there is a need. I-PiE will be one of only a few such centers or institutes nationally and will put UNCG on the map for work it is already doing. It is about packaging and expanding what is already going on at the School of Education and UNCG. I-PiE will provide points of intersection between community needs and UNCG's capacity. School districts will be pulled together to talk about their greatest needs. With that dialogue, I-PiE will help faculty implement research and work with school districts. Grant proposals become a big part of this—collaboration can be funded from grants. Having that support is important. In addition, UNCG gets requests for contracted services that schools are willing to pay for, but at

present there is no mechanism that facilitates this exchange. Establishment of the Institute will also create an opportunity for UNCG to host the national conference on school-university partnerships on campus each summer.

A director will be hired to facilitate partnerships, support, and communication. There will be a grant writer—The School of Education already has this individual on board. Some administrative support will also be needed to make these goals happen.

Benefits and impacts of I-PiE include impact on the community and the children through enhanced instruction and services. It will allow UNCG to expand the partnerships it already has while also allowing for expanded external funding. I-PiE will be another pipeline to allow student learning in real world environments.

UNCG is already doing a lot of this work and has a strong foundation to build from. There is an opportunity to package current work and partnerships and expand it to a greater scale. The 6.1M grant that was just secured is a partnership grant. UNCG already has many partnerships, like the Moss Street Partnership School. The current connections are very strong with schools and school districts. UNCG alumni, faculty, and students are heavily embedded in communities all over the state. PTEC (Piedmont Triad Education Consortium) is already on campus. PTEC provides professional development for teachers in the Piedmont Triad region. The PTEC head office is located in the School of Education building, which is very strategic because the superintendents are coming into the building all the time.

Chair Priddy asked how long it will take for I-PiE to be up and operational. In response, Penfield said that the School of Education is on board and ready to move. They plan to search for a director in the spring and are well-positioned to begin initial conversations with the school districts.

Priddy invited a motion to approve establishment of the Institute for Partnerships in Education. Trustee Kathy Manning made the motion, which was seconded by Trustee Mona Edwards. The motion carried unanimously.

AAC – 4 Candidates to be Awarded Degrees and Certificates in December 2019

Provost Dunn presented the official transmittal form and candidates to be awarded degrees and certificates in December 2019, noting that there has been a sharp increase in graduates over the last three years. This reflects UNCG's enrollment growth and retention.

Priddy invited a motion to approve the awarding of degrees and certificates as specified in agenda item AAC-4.1 and to delegate to the Chancellor the authority to act on additions to and deletions from the list, as may be appropriate. Trustee Ward Russell made the motion, which was seconded by Trustee Betsy Oakley. The motion carried unanimously.

INFORMATION ITEMS:

AAC – 5 Update on Research and Engagement

Vice Chancellor for Research and Engagement Terri Shelton presented data on external funding and selected highlights of fiscal year 2019. Funding is at about 26.5 million. Her office has set aggressive goals of being up 5% every year; they have thereafter hit that mark and exceeded it annually. The good news is they are up across the campus; more faculty are involved not only in external funding but also in getting their scholarship out, all while being great teachers. They are seeing great momentum, good hires, and strategic investments but will not rest on their laurels.

AAC – 6 Additions and Deletions to the August 2019 Degree Candidates

Provost Dunn presented reviewed an addition to the August degree candidate list, which included one name added after the ceremony that was worthy of mention. There was local and national press coverage when UNCG awarded a kinesiology degree to a terminally ill student. This individual was diagnosed with the illness while taking their final class and, as a result, was unable to complete the class. The situation was brought to UNCG's attention by the Rockingham County Schools Superintendent. UNCG quickly mobilized and determined that it was within its rights to award the degree. The Superintendent delivered the degree to the student, who passed away a few hours later. The Provost received positive communications from around the country in response. It was quite an act to coordinate the faculty and the gate keepers of the credentials, but they were delighted to do so.

There being no further business, the meeting was adjourned at 2:17pm.

Respectfully submitted,



Kelly Harris
Assistant Secretary to the Board of Trustees