

BOARD OF REGENTS BRIEFING PAPER

1. Agenda Item Title: *Procedures and Guidelines Manual Revision, Periodic Presidential Evaluation Process* Meeting Date: June 11-12, 2015

2. BACKGROUND & POLICY CONTEXT OF ISSUE:

PPEC Process:

The Nevada System of Higher Education is continually reviewing its existing policies and procedures with the goal of increasing efficiency, effectiveness and cost reduction. The current process for conducting a periodic presidential evaluation committee (PPEC) is codified in the *Procedures and Guidelines Manual*, Chapter 2, Section 2, subsection 2. Those provisions in part require the appointment of a Regents' Evaluation Committee composed of at least six members chosen by the Board Chair in consultation with the Chancellor, and the hiring of an external Evaluation Consultant. The evaluation process normally takes four days to complete, followed by a presentation by the Evaluation Consultant to the full Board. There is substantial cost associated with hiring the Evaluation Consultant and convening the Evaluation Committee.

At the September 4-5, 2014, Board meeting, the Chancellor proposed an alternative process on a trial basis for the then upcoming periodic evaluation of UNR President Marc A. Johnson in an effort to reduce unnecessary cost and to improve the efficiency and effectiveness of the evaluation process. The proposed alternative was developed with the assistance of former UNR President Joe Crowley, who has performed numerous presidential evaluations for the Nevada and California higher education systems. The Board approved use of the alternative proposal for President Johnson's PPEC and subsequently President Johnson's evaluation was presented to the Board at the December 4-5, 2014, meeting. The Board again discussed the alternative proposal at its April 24, 2015, Special Meeting and directed staff to prepare a draft version of the alternative proposal for consideration at the June 11-12, 2015, meeting.

The principle features of the alternative proposal are:

- The Chancellor appoints an Evaluation Committee composed of not more than four individuals knowledgeable with the institution, including one senior faculty member. The Chancellor appoints one member to serve as Chair of the Committee.
- The Chancellor gives directions on evaluation metrics to be examined by the Committee.
- The Committee is provided with the prior evaluation(s) of the president, if any, together with any interim annual evaluations.
- The Committee meets to review and discuss prior evaluations and discuss plans for the current evaluation.
- The Committee is provided with a list of stakeholders to be interviewed. These are individuals, internal and external to the institution, who are knowledgeable about the president's work and include student leaders. The president shall be permitted to submit a list of potential interviewees. The Chancellor selects the names to be forwarded from the president's list and other sources to the Committee.
- The list is divided among the four committee members, allowing greater coverage and more in-depth discussion than is possible under the current system utilizing an Evaluation Consultant.
- The Committee meets with the president to review the president's self-evaluation and to allow the president to discuss any relevant facts with the Committee.
- The Committee disperses to meet with interviewees.
- The Committee meets at the call of the Chair to review the interviews conducted so far.

- The Committee completes its stakeholder interviews on the second day and also conducts an open forum for students.
- The Committee meets to review the interviews and stakeholder input and to discuss common thoughts and themes.
- The Committee meets with the president to discuss what its members have heard, including strengths and weaknesses of the president. The president has the opportunity to clarify points the president believes should be made.
- The Committee prepares a written report within two weeks of the Committee's final meeting with the president, with each member contributing a portion of the report as assigned by the Committee Chair. The Chair is responsible for combining the individual member contributions into a final version of the report.
- The Committee Chair meets with the president to review the final report in order to correct any factual errors but other than such corrections, no changes may be made to the evaluation.
- The Committee Chair delivers the final report to the Chancellor and the Committee's work is completed.
- The Chancellor presents an evaluation of the president, which shall include the Committee report, along with the Chancellor's comments and recommendations, to the Board in a regularly scheduled public meeting.
- The Board considers the evaluation report on the first day of its meeting; any contract terms for the president are considered on the second day of the Board meeting.

PPEC Metrics:

In one aspect or another, the Board has been discussing the subject of presidential evaluations for a couple of years. In conjunction with consideration of a new, alternative periodic presidential evaluation *process*, the Board should also re-examine the measures by which presidents are evaluated. The current criteria consist of nine enumerated areas which collectively contain 68 subcategories. This is far too large a number of benchmarks to produce meaningful assessments of performance. The Board should adopt a more specific set of metrics designed to produce longitudinal data that will reveal managerial impact over time. This more focused manner of measuring presidential performance, coupled with the alternative evaluation process under consideration by the Board in this agenda item, will produce more useful and realistic determinations of performance.

3. SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Revise the existing PPEC procedure as outlined above. Change the focus from the current nine presidential performance criteria and emphasize a new set of performance metrics.

4. IMPETUS (WHY NOW?):

There are PPECs that will need to be conducted in the future. There should be certainty about what process and standards will be used. It is more efficient and effective to institute a new set of metrics to be used in conjunction with a new evaluation process.

5. BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- The alternative procedure is designed to provide a more comprehensive and less expensive and less time consuming presidential evaluation.
- The existing criteria are too numerous to produce meaningful performance assessments.
- The proposed metrics will result in specific longitudinal data that will illuminate presidential performance over time.

6. POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

The present PPEC procedure is appropriate and provides all the necessary input needed to evaluate presidential performance.

7. ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Continue with the existing PPEC process. The current criteria are sufficient and more comprehensive.

8. COMPLIANCE WITH BOARD POLICY:

<input type="checkbox"/>	Consistent With Current Board Policy: Title #_____ Chapter #_____ Section #_____
<input type="checkbox"/>	Amends Current Board Policy: Title #_____ Chapter #_____ Section #_____
<input checked="" type="checkbox"/>	Amends Current Procedures & Guidelines Manual: Chapter #_2_ Section #_2_(2) & (3)_____
<input type="checkbox"/>	Other:_____
<input type="checkbox"/>	Fiscal Impact: Yes_____ No_____
	Explain:_____

PROPOSED REVISIONS – PROCEDURES & GUIDELINES MANUAL
CHAPTER 2, SECTION 2, SUBSECTIONS 2 & 3

Periodic Presidential Evaluations

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

2. PERIODIC EVALUATION OF NSHE PRESIDENTS

A comprehensive, periodic assessment of the performance of each president in [~~nine~~] **four** key areas will be conducted in the next-to-last year of each contract period. The purpose of the periodic evaluation is to provide constructive feedback on measurable performance [~~criteria~~] **metrics** assessed over a period of time so that presidents may know how colleagues, Regents, and key leaders in the community view their efforts, including areas of strength as well as areas that may need improvement.

1.) The president being evaluated shall prepare a written self-evaluation based upon the [~~nine~~] **four** areas of evaluation described in subsection 3. The self-evaluation shall be submitted to the chancellor and provided to the Evaluation Committee.

2.) [~~An Evaluation Committee comprised of at least six members shall be appointed by the Board Chair in consultation with the chancellor. Voting members of the Committee shall include three members selected from the Board of Regents, two members representing the community, and one student from the NSHE institution of the president being evaluated. Committee members representing the community may include foundation board members, alumni association board members, and local business leaders. The Chair of the Board shall appoint one of the members as Chair of the Evaluation Committee.~~] **The chancellor shall appoint an Evaluation Committee composed of not more than four individuals knowledgeable with the institution, including one senior faculty member. The chancellor shall appoint one member to serve as Chair of the Committee. The Committee shall conduct the evaluation using the evaluation metrics described in subsection 3. The Committee shall be provided with the prior evaluation(s) of the president, if any, together with any interim annual evaluations.**

3.) [~~An external consultant will be hired to staff the Evaluation Committee and facilitate the evaluation and will be referred to herein as the “evaluation consultant.” The evaluation consultant must have extensive experience in higher education and knowledge of the type of institution involved. The Board Chair shall select the evaluation consultant based on recommendations of the chancellor.~~]

[~~4~~.) In advance of the evaluation, the Evaluation Committee [~~chair~~], and the chancellor **shall meet to review and discuss prior evaluations**, [~~the evaluation consultant, and president may discuss~~] the details of the **current** evaluation and any issues that may be raised during the evaluation process. **The chancellor shall provide the Committee with a list of stakeholders to be interviewed. The list shall consist of a wide variety of individuals, internal and external to the institution, who are knowledgeable about the president’s work and shall include student leaders. The president shall be permitted to submit a list of potential interviewees. The chancellor shall select the names to be forwarded from the president’s list. The list shall be**

divided by the Chair among the four committee members. Appropriate accommodations will be made for the Evaluation Committee members to conduct interviews at institutions with multiple campus sites.

~~[5.) The evaluation consultant will conduct interviews with a wide variety of individuals knowledgeable about the president's work. Appropriate accommodations will be made for the evaluation consultant to conduct interviews at institutions with multiple campus sites.]~~

~~[6.) [The president being evaluated shall be permitted to submit a list of potential interviewees. The chancellor will select those names to be forwarded from the president's list and other sources to the Evaluation Committee and the evaluation consultant. This shall normally consist of individuals external to the institution who may provide knowledgeable input about the president's performance.]~~

~~[7.]~~ 4.) The evaluation process will include the opportunity for a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders to be interviewed ~~[by the evaluation consultant]~~, and may also include a faculty survey submitted in compliance with the provisions of this section. With the exception of the results of a faculty survey, the Evaluation Committee ~~[and the evaluation consultant]~~ shall not accept anonymous materials, as part of the evaluation process.

The faculty senate may conduct a survey of faculty regarding the performance of the president. The survey shall address the Performance ~~[Criteria]~~ **Metrics** for the Periodic Evaluation of the Performance of NSHE Presidents set forth in subsection 3. Within the scope of the Performance ~~[Criteria]~~ **Metrics**, the survey may also seek input regarding the effectiveness of the relevant institutional offices or departments. In preparing the survey and the final survey report, the faculty senate shall consult with the institution's general counsel to insure the questions in the survey and the final survey report do not seek or contain comments about the performance of individuals other than the president. The final survey report must be ~~[presented]~~ **provided** to the Evaluation Committee ~~[at a public meeting]~~.

~~[8]~~5.) Prior to conducting interviews with institution constituents, the Evaluation Committee will meet with the president for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes, and his/her own assessment of the interval being appraised. ***The Committee shall review the president's self-evaluation with the president and allow the president to discuss any relevant facts with the Committee.***

6.) At the conclusion of this meeting, the Committee members shall disperse to meet with the assigned interviewees. The Committee shall also conduct an open forum for students. During the course of conducting the interviews, the Committee shall meet at the call of the Chair to review the interviews conducted so far and to discuss common thoughts and themes that have emerged from stakeholder input.

~~[9]~~7.) ~~[Based on the information collected through the evaluation process, the evaluation consultant will document the president's strengths and weaknesses in the nine areas of evaluation described in subsection 3, and will recommend areas for future focus and improvement that will be considered by the Evaluation Committee.]~~ ***At the conclusion of the***

interviews and student forum, the Committee shall meet with the president to discuss what its members have heard, including strengths and weaknesses of the president in the four areas of evaluation described in subsection 3 and will recommend areas for future focus and improvement. The president shall be provided an opportunity to clarify points the president believes should be made.

~~[10]8.) [Prior to the end of the evaluation, the Evaluation Committee and the evaluation consultant will meet with the president and the chancellor or designee to review the preliminary results and to follow up on any questions that may remain. The evaluation consultant will prepare a final report as directed by the Evaluation Committee.]~~ *The Committee shall prepare a written report within two weeks of the Committee's final meeting with the president, with each member contributing a portion of the report as assigned by the Committee Chair. The Chair shall combine the individual member contributions into a final version of the report.*

~~[11]9.) [The final report will be provided to the chancellor for transmittal to the Board of Regents and the president, along with a copy of the president's self-evaluation. The final report and the president's periodic self-evaluation are public documents.]~~ *The Committee Chair shall meet with the president to review the final evaluation report in order to correct any factual errors but other than such corrections, no changes may be made to the evaluation. The Committee Chair shall then deliver the final evaluation report to the chancellor for transmittal to the Board.*

~~[12]10.)~~ *As soon as practical after the submission of the final evaluation report, the ~~evaluation consultant~~ chancellor will present an evaluation of the president, which shall include the final evaluation report, at a regularly scheduled meeting of the Board of Regents where the president will participate in an open personnel session to review the findings of the periodic evaluation. The open personnel session will take place on the first day of the meeting of the Board of Regents.*

~~[13]11.)~~ *At the conclusion of the periodic evaluation process, in an open personnel session on the second day of the meeting, the Board Chair may recommend contract terms and conditions for approval by the Board of Regents.*

~~[14]12.)~~ *A copy of the chancellor's evaluation, the Evaluation Committee's report and a copy of the president's self-evaluation will be retained in the president's personnel file. All these documents are public documents.*

3. PERFORMANCE [~~CRITERIA~~] METRICS FOR PERIODIC EVALUATION OF NSHE PRESIDENTS

(Board Approved 10/03)

~~A. BUDGETARY MATTERS & FISCAL MANAGEMENT~~

- ~~i. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves a more efficient and effective use of resources.~~
- ~~ii. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.~~
- ~~iii. Ability to comprehend and evaluate fiscal and budgetary matters.~~

~~iv. Ability to attract funds for the institution.~~

~~**B. ACADEMIC ADMINISTRATION & ACADEMIC PLANNING**~~

~~i. Existence of well-developed and widely understood institutional goals and objectives.~~

~~ii. Ability to link planning, resource allocation, and evaluation functions and quality of judgment demonstrated in establishing priority in those areas.~~

~~iii. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in college's institutional goals and objectives.~~

~~iv. Ability to initiate curricular change in response to student and societal interests and needs.~~

~~v. Awareness of educational ideas, trends, and innovations.~~

~~**C. STUDENT AFFAIRS**~~

~~i. Evidence of formal and informal mechanisms for involving students in decision making.~~

~~ii. Evidence of effective recruitment, admission, counseling, and placement programs.~~

~~iii. Evidence of effective student retention efforts.~~

~~iv. Ability to relate to students as individuals and groups.~~

~~v. Evidence of sensitivity on the part of the president to individual differences and tolerance of, and respect for, such differences.~~

~~**D. PERSONNEL MANAGEMENT**~~

~~i. Evidence of ability to relate to faculty and staff within a particular governance structure of the institution.~~

~~ii. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.~~

~~iii. Evidence of the president's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.~~

~~iv. Evidence of ability to select strong subordinates.~~

~~v. Ability of the president to have trust and confidence in subordinates.~~

~~vi. Evidence of ability to seek and use counsel of immediate subordinates.~~

~~vii. Ability to determine those issues which are the proper responsibility of subordinates and those that require the action of the president.~~

~~viii. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out responsibilities.~~

~~ix. Evidence of success in meeting institutional goals for hiring, mentoring, and promoting opportunities for the upward mobility of underrepresented groups (faculty, staff, and students).~~

~~x. Evidence of ongoing procedure for evaluation of other members of the institutional management team.~~

~~**E. DECISION MAKING AND PROBLEM SOLVING**~~

~~i. Ability to assume responsibility for decisions.~~

~~ii. Sensitivity to individuals affected by decisions.~~

~~iii. Ability to deal with reaction to unpopular decisions.~~

~~iv. Ability to identify and analyze problems and issues confronting the institution.~~

- ~~v. Ability to identify potential areas of conflict.~~
- ~~vi. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.~~
- ~~vii. Ability to initiate new ideas and change.~~
- ~~viii. Ability to make decisions in critical situations and to handle crises.~~
- ~~ix. Ability to communicate ideas, information, and resources for decisions.~~
- ~~x. Awareness of implications in decisions.~~
- ~~xi. Ability to re-evaluate and if necessary retract decisions.~~
- ~~xii. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.~~
- ~~xiii. Ability to surmount personal criticism.~~

~~F. EXTERNAL RELATIONS AND FUND-RAISING~~

- ~~i. Ability to relate to, and communicate with, the community in which the institution is located.~~
- ~~ii. Evidence of an active alumni program.~~
- ~~iii. Evidence of an active fund-raising program.~~
- ~~iv. Ability to meet the social obligations of a president.~~
- ~~v. Ability to work with other executive officers in the System.~~
- ~~vi. Ability to understand the role of politics and government offices in higher education.~~
- ~~vii. Ability to relate to legislators, the Governor's Office, other state and federal agencies, and with other public officials on matters affecting the institution.~~
- ~~viii. Ability to represent the institution to its various publics.~~
- ~~ix. Evidence of leadership and involvement in the community (e.g., service on boards and committees).~~

~~G. RELATIONSHIP TO THE BOARD~~

- ~~i. Effectiveness in keeping the Board of Regents informed of all relevant issues affecting or bearing on managerial policies of the institution.~~
- ~~ii. Effectiveness in keeping the Board of Regents abreast of local, state, and regional affairs affecting the institution.~~
- ~~iii. Ability to identify for the Regents the problems confronting the institution and to assess alternate solutions and to recommend appropriate action.~~
- ~~iv. Ability to carry out duties which have been or may be delegated or assigned to the president by the Board.~~
- ~~v. Ability to review and analyze budgetary problems and to make effective presentations on the same to the Board.~~

~~H. PROGRESS TOWARD MASTER PLAN AND OTHER PERFORMANCE GOALS~~

- ~~i. Evidence of progress toward meeting the Board's goal of increasing institutional quality through measurable improvements in:
 - ~~1. Student preparation and achievement.~~
 - ~~2. Student assessment.~~
 - ~~3. Academic programs and accreditation.~~
 - ~~4. Capture rates.~~
 - ~~5. Retention rates.~~~~
- ~~ii. Implementation of programs, courses, and services to meet the needs of working adults and under-represented groups.~~
- ~~iii. Evidence of collaboration with other NSHE institutions on academic programs, services, and facilities.~~
- ~~iv. Evidence of progress toward meeting the Board's goal of increasing efficiency through improvements in:
 - ~~1. Cost saving measures.~~
 - ~~2. Reallocation of resources to areas of high need.~~
 - ~~3. Collaborative partnerships with other NSHE institutions and with external partners.~~
 - ~~4. Space utilization.~~~~
- ~~v. Evidence of progress toward meeting the Board's goal of enhancing the economic development of the State of Nevada through:
 - ~~1. Federal research grants and contracts.~~
 - ~~2. Workforce development projects and partnerships.~~
 - ~~3. Collaborations with private sector businesses.~~
 - ~~4. Increasing the number of graduates in skilled and high demand fields.~~~~
- ~~vi. Evidence of progress toward meeting the Board's goal of increasing student access through improvements in the number and quality of:
 - ~~1. Undergraduate and graduate enrollments.~~
 - ~~2. Minority enrollments.~~~~
- ~~vii. Evidence of progress towards performance goals established by the chancellor in the annual evaluation of the president.~~

~~I. ATHLETIC OVERSIGHT AND STUDENT ATHLETE WELFARE (as applicable to the specific institutional president)~~

- ~~i. Understands the Board's expectations for the athletic department. Provides the leadership and direction necessary to implement the standards and expectations articulated by the Board.~~
- ~~ii. Meets periodically with athletics department personnel to articulate expectations concerning compliance and ethical conduct.~~
- ~~iii. Effectively communicates the Board's commitment to compliance with institutional, conference, and NCAA or NJCAA rules and regulations, as applicable, to coaches, administrators, students, faculty, boosters, and alumni.~~
- ~~iv. Ensures coaches contribute to an atmosphere within their programs that is conducive to academic achievement. Ensures coaches and administrators accept their responsibilities to be educators.~~
- ~~v. Ensures professional development opportunities are available for coaches and~~

~~administrators to help them be effective educators.~~

~~vi. Insists on and ensures an institutional culture that integrates student athletes into the campus mainstream as well as an athletics department culture that promotes academic achievement.~~

~~vii. Ensures there is a comprehensive compliance program and review in place for the athletics program.~~

~~viii. Ensures admissions policies for student athletes do not have an adverse impact on the academic mission or cause an imbalance in the campus culture.~~

~~ix. Ensures there is a mechanism in place that allows effective communication with faculty regarding student athlete academic and welfare issues.~~

~~x. Ensures the academic support program is able to meet the needs of student athletes.~~

~~xi. Ensures there is regular and rigorous review and monitoring of the institution's plans to implement gender equity.]~~

The periodic presidential evaluation shall be conducted with reference to the following criteria.

Part 1. FUNDAMENTAL PRODUCTIVITY

A. Academic Completion – Student Success. *The NSHE is a performance oriented system. Student success as reflected in academic completion is a key Board policy each president embraces. A president shall be evaluated based on:*

- 1. Graduation rates;*
- 2. The total number of degrees and certificates awarded; and*
- 3. Year to year persistence rates.*

B. Enrollment – Student Access. *While the NSHE has moved from an input to an output formula, performance growth cannot occur without attracting more students. In addition, Nevada needs more graduates so serving more Nevadans remains important. A president shall be evaluated based on enrollment, including online enrollment.*

NSHE has a fundamental commitment to equity and diversity. The president shall separately state institutional progress with respect to critical underserved populations, including minority groups and low income students, indicating efforts to close attainment gaps where they exist among populations.

NSHE community colleges serve a diverse student body and have more part time students. The chancellor shall develop and utilize as a component of the evaluation a completion metric which reflects the complex mission of a community college.

C. Grants/Contracts/Special Events/ Research and Development/Gifts. *Funding is a challenge all institutions face. A major focus of every president is leading an institution that secures alternative funding sources. The sources include attracting grants, contracts and gifts. The goal is to diversify sources of college revenue through community partnerships.*

A president shall separately state funding attainments in each of the following categories, giving the institution's baseline for the applicable evaluation period for each:

- 1. Grants and contracts;*
- 2. Special events;*
- 3. Research and development; and*
- 4. Gifts.*

The chancellor shall develop data dashboards for reporting annual performance for the metrics in Part 1 that shall be reported to the Board and posted on the NSHE website.

Part 2: INSTITUTIONAL WELL-BEING AND MANAGEMENT EFFECTIVENESS

D. Entrepreneurship. *Closely related to the metrics in Part 1 C is encouraging innovation and entrepreneurship throughout the institution. A president shall separately state steps the president and the institution have taken to encourage entrepreneurial activity.*

E. Campus Environment. *As president, effectiveness as a leader echoes throughout the institution. A president shall detail any major initiatives or advancements to improve the campus environment under the president's leadership.*

Part 3: INSTITUTIONAL RELATIONS TO EXTERNAL COMMUNITIES

F. Collaboration. *NSHE consists of multiple institutions, making relations with other member institutions critical. A president shall work closely with other member institutions to further the goals of student success. A president shall separately state collaborative relationships with member institutions and plans for the extension of these partnerships.*

G. Regent Strategic Directions. *The Board has adopted Strategic Directions and expects full participation by all institutions in critical initiatives such as 15 to Finish, eLearning, Effectiveness and Efficiency, iNtegrate 2 and similar programs. The chancellor shall review and evaluate the activity and commitment of a president in achieving implementation of critical Board priorities.*

H. Community Partnerships and Connections. *Connecting with communities is crucial. This extends beyond fund raising to ensuring the health of critical relationships throughout an institution's service areas. A president shall describe how critical partnerships and community and business relationships have been maintained and extended.*

Part 4: OTHER

If a president believes other factors than those covered herein fundamentally reflect on the president's performance, the president may briefly describe such efforts separately. In preparing a self-evaluation, the president may also bring to the attention of the Evaluation Committee such distinct aspects and missions of the president's respective university, college or institute as the president deems appropriate to fully convey the essential nature of presidential performance and institutional advancement.

In addition to the factors above, the Evaluation Committee may consider such additional indicators of presidential performance as it deems appropriate to present a complete picture of the president's performance including, but not limited to, relationship with the Board of Regents, promoting and sustaining diversity, budgetary matters, academic and general administration, management and planning including planning for deferred maintenance, and if applicable, oversight and management of intercollegiate athletics.