I. Approval of Minutes from April 19, 2012

II. Closed Session

III. Academic Affairs
   A. Appendix C Revisions
   B. STEPP Program
   C. PPC Update

IV. Student Affairs
   A. Housing Report – Belk Building
   B. Structure for Success

V. Campus Safety
   A. Extended Jurisdictions
University Affairs Committee

Committee members present included Bob Lucas, Edwin Clark, Bobby Owens and Josh Martinkovic.

Academic Affairs (Marilyn Sheerer)

- Conferral of Degrees – Dr. Sheerer presented the Conferral of Degrees item. The committee approved a motion for the conferral of degrees at the May 4 Commencement. (A motion will be made at the end of the report for the full board).

- Ranking Entity and College Guidelines – Len Rhodes, Director of Institutional Planning Assessment and Research (IPAR)
  - Task force was created to determine how to more actively participate in the ranking process and to determine which are most applicable to ECU’s mission.
  - The most significant of these ranking reports is the US News and World Report.
  - There has been an intensive effort to coordinate the completion of these reports. The US News and World Report in itself is over 600 pages and requires over 40 man hours to complete.
  - Dr. Sheerer emphasized how important the marketing aspect is. With the restructuring of the Marketing and Communications Division, more emphasis will be put on completing these surveys.
  - ECU does not define itself by how it ranks in these reports. However, they are an important recruitment tool for seeing the best students.

  - Ms. Poorman has made incredible advances in ECU’s Financial Aid Office since coming to ECU
  - When fully staffed, the Financial Aid office includes 37 people in both the Student Employment Office and the Student Financial Services Call Center.
  - The Financial Aid office now has clean audit reports, which is a significant improvement.
  - The Financial Aid office is also trying to revamp their communication efforts; remodeling their website and making their documents more user-friendly and understandable.
  - 73% of all students at ECU receive some type of financial aid. Ms. Poorman supplied many figures as to the changes in financial aid dollars and recipients over the past several years.

Student Affairs (Virginia Hardy)

- Structure for Success Program – Dr. Virginia Hardy introduced Mr. Bill McCartney, Director of Housing and Dining.
  - Structure for Success is a new program that will begin in Fall 2012.
  - It specifically addresses marijuana use in the residence halls
  - In the Fall semester, there were 170 instances of documented alleged marijuana use in the residence halls. This semester, there were 61 cases as of March 20. Most, if not all, of the instances where the resident was found responsible of having marijuana, they were “evicted” from the residence halls.
  - The program will attempt to create a culture of academic success with students who might “fall off our radar” once they leave campus.
  - Beginning in Fall, 2012, 22 males and 4 females, who have been found responsible of violating the marijuana policy on campus, will be given the opportunity to choose this optional program rather than being removed from Campus Living.
  - The cost of the program is $1,000 per student, which is significantly cheaper than having to find alternative housing off campus.
  - The program is a huge commitment, not only for the student, but for their parents.
  - Some programmatic elements include study hall attendance, random drug screenings, loss of car privileges, curfews, exclusion from Greek organizations, monitored class attendance, required tutoring, mandatory mentoring, parental involvement on breaks and a self discovery component.
Total cost of the program is about $75,000 (minus the $26,000 fee for the 26 students involved in the program). This cost pales to the price of these 26 students succeeding at ECU.

**Research and Graduate Studies (Deirdre Mageean)**

- **National Academy of Inventors** – Dr. Mageean reported that ECU has been invited to become a member of the national Academy of Inventors. The academy was founded in 2010 for the purpose of recognizing academic inventors engaged in translating their research into inventions for the benefit of society. Recognition of this honor, along with the induction of 20 ECU inventors into the Academy will occur on April 25 at 2:30 pm.

**MOTIONS:**

1. I move that the candidates for degrees, as approved by the Faculty Senate and the Chancellor, be authorized for conferral on Friday, May 4, 2012 at the annual Spring Commencement.
ECU BOARD OF TRUSTEES
UNIVERSITY AFFAIRS COMMITTEE

July 19, 2012

CLOSED SESSION MOTION

I move that we go into Closed Session:

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

2. to consider the qualifications, competence, performance, character, fitness, or conditions of appointment of one or more prospective and/or current employees and/or to hear or investigate a complaint, charge, or grievance by or against one or more individual employees; and

3. to consult with an attorney to preserve the attorney-client privilege between the attorney and the Committee.
Revision to *ECU Faculty Manual*, Part VIII, Section I, subsection III. Annual Evaluation (formerly Appendix C. Section III.)

Additions are noted in **bold** print and deletions in strikethrough.

**Revise and keep in the Faculty Manual.**

Subsection III, 1. Teaching to read as follows:

1. **Teaching**
   Teaching is the primary function of the university. Teaching may include classroom and laboratory instruction, student advising, mentoring student research, and other pedagogical activities. Teaching must be evaluated using multiple methods selected from the list below:
   a. review by the unit administrator and/or peers of course materials such as syllabi, reading lists, teaching outlines, audiovisual materials, student manuals, student assignments and examinations, and/or other materials prepared for or relevant to teaching.
   b. samples of student work on assignments, projects, papers, juries or other examples of student achievement.
   c. formal methods of peer review, including direct observation of teaching utilizing the appropriate university approved format (including direct observation of the teaching of new and tenure-track faculty). Methods to be used for this peer review are detailed in Faculty Senate resolution #93-44. The peer review instrument is provided in Faculty Senate resolution #05-03. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.
   d. direct observation of teaching by the unit administrator.
   e. review of data from the Student Perception of Teaching Survey (SPOTS). The data from SPOTS is qualitative data and is not designed to serve the purpose of a measurement instrument. Therefore, SPOTS data may not be converted into a numerical score to be used in faculty evaluation.
   f. other procedures provided for in unit codes.

1. Teaching
The quality of teaching must be evaluated by means of
a. data from surveys of student opinion, when such data have been gathered in accordance with established procedures of the department or the university which guarantee the integrity and completeness of said data. As part of the effort to evaluate the teaching of faculty members, each unit shall either: develop and use its own instrument(s) as approved by the chancellor to determine student opinion of teaching or utilize the instrument developed by the Committee to determine student opinion of teaching.
   b. formal methods of peer review of new and probationary term faculty, including direct observation of teaching. Methods to be used for this peer review are detailed in Faculty Senate resolution #93-44.
The peer review instrument is provided in Faculty Senate resolution #05-03. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.

e. procedures provided for in unit codes;

The relative weight given to teaching, research/creative activity, and service in personnel decisions shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching or research/creative activity. (Faculty Senate Resolution #97-43, December 1997)

2. scholarship;

3. patient care;

4. services rendered on department, school, college, and university committees, councils, and senates; service to professional organizations; service to local, state and national governments; contributions to the development of public forums, institutes, continuing education projects, patient services and consulting in the private and public sectors; and

5. other responsibilities as may be appropriate.

The evaluation of fixed-term faculty members shall be based on their performance of duties as stated in their contracts.
For other policies and procedures dealing with faculty appointments, see *ECU Faculty Manual*, Part. IX.
PART VIII

PERSONNEL POLICIES AND PROCEDURES FOR THE FACULTY OF EAST CAROLINA UNIVERSITY

SECTIONS

I. Personnel Policies and Procedures for the Faculty of East Carolina University

II. Policy of Conflicts of Interest and Commitment and External Activities of Faculty and Other Professional Staff

(Text moved from former Appendix C and Appendix I)

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2For other policies and procedures dealing with faculty appointments, see ECU Faculty Manual, Part. X.
PART VIII

SECTION I
Section I, subsection III.1. Teaching is pending approval by Board of Trustees (July 2012)

PERSONNEL POLICIES AND PROCEDURES FOR THE FACULTY OF
EAST CAROLINA UNIVERSITY

CONTENTS

I. Selection and Appointment of New Faculty
   A. Determination of Number and Nature of Positions
   B. Selection Procedure
   C. General Criteria
   D. Requirements for ranks and titles
   E. Initial Appointment

II. Assignments of Faculty Workload
   A. Assignment of Teaching Responsibilities
   B. Teaching Load
   C. Assignment of Released Time

III. Annual Evaluation

IV. Reappointment of Probationary Term Faculty Members

V. Subsequent New Appointments of Fixed-Term Faculty Members

VI. Professional Advancement

VII. Salary
    A. Initial Salary
    B. Determination of Annual Salary Increments
    C. Benefits and Salary Increases for Fixed-Term Faculty

VIII. Faculty Personnel Files

IX. Amendment Procedure

X. Effective Date

XI. Faculty Personnel File Checklists

XII. Conflicts of Interest & Commitment and External Activities for Pay
I. Selection and Appointment of New Faculty
   A. Determination of Number and Nature of Positions
      Allocation of faculty positions is the prerogative of the Academic Council.

      Acting in accord with the policies and procedures set forth in the Unit Code, the unit
      administrator shall recommend to the next higher administrator (for conveyance to the
      Academic Council) the number and nature of faculty positions needed to carry out the unit’s
      mission and achieve the university, division, college and unit planning goals. Such
      recommendations shall be developed with input from the unit’s fixed-term, probationary term,
      and tenured faculty, and shall contain justifications addressing the unit staffing plan and
      appropriate planning goals of the university, division, college and unit.

      The Academic Council and deans shall not require that a faculty position be fixed-term rather
      than probationary term unless sound reasons exist. Such reasons include, but are not limited
      to, (a) the position is not permanently assigned to the unit, (b) the position is addressing
      temporary needs, (c) the position cannot be filled by a faculty member with a terminal degree,
      (d) the duties of the position are primarily clinical, (e) the position is by its nature term-limited
      (term-limited endowed professorships, for example), (f) this reflects the preference of the
      faculty member taking the position or (g) budgetary considerations.

   B. Selection Procedure
      The unit administrator shall notify the unit personnel committee of the number and nature of
      positions allocated to the unit. The selection of candidates must then proceed in accordance
      with Appendix D, Tenure and Promotion Policies and Procedures, the most recently revised
      Affirmative Action Plan, and applicable unit code provisions. The type of search (i.e. local,
      regional, national) required is governed by University EEO policies.

   C. General Criteria
      For appointment, a faculty member who is tenured or probationary is evaluated on past
      achievements and potential for future contributions in:
      - Teaching
      - Scholarship (Research, Creative Activity/Innovation, Engagement and/or Outreach).
      - Service to the university, the profession, and the community.

         1. Teaching
         East Carolina University recognizes the primary importance of teaching. East Carolina
         University expects each member of the faculty to have knowledge of subject matter
         commensurate with one’s teaching assignment, to maintain awareness of developments in
         one’s discipline, and to communicate to students one’s knowledge of and interest in the
         discipline. The faculty member will encourage students in responsible and careful inquiry, in
         appreciation of the interrelation of various disciplines, and in recognition of the uses of
         learning and the value of the educated mind. Teaching includes activities and
         responsibilities beyond the classroom setting, e.g., advisement; mentoring; laboratory
         supervision; clinical rounds by a physician/professor accompanied by students; the

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2These criteria are not designed to be used for persons with administrative rank to evaluate their administrative service. Criteria for that purpose shall be developed by proper administrative authority.
direction of research projects and papers, dissertations, and theses; and other contacts and relationships outside the classroom.

2. Scholarship (Research, Creative Activity/Innovation, Engagement and/or Outreach)
Scholarship refers to the scholarship of research, the scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach. The relative importance of each factor and the type of activity to be considered under each factor must be clearly defined in the unit code. The procedures by which relative weights are established for each individual faculty member for annual evaluation, tenure and promotion must also be clearly described in the unit code. East Carolina University encourages and supports the continuing efforts of faculty to develop a deeper appreciation of the importance of professional competency acquired through scholarship that is appropriate to one's discipline. A faculty member's scholarship shall reflect the high professional standards incumbent upon those who enjoy full academic freedom; such activities must be measured by standards of quality, not merely by quantity. Evaluation of scholarship must be based primarily on peer-reviewed materials as defined in the unit code.

3. Service
East Carolina University considers service to the university, the academic profession, and the community as an important aspect of academic performance. (See Section III.4).

For appointment, the fixed-term faculty member is evaluated on past achievements and potential for future contributions in the areas of responsibility stated in the contract and established in the unit code.

D. Requirements for ranks and titles

Appointments are made at the academic ranks of instructor, assistant professor, associate professor, and professor. These are the only ranks which may involve a permanent tenure commitment. Appointments to all other titles are for a definite term and do not involve a permanent tenure commitment.

The following are the minimum required qualifications which may be considered when making appointments.

2. Ranks of Probationary Term Appointments
Instructor
- has evidence of a sound educational background for the specific position, or has equivalent professional experience
- has completed most or all the requirements for the appropriate terminal degree
- has demonstrable proof that the degree will be obtained within a short period of time as agreed upon by the academic unit and the appointing officer
- has demonstrated potential for effective teaching
- has demonstrated potential for effective clinical practice in disciplines where appropriate

Assistant Professor
- has qualifications of the previous rank
- holds the appropriate terminal degree, as evaluated by the academic unit and affirmed by the appointing officer and the profession concerned
- exhibits evidence of potential for continued professional growth in teaching effectiveness, and scholarship.
• has demonstrated ability and willingness to participate in departmental, college, and university affairs
• has membership in professional organizations
• has demonstrated expertise in clinical practice in disciplines where appropriate

Associate Professor
• has qualifications of the previous rank
• has demonstrated teaching effectiveness
• has a record of scholarship resulting in publication or comparable productivity
• has demonstrated ability and willingness to participate in departmental, college, and university affairs
• has a record of effective service to the profession
• has a record of effective clinical practice in disciplines where appropriate

Professor
• has qualifications of the previous rank
• has an established record of excellence in teaching
• has a significant record of scholarship resulting in publication or comparable productivity
• has demonstrated excellent ability and willingness to participate in departmental, college, and university affairs
• has a record of significant service to the profession
• has a record of effective clinical practice in disciplines where appropriate

3. Titles of Fixed-Term Appointments
   a. Faculty with duties primarily in instruction
      Teaching Instructor
      • holds, at a minimum, a master's degree appropriate to the area of instruction, or has equivalent professional experience
      • has demonstrated potential for effective teaching
      Teaching Assistant Professor
      • has qualifications of the previous title
      • holds the appropriate terminal degree, as evaluated by the academic unit and affirmed by the appointing officer and the profession concerned
      • has demonstrated effectiveness in teaching
      Teaching Associate Professor
      • has qualifications of the previous title
      • has demonstrated superior teaching ability
      • engages in professional development activities
      Teaching Professor
      • has qualifications of the previous title
      • has demonstrated excellence in teaching
      • engages in professional development activities
      • has demonstrated a degree of proficiency sufficient to establish an excellent reputation among colleagues
      • is qualified and competent in mentoring others (such as graduate students, teaching instructors, etc.)

   b. Faculty with duties primarily in research
      Research faculty are typically externally funded. Research faculty are encouraged to give seminars and teach occasional courses in their specialty. Teaching is at the discretion of the unit and the availability of funds.
      Research Instructor
• holds a minimum of a master’s degree appropriate for the specific position or has equivalent professional experience
• has demonstrated potential for effective research
• should be capable of carrying out individual research or should be trained in research procedures
• should have had the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken
Research Assistant Professor
• has qualifications of the previous title
• holds the appropriate terminal degree, as evaluated by the academic unit and affirmed by the appointing officer and the profession concerned
• has demonstrated effectiveness in research
• is qualified and competent to direct the work of others (such as technicians, graduate students, etc)
Research Associate Professor
• has qualifications of the previous title
• has extensive successful experience in scholarly or creative endeavors
• has the ability to propose, develop, and manage major research projects
Research Professor.
• has qualifications of the previous title
• has demonstrated a degree of proficiency sufficient to establish an excellent reputation among colleagues
• has demonstrated scholarly production in research, publications, professional achievements or other distinguished and creative activity.

c. Faculty with duties primarily in clinical teaching
Clinical Instructor
• holds, at a minimum, a graduate degree appropriate for the specific position or has equivalent professional experience
• has demonstrated potential in clinical practice and teaching in the field
Clinical Assistant Professor
• has qualifications of the previous title
• holds the appropriate professional degree, as evaluated by the academic unit and affirmed by the appointing officer and the profession concerned
• has training and experience in an area of specialization
• has demonstrated expertise in clinical practice and teaching in the field
Clinical Associate Professor
• has qualifications of the previous title
• has extensive successful experience in clinical or professional practice in a field of specializations, or in a subdivision of the field, and in working with and/or directing others (such as professionals, faculty members, graduate students, etc) in clinical activities in the field
• has demonstrated superior teaching ability
Clinical Professor
• has qualifications of the previous title
• has demonstrated a degree of sustained excellence in clinical practice and teaching sufficient to establish an outstanding reputation among colleagues
d. Additional faculty titles

Artist-in-Residence; Writer-in-Residence. These titles may be used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time, and who are not intended to be considered for professorial appointment.

Adjunct Instructor; Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor. These titles are used to appoint outstanding persons who have a primary employment responsibility outside the university or in a different department in the university, and who bring some specific professional expertise to the academic program. These positions are typically unfunded.

Affiliate Instructor; Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor. These titles are used in the School of Medicine to appoint outstanding persons who have a primary employment responsibility outside the university and who bring some specific professional expertise to the academic program. These positions are typically unfunded.

Visiting Instructor; Visiting Assistant Professor; Visiting Associate Professor; Visiting Professor. The prefix “visiting” before an academic title is used to designate a short-term full or part time appointment without tenure. Therefore the visiting title shall not be used for periods of time beyond the initial contract period. It shall be used only for those fixed-term faculty members who are visitors, temporary replacements, or for whose disciplines the institution in good faith expects to have only a short-term need. Use of the visiting title for an individual for more than 3 years is a misuse of this title.

4. Emeritus status

Based on criteria specified in the unit code and upon recommendation by the unit personnel committee and appropriate administrators, the Chancellor may confer the titles “emeritus” or “emerita” upon a retired or permanently disabled faculty member, including a Phased Retirement participant, who has made a significant contribution to the university through a long and distinguished record of scholarship, teaching, and/or service.

E. Initial Appointment

[For additional provisions related to initial faculty appointments, see ECU Faculty Manual, Part IX, Section I (II).]

Appointment to the faculty is made by the chancellor or his/her designee. Upon receiving recommendations by appropriate unit committees and administrators, the chancellor or his/her designee shall issue a contract for initial appointment to the faculty that becomes binding upon being executed by the faculty appointee.

The contract shall specify, at minimum: rank or title; salary rate; length of appointment, tenure status [either fixed term, probationary term, or appointment with permanent tenure as defined in the Faculty Manual, Part IX]; initial assignments and/or responsibilities; and reference to the criteria for evaluation of faculty performance, as provided in Part IX, unit codes, and other appropriate documents; and any specific terms and conditions of employment.

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4 Reference to the chancellor’s designee is limited to the Academic Council.
Any action conferring permanent tenure with the initial faculty appointment requires approval of the Board of Trustees.

II. Assignments of Faculty Workload
Faculty workload is governed by the Faculty Workload Administrative Regulation.

By the end of the Spring semester for 9 month faculty, and by the end of the summer session for 12 month faculty, and prior to making final faculty workload assignments and after soliciting faculty preferences, the unit administrator shall apprise each unit faculty member, in writing, of the duties and responsibilities for the coming academic year.

A. Assignment of Teaching Responsibilities
The unit administrator assigns teaching responsibilities. If changes in a faculty member's assignment become necessary, the faculty member shall be notified, when possible, at least two weeks prior to the beginning of each semester of such changes prior to the effective date of the amended assignment.

B. Teaching Load
Full-time faculty members whose primary responsibilities are teaching should not be required to teach more than 12 credit hours per semester or 6 credit hours per summer session, with the exception of faculty members who voluntarily teach directed readings and similar courses. If exceptional circumstances require that a faculty member be assigned more than 12 credit hours in a semester, he or she should be appropriately compensated for the excess teaching load during that term or be given the equivalent reduced teaching load the following semester.

C. Assignment of Released Time
Assignments of released time are governed by Faculty Scholarly Reassignment Administrative Regulation. Faculty members who are to be granted released time shall be informed in writing of the purpose of the reduced assignment.

III. Annual Evaluation
Each faculty member with either a fixed-term, probationary term, or permanently tenured appointment shall perform his/her duties according to the ECU’s Statement on Professional Ethics and shall receive annually an evaluation of his/her performance from the unit administrator which shall be based upon current academic year data. The annual performance evaluation of faculty members shall employ the criteria contained in the unit code approved by the chancellor. This annual evaluation shall:

- be in writing;
- be discussed with the faculty member prior to being sent to any other administrator or placed in the faculty member's personnel file; in the case of faculty members with probationary term appointments, a record of this discussion shall be placed in the faculty member's personnel file;
- be signed and dated by the unit administrator and the faculty member, who may attach to the evaluation a concise comment regarding the evaluation. The faculty member has 4 calendar days after receiving the evaluation to attach the statement. The signature of the faculty member signifies that the faculty member has read, but does not necessarily concur in, the evaluation.

The unit administrator shall forward to each faculty member a copy of that member's annual evaluation within ten calendar days of completing the evaluations of unit members.
The evaluation of probationary term and permanently tenured faculty shall be based upon that year's duties and responsibilities (except data from the previous year’s Spring semester survey of student opinion) and shall consider:

Highlighted text is pending approval by Board of Trustees (July 2012)

1. Teaching

Teaching is the primary function of the university. Teaching may include classroom and laboratory instruction, student advising, mentoring student research, and other pedagogical activities. Teaching must be evaluated using multiple methods selected from the list below:

   a. review by the unit administrator and/or peers of course materials such as syllabi, reading lists, teaching outlines, audiovisual materials, student manuals, student assignments and examinations, and/or other materials prepared for or relevant to teaching.

   b. samples of student work on assignments, projects, papers, juries or other examples of student achievement.

   c. formal methods of peer review, including direct observation of teaching utilizing the appropriate university approved format (including direct observation of the teaching of new and tenure-track faculty). Methods to be used for this peer review are detailed in Faculty Senate resolution #93-44. The peer review instrument is provided in Faculty Senate resolution #05-03. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.

   d. direct observation of teaching by the unit administrator.

   e. review of data from the Student Perception of Teaching Survey (SPOTS). The data from SPOTS is qualitative data and is not designed to serve the purpose of a measurement instrument. Therefore, SPOTS data may not be converted into a numerical score to be used in faculty evaluation.

   f. other procedures provided for in unit codes.

The relative weight given to teaching, scholarship, and service in personnel decisions shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching or scholarship.

2. scholarship;
3. patient care;
4. services rendered on department, school, college, and university committees, councils, and senates; service to professional organizations; service to local, state and national governments; contributions to the development of public forums, institutes, continuing education projects, patient services and consulting in the private and public sectors; and
5. other responsibilities as may be appropriate.

The evaluation of fixed-term faculty members shall be based on their performance of duties as stated in their contracts.

IV. Reappointment of Probationary Term Faculty Members

Refer to Part IX of the ECU Faculty Manual.

V. Subsequent new appointments of Fixed-Term Faculty Members

Faculty positions that are occupied by faculty members holding fixed-term contracts shall periodically be evaluated to determine if it is feasible to convert the position to one that is tenure-eligible. When it is recommended that a position that is occupied by a fixed-term faculty member be made tenure-eligible, the personnel committee and unit administrator shall determine
collaboratively the appropriate kind of search recommended (search waiver, internal search, or external search), with the final approval authority for the type of search (i.e. local, regional, national) governed by University EEO policies.

The repeated re-employment in full-time, fixed-term positions of faculty members whose qualifications are on a par with those who are probationary term faculty members in the unit is justifiable when special conditions apply such as: (a) the position is not permanently assigned to the unit, (b) the position is addressing temporary needs, (c) the position cannot be filled by a faculty member with a terminal degree, (d) the duties of the position are primarily clinical, (e) the position is by its nature term-limited (term-limited endowed professorships, for example), (f) reflects the preference of the faculty member taking the position. Qualified full-time, fixed-term faculty members should be encouraged to apply for tenure-eligible positions, or (g) budgetary considerations.

Repeated re-employment of part-time fixed-term faculty members should be subject to the same conditions listed in a-f in the above paragraph. The continuous re-employment of faculty in part-time or temporary positions should be avoided, unless mutually beneficial for the candidate and the unit.

VI. Professional Advancement

Advancement in title for fixed-term faculty and promotion for tenured and probationary term faculty are means through which professional achievement is encouraged, recognized, and rewarded by the university. Evaluation of faculty for purposes of promotion or advancement in title shall accord with the regulations established in accordance with the unit code and shall employ the criteria contained in the unit code approved by the chancellor (ECU Faculty Manual, Part IV).

Specific regulations and criteria governing evaluation of faculty for purposes of promotion or advancement in title may vary from unit to unit. For evaluations pertaining to fixed-term subsequent new appointment at a higher title, the criteria shall be stated in the unit code. As a minimum each unit shall:

- apply published criteria in teaching, scholarship and service for evaluating faculty for promotion or advancement in title;
- make available procedures which will permit each faculty member to report achievements annually or on a more frequent basis;
- assure each faculty member the right to discuss one's candidacy with the unit administrator and/or the appropriate unit committee at any time; and
- notify each faculty member within four days of receipt of the administration's call for promotion or advancement in title recommendations.

Upon request by the faculty member, the unit administrator and the unit promotion committee shall evaluate the faculty member for promotion; the unit administrator and the personnel committee shall evaluate the faculty member for advancement in title. Following such evaluation, the unit administrator and appropriate unit committee shall inform the faculty member of their respective recommendations. Promotion or advancement in title shall be based primarily upon the faculty member's total demonstrated professional competence and achievement. Procedures to be followed for promotion are found in ECU Faculty Manual, Part IX. Procedures to be followed for advancement in title should be specified in each code unit in accordance with ECU Faculty Manual, Part IX, Section I (II.B.3), (III.) and (IV.); and Part VIII, Section I (I.D.3).

Among the many qualifications which may be considered when making recommendations for promotion, the requirements in Part IX, Section I (I.D.2) above are essential.
Promotion in academic rank should be accompanied by a salary increment which shall be separate from any and all other increments to which the individual may be entitled. Notwithstanding any previous statement that has appeared herein, competence for promotion to a specific rank may be attested to by advanced study, culminating in appropriate graduate degrees, or by extensive work experience in the teaching fields or in a professional practice which is demonstrably of highest quality.

Advancement in title for fixed-term faculty members should be accompanied by a salary increment which shall be separate from any and all other increments to which the individual may be entitled. Notwithstanding any previous statement that has appeared herein, competence for advancement in title may be attested to by demonstrated excellence in the performance of duties specified in the contract of the fixed-term faculty member and supported by the faculty member's annual performance evaluation.

VII. Salary
A. Initial Salary
Initial salary shall be based on degree attainment, pertinent experience, professional activity, scholarly publication or its equivalent, and level of responsibility, consideration being given to the salaries of personnel presently in the unit and salaries within the discipline in comparable institutions.

B. Determination of Annual Salary Increments
The unit administrator shall recommend annual salary increments to appropriate administrative officials in accordance with requirements imposed by the North Carolina General Assembly, The University of North Carolina Board of Governors, the ECU Board of Trustees, and the university administration, and shall employ any additional criteria that have been established in this appendix, in units codes, or in policies required by unit codes. Basic criteria for assessing merit shall include the degree of teaching excellence; scholarship; service to local, state, and national governments; as well as contributions to the development of public forums, institutes, continuing education projects, and patients' services. The unit administrator shall report annually to the unit, in dollar amounts and percentages, the total increment allotted, mean salary increment, and range in salary increments for the unit. Each faculty member shall be informed by the unit administrator of any salary increment recommendations made on behalf of the faculty member by the unit administrator.

C. Benefits and Salary Increases for Fixed-Term Faculty
Equitability of salary and benefits for fixed-term faculty members should be reviewed annually. When salary increments are provided by the Board of Governors, full-time fixed-term faculty who have completed one year of employment and have received a subsequent new appointment should be considered for a salary increase based upon their annual evaluation and criteria established by the Board of Governors, ECU Board of Trustees, and the unit code.

Full-time, fixed-term faculty are entitled to the same benefits as all other full-time employees of ECU.

VIII. Faculty Personnel Files
A. Article 7 of Chapter 126 of the General Statutes of North Carolina shall govern matters relating to personnel files, contents and permissible access. The General Statutes are located in Joyner Library and in the University Attorney’s Office. Access to the statutes on the Internet are available at: www.ncga.state.nc.us/Statutes/Statutes.html or www.allaw.com/state_law_search/north_carolina/.
Please note that the statutes reported on the internet may not be accurate and may not be updated in a timely manner to reflect the latest supplements.

For questions regarding personnel files, contact the Faculty Senate Office or the University Attorney’s Office.

B. Definition
North Carolina law defines a personnel file as any information gathered by East Carolina University that relates to an individual’s employment, which includes information relating to the application, selection, promotion, demotion, transfer, leave, salary, suspension, performance evaluation, disciplinary action, or termination of employment, wherever located and in whatever form. Records related to grievances and appeals of non-reappointment and non-conferral of tenure are personnel records. The Personnel Action Dossier (“PAD”) is an evaluative document, is a personnel record, and is part of the faculty member’s personnel file. The personnel file is University property and is retained by the University.

Personnel records are kept in accordance with the Records Retention and Disposition Schedule approved by the Chancellor. Timing of storage and transfer vary depending on the specific type of document.

C. Location
All records used in the formal evaluation of faculty must be in the primary personnel file. A faculty member’s primary personnel file shall reside in the code unit office under the supervision of the code unit administrator. In addition, there may be other files containing personnel records that are located in approved University offices. The location and custodian of other files containing personnel records will be listed in the Personnel File Checklist attached to the inside cover of the primary personnel file.

Filed grievances; appeals of non-reappointment or non-conferral of tenure; complaints filed by or against a faculty member with the ECU EEO Office alleging sexual harassment, discrimination based on age, race, religion, or disability, or a violation of the amorous relations policy; and records relating to any disciplinary action against a faculty member may be included in an appeal hearing file or in an investigative file prepared by the EEO Office or by the University Attorney’s Office.

Personnel records retained in the EEO Office or the University Attorney’s Office will remain confidential, but the documents collected and/or created in those offices are considered part of an investigative/preparation file and are not considered part of the primary personnel file. Disclosure of documents in those files is subject to applicable University policies and state laws. Additionally, in accordance with the relevant University policy and state laws, the University will formally notify the faculty member of any complaint or grievance filed against a faculty member and will follow the procedures prescribed for due process. In most cases, personnel documents maintained in those files will be duplicates of documents in the primary personnel file. In all cases, the documents in those files will be available for review by the faculty member.

D. Content
State law requires that the University permit the public to have access to the following employment related information about: name, age, date of original employment or appointment to State service, the terms of any contract by which the employee is employed whether written or oral, past and current, to the extent that the university has the written contract or a record of
the oral contract in its possession, current position, title, current salary, date and amount of
each increase or decrease in salary, with the university, date and type of each promotion,
demotion, transfer, suspension, separation, or other change in position classification with the
university, date and general description of the reasons for each promotion with the university,
date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the
university. If the disciplinary action was a dismissal, a copy of the written notice of the final
decision of the Chancellor setting forth the specific acts or omissions that are the basis of the
dismissal, the office to which the employee is currently assigned.

To the extent allowed by applicable law (e.g., Article 7 of Chapter 126 of the General Statutes
of North Carolina), all other information contained in the personnel file is confidential and shall
not be open for inspection and examination except to the following persons:

(1) The employee, applicant for employment, former employee, or his properly authorized
agent, who may examine his own personnel file in its entirety except for (i) letters of
reference solicited prior to employment, or (ii) information concerning a medical disability,
mental or physical, that a prudent physician would not divulge to a patient. An employee's
medical record may be disclosed to a licensed physician designated in writing by the
employee;
(2) The supervisor of the employee;
(3) Members of the General Assembly who may inspect and examine personnel records
under the authority of G.S. 120-19;
(4) A party by authority of a proper court order may inspect and examine a particular
confidential portion of a State employee's personnel file; and
(5) An official of an agency of the federal government, State government or any political
subdivision thereof. Such an official may inspect any personnel records when such
inspection is deemed by the department head of the employee whose record is to be
inspected or, in the case of an applicant for employment or a former employee, by the
department head of the agency in which the record is maintained as necessary and
essential to the pursuance of a proper function of said agency; provided, however, that
such information shall not be divulged for purposes of assisting in a criminal prosecution,
nor for purposes of assisting in a tax investigation; and
(6) Any person or corporation to which the Chancellor determines release of such information
is essential as allowed by General Statute §126-24.

All evaluative documents will be contained in the primary personnel file. Evaluative materials or
summaries thereof prepared by peer committees as part of a regular evaluation system are
placed in the primary personnel file when signed by a representative of the committee. In
particular, official copies of Personnel Action Dossiers, as outlined in Part X of the ECU Faculty
Manual, including documentation submitted by faculty for consideration in the tenure,
reappointment and promotion processes, shall reside in the primary personnel file.

No material obtained from an anonymous source shall be placed in the primary personnel file
except for data from student opinion surveys. Data from student opinion surveys shall be
submitted by the authorized surveying agent to the faculty member and the unit administrator.
Administrators shall not keep secret files.

A faculty member who objects to material in the primary personnel file or other personnel
records may place in the file a statement relating to the material the faculty member considers
to be inaccurate or misleading. This concise statement shall be submitted to the custodian for
inclusion as an attachment to the specific document. A faculty member who objects to
material in the primary personnel file because it is inaccurate or misleading may seek the removal of such material from the primary personnel file in accordance with Part XII, Section I of the Faculty Manual, including appeal to the State Personnel Commission.

E. Access
The unit administrator is responsible for providing faculty member’s access to their personnel file during regular business hours with advance notice to the unit administrator. Advance notice of at least 4 calendar days is required so that the file can be gathered from other offices, if necessary, and so that confidential documents, as specified in D.1 (above), can be removed. The unit administrator must make arrangements to have office staff available to oversee the review process to ensure the integrity and safekeeping of the records and to assist in making copies of the file, if applicable.

Faculty members are encouraged to examine their primary personnel file often, subject to certain restrictions of state law. Faculty members may examine other files containing personnel records subject to the same restrictions. A faculty member may obtain copies of any materials that are not restricted by State law in the personnel.

F. Disclosure of Confidential Information
Willful disclosure of confidential information or unauthorized access to a personnel file by any person violates State law and University regulations and may result in disciplinary action under University regulations. Any person, who knows of these violations but does not act, has neglected his or her duties and may also be disciplined in accordance with University regulations.

IX. Amendment Procedure
Amendment procedures are subject to the University’s Regulation on Policies, Rules, and Regulations. The Faculty Senate will consider amendments to *ECU Faculty Manual*, Part VIII, Section I - Personnel Policies and Procedures that are proposed by any full-time member of the faculty, by any faculty committee, or by any member of the administration of East Carolina University. Amendment(s) submitted to the Faculty Senate for consideration shall be handled as any other item of legislation which comes before the senate. If the senate approves such a proposed amendment, the senate shall submit the proposed amendment to the chancellor and, if approved by the chancellor, the amendment will be forwarded to the board of trustees for its approval. Consideration by the board of trustees is not required if the chancellor has final authority to enact the amendment.

X. Effective Date
All provisions of these policies and procedures shall become effective on the date they are approved by the East Carolina University Board of Trustees or its designee.

XI. Faculty Personnel File Checklists

**FACULTY PERSONNEL FILE CHECKLIST**
(Division of Academic Affairs)
Your primary personnel file is located in the office of your Code Unit Administrator and may be reviewed at any time during regular business hours with advance notice to the custodian of records or his/her designee. Advance notice is required so that your files can be gathered from other offices, if necessary, and so that confidential documents, like references for initial employment or certain medical information, as described in the General Statutes of North Carolina, can be removed. The custodian of records will need to make arrangements to have office staff available to oversee the
review process to ensure the integrity and safekeeping of the records and to assist in making copies, if you request same. While reasonable efforts will be made to provide you with quick access to your file, it may take some time to make the necessary arrangements. Multiple copies of the same document may be limited.

Please note that you cannot add to or remove documents from your personnel files at the time you review your files. If you have concerns about documents in your files, please bring them to the attention of the custodian of records. You can object to inaccurate or misleading information in your files by putting your objections in a written statement to your Code Unit Administrator, who will add your statement to the file(s) you are concerned about.

Removal of offensive materials may be sought in accordance with the procedures in Part XII, Section I of the ECU Faculty Manual.

Location of Records Related to Employment:
_____Code Unit Administrator’s Office
_____Dean’s Office
_____Academic Department Chair’s Office in Professional Schools
_____Vice Chancellor for Academic and Student Affairs’ Office
_____Department of Human Resources

Other Files Containing Personnel Records May be Located:
_____Equal Employment Opportunity/Affirmative Action Office
_____University Attorney’s Office
_____Faculty Senate Office

Please note that reference letters solicited prior to employment and medical records that a prudent physician would not disclose to his/her patient shall not be disclosed to you and should be kept in a sealed envelope that can be easily removed from your file. Additionally, medical records related to a medical condition or disability should be maintained in a separate envelope. Questions about your personnel records should be directed to the Faculty Senate Office or the University Attorney’s Office.

FACULTY PERSONNEL FILE CHECKLIST
(Division of Health Sciences)

Your primary personnel file is located in the office of your Code Unit Administrator and may be reviewed at any time during regular business hours with advance notice to the custodian of records or his/her designee. Advance notice is required so that your files can be gathered from other offices, if necessary, and so that confidential documents, like references for initial employment or certain medical information, as described in the General Statutes of North Carolina, can be removed. The custodian of records will need to make arrangements to have office staff available to oversee the review process to ensure the integrity and safekeeping of the records and to assist in making copies, if you request them. A reasonable number of copies will be provided at no cost to the faculty member. While reasonable efforts will be made to provide you with quick access to your file, it may take some time to make the necessary arrangements.

Please note that you cannot add to or remove documents from your personnel files at the time you review your files. If you have concerns about documents in your files, please bring them to the attention of the custodian of records. You can object to inaccurate or misleading information in your files by putting your objections in a written statement to your Code Unit Administrator, who will add
your statement to the file(s) which concern(s) you. Removal of inaccurate or misleading materials may be sought in accordance with the procedures in Part XII, Section I of the *ECU Faculty Manual*.

Location of Records Related to Employment:
- Code Unit Administrator’s Office
- Dean’s Office
- Academic Department Chair’s Office
- Center Administrator’s Office (ex. Center for Advancement of Health)
- Department Section Head’s Office
- Vice Chancellor for Health Sciences Office
- Department of Human Resources

Other Files Containing Personnel Records May be Located:
- Equal Employment Opportunity/Affirmative Action Office
- University Attorney’s Office
- Faculty Senate Office

Additional Records for Physician Faculty - located at Brody SOM and Pitt County Memorial Hospital:
- Medical Faculty Practice Plan Benefits Office
- Managed Care Office
- ECU Physicians Credentialing Office
- PCMH Credentials Verification Office (Medical Staff Support)

This notifies you that certain the Division of Health Sciences or other ECU offices (including, but not limited to, University Attorney, Equal Employment Opportunity, Compliance, BSOM Risk Management, CME, etc.) may maintain records (including, but not limited to, attendance records for mandatory training sessions, orientation, and CME programs; routine audits of medical records and billing documentation; Quality Assurance; malpractice; etc.) related to your employment and which may constitute personnel records. Should you wish to verify whether such offices maintain records related to your employment, you may contact the specific office for further information regarding your records within the Office of the Vice Chancellor for Health Sciences.

Please note that reference letters solicited prior to employment and medical records that a prudent physician would not disclose to his/her patient shall not be disclosed to you and should be kept in a sealed envelope that can be easily removed from your file. Additionally, medical records governed by General Statute, if any, would be maintained in a separate envelope. Questions about your personnel records should be directed to the Faculty Senate Office or to the University Attorney’s Office.

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(FS Resolution #11-94, November 2011)
(FS Resolution #12-76, April 2012)
PART VIII
SECTION II

EAST CAROLINA UNIVERSITY POLICY ON
CONFLICTS OF INTEREST AND COMMITMENT
AND EXTERNAL ACTIVITIES OF FACULTY AND OTHER PROFESSIONAL STAFF

CONTENTS

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I. Introduction, Applicability, and Responsibility for Compliance

All EPA faculty members and Non faculty EPA staff of East Carolina University are subject to revised policies concerning conflicts of interest and conflicts of commitment affecting University employment and external professional activities. This policy covers full-time faculty and EPA non-faculty employees, part-time faculty and EPA non-faculty employees, (those UNC employees who are not subject to the State Personnel Act – hereinafter referred to as ‘EPA employees’. This policy is based on policies and guidelines adopted by the UNC system Board of Governors, federal and state law, and federal agency sponsor requirements. Any questions regarding these procedures or the Board of Governors’ policies upon which they are based should be directed to the ECU Office of Research Compliance Administration.

II. Definitions

A. Business means any corporation, partnership, sole proprietorship, firm, franchise, association, organization, holding company, joint stock company, receivership, business or real estate trust, or any other legal entity organized for profit, not-for-profit, or charitable purposes. “Business” excludes University-related entities, which is inclusive of the University, and any private medical practice or any other entity controlled by, controlling, or under common control with the University or with which the University has a contractual relationship for the purpose of providing patient care.

B. Conflict of commitment relates to an individual’s distribution of effort between obligations to his or her University employment and participation in activities outside of University employment. The latter may include such generally encouraged extensions of professional expertise as professional consulting. A conflict of commitment occurs when the pursuit of such outside activities involves an inordinate investment of time that
interferes with the EPA employee’s obligations to students, to colleagues, and/or to missions of the University.

C. Conflict of interest relates to situations in which financial or other personal considerations may compromise, may involve the potential for compromising, or may have the appearance of compromising an EPA employee’s objectivity in fulfilling University duties or responsibilities, including research activities.

D. “Executive Position” refers to any position that includes responsibilities for a material segment of the operation or management of a business, including Board membership.

E. External professional activities for pay means any activity that 1) is not included within one’s University employment responsibilities; 2) is performed for any entity, public or private, other than the University employer; 3) is undertaken for compensation; and 4) is based upon the professional knowledge, experience and abilities of the EPA employee. Activities for pay not involving such professional knowledge, experience and abilities are not subject to advance disclosure and approval requirements of this Policy, although they are subject to the basic requirement that outside activities of any type not result in neglect of primary University duties, conflicts of interest, inappropriate uses of the University name or resources, or claims of University responsibility for the activity.

F. Department means an academic department, a professional school without formally established departments, or any other administrative unit designated by the chancellor of an institution or by the president for the office of General Administration, for the purposes of implementing this policy.

G. The "Immediate Family" of a faculty or EPA non-faculty employee includes his or her spouse, dependent children and/or other dependent(s) as defined in the Internal Revenue Code.

H. Inappropriate use or exploitation of University resources means using any services, facilities, equipment, supplies, or personnel that members of the general public may not freely use. A person engaged in professional activities for pay may use, in that connection, his or her office and publicly accessible facilities such as University libraries; however, an office shall not be used as the site for compensated appointments with clients, e.g., for counseling or instruction. Under no circumstances may a supervisory employee use the services of a supervised employee during University employment time to advance the supervisor’s external professional activities for pay.

I. “Participate” means to be part of the described activity in any capacity, including but not limited to serving as the principal investigator, co-investigator, research collaborator or provider of direct patient care. The term is not intended to apply to individuals who provide primarily technical support or who are purely advisory, with no direct access to the data (e.g., control over its collection or analysis) or, in the case of clinical research, to the trial participants, unless they are in a position to influence the study’s results or have privileged information as to the outcome.

J. Significant Financial Interest has the same meaning as in 42 C.F.R. 50.603 as it currently exists and as it may later be amended. This provision of the Code of Federal Regulations defines a Significant Financial Interest to mean: anything of monetary value, including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options or other ownership interests); and intellectual property rights (e.g., patents, copyrights and royalties from such rights). The term does not include:

1. Salary, royalties, or other remuneration from the applicant institution;
2. Any ownership interests in the institution, if the institution is an applicant under the Small Business Innovation Research Program (SBIR);
3. Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;
4. Income from service on advisory committees or review panels for public or nonprofit entities;
5. An equity interest that when aggregated for the Investigator and the Investigator’s spouse and dependent children, meets both of the following tests: Does not exceed $10,000 in value as determined through reference to public prices or other reasonable measures of fair market value, and does not represent more than a five percent ownership interest in any single entity; or
6. Salary, royalties or other payments that when aggregated for the Investigator and the Investigator’s spouse and dependent children over the next twelve months, are not expected to exceed $10,000.

K. "Sponsored Programs" means research, public service, training and instructional projects involving funds, materials, or other compensation from outside sources under grants, contracts, or cooperative agreements.

L. "Technology" means any process, method, product, compound, drug, device, or any diagnostic, medical, or surgical procedure developed using University time, facilities, equipment, or funds whether intended for commercial use or not.

M. University employment responsibilities include both “primary duties” and “secondary duties.” Primary duties consist of assigned teaching, scholarship, research, institutional service requirements, and other assigned EPA employment duties. Secondary duties consist of professional affiliations and activities undertaken by EPA employees outside of the immediate University employment context that redound to the benefit of the profession and to higher education in general. Such endeavors, which may or may not entail the receipt of honoraria (See also UNC Policy Manual 300.2.2.2[R]) or the reimbursement of expenses, include membership in and service to professional associations and learned societies; membership on professional review or advisory panels; presentation of lectures, papers, concerts or exhibits; participation in seminars and conferences; reviewing or editing scholarly publications and books; and service to accreditation bodies. Such integral manifestations of one’s membership in a profession are encouraged, as extensions of University employment, so long as they do not interfere with the timely and effective performance of the individual’s primary University duties.

The goal of this policy is to ensure that all conflicts of interest or commitment are disclosed so that appropriate administrative interventions may eliminate, avoid, or manage them. These policies, however, are not intended to limit responsible external activities.

III. Policies

A. Conflict of Interest

Employees shall avoid conflicts of interest that compromise, may involve the potential for compromising, or may have the appearance of compromising the EPA employee’s objectivity in fulfilling University responsibilities, including research activities. Accordingly, outside activities and financial interests must be disclosed by EPA employees on an annual basis. This notwithstanding, EPA employees have a continuing obligation to timely update these disclosures as new external interests develop. Outside activities and financial interests should be arranged to avoid such conflicts.

B. Conflict of Commitment

Employees shall devote their primary professional loyalty, time, and energy to their University employment responsibilities, including research activities. Accordingly, EPA employees shall not engage in activities outside of their employment that involves an inordinate investment of time that interferes with the EPA employee’s obligations to students, to colleagues, and/or to missions of the
University. Such activities are unacceptable outside activities. Conflicts of commitment may also arise in connection with non-compensated activities and a conflict of commitment may exist notwithstanding that an EPA employee received no economic benefit from the outside activity. The issue, in each case, is whether the employee is meeting the requirements of the job (as such responsibilities and requirements may be defined by applicable University policy and as may be further described in an individual’s job description or appointment letter).

The policy on External Professional Activities of Faculty and Other Professional Staff should be used for these potential conflicts of commitment situations.

Although full-time faculty and other EPA employment is not amenable to precise, time-clock analysis and monitoring, administrators at the department and school levels are charged with the evaluation of the work of employees under their supervision. The formal occasions for determining whether an individual is devoting sufficient time and energy to University employment include regular reviews in connection with annual salary decisions and scheduled reviews incident to promotion, reappointment or tenure decisions and reviews of Notices of Intent to Engage in External Professional Activities for Pay.

IV. Categories and Examples of Potential Conflicts

Activities that may involve conflicts of interest can be categorized under four general headings:

Category I: consists of activities that appear to involve a conflict of interest but in, fact, do not.

Category II: consist of activities that present potential conflict of interest and must be reported, but that may be allowable with administrative approval.

Category III: consists of relationships that are generally not allowable because they involve potential conflicts of interest or they present obvious opportunities or inducements to favor personal interests over institutional interests. Before proceeding with such an endeavor, the EPA Employee must demonstrate that in fact his or her objectivity would not be affected and University interests otherwise would not be damaged. An approved conflict of interest management plan must be in place before any activities involving this category are initiated.

Category IV: consists of activities that have the potential for creating conflicts of interest that are prohibited by North Carolina and/or federal law and, therefore, may not be undertaken. Provided below are representative, but not all-inclusive, examples of activities in each of these four categories. Please refer to Section above for important definitions.

Category I: Activities allowable, with no reporting required. The examples cited below involve activities external to University employment, and thus may present the appearance of a technical conflict, but they in fact do not have the potential for affecting the objectivity of the EPA employee’s performance of University responsibilities; at most, some such situations could prompt questions about conflicts of commitment.

a. An EPA Employee receiving royalties from the publication of scholarly works and other writings or for the licensure of patented inventions pursuant to the University's Patent and Copyright Policies (Faculty Manual, Part VII, Research Information).

b. An EPA employee receiving nominal compensation, in the form of honoraria or expense reimbursement, in connection with service to professional associations, service on review panels, presentation of scholarly works, and participation in accreditation reviews. Senior Academic and Administrative Officers may also be subject to special regulations regarding
honoraria which require leave to be taken when external activities for pay will take place
during the regular work week (UNC Policy Manual, 300.2.2.2[R]).
c. An EPA Employee having an equity interest in a corporation used solely for the individual's
consulting activities provided such consulting activities are appropriately reported and
approved in accordance with the policy on, External Professional Activities of Faculty and
Other Professional Staff and the corporation is not directly or indirectly conducting any
business or sponsoring any projects with the University.

Category II: Activities requiring disclosure for administrative review.
1. Research Activities
   a. An EPA employee accepting support for University research under conditions that require
      research results to be held confidential, unpublished, or inordinately delayed in publication.
      Research conducted by faculty or students under any form of sponsorship must maintain the
      University’s open teaching and research philosophy and must adhere to a policy that prohibits
      secrecy in research. Such conditions on publication must be in compliance with UNC Policy
      Manual, 500.1 and 500.2.
   b. Related persons working on the same funded or unfunded project.

2. External Activities
   a. An EPA Employee serving on the board of directors or scientific advisory board of an
      enterprise or business that provides financial support for University research, and the
      employee or a member of his or her immediate family may receive such financial
      support.
   b. An EPA Employee serving in an executive position in a for-profit or not-for-profit business
      which conducts research or other activities in an area related to the University duties of the
      employee.

3. Ownership
   a. An EPA Employee having a financial interest or a significant financial interest in a business
      that competes with the services provided by the University.
   b. An EPA Employee having significant equity or a Significant Financial Interest in a for-profit
      business which conducts research or other activities in an area related to the employee’s
      University duties. An EPA Employee requiring students to purchase the textbook or related
      instructional materials of the employee or members of his or her immediate family, which
      produces compensation for the employee or family member.

4. Other
   a. An EPA employee receiving compensation or gratuities (other than occasional meals, gifts or
      desk copies of textbooks, and the like) from any individual or entity doing business with the
      University. This notwithstanding, see Category IV example (f).
   b. Engaging in any other activity that has the potential for creating a conflict of interest or
      commitment as defined herein.

Category III: Activities or relationships that are generally not allowable.
1. Research Activities
   a. An EPA Employee participating in University research involving a technology owned by or
      contractually obligated (by license, option, or otherwise) to a business in which the individual or
      an immediate family member has a consulting relationship, has an ownership interest, or holds
      an executive position.
   b. An EPA Employee participating in University research which is funded by a grant or contract
      from a business in which the individual or member of his or her immediate family has an
      ownership interest and/or significant financial interest;
c. An EPA Employee assigning students, postdoctoral fellows or other trainees to University research projects sponsored by a business in which the individual or a member of his or her immediate family has an ownership interest and/or significant financial interest.

2. External Activities
a. Assuming an executive position in a not-for-profit business with which the University has a contractual relationship known to the individual and which is engaged in commercial or research activities in a field related to the individual's University responsibilities.
b. An EPA Employee making referrals of University business to an external business or company in which the individual or a member of his or her immediate family has a financial interest, including a consulting relationship.
c. An EPA Employee associating his or her own name with the University in such way as to profit financially by trading on the reputation or goodwill of the University. An example of a context in which such an association might occur is external professional activity for pay. Mere identification of the University as the employer of the individual and of the individual's position at the University is permitted by this section, provided that such identification is not used in a manner that implies sponsorship or endorsement by the University.
d. An EPA Employee serving as an expert witness for pay in litigation which requires the disclosure of research data in a manner that will compromise the University's or a student's ability to publish.

3. Public Disclosure
a. An EPA Employee publishing or formally presenting University sponsored research results, or providing expert commentary on a subject, without simultaneously disclosing any significant financial interest relating to such results or such subject.
b. An EPA Employee making unauthorized use of privileged information acquired in connection with one's University responsibilities. See also Category IV activities.

4. Administrative Responsibilities
a. An EPA Employee taking administrative action in the course and scope of University responsibilities that is beneficial to a business in which the individual or an immediate family member has a significant financial interest, including a significant consulting relationship. See also Category IV activities.
b. An EPA Employee influencing the negotiation of contracts between the University and an outside organization with which the individual or an immediate family member has a significant financial interest, including a significant consulting relationship. See also Category IV activities.

5. Committee Participation
a. An EPA Employee serving on a committee of a governmental agency or private entity during the consideration by such a committee of the regulation or application of a technology that is owned by or contractually obligated to a business in which that individual or immediate family has a significant financial interest, including a significant consulting relationship.

Category IV: Activities that have the potential for creating conflicts of interest that are prohibited by North Carolina and federal law (including N.C. Gen. Stat. 14-234 and 14-234.1 as they currently exist and as may later be amended) and, therefore, may not be undertaken.

(a) N.C.G.S. (a1)(4) defines “direct benefit from a contract” to mean where a state officer or employee or his or her spouse: (i) has more than a ten percent (10%) ownership or other interest in an entity that is a party to contract with a state agency; (ii) derives any income or commission directly from the contract with a state agency; (iii) acquires any property under the contract with a state agency.
(b) N.C.G.S. 14-234 (a1)(2) states that a public officer or employee is involved in administering a contract if he or she oversees the performance of the contract or has authority to make decisions regarding the contract or to interpret the contract.

(c) N.C.G.S. 14-234 (a1)(3) states in part that a public officer or employee is involved in making a contract if he or she participates in the development of specifications or terms or in the preparation or award of the contract.

(d) North Carolina law prohibits a state officer or employee who is involved in making or administering a contract on behalf of a state agency from deriving a direct benefit from the contract (N.C.G.S. 14-234 (a)(1)).

(e) North Carolina law prohibits a state officer or employee who receives a direct benefit from a contract with the state agency he or she serves, but who is not involved in making or administering the contract, from attempting to influence any other person who is involved in making or administering the contract. (N.C.G.S. 14-234 (a)(2))

(f) North Carolina law prohibits a state officer or employee from soliciting or receiving any gift, reward, or promise of reward in exchange for recommending, influencing, or attempting to influence the award of a contract by the state agency he or she serves. (N.C.G.S. 14-234 (a)(3))

(g) Contracts made in violation of N.C.G.S. 14-234 are void as a matter of law and anyone violating this statute may be prosecuted criminally.

(h) N.C.G.S. 14-234.1 prohibits a State officer or employee from benefiting financially, or helping someone else benefit, from non-public information gained by the employee in his or her official capacity. Anyone violating this statute may be prosecuted criminally.

(i) Note that the North Carolina Ethics Act (Ethics Act) also regulates Conflicts of Interest for “Covered Persons”. Questions regarding the Ethics Act should be directed to the University Attorney.

(j) Medicare Anti-Kickback Law. The Medicare Anti-Kickback law (42 U.S.C. 1320a-7b(b)) prohibits compensation from research sponsors that provide or supply healthcare services or products to researcher-physicians or hospitals for their participation in clinical research if such compensation is intended to induce physicians or hospitals to purchase drugs or services of the research sponsor that will be paid by Medicare or Medicaid.

(k) False Claims Act. Researchers must certify in their grant applications that they are in compliance with statutory and regulatory requirements, including applicable statutes and regulations prohibiting conflicts of interest. Falsely certifying compliance could result in criminal prosecution and civil penalties under the False Claims Act (31 U.S.C. 3729, et seq.),

COI Procedures
EPA employee will be required to disclose annually relationships and circumstances that may raise questions about conflicts of interest and conflicts of commitment relating to University employment responsibilities, including, but not limited to sponsored research activities. All potential Category II, III, and IV relationships or financial holdings must be reported regardless of the dollar amounts involved. Category I activities and relationships are not required to be disclosed under this policy; however, other university reporting requirements may apply to these activities (see Section IV). Where there is some question whether an activity should be considered a Category I or II activity as described above, the EPA employee should include the activity in the disclosure for consideration by his/her supervisor.

Revisions or updates of the yearly disclosures are required between yearly disclosures whenever there is a significant change in the EPA employee’s or his/her immediate family’s affairs that may lead to or may be perceived to lead to a conflict with the EPA employee’s university activities, e.g., the faculty member’s spouse begins to receive consultant fees from a company that currently contracts with university for research services from the faculty member’s laboratory.
Procedures: To facilitate disclosure and to ensure appropriate uniformity across the University, each individual will complete the "Annual Faculty/Professional Staff Disclosure Form." Each unit administrator will distribute this form annually to all faculty and professional staff (EPA non faculty) under his or her supervision and assure that completed forms are returned. Unit Administrators shall summarize the disclosure completed by EPA employees to the Office of Research Compliance Administration.

The purpose of this form is to identify employees' activities that may lead to actual or potential conflicts of commitment or interest so that appropriate administrative intervention may address the problems. The employee and the administrative supervisor are to complete and sign the annual disclosure form, which implies that the administrative supervisor has reviewed the form. No further action will be required if all questions are answered "no".

Further disclosure and review are required if questions elicit any "yes" responses on the Annual Faculty/Professional Staff Disclosure Form or on any mid-year revisions or updates of the annual form. The employee must then complete and sign the appropriate additional forms. Suggested provisions or plans for eliminating or managing conflicts should be included in these additional forms where indicated. Examples of some (but not all) possible provisions for conflict management plans are:

1. Public disclosure of the significant financial interests or external activities;
2. Monitoring of activities by disinterested university officials to assure that conflicts do not arise;
3. Cessation of the pertinent outside activities;
4. Divestiture of the pertinent financial interests; and
5. Severance of the relationships that create actual or potential conflicts.

Since these forms have direct bearing on the employment of individuals with the University, all disclosure forms (the annual form and accompanying forms) and associated documents will be maintained in the administrative office of the employee's unit in his/her personnel folder for a period of at least three years following termination of the pertinent activities.

VI. Review and Approval of Activities and Plans for Eliminating or Managing Conflicts.
The unit administrator (chair, dean, or the employee's supervisor in the case of a senior administrator) has the initial responsibility to review and approve or disapprove the disclosure forms filed with him or her by the EPA employees within that unit. The review shall follow the provisions of this Policy. The Unit administrator should be familiar with the definition of 'Significant Financial Interest' to differentiate between Category II and Category III activities and relationships. Category III activities are presumptively considered to be non-allowable.

The unit administrator may refer any question regarding an annual disclosure form to the next higher administrative level for review and decision and must refer to the next higher level for review and approval all annual disclosures (and updates/revisions) which require additional forms (as described in the annual disclosure form) for EPA employees involvement in possible Category II and III activities as described above.

If a potential conflict is determined to exist, written plans for eliminating or managing the conflict will be developed in consultations between the employee, the Office of Research Compliance Administration, and his/her supervisors (up to and including deans of academic units as appropriate) and presented to the Vice Chancellor for Research and Graduate Studies. For Category II through IV Conflicts of Interest, the plan will also be submitted to the appropriate division's Vice Chancellor for informational review. It will then be presented to the ECU Research Ethics Oversight Committee (see
below) for final approval. An adverse decision of the Committee to a proposed management plan may be appealed to the Chancellor. The supervisor of the EPA employee will be responsible for assuring the implementation and/or monitoring of the conflict management plan.

Documentation of all decisions on activities and associated conflict management plans will be maintained in the employee's personnel folder.

In order to fulfill the certification requirements of grant and contract funding agencies (e.g., the NIH and NSF), each unit administrator shall also provide annually to the Vice Chancellor for Research and Graduate Studies a list of all faculty members and EPA staff in the administrator's unit who have submitted approved current annual disclosure forms and, where needed, an indication when such approval required development of an acceptable conflict management plan. This list may be amended as needed during the year. The Vice Chancellor for Research and Graduate Studies or designee will use this information to report any perceived or potential COI to the sponsor or to certify to potential funding agencies that this Institution has a conflict of interest policy consistent with NIH and NSF guidelines and that to the best of our knowledge all provisions of the policy have been followed with respect to proposals submitted to the agencies by ECU faculty and staff.

If after initial review of any disclosure by the department head, dean, and vice chancellor, questions remain regarding ethical issues or if disagreement exists between the EPA employee and the administration regarding the permissibility of activities, or if the COI management involves more than disclosure and minor oversight, the situation may be referred to a faculty/administrative advisory committee for review of conflicts of interest and commitment. This committee, the Research Ethics Oversight Committee, will be chaired by the Vice Chancellor for Research & Graduate Studies. Appropriate individuals will be appointed members to the committee by the Vice Chancellor for Research and Graduate Studies. When the committee reviews conflict management plans, a representative of university attorney's office shall be present. Decisions by this committee will be presented to the Chancellor for his or her concurrence and, if approved, will become the University's final position. If the activity at issue involves external support (grant, contract or cooperative agreement), the Director of Sponsored Programs shall inform the sponsor in accordance to Sponsor policy and guidelines of the COI.

Whenever human subjects are involved in an activity presented to the University's Office of Research Compliance Administration (including approvals of conflict management plans), the University & Medical Center Institutional Review Board (UMCIRB) will be confidentially notified of the issue and the Committee’s actions.

VII. Institutional Conflict of Interest

East Carolina University, from time to time, forms relationships with profit-making entities (including the holding of equity interests) for mutual benefit. However, such relationships may put the University into actual or apparent conflict of interest situations when accepting grants or contracts from the profit making entities for research or other activities. (See exclusion at the end of this section for certain types of relationships.) To assure that these grants and contracts are performed with the highest level of integrity by University employees and to assure that the public maintains it trust in University activities, the following procedures shall be followed:

1. At the beginning of each calendar year, the Director, Office of Technology Transfer shall prepare a disclosure listing all profit-making entities in which the University has a significant financial interest. This disclosure shall be updated during the year as new relations develop and old ones terminate. This disclosure and its updates will be submitted to the Vice Chancellor for Research and Graduate Studies who shall distribute the disclosure to the Chancellor, the other Vice Chancellors and Deans, and the Research Ethics Oversight Committee. Copies of the disclosure and updates shall also be
distributed to those university administrative offices charged with approving and administering grants and contracts and other regulatory committees (for example, Office of Sponsored Programs, Office of Grants and Contracts Administration and the UMCIRB).

2. Units submitting proposals for external funding to commercial entities may not be aware of possible institutional conflict of interest issues. Thus, the Office of Sponsored Programs shall have the primary responsibility of notifying Office of Research Compliance Administration, Vice Chancellor for Research and Graduate Studies and the submitting unit of the University’s conflict of interest as part of its regular procedures for the review and approval of such applications. The Office of Research Compliance Administration or the Vice Chancellor or his designee shall then develop a plan to manage the institutional conflict of interest after consultation with the submitting unit and other relevant university offices. The conflict management plan shall be submitted to the Research Ethics Oversight Committee for review. The Committee may approve the plan (with or without mandatory changes) or disapprove the plan. University acceptance of grants and contracts related to a management plan is contingent upon approval of the management plan by the Committee. A negative decision of the Committee may be appealed to the Chancellor. An institutional conflict management plan may range from a simple disclosure of the University’s interest in publications and reports emanating from the grant or contract to complete University divestiture of the financial interest. The institutional conflict of management plan shall be separate from and in addition to any conflict management plans for conflicts of interests of individuals (e.g., the principal investigator) involved in the grant or contract.

3. When considering an institutional conflict of interest management plan, the Research Ethics Oversight Committee shall a) include as voting members, one or more individuals from the general public who have no direct or indirect relationship with the University, i.e., the individuals and their spouses or other dependents must not be current employees or students of the University; and b) recuse from the deliberations of the Committee any ECU member of the Committee who has been involved in the negotiation, approval, or implementation of the relationship that is the basis of the actual or perceived conflict of interest. The general public members of the Committee should be individuals that have sufficient education or experience to understand both the issues before the Committee and the possible impacts of the Committee’s decisions on the general public.

4. Arrangements for plan implementation and oversight shall explicitly be part of an institutional conflict management plan. Implementation and oversight will usually be the joint responsibility of the submitting unit and the Office of the Vice Chancellor for Research and Graduate Studies. However, other arrangements shall be made for plan implementation and oversight if, in the judgment of the Research Ethics Oversight Committee, such arrangements are necessary for the effective management of the conflict.

Excluded Relationships: A relationship with a profit making organization for the purposes of this institutional conflict of interest policy shall not include ordinary investments of the university’s endowment that are managed by the Board of Trustees of the Endowment Fund or ordinary client-vender relationships where the University contracts for specific goods or services from a profit-making organization.

VIII. External Professional Activity for Pay Procedures

1. An EPA Employee who plans to engage in external professional activity for pay shall complete the "Notice of Intent to Engage in External Professional Activity for Pay" (hereinafter referred to as "Notice of Intent") in a format as described in section 2 of this Part VIII. The Notice of Intent shall
be filed with the head of the department in which the individual is employed. A separate "Notice of Intent" shall be filed for each such activity in which an employee proposes to engage. Unless there are exceptional circumstances, the "Notice of Intent" shall be filed not less than ten (10) calendar days before the date the proposed external professional activity for pay is to begin. The Notice of Intent Format: The format for giving notice of Intent should follow the sample notice form.

2. Approval of a "Notice of Intent" may be granted for a period not to exceed the balance of either 1) the fiscal year (in the case of twelve-month employees and employees with contract service periods that include the summer session) or 2) the academic year (in the case of nine (9) month employees with no summer session contract period) remaining as of the date of approval; if the approved activity will continue beyond the end of the relevant fiscal or academic year in which it was begun, an additional "Notice of Intent" must be filed at least ten days before engaging in such activity in the succeeding relevant year.

3. Except as set out in paragraph 5 below, the "Notice of Intent" shall be considered as follows: If, after a review of the "Notice of Intent" and consultation with the EPA employee, the unit head determines that the proposed activity is not consistent with this policy statement of the Board of Governors and East Carolina University, the EPA Employee shall be notified of that determination within ten (10) calendar days of the date the "Notice of Intent" is filed. In the event of such notification by the unit head, the EPA Employee shall not proceed with the proposed activity but may appeal that decision to the next higher administrator and then to the Chancellor or the Chancellor’s designee. A decision on any such appeal shall be given to the EPA Employee within ten calendar days of the date on which the appeal is received. The decision of the Chancellor is final. Appeals shall be made in writing on the "Notice of Intent" form.

4. If question 8, question 9a, or question 9b on the Notice of Intent, above, is answered in the affirmative the procedure set out in paragraph 4 above shall be modified as follows: The decision of the unit head to approve the activity shall be reviewed promptly and approved or disapproved within ten (10) days of receipt by the next higher administrator, and appeal of a disapproval by that officer shall be to the Chancellor or the Chancellor's designee. In addition, the Vice Chancellor for Research and Graduate Studies must review the external activity for management of any Conflicts of Interest and notify the University and Medical Center Institutional Review Board if the EPA Employee is participating in a protocol involving human subjects at ECU to ensure compliance with applicable IRB laws and regulations.

5. Departmental summaries of all "Notices of Intent" filed and of actions taken in response to such "Notices of Intent" during the preceding fiscal year shall be submitted by unit heads to the Chancellor each July. As initiated by the UNC General Administration on or before September 1 of each year, the Chancellor will provide an annual summary report to the President.

6. If the external professional activity for pay is wholly performed and completed outside of the academic year by EPA employees serving on academic year contracts, said EPA Employees do not need to file Notices of Intent with their unit head provided that the activity does not conflict with this policy statement of East Carolina University and of the Board of Governors and is not conducted concurrently with a contract service period for teaching, research, or other services to East Carolina University during a summer session.

7. University employees not complying with these procedures will be subject to disciplinary action. Unit heads are held responsible for proper reporting.

IX. Enforcement of the Policies
EPA Employees are under a clear obligation to adhere to the ECU policies and procedures to disclose and to remove or appropriately manage conflicts of interest or commitment. Breaches of the policy/procedures will be viewed as serious ethical violations by the persons involved. Possible breaches of the policy/procedure include, but are not limited to:
1. Furnishing false, misleading or incomplete information on the disclosure forms;  
2. Failure to promptly update disclosure forms before the required annual update when a significant change in a person's financial or fiduciary status places the individual into an immediate potential conflict of interest or commitment situation;  
3. Failure to comply with the procedures described above (e.g., refusal to respond to inquiries, responding with incomplete or knowingly inaccurate information, or otherwise);  
4. Failure to remedy conflicts as determined by the Procedures; and  
5. Failure to comply with a prescribed monitoring plan.

If a possible breach in the policy/procedures occurs, the appropriate dean shall consult with the faculty person and his chair. If no resolution is forthcoming, the dean shall refer the case to the appropriate vice chancellor. The vice chancellor shall consult with the vice chancellor for research and shall initiate an investigation and/or hearing as prescribed in Faculty Manual, Part VII and Appendix D and apply sanctions as determined by university policies. Such sanctions may range from administrative intervention to dismissal from employment, all in accordance with applicable university policies.

(Faculty Senate Resolution #10-36, March 30, 2010)
Project STEPP at East Carolina University

Project STEPP (Supporting Transition and Education through Planning and Partnerships) at East Carolina University is a collaborative program that partners a variety of East Carolina University's colleges and campus resources with area high schools and community opportunities. Project STEPP is an innovative program that offers comprehensive academic, social, and life-skills support to a select number of students with identified specific learning disabilities who have shown the potential to succeed in the college environment. The program provides a unique opportunity to a population that may not otherwise have access to college.

Student Performance Examples

- 97% retention rate (year 1 to year 2)
- 55% of participant GPA’s above 2.5
- 32% of participant GPA’s above 3.0
- 5% of participant GPA’s evidence academic difficulty

Most of these students admitted using altered admissions criteria

Student Majors (Current or Anticipated)

<table>
<thead>
<tr>
<th>Art</th>
<th>Fashion Merchandising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmospheric Science</td>
<td>Geography</td>
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<tr>
<td>Biology</td>
<td>Hospitality Management</td>
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<tr>
<td>B-K Education</td>
<td>Psychology</td>
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<tr>
<td>Business</td>
<td>Recreation &amp; Parks Management</td>
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<tr>
<td>Communication</td>
<td>Social Work</td>
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<tr>
<td>Computer Science</td>
<td>Special Education</td>
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<tr>
<td>Criminal Justice</td>
<td>Theater</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Urban Planning</td>
</tr>
<tr>
<td>English</td>
<td>Undecided</td>
</tr>
</tbody>
</table>

This program represents an example of the mission of East Carolina University in action. Project STEPP aligns with ECU’s student-centered focus on access and opportunity in higher education, provision of ongoing supports, and leading through partnerships in the 21st century. As we continue to learn and grow, we hope to become a national model for the establishment of similar programs in other universities.

Program Supports

A. Transition Supports: Transition-related support for incoming students during the full year before matriculation

B. On-Campus Supports: Two-fold mission that includes offering direct supports such as mentoring, tutoring, advising and coursework as well as helping students connect with existing resources across campus

C. Graduation Supports and Long-Term Research Follow-Through: Supports offered as needed for students to develop electronic portfolios and complete internships
In her application essay Amanda wrote:

"Well, in (another state) there are not any colleges or universities that have programs that help students with learning disabilities. I feel that your university has a great program that will help me succeed in college. ... But there may be something positive about having dyslexia. I could teach a subject in a way that might make more sense to an LD student, because of my experiences. I might also understand what a student is going through because I have gone through the same situation in my learning experiences."

Amanda is successfully advancing in her teacher preparation program with a 3.48 GPA and will one day positively touch the lives of hundreds of elementary school students.

In her application essay Anna wrote:

"...Also my A.D.D causes it to be hard to concentrate in school. If I didn’t have these problems in life I think it would make school much easier. If there is anything that I have gained from having my disabilities, it is that hard work pays off and that I can do anything I put my mind to. I’ve always thought college would be too hard for me but I had hope in finding a school that acknowledges my disabilities and lifts me up by helping with them, instead of saying I’m not what they are looking for in school. This program would be a dream come true."

Anna is graduating in May 2012 and currently holds GPA above 3.0 in her major courses. She plans to work in the fashion merchandising field.

In his application essay Sam wrote:

"A moment that will forever stick in my head was when I met with my guidance counselor at _____ High School. We were talking about my future and about college for me, and I remember him saying that there was a college for everyone, and that mine just happened to be _____ Community College. I felt so defeated, as though despite trying for years, I had not made any real progress. At that moment, I flashed back to the fourth grade at _____ Public School. Back then, whenever my teacher prepared to start a group activity, he would send me to the special education room. I remembered sitting in there for the whole class, while the two teacher’s aides had their hands full with the mentally-challenged kids. No one understood what I had to do to learn. They assumed I was just slow and did not want me holding the “normal” kids back. ...That afternoon, after the meeting with my counselor, I decided to renew my efforts and get the help I needed. ... I am glad that schools have begun to recognize and even embrace learning disabilities instead of ignoring them. It is a real relief to know that even in college, there are programs to help out LD kids just like me."

Sam continues to move forward in his Recreation and Leisure Studies major.
In her application essay as a high school Junior Chelsea wrote:

"When I was touring the East Carolina University campus three years ago with my older sister, I thought that attending such a great university would never be in my future. I knew that my math learning disability would make colleges look at my math grades and SAT scores and not even consider my application. I wanted to go away from home for college like my big sister, and not live at home attending the community college. Project STEPP would give me the opportunity to make my dream of attending ECU come true.... I may even become an author someday."

Chelsea is graduating in May 2012, and has been accepted to graduate school. She will begin her Masters in Library Science program in the Summer of 2013.

In an interview Stanley commented:

"...I came to college to get a better education so that I can get a well paying job. I just want to leave my mark."

Stanley is currently working on a degree in Business.

In her application essay Kelly wrote:

... Every struggle I have wrestled with has made me grow, not in the way I wanted at the time, but each struggle has served me well. Several teachers told me I was smart but lazy when I was in grade school. Though I often worked until 11 o’clock at night to finish my homework, I believed those words. I had to work so much harder than other kids to keep up. But I went slowly and I kept up. After years of struggling, a teacher finally admitted she didn’t know how to teach me, and our new school psychologist began a process that opened up a world of learning to me. ... There was a name for what I thought was laziness: Specific Diagnosed Learning Disabilities. This came as a relief—I wasn’t lazy!...When I first learned of the STEPP program, I felt that I could not only survive but grow, flourish, and excel in ECU’s much larger environment with their support. ... Hopefully by meeting this goal [graduating from ECU] I can work after college and save up to graduate school, which I am hoping will be ECU to get my PHD in psychology. Psychology is my true calling and I feel as though going through the STEPP program at ECU that it will help me meet this goal."

Kelly is now a sophomore, continuing with good academic standing in her pursuit of earning a Psychology degree.

In an interview Lee commented:

"We need more programs like this. I know a lot of students who would benefit. This program has given me the opportunity to prove myself and show that I’m capable of more than just what my test scores show. I mean, my ACT scores were low, but my first semester in college I earned a 3.5 GPA. That would not have been possible without this program."
Student Spotlight - Anna

Why did you choose ECU?

I chose ECU for Project STEPP, which stands for Supporting Transition and Education Through Planning and Partnership. I wanted a real college experience at a larger university. Project STEPP is designed to encourage and support students to pursue college degrees by providing academic support. Project STEPP has helped me maintain good grades, and they have been a great support group for me. It is very personalized, and the program also provides tutors for us.

How has being at ECU changed you?

Being at ECU has made me a more confident person. I feel the support of ECU all throughout Greenville, on or off campus. Everyone loves their Pirates, and that’s a great thing! I have learned so much at ECU.

How do you think ECU prepares students for their careers?

We get a lot of practice and preparation for our careers. We are taught actual things that will happen in a job setting, whether it’s interviews or going out into the real world.

Contact Information
www.ecu.edu/cs-educ/stepp/index.cfm

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East Carolina University
Greenville, NC 27858
Fax Number: 252-737-2115
Effective mentoring.

and 18 states, and all participating students will receive training to foster University along with students from 38 different schools summer institute for student Eye-to-Eye leaders at Brown the summer of 2011 Logan and Chelsea will attend a learning strategies and self-advocacy skills. During inspire future goals, and teach practical and relevant curriculum materials designed to empower students, a blend of opportunities for artistic expression and 2011-2012 academic year. Project Eye-to-Eye mentoring activities provide a blend of opportunities for artistic expression and curriculum materials designed to empower students, inspire future goals, and teach practical and relevant learning strategies and self-advocacy skills. During the summer of 2011 Logan and Chelsea will attend a summer institute for student Eye-to-Eye leaders at Brown University along with students from 38 different schools and 18 states, and all participating students will receive training to foster effective mentoring.

Project STEPP Highlights

Project Eye-to-Eye: In August, 2011 Chelsea Guild, Logan Jones, and our Transition Specialist Emily Johnson will lead the establishment of an ECU chapter of Project Eye-to-Eye (http://www.projecteyetoeye.org), a program designed to facilitate high quality mentoring relationships. Several Project STEPP participants will be mentoring students with learning disabilities at Eppes Middle School throughout the 2011-2012 academic year. Project Eye-to-Eye mentoring activities provide a blend of opportunities for artistic expression and curriculum materials designed to empower students, inspire future goals, and teach practical and relevant learning strategies and self-advocacy skills. During the summer of 2011 Logan and Chelsea will attend a summer institute for student Eye-to-Eye leaders at Brown University along with students from 38 different schools and 18 states, and all participating students will receive training to foster effective mentoring.

Student Outcomes: Students in Project STEPP continue to hold their own in a rigorous college environment. With a current year one to year two retention rate of 97%, an overall retention rate of 86%, participants pursuing over 15 different majors, and our first graduate this past spring, Project STEPP participants are contributing to the ECU campus environment and preparing for bright futures!

Logan Jones presented a poster session with Dr. Jennifer Williams and Dr. Sarah Williams at the North Carolina Council for Exceptional Children Spring 2011 Conference describing survey data collected in Project STEPP about the use of assistive technology by college students. Logan, a Special Education major, did an excellent job sharing with public school teachers considerations for building technology into student study routines in preparation for the college setting.

Process Tutoring: Tutoring services have always been a component of Project STEPP, but this year we started something a little different – process tutoring. In addition to content tutors in subjects such as math, psychology, English, etc., we are now making available undergraduate peer supports for processes students regularly encounter on campus. Specifically we hired two technology tutors who are skilled with the use of assistive technologies. Two of our own – Noah Poe and Kelly Smith have been helping students this year incorporate innovative assistive technologies into ongoing academic routines. Students this year have also benefitted from availability of an online learning tutor. In this role, Ashley Wetherington has helped students to develop the organization and communication skills necessary for effectively navigating online learning environments.

Harold H. Bate Distinguished Professorship: In March, 2011 we learned that Project STEPP will be the recipient of a generous gift from the Harold H. Bate Foundation to establish a Harold H. Bate Endowed Professorship. Specifically allocated to support the Project STEPP Director position, this gift of $333,000 over the next 5 years will take us one step further in securing long-term support for the program and the students we serve. This gift will be submitted for potential matching funds of $167,000 to the NC Distinguished Professors Endowment Trust Fund. This was terrific news for Project STEPP.

ECU Commercial: We were thrilled that Project STEPP was mentioned in one of the 2010-11 ECU commercials. You can view it on YouTube http://www.youtube.com/watch?v=Eh57F5bBxFE.

Collaboration with other Campuses: Through a generous $3 million grant from the Oak Foundation awarded in April 2011 selected universities in the University of North Carolina System will soon be working toward initiatives designed to establish faculty and student support structures that will benefit students with learning differences. In large part due to the establishment of Project STEPP, East Carolina University was selected as the first of three anchor campuses for this innovative project! We will be working collaboratively with the University of North Carolina at Greensboro and one other campus (to be determined) to take steps toward fostering post-secondary climates that are welcoming and supportive of students with learning differences.
An equal opportunity/affirmative action university, which accommodates the needs of individuals with disabilities.

U.P. 06-201    Printed on recycled paper.
2,000 copies of this public document were printed at a cost of $674.80, or $.34 per copy.
FACING CHALLENGES

High school students with significant learning disabilities face a variety of academic, social, and life-skills challenges. In the minds of some individuals with learning disabilities, the thought of going to college may be a distant dream at best—even for those who have shown potential to earn a degree.

Students with learning disabilities may struggle with maintaining a grade point average or scoring high enough on the SAT for college entry. Furthermore, they may need more comprehensive support than can be offered in most college settings.

East Carolina University is addressing this important need with Project STEPP (Supporting Transition and Education through Planning and Partnerships). Funded primarily with private gifts, this program provides a unique opportunity to a population that traditionally has not gone to college.

STEPS TO SUCCESS

Project STEPP is a collaborative program that partners East Carolina University’s College of Education with other colleges and schools on campus, area high schools, and community resources. The program offers comprehensive academic, social, and life-skills support to a select number of students who show the potential to succeed in college.

Meeting the needs of these students is another example of how East Carolina lives its motto, To Serve. Project STEPP empowers students with the skills they need to earn degrees in the majors they choose, enjoy a complete college experience as members of a campus community, and achieve in life beyond their years at ECU.

Admissions: Project STEPP uses an alternate admissions program based on predictors for college success for students with learning disabilities, supplemented by recommendations from an advisory board. Students identified as potential candidates for the program follow the standard East Carolina application process, as well as apply to Project STEPP.

Transition: During the students’ senior year of high school, when families and schools are helping them plan for life after high school, Project STEPP faculty are involved in that planning process. Candidates are identified for the program, and once students are admitted to ECU, the program helps them make the transition to college life. Likewise, as students approach graduation, the program assists them through real-world internship experiences.

Extended Program: Students admitted to Project STEPP and East Carolina take a reduced course load each semester. The program is designed to take five years to complete and includes summer support.

Support Network: Project STEPP offers a unique network of advisors, assistive technology specialists, tutors, counselors, instructors, and other experts across East Carolina’s campus whose services are customized for each student.

Program Course Work: In addition to the standard curriculum in their majors, students take parallel Project STEPP courses that will help them in many ways—both on and off campus. Sample course topics include self-advocacy, time management, study skills, note taking, learning strategies, and medication management.

Residency: With the support of Project STEPP, students live in campus residence halls at the beginning of their college careers. As the students approach graduation, the program assists in their transition to independent living off campus.

SEEKING INFORMATION

For more information on Project STEPP (Supporting Transition and Education through Planning and Partnerships) at East Carolina University, please contact Dr. Sarah Williams in the College of Education.

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Phase I and II Recommendations
Program Prioritization Committee
East Carolina University

Summary of Phase I Recommendations

PPC's Phase I recommendations are couched in terms of a short-term investment strategy, i.e., 5-10 years, that will assist the University in designing a reasonable and rational program of reallocation in the face of very limited resources, and/or in responding to possible budget cuts. These recommendations are put in place to help ECU cope during difficult times.

The PPC employed a number of considerations in arriving at its Phase I recommendations for investing (I), maintaining (M), reducing (R), or eliminating (E) academic programs. Certainly the discovery/evaluation phase of the work, described earlier in this document, played an important role because it facilitated PPC's understanding of academic units and their programs. However, it has been recognized from the start, that investments should not simply be based on the current levels of (evaluated) performance, i.e., a simple reallocation from lower achieving units to higher achieving units. Current levels of achievement are important but could mask valuable opportunities.

Because the Committee valued and respected the judgments that originated with the units (SWOT analyses contained within unit narratives) and the colleges (college self-studies and deans’ interviews), these statements played vital roles in arriving at these recommendations. While there are a few notable differences between such
local recommendations and those of the PPC, the Committee did listen very carefully to these local recommendations in all cases.

A fundamental notion that the PPC employed in its deliberations to develop Phase I recommendations is a generalized version of return on investment (ROI). The fundamental question in this regard involves assessing the level of increased Productivity, or Quality, or even Centrality, which might be achieved with greater expenditure on a unit and selected programs within. The UNC funding formula, and the comparison of actual FTE with the derived number, played an important role in assessing this concept. It became quite apparent that some units’ outcomes are highly constrained by a lack of appropriate faculty FTE (or other forms of investment such as facilities/space in a few cases).

A final consideration employed by the PPC in developing its recommendations involves unit focus and mission. One of the aspects of academic program development through time that warrants scrutiny is the simple expansion in the number of programs within units and the potentially harmful diversity of programming that could then detract from the strength of core programs. The Academy seems to be quite energetic in adding programs and has a much more difficult time in suggesting that we might do less of something. The net result is described by some as “program bloat.” As a result, one of the Committee’s frequent recommendations is for a unit to reallocate internally in order to refocus resources on those activities deemed most important (core mission).

The figures below (see next page) provide graphical summaries of the department-level and program-level recommendations contained in Table 1. While the vast majority of units are recommended to be maintained, 11 units are recommended for reduction and 8 units are recommended for investment. While 68 individual programs (degrees, minors, certificates) are recommended for reduction or elimination, 32 are recommended for investment.

BSOM Phase I Priorities and Recommendations

The work of the Brody School of Medicine ("the School") is functionally divided into the work of teaching, the work of research, and the work of providing clinical care, which might really be best characterized as a business, operating in a realm outside of the University, charges fees to the public, and must survive from the revenues it generates. The following priorities and recommendations are couched in terms of these three aspects.

BSOM Priorities for Investment

- **Teaching:** The School will undergo its accreditation site visit from the Liaison Committee on Medical Education (LCME) in January 2012. The priorities for investment for medical student education will become very clear from the exit interview with the site visit team and from the final report from the Committee, expected in June 2012.
  - Similarly, priorities for the MPH program will be set by the accreditation site visit with the Council on Education for Public Health (CEPH) in February 2012.
  - Thirdly, the bioscience doctoral programs undergo periodic external reviews under the aegis of the Graduate School. The School takes the resulting reviews to heart in determining the best investments in the basic science doctoral programs.

- **Research:** The School takes significant pride in its leadership role at ECU in federal grant funding and F&A recovery from funded research. While cancer, metabolic and cardiovascular diseases remain major areas of focus for BSOM scientific investigations, there is no escaping the fact that the supervening drivers of federal budget funding for the National Institutes of Health, the National Science Foundation, the Department of Defense and other agencies will provide ultimate research foci.

- **Clinical Care:** Governmental payers are pressuring physicians and hospitals across the nation toward clinical integration (and derived efficiencies), which must be locally defined. ECU Physicians and UHS (now Vidant Health) are engaged in purposeful discussions about integration on multiple fronts. When this is coupled with the disease “portfolio” that regional patient populations exhibit and a heavy emphasis on indigent care, the priorities for BSOM investments are seen as challenging, fluid, and demand-driven.
BSOM Recommendations

- Develop clear recognition that the BSOM exists within the larger ECU institutional context, yet it operates in ways radically different from other parts of the University with challenges, priorities and realities typical of any medical school. This is especially true of the business of ECU Physicians.
- The doubling of the medical student class size was approved by the UNC Board of Governors in 2008 and now awaits stabilization of NC’s economy and public budget to the point of providing the needed financial support to facilitate this expansion. Advocacy across ECU will be vital when the time comes.
- Pursue development of MS in Biomedical Science.
- Allocate new faculty positions to the School when enrollment growth dollars bring new positions to ECU, so the ongoing success with research productivity can be heightened above the midpoint relative to other community based medical schools.
- Support the collaborative work the School is already engaged in with others at ECU (CAHS, CON, H&HP, HCAS, SODM, etc.), e.g., with facilities, funding, positions, and appropriate public relations/marketing.
- Promote new clinical facilities to replace the numerous sites ECU Physicians currently leases throughout Greenville to provide patient care more efficiently and at substantially less expense.

Summary of Phase II Recommendations

Phase II Recommendation #1

PPC recommends a blanket reduction in academic administrative costs. PPC recommends a campus-wide, detailed analysis of academic administrative costs and adjustments. In this regard PPC recommends a target of $1.0 million to $2.0 million (approximately 0.5% to 1.0% of the permanent state funding for academic divisions in 2011-12) in academic administrative savings, to be implemented over a 2-3 year period. These administrative savings are to be achieved across three academic divisions: Academic Affairs, Health Sciences, and Research and Graduate Studies and should involve all levels of academic administration including departmental, college, and division. The flexibility associated with this range of administrative savings, i.e., $1 to 2 million, is necessitated by the level of uncertainty tied to state budgeting.

These required savings could be derived from adjustments to excess administrative capacity within some units, by taking greater advantage of administrative complementarities between some units, redesigning internal college structures (e.g., merger of units into larger departments or schools), and by improving the balance between centralized and decentralized academic administrative support functions, e.g., grant and contract administration or information technology. PPC recommends that each division, college and school develop a detailed plan to achieve this target and that the plan must be approved by the Chancellor, via Executive Council.

The time-frame for plan development includes a submission deadline to the Chancellor’s Office no later than October 15, 2012. These plans, while illustrating general principles and strategies for attaining efficiency, must provide sufficient detail (at the position level) to indicate precisely the origin of the savings claimed.

These adjustments will not be developed in across-the-board fashion but must recognize (align with) Phase I unit recommendations (invest, maintain, reduce, eliminate). In addition, while the Phase II focus is placed upon administrative savings, readers are reminded of other adjustments that could reduce academic costs, e.g., more aggressive adoption of differential teaching loads.
**Phase II Recommendation #2**

**PPC recommends a reduction in the number of academic departments.** Within the College of Education, two mergers are recommended: 1) Library Science (LIBS) & Business and Information Technologies Education (BITE), and 2) Higher, Adult, and Counselor Education (HACE) and Educational Leadership (LEED). Within Health Sciences Division, two movements are recommended: 1) move Physician Assistant Studies (CAHS) into Family Medicine (BSOM), and 2) move Clinical Laboratory Sciences (CAHS) into Pathology and Laboratory Medicine (BSOM). However, if either or both of these moves emerge as infeasible during negotiations, then each unit should merge with another unit within the College of Allied Health Sciences. Move the School of Hospitality Leadership into the College of Business. Move the Department of Nutrition Sciences, currently in the College of Human Ecology, elsewhere in the Division of Academic Affairs (e.g., College of Health and Human Performance) or into the Division of Health Sciences (e.g., the College of Allied Health Sciences or the Brody School of Medicine). These adjustments provide a net reduction in the number of academic departments by four and a significant improvement to administrative efficiency while fostering greater levels of potential synergy.

**Phase II Recommendation #3**

**PPC recommends relocation and administrative adjustments to Centers and Institutes.** PPC recommends the removal of existing centers and institutes from the Division of Research and Graduate Studies in order to significantly reduce aggregate administrative costs and to simplify joint faculty appointments. However, new placements should not interfere with the integrative and multidisciplinary mission of these centers and institutes. Move NC Agromedicine Institute into the Division of Health Sciences. Move the Center for Health Disparities Research into the Division of Health Sciences. Move the Institute for Coastal Science and Policy, The Center for Sustainable Tourism, and RENCI@ECU into Academic Affairs and consider the creation of a new School of the Coast and Sustainable Environment. Using the established review process for all centers and institutes, develop productivity benchmarks and implement an analysis of these activities within three years to insure an appropriate level of value-added.

**Phase II Recommendation #4**

**PPC recommends enhanced efficiencies within and between Academic Library Services and Health Sciences Library.** PPC recommends continued and improved coordination between Health Sciences Library (HSL) and Academic Library Services (ALS) to achieve even higher levels of administrative and operational savings than currently exist. This includes the movement of ECU-TV from HSL to ECU Communications, Marketing, and Public Affairs. These integrative steps are to be phased in over three years and should result from a joint strategic plan that addresses all aspects of library operations, including the analysis of the libraries (ALS and HSL) as code units.

**Phase II Recommendation #5**

**PPC recommends design and implementation of Administrative Efficiency Audits.** An efficiency audit should be conducted any time that a higher-level, i.e., above the level of department chair, administrative office is vacated or as warranted by other conditions. These audits must carefully consider work volume and flow, centrality of tasks to achieving university mission, duplication within and between units, and the potential for merger with other units in order to achieve efficiency.

**Phase II Recommendation #6**

**PPC recommends no additional adjustment to collegiate structure unless warranted by budget reductions in the next 2-5 years.** PPC finds the existing collegiate structure (including changes associated with recommendations 1-5), which has evolved since ECU’s last major restructuring in 2003, to be relatively efficient and effective. PPC asserts that the levels of short-term costs and disruptions that would be experienced are not warranted by estimated academic administrative savings.
Campus Living

Structured for Success – Update

Campus Living is continuing the necessary planning to make the S4S program operational for fall 2012. The graduate and undergraduate student staff have been selected for the program; IRB approval for the research associated with the program is underway; policies and guidelines are being created for all operational aspects of the program; and campus partnerships are being formed for academic support, academic skill testing, and counseling and evaluative support. Students who participate in S4S will reside in Umstead Residency Hall.

Freshmen Residency – Update

Fall application numbers represent not only new freshmen for fall 2012 but also transfer students applying for housing. (Traditionally, approximately 200 new transfer students move into the halls each fall.) We expect another 250-280 applications from new students and to capture about 95% of the incoming freshman class. The remaining 5% of the freshman class will be students eligible for one of the exemptions to the new required residency regulation. The largest exemption pool is students who choose to reside at home with their family who live within 35 miles driving distance.

Please see below for the updated numbers as of 6/17/2012.

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Division of Student Affairs

Campus Recreation and Wellness

<table>
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<th>North Recreational Complex</th>
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<td>The Department of Campus Recreation and Wellness is proud to announce that ECU’s North Recreational Complex (NRC) has been featured in the Athletic Business magazine’s 25th Annual Architectural Showcase for 2012. The magazine article discussed the primary focus of the Complex and described the two phases of the project: Phase I of the 129 acre complex featured the field house, infrastructure and 8 multipurpose playing fields, while Phase II included a 5 acre lake for water sports and recreation, boathouse, sand volleyball courts, an 18 hole Disc Golf Course, Odyssey Challenge Course, and numerous fitness/walking trails. The 81 athletic, fitness and recreation facilities highlighted in the magazine will be judged by a panel of leading sports, recreation and fitness facility architects, and 10 winners will be selected for the 32nd Annual Facility of Merit Awards program and announced in the December issue of Athletic Business and presented at the Athletic Business Conference, November 29-December 1, in New Orleans, LA. The NRC represents yet another example of recreational and sport excellence on our campus and enables ECU to host many state, regional and national sport competitions. Additionally, this facility promotes opportunities for the development of healthy lifestyles across eastern North Carolina.</td>
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Student Involvement & Leadership (Mendenhall Student Center) Update

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<th>Facilities</th>
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<td>Design meetings have taken place with the Smith Group and WTW Architects. These sessions included time with administrators who provided feedback and shared their concerns about the functionality of the new facilities and time with student focus groups that included students from both east and west campuses. These meetings have yielded valuable information for the progress of this project. The next round of meetings scheduled for July will help to further refine the programming plan for the facilities.</td>
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<th>Miller-Coors Great Plays Grant Program</th>
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<td>A 5-year $10,000/year grant for a total of $50,000 was awarded to Student Affairs by Miller-Coors Great Plays Grant Program. The grant’s purpose is to prevent and intervene in the drinking behaviors and the harmful consequences of alcohol usage among students. The Department of Student Involvement and Leadership, Campus Wellness Center (Healthy Pirates) and the Counseling Center are working together to survey our students to establish a baseline of usage and provide programs and services to accomplish the goals of the Grant and the University.</td>
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<td>Session</td>
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<td>Responsible Person</td>
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MUTUAL ASSISTANCE AGREEMENT

THIS AGREEMENT is made and entered into this ___ day of ______________________, 2012, by and between the University of North Carolina through the undersigned constituent institutions and affiliated entities and their respective campus law enforcement agencies or departments to provide for the temporary mutual aid and assistance among the various agencies upon request.

WITNESSETH:

WHEREAS, North Carolina General Statutes 90-95.2, and 160A-288, as amended, permit the head of any law enforcement agency, including campus law enforcement agencies, to temporarily provide assistance to another law enforcement agency, including campus law enforcement agencies, in enforcing the laws of North Carolina if so requested in writing by the head of the requesting agency; and

WHEREAS, North Carolina General Statutes 90-95.2, and 160A-288, as amended, further provide that the provision of such assistance shall be in accordance with rules, policies or guidelines officially adopted by the governing body of the agency by which such head of any law enforcement agency is employed and subject to any conditions or restrictions included therein; and

WHEREAS, pursuant to N.C.G.S. 116-40.5 (a) & (d), the Board of Trustees of any constituent institution of The University of North Carolina or the Board of Directors of the North Carolina Arboretum may, having established a campus law enforcement agency, enter into joint agreements with the governing board of any other constituent institution of The University of North Carolina to extend the law enforcement authority of its police officers into any or all of the other institutions jurisdiction and to determine the circumstances in which this extension of authority may be granted, and

WHEREAS, pursuant to N.C.G.S. 116-11(13), and UNC Code Section 403, the University of North Carolina Board of Governors has delegated authority to the individual campus Boards of Trustees and Chancellors to manage a wide array of campus functions deemed to be necessary or prudent to enable the institution to function in a proper and expeditious manner; and
WHEREAS, pursuant to N.C.G.S. § 116-212 and University of North Carolina Code Appendix 1, Section XV the President of the University of North Carolina has delegated authority for health and safety concerns, including the authority to enter into a mutual aid agreement, to the chancellors; and

WHEREAS, entities entering into mutual aid and assistance agreements may include provisions for the furnishing and exchanging of supplies, equipment, facilities, personnel and services; and

WHEREAS, this Agreement is further executed for the purpose of establishing the procedures regarding the request and provision of temporary law enforcement assistance by the parties; and

WHEREAS, the performance of this Agreement will enable each party to enhance its law enforcement capabilities and efficiency; and

WHEREAS, the undersigned warrant that they have been delegated or otherwise granted all appropriate authority to enter into this Agreement on behalf of the campus they represent,

NOW THEREFORE, in consideration of the mutual covenants set forth herein and other good and valuable considerations, the receipt of which is hereby acknowledged, the undersigned agree as follows:

1. Pursuant to North Carolina General Statutes 90-95.2, 116-40.5 and 160A-288, as amended, the undersigned do hereby covenant and agree to provide temporary assistance to each other in enforcing the laws of the State of North Carolina when requested in writing to do so, and upon approval by, the constituent institution’s Chief Law Enforcement Officer or other authorized official, or his or her designee. Temporary assistance may consist of the lending of personnel, equipment, material and supplies.

2. In an emergency situation, the notification of the need for emergency assistance need not be in writing, but may be made in person, by telephone, by
radio, or by electronic communication means. A written notification shall be provided as soon thereafter as practicable.

3. While operating with a requesting agency pursuant to this Agreement, a law enforcement officer of an assisting agency shall be subject to the lawful operational commands of the officers supervising the division or unit to which he or she is temporarily assigned to provide assistance, and to superior ranking officers of the requesting agency.

4. Upon the request of the head of the assisting agency, or his or her designee, the officer supervising the division or unit to which the assisting agency’s officer(s) is temporarily assigned shall provide a report to the head of the assisting agency summarizing the hours worked, the assignments performed by the temporarily assigned officer(s), and such other information as may be reasonably requested.

5. In the event of an emergency where radio communication is required between the requesting and assisting agencies, the incident commander shall request the use of the mutual aid channel (where available). This communication shall be monitored by the agency where the incident is occurring. The requesting agency shall be responsible for ensuring that officers of the assisting agency are provided with the capacity to communicate with the requesting agency.

6. The temporarily assigned officer(s) shall report to duty with the requesting agency with all necessary equipment which had been issued by his or her own agency. The requesting agency shall supply the temporarily assigned officer(s) with any additional resources, equipment, materials, supplies, and/or support personnel reasonably necessary to perform his or her expected duties. The requesting agency shall be responsible for providing funding for subsistence and lodging pursuant to university policies and regulations.

7. For personnel and administrative purposes, including for purposes of pay, a temporarily assigned officer shall remain under the authority and control of his or her own agency, and shall be entitled to Worker’s Compensation and other
benefits to which he or she would normally be entitled were he or she not
temporarily assigned.

8. Disciplinary actions arising out of temporary assistance provided
pursuant to this Agreement shall remain the responsibility of the assisting agency.
The officer in charge of the division or unit in which an officer is temporarily
assigned pursuant to this Agreement may, at any time, relieve such officer of his
or her duties and shall immediately forward a written statement setting forth the
reason for such action to the head of the assisting agency or his or her designee.

9. While temporarily assigned to the requesting agency, law enforcement
officer(s) of the assisting agency shall have the same jurisdiction, powers, rights,
privileges and immunities (including those relating to the defense of civil actions
and payment of judgments) as officers of the requesting agency in addition to
those he or she normally possesses.

10. Nothing herein shall be construed as limiting or reducing any law
enforcement agency or officer’s common law power or statutory authority.

11. No transfer or assumption of additional liability for the acts of any law
enforcement officer is intended by the parties to this Agreement. As all parties to
this Agreement are entities of the State of North Carolina and the University of
North Carolina, each party shall be responsible for the negligent and intentional
conduct of its officers and employees arising out of the performance of this
Agreement to the extent permitted by the laws of North Carolina, including the
North Carolina Tort Claims Act, the Defense of State Employees Act, and the
Excess Liability Policy administered through the North Carolina Department of
Insurance, subject to the availability of appropriations and in proportion to and to
the extent that such liability for damages is caused by or results from the acts of
each party, its officers or employees.

12. In the event a participating law enforcement agency should desire to
withdraw from this Agreement, the party desiring termination shall provide a
thirty (30) day written notice to the other party setting forth the effective date of such withdrawal.

13. Any term or terms of this Agreement found invalid shall not invalidate any other term or terms of this Agreement.

14. This Agreement will continue in effect unless and until terminated by either party pursuant to terms described herein.

IN WITNESS THEREOF, the parties hereunto set their hands, this the ____ day of _________________, 2012.

UNIVERSITY OF NORTH CAROLINA
GENERAL ADMINISTRATION

____________________________  Date
Brent T. Herron
Associate Vice President for Campus Safety And Emergency Operations

CONSTITUENT INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA

APPALACHIAN STATE UNIVERSITY

By: ____________________________  Date
Title: ____________________________

EAST CAROLINA UNIVERSITY

By: ____________________________  Date
Title: ____________________________
§ 90-95.2. Cooperation between law-enforcement agencies.

(a) The head of any law-enforcement agency may temporarily provide assistance to another agency in enforcing the provisions of this Article if so requested in writing by the head of the other agency. The assistance may comprise allowing officers of the agency to work temporarily with officers of the other agency (including in an undercover capacity) and lending equipment and supplies. While working with another agency under the authority of this section, an officer shall have the same jurisdiction, powers, rights, privileges, and immunities (including those relating to the defense of civil actions and payment of judgments) as the officers of the requesting agency in addition to those he normally possesses. While on duty with the other agency, he shall be subject to the lawful operational commands of his superior officers in the other agency, but he shall for personnel and administrative purposes remain under the control of his own agency, including for purposes of pay. He shall furthermore be entitled to workers' compensation when acting pursuant to this section to the same extent as though he were functioning within the normal scope of his duties.

(b) As used in this section:

(1) "Head" means any director or chief officer of a law-enforcement agency, including the chief of police of a local police department and the sheriff of a county, or an officer of the agency to whom the head of the agency has delegated authority to make or grant requests under this section, but only one officer in the agency shall have this delegated authority at any time.

(2) "Law-enforcement agency" means any State or local agency, force, department, or unit responsible for enforcing criminal laws in this State, including any local police department or sheriff's department.

(c) This section in no way reduces the jurisdiction or authority of State law-enforcement officers. (1975, c. 782, s. 1; 1981, c. 93, s. 1; 1991, c. 636, s. 3.)


(a) In accordance with rules, policies, or guidelines officially adopted by the governing body of the city or county by which he is employed, and subject to any conditions or restrictions included therein, the head of any law-enforcement agency may temporarily provide assistance to another agency in enforcing the laws of North Carolina if so requested in writing by the head of the requesting agency. The assistance may comprise allowing officers of the agency to work temporarily with officers of the requesting agency (including in an undercover capacity) and lending equipment and supplies. While working with the requesting agency under the authority of this section, an officer shall have the same jurisdiction, powers, rights, privileges and immunities (including those relating to the defense of civil actions and payment of judgments) as the officers of the requesting agency in addition to those he normally possesses. While on duty with the requesting agency, he shall be subject to the lawful operational commands of his superior officers in the requesting agency, but he shall for personnel and administrative purposes,
remain under the control of his own agency, including for purposes of pay. He shall furthermore be entitled to workers' compensation and the same benefits when acting pursuant to this section to the same extent as though he were functioning within the normal scope of his duties.

(b) As used in this section:

(1) "Head" means any director or chief officer of a law-enforcement agency including the chief of police of a local department, chief of police of county police department, and the sheriff of a county, or an officer of one of the above named agencies to whom the head of that agency has delegated authority to make or grant requests under this section, but only one officer in the agency shall have this delegated authority at any time.

(2) "Law-enforcement agency" means only a municipal police department, a county police department, or a sheriff's department. All other State and local agencies are exempted from the provisions of this section.

(c) This section in no way reduces the jurisdiction or authority of State law-enforcement officers.

(d) For purposes of this section, the following shall be considered the equivalent of a municipal police department:

(1) Campus law-enforcement agencies established pursuant to G.S. 115D-21.1(a) or G.S. 116-40.5(a).

(2) Colleges or universities which are licensed, or exempted from licensure, by G.S. 116-15 and which employ company police officers commissioned by the Attorney General pursuant to Chapter 74E or Chapter 74G of the General Statutes.

(3) Law enforcement agencies operated or eligible to be operated by a municipality pursuant to G.S. 63-53(2).

(4) Butner Public Safety Authority.

(5) A Company Police agency of the Department of Agriculture and Consumer Services commissioned by the Attorney General pursuant to Chapter 74E of the General Statutes. (1967, c. 846; 1971, c. 698, s.1; c. 896, s.4; 1977, c. 534; 1981, c. 93, s. 2; 1987, c. 671, s. 4; 1989, c. 518, s. 2; 1991, c. 636, s. 3; 1991 (Reg. Sess., 1992), c. 1043, s. 6; 1997-143, s. 1; 1999-68, s. 4; 2005-231, s. 8; 2006-159, s. 4; 2009-94, s. 1; 2011-260, s. 4.)

§ 116-40.5. Campus law enforcement agencies.

(a) The Board of Trustees of any constituent institution of The University of North Carolina, or of any teaching hospital affiliated with but not part of any constituent institution of The University of North Carolina, or the Board of Directors of the North Carolina Arboretum, may establish a campus law enforcement agency and employ campus police officers. Such officers shall meet the requirements of Chapter 17C of the General Statutes, shall take the oath of office prescribed by Article VI, Section 7 of the Constitution, and shall have all the powers of law enforcement officers generally. The territorial jurisdiction of a campus police officer shall include all property owned or leased to the institution employing the campus police officer and that portion of any public road or highway passing through such property or immediately adjoining it, wherever located.
(b) The Board of Trustees of any constituent institution of The University of North Carolina, or of any teaching hospital affiliated with but not part of any constituent institution of The University of North Carolina, or the Board of Directors of the North Carolina Arboretum, having established a campus law enforcement agency pursuant to subsection (a) of this section, may enter into joint agreements with the governing board of any municipality to extend the law enforcement authority of campus police officers into any or all of the municipality's jurisdiction and to determine the circumstances in which this extension of authority may be granted.

(c) The Board of Trustees of any constituent institution of The University of North Carolina, or of any teaching hospital affiliated with but not part of any constituent institution of The University of North Carolina, or the Board of Directors of the North Carolina Arboretum, having established a campus law enforcement agency pursuant to subsection (a) of this section, may enter into joint agreements with the governing board of any county, and with the consent of the sheriff, to extend the law enforcement authority of campus police officers into any or all of the county's jurisdiction and to determine the circumstances in which this extension of authority may be granted.

(d) The Board of Trustees of any constituent institution of The University of North Carolina, or the Board of Directors of the North Carolina Arboretum, having established a campus law enforcement agency pursuant to subsection (a) of this section, may enter into joint agreements with the governing board of any other constituent institution of The University of North Carolina to extend the law enforcement authority of its campus police officers into any or all of the other institution's jurisdiction and to determine the circumstances in which this extension of authority may be granted. (1987, c. 671, s. 2; 1997-194, s. 1; 2001-397, s. 1; 2007-285, s. 1.)


The powers and duties of the Board of Governors shall include the following:

1. The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, subject to the powers and responsibilities given in this Article to the boards of trustees of the institutions, and to this end it shall maintain close liaison with the State Board of Community Colleges, the Community Colleges System Office and the private colleges and universities of the State. The Board, in consultation with representatives of the State Board of Community Colleges and of the private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education, supplying copies thereof to the Governor, the members of the General Assembly, and the institutions. Statewide federal or State programs that provide aid to institutions or students of post-secondary education through a State agency, except those related exclusively to the community college system, shall be administered by the Board pursuant to any requirements of State or federal statute in order to insure that all activities are consonant with the State's long-range plan for higher education.

2. The Board of Governors shall be responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions. For this purpose the Board may adopt such policies
and regulations as it may deem wise. Subject to applicable State law and to the terms and conditions of the instruments under which property is acquired, the Board of Governors may acquire, hold, convey or otherwise dispose of, invest and reinvest any and all real and personal property, with the exception of any property that may be held by trustees of institutional endowment funds under the provisions of G.S. 116-36 or that may be held, under authority delegated by the Board of Governors, either by a board of trustees or by trustees of any other endowment or trust fund.

(3) The Board shall determine the functions, educational activities and academic programs of the constituent institutions. The Board shall also determine the types of degrees to be awarded. The powers herein given to the Board shall not be restricted by any provision of law assigning specific functions or responsibilities to designated institutions, the powers herein given superseding any such provisions of law. The Board, after adequate notice and after affording the institutional board of trustees an opportunity to be heard, shall have authority to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative. The Board shall review the productivity of academic degree programs every two years, using criteria specifically developed to determine program productivity.

(3a) The Board of Governors shall direct each constituent institution to adopt a policy that authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. The policy may require that the student provide written notice of the request for an excused absence a reasonable time prior to the religious observance. The policy shall also provide that the student shall be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance.

(4) The Board of Governors shall elect officers as provided in G.S. 116-14. Subject to the provisions of section 18 of this act [Session Laws 1971, Chapter 1244, section 18], the Board shall also elect, on nomination of the President, the chancellor of each of the constituent institutions and fix his compensation. The President shall make his nomination from a list of not fewer than two names recommended by the institutional board of trustees.

(4b) The Board of Governors shall encourage the constituent institutions to offer courses in American Sign Language as a modern foreign language.

(5) The Board of Governors shall, on recommendation of the President and of the appropriate institutional chancellor, appoint and fix the compensation of all vice-chancellors, senior academic and administrative officers and persons having permanent tenure.

(5a) [Expired.]

(5b) The Board of Governors may by resolution provide that, until July 1, 1998, every president, vice-president, and other administrative officer of the University whom it elects and who is not subject to Chapter 126 of the General Statutes, and every chancellor, vice-chancellor, senior academic officer, senior administrative officer, and faculty member who serves a
constituent institution or agency of the University and who is not subject to
Chapter 126 of the General Statutes, shall retire on July 1 coincident with or
next following his seventieth birthday, unless continued in service on a
year-to-year basis in accordance with regulations adopted by the Board of
Governors.

(6) The Board shall approve the establishment of any new publicly supported
institute above the community college level.

(7) The Board shall set tuition and required fees at the institutions, not
inconsistent with actions of the General Assembly.

(8) The Board shall set enrollment levels of the constituent institutions.

(8a) The Board of Governors, after consultation with representatives from
nonpublic schools, including representatives of nonpublic schools operated
under Parts 1 and 3 of Article 39 of Chapter 115C of the General Statutes, and
after taking into consideration comments received from the Joint Legislative
Education Oversight Committee, shall adopt a policy regarding uniform
admissions requirements for applicants from nonpublic schools lawfully
operated under Article 39 of Chapter 115C of the General Statutes. The policy
shall not arbitrarily differentiate between applicants based upon whether the
applicant attended a public or a lawfully operated nonpublic school.

(8b) The Board of Governors shall adopt a policy that prohibits any constituent
institution from soliciting or using information regarding the accreditation of a
secondary school located in North Carolina that a person attended as a factor
affecting admissions, loans, scholarships, or other educational activity at the
constituent institution, unless the accreditation was conducted by a State
agency. For purposes of this subdivision, the term "accreditation' shall include
certification or any other similar approval process.

(9) a. The Board of Governors shall develop, prepare and present to the
Governor and the General Assembly a single, unified recommended
budget for all of the constituent institutions of The University of North
Carolina. The recommendations shall consist of requests in three
general categories: (i) funds for the continuing operation of each
constituent institution, (ii) funds for salary increases for employees
exempt from the State Personnel Act and (iii) funds requested without
reference to constituent institutions, itemized as to priority and
covering such areas as new programs and activities, expansions of
programs and activities, increases in enrollments, increases to
accommodate internal shifts and categories of persons served, capital
improvements, improvements in levels of operation and increases to
remedy deficiencies, as well as other areas. The president may present
to the General Assembly an updated estimate of tuition, fees, and other
receipts by June 15 of each year to be included in the budget for the
following fiscal year.

a1. The Board of Governors shall provide full documentation and
justification of any enrollment change funding request at the time it is
recommended. This documentation and justification shall include the
most recent academic year's actual enrollment numbers in the same
format in which the growth increase request is made. The actual enrollment numbers shall be the actual student credit hours (SCH) or full-time equivalencies (FTE).

b. Funds for the continuing operation of each constituent institution shall be appropriated directly to the institution. Funds for salary increases for employees exempt from the State Personnel Act shall be appropriated to the Board in a lump sum for allocation to the institutions. Funds for the third category in paragraph a of this subdivision shall be appropriated to the Board in a lump sum for allocation to the institutions. The Board shall make allocations among the institutions in accordance with the Board's schedule of priorities and any specifications in the Current Operations Appropriations Act. When both the Board and the Director of the Budget deem it to be in the best interest of the State, funds in the third category may be allocated, in whole or in part, for other items within the list of priorities or for items not included in the list. Provided, nothing herein shall be construed to allow the General Assembly, except as to capital improvements, to refer to particular constituent institutions in any specifications as to priorities in the third category.

c. The Director of the Budget may, on recommendation of the Board, authorize transfer of appropriated funds from one institution to another to provide adjustments for over or under enrollment or may make any other adjustments among institutions that would provide for the orderly and efficient operation of the institutions.

d. Repealed by Session Laws 1987, c. 795, s. 27.

(10) The Board shall collect and disseminate data concerning higher education in the State. To this end it shall work cooperatively with the Community Colleges System Office and shall seek the assistance of the private colleges and universities. It may prescribe for the constituent institutions such uniform reporting practices and policies as it may deem desirable.

(10a) **Effective until July 1, 2012** The Board of Governors, the State Board of Community Colleges, and the State Board of Education, in consultation with private higher education institutions defined in G.S. 116-22(1), shall plan a system to provide an exchange of information among the public schools and institutions of higher education to be implemented no later than June 30, 1995. As used in this section, "institutions of higher education" shall mean public higher education institutions defined in G.S. 116-143.1(a)(3), and those private higher education institutions defined in G.S. 116-22(1) that choose to participate in the information exchange. The information shall include:

a. The number of high school graduates who apply to, are admitted to, and enroll in institutions of higher education;

b. College performance of high school graduates for the year immediately following high school graduation including each student's: need for remedial coursework at the institution of higher education that the student attends; performance in standard freshmen
courses; and continued enrollment in a subsequent year in the same or another institution of higher education in the State;
c. The progress of students from one institution of higher education to another; and
d. Consistent and uniform public school course information including course code, name, and description.

The Department of Public Instruction shall generate and the local school administrative units shall use standardized transcripts in an automated format for applicants to higher education institutions. The standardized transcript shall include grade point average, class rank, end-of-course test scores, and uniform course information including course code, name, units earned toward graduation, and credits earned for admission from an institution of higher education. The grade point average and class rank shall be calculated by a standard method to be devised by the institutions of higher education.

The Board of Governors shall coordinate a joint progress report on the implementation of the system to provide an exchange of information among the public and independent colleges and universities, the community colleges, and the public schools. The report shall be made to the Joint Legislative Education Oversight Committee no later than February 15, 1993, and annually thereafter.

(10a) **(Effective July 1, 2012)** The Board of Governors, the State Board of Community Colleges, and the State Board of Education, in consultation with nonprofit postsecondary educational institutions shall plan a system to provide an exchange of information among the public schools and institutions of higher education to be implemented no later than June 30, 1995. As used in this section, "institutions of higher education" shall mean (i) public higher education institutions defined in G.S. 116-143.1(a)(3), and (ii) those nonprofit postsecondary educational institutions as described in G.S. 116-280 that choose to participate in the information exchange. The information shall include:

a. The number of high school graduates who apply to, are admitted to, and enroll in institutions of higher education;

b. College performance of high school graduates for the year immediately following high school graduation including each student's: need for remedial coursework at the institution of higher education that the student attends; performance in standard freshmen courses; and continued enrollment in a subsequent year in the same or another institution of higher education in the State;

c. The progress of students from one institution of higher education to another; and

d. Consistent and uniform public school course information including course code, name, and description.

The Department of Public Instruction shall generate and the local school administrative units shall use standardized transcripts in an automated format for applicants to higher education institutions. The standardized transcript shall include grade point average, class rank, end-of-course test scores, and
uniform course information including course code, name, units earned toward graduation, and credits earned for admission from an institution of higher education. The grade point average and class rank shall be calculated by a standard method to be devised by the institutions of higher education. The Board of Governors shall coordinate a joint progress report on the implementation of the system to provide an exchange of information among the public and independent colleges and universities, the community colleges, and the public schools. The report shall be made to the Joint Legislative Education Oversight Committee no later than February 15, 1993, and annually thereafter.

(10b) The Board of Governors of The University of North Carolina shall report to each community college and to the State Board of Community Colleges on the academic performance of that community college's transfer students.

(11) The Board shall assess the contributions and needs of the private colleges and universities of the State and shall give advice and recommendations to the General Assembly to the end that the resources of these institutions may be utilized in the best interest of the State.

(12) The Board shall give advice and recommendations concerning higher education to the Governor, the General Assembly, and the boards of trustees of the institutions.

(12a) The Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees based upon the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors.

(12b) The Board of Governors of The University of North Carolina shall designate the UNC programs that will comprise the UNC Center for School Leadership Development. The Board of Governors shall submit to the Governor and the General Assembly a single, unified recommended budget for the continued operation and expansion of the programs in the Center for School Leadership Development.

(12c) Repealed by Session Laws 2011-266, s. 1.41(b), effective June 23, 2011.

(12d) The Board of Governors shall provide a comprehensive annual report on teacher education efforts at The University of North Carolina. The report shall include information about teacher education and recruitment, 2+2 initiatives, distance education programs focused on teacher education, and professional development programs for teachers and school administrators. The teacher education report shall be due on April 15 of each year to the Joint Legislative Education Oversight Committee and the State Board of Education.

(13) The Board may delegate any part of its authority over the affairs of any institution to the board of trustees or, through the President, to the chancellor of the institution in any case where such delegation appears necessary or
prudent to enable the institution to function in a proper and expeditious manner. The Board may delegate any part of its authority over the affairs of The University of North Carolina to the President in any case where such delegation appears necessary or prudent to enable The University of North Carolina to function in a proper and expeditious manner. Any delegation of authority may be rescinded by the Board at any time in whole or in part.

(14) The Board shall possess all powers not specifically given to institutional boards of trustees. (1971, c. 1244, s. 1; 1979, c. 862, s. 8; c. 896, s. 13; 1979, 2nd Sess., c. 1130, s. 1; 1983, c. 163; c. 717, ss. 29, 30; c. 761, s. 113; 1983 (Reg. Sess., 1984), c. 1019, s. 2; 1985, c. 757, s. 152; 1985 (Reg. Sess., 1986), c. 955, ss. 23-27; 1987, c. 795, s. 27; 1991 (Reg. Sess., 1992), c. 880, ss. 2, 6; c. 1039, s. 25; 1993, c. 407, s. 2; 1993 (Reg. Sess., 1994), c. 677, s. 14; 1995, c. 288, s. 3; 1997-221, s. 12(b); 1997-240, s. 3; 1998-212, s. 11.12(a); 1999-84, s. 19; 2001-424, s. 31.4(b); 2005-276, s. 9.34(b); 2006-66, s. 9.17(a); 2006-95, s. 2.2; 2006-203, s. 40; 2007-154, s. 3(a); 2008-107, s. 9.8; 2008-204, s. 4.1; 2010-31, s. 9.3(a); 2010-112, s. 3; 2011-145, s. 9.18(g); 2011-266, s. 1.41(b); 2011-306, s. 1.)

§ 116-212. Campus of state-supported institution of higher education subject to curfew.

The chancellor or president of any state-supported institution of higher learning may designate periods of time during which the campuses of such institutions and designated buildings and facilities connected therewith are off-limits and subject to a curfew as to all persons who are not faculty members, staff personnel, currently enrolled students of that institution, local law-enforcement officers, members of the National Guard on active duty, members of the General Assembly, the Governor of North Carolina and/or his designated agents, persons authorized by the chief administrative officer of the institution or his designated agent, and any person who satisfactorily identifies himself as a reporter for any newspaper, magazine, radio or television station. Any person not herein authorized who comes onto or remains on said campus in violation of this section shall be punished as set out in G.S. 116-213. (1969, c. 860, s. 1; 2009-281, s. 1.)