AGENDA
Board of Trustees
University Affairs Committee
February 25, 2010

I. Minutes

A. Approval of Minutes (November 19, 2009)  Action

II. Athletics

A. Facilities and Construction Update
B. Financial Report
C. Athletics Update

III. Environmental Health and Safety

A. Safety Plan

IV. Research and Graduate Studies

A. Extramural Research Awards
B. Graduate School dean and associate dean searches
C. Graduate Enrollment Task Force update
D. Center feature: Sustainable Tourism
E. UNC Innovation and Technology Development Initiative
F. National Outreach Scholarship and Conference

V. Student Affairs

A. Mandatory Health Insurance Update
B. Honors College
Minutes of the Meeting of the
University Affairs Committee
East Carolina University Board of Trustees
November 19, 2009
1:30pm – 3:30pm
ECU Heart Institute, Conference Room

Attending: Bob Lucas (chair), Joel Butler, Robert Brinkley, Carol Mabe, Steve Ballard, Austin Bunch, John Durham, Nick Floyd, Terry Holland, Deirdre Mageean, Brad Congleton, Marilyn Sheerer, Ted Morris

Mr. Lucas opened the meeting by reading the conflict of interest statement.

The committee approved the minutes of the previous meeting (September 24, 2009).

- **Research and Graduate Studies** – Dr. Deirdre Mageean begun the discussion about some of the centers and groups having tremendous success in research and graduate studies. She introduced Dr. John Rummel head of the Institute of Coastal Science and Policy.
  - **Institute of Coastal Science and Policy** – Dr. Rummel talked about this being a compilation of groups on campus with a focus on the natural world as well as the human component. He explained the goals of the institute, units and faculty/staff as well as some of the student and funding components in the last 3-5 years. There are more than 40 ECU faculty members who have interests in coastal science and policy. Dr. Rummel shared some of the historical perspectives as it relates to the eastern part of the state including water level rise, erosion and storm damage. He shared plans for future research facilities and projects throughout the region when people from a different walk of life work together to contribute to health and existence of our state and region.
  - Nancy White next spoke about the Coastal Studies Institute. She shared the multiple partners involved in the institute as well as how coastal programs on campus can share and partner with the institute. There is a 6,000 sq. ft lab and 5,000 sq. ft. house that is being used now, but they are looking forward to new and amazing facilities.

- **Chancellor’s Workforce Initiative** – Dr. Ted Morris talked about the newly proposed certificate program related to innovation. He presented a brief history of how education got to the current state involving innovation. The most recent plans stemmed from the chancellor’s last roundtable discussion which related to “serious gaming.” Industry partners were looking for people that weren’t just skilled, but could also lead teams and projects. They wanted to enhance their current staff as well as better prepare graduates to fit into the field quickly. The creation of this certificate will go across multiple colleges and departments and they have looked at some of the curricular designs and plans in existence and combining them for the success of this program. The goal is to have the first students in the program ready to go by fall 2010, with hopes to add, enhance, and build more plans in future.

- **Stimulus Funding** – Dr. Mageean talked about the funding coming in and being reported as it relates to stimulus and how neighboring institutions compared. She discussed future plans for research space and usages on campus. She said some of the other schools in the system are a bit stronger than we are in the sciences and that is why
some funding goes their way as opposed to us. We only have two groups in the sciences in biology and chemistry and now have a young, accredited engineering program that can help us in the future. Dr. Mageean says we need to do everything we can as a university to better position ourselves to receive funds from the various funding agencies and federal government dollars.

- **Indirect Cost Rates** – Dr. Mageean talked about this rate, which is federally audited. There is an upcoming audit set for early 2011. The rate could go down during that audit because of the age of buildings and facilities and that will mean that our costs could go up. Depreciation of buildings and equipment are the biggest factors in evaluating the rates.

- **Life Sciences and Biotechnology Building** – Dr. Mageean said an internal planning committee has been formed from all parts of the campuses. There was pretty good support from the faculty senators toward the chancellor and this project. The location could be in a couple places but the hope is to have it near main campus, if possible.

- **UNC Tomorrow Phase III** – Dr. Mageean provided an update on where we are as a university as far as planning for Phase III. With the chancellor’s support, we are moving forward on budgets and timelines, along with groups like IPAR, SACS and others to make sure ECU’s strategic plan meshes with our accreditation plans.

**Athletics – Terry Holland and Nick Floyd**

- The Olympic project has begun. The land is clearing. Softball won’t be able to be moved until after the season, however, all the others are set to roll. The target date is still 2012. The football stadium expansion of 7,000 seats will also be moving forward. There are plans set to move the scoreboard on that end zone. The goal here is still to target making season tickets more affordable to as many people as possible. We have officially been in excess of capacity for the previous four games and only about 750 tickets remain for the UAB game this weekend. There are parking plans still in place for home football games and it is a challenge, but our plans should be okay for the short term. However, we are looking at all options around the stadium.

- Financially, we have exceeded our expectations for the budget. We reduced travel costs and other budget costs and will be planning our reserve funds back up.

- Athletically, our men’s basketball team lost our two perimeter shooters and we need to work on that in the coming weeks, but we are only three games in. The team has a new, young look and they will be getting better as the season goes on. For football, if we win out we will play for the conference championship. If SMU wins out, we will have a chance to play them again for revenge. If SMU loses, we could host a conference championship game in Greenville and likely play Houston. We have to beat Southern Miss in two weeks no matter what. The football bowl alignments for Conference USA include the Liberty Bowl, the former New Orleans Bowl, the St. Petersburg Bowl, the Armed Forces Bowl, the Eagle Bank Bowl (in Washington DC) and the Hawaii Bowl.

**Academic Affairs –**

- Dr. Sheerer asks the committee to approve the conferral of degrees for the fall 2009 graduation. There was a motion made and approved.

**Enrollment Management –**
Dr. Austin Bunch talked about the Retention and Enrollment Task Force that has been formed. The group has met three different times to talk about the retention efforts, plans, and issues on campus. From the workshop held on Nov. 17th, the three areas to aid in retention from freshman to sophomore is good advising, first year experiences for freshman, and support services such as the Pirate Tutoring Center and others. This information is well known, but not always permeated across the campus. Faculty involvement is a very important. In particular, great deals of the COAD 1000 courses are taught by staff, not faculty. We compare ECU to the national rates of retention, which we are above, and when you compare us to our peer institutions, we are pretty good as well. However, comparing our numbers to the UNC system numbers, we are a bit lower. Some of the other schools have higher SAT and GPA of students coming in to their schools and that helps them when graduation comes around. We have been working on increasing our standards, while trying to remain an access university, over the last couple years. Our data is also showing that we are getting some really good students, and they are staying long enough to get their grades up and then transferring out. We are looking for ways to get their interest to come here, keep them engaged and retain them throughout graduation. The goal set by GA is 81% for ECU for this year and then about a 0.5% increase in the years following. There is also a study group to look at mandating freshmen to live on campus.

Meeting Adjourned at 3:25pm.
MEMORANDUM

TO: Board of Trustees Athletics Committee
FROM: Nick Floyd
DATE: February 8, 2010
RE: Athletics Financial Reports

The attached financial report contains information for the first seven months of the current fiscal year through January 31, 2010.

As shown on the report, revenues have outpaced budgeted amounts to date, and we remain confident that this trend will continue through the spring.

Expenditures are also basically in line, notwithstanding some miscellaneous items. In addition, the total impact of the recent football coaching staff transition has not yet been determined, however we do not believe it will have a material effect on the bottom line.

Please also note that both the Conference USA championship game and the Liberty Bowl are carried as neutral line items in the report. Further information about these two events will be shared at such time as the final reports are approved by the conference office.

The outlook going forward remains positive for not only the remainder of the current year, but for the future as well. The positive momentum generated by the hiring of Coach Ruffin McNeill is very helpful as we begin marketing an additional 7000 seats in a newly expanded Dowdy-Ficklen Stadium that will open this fall.

Thank you for your support of the athletics program, and please let us know if you would like to discuss this report in greater detail.

NF/bs
### Revenue

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### Expenditures

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<td><strong>25,168,352</strong></td>
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### Net Operating Income / (Loss)

|                     | 0 | 911,541 | 492,045 | 492,045 |

### Fund Balance Increase/(Decrease)

|                     | $0 | 911,541 | 492,045 | 492,045 |

| Beginning Fund Balance | 1,801,985 | 1,801,985 |

| Ending Fund Balance   | $1,801,985 | 2,294,030 |
FOOTBALL

• Skip Holtz, who guided East Carolina to four consecutive winning seasons for the first time since the 1976, 1977, 1978 and 1979 campaigns and led the Pirates to a run of four-straight bowl appearances for the first time in school history, announced his resignation Jan. 14 to take the top football position at South Florida.

• Ruffin McNeill, who starred as a four-year letterman for the Pirates in the late 1970s and most recently served on the Texas Tech staff for the last 10 seasons, was appointed the 20th head football coach at East Carolina University Jan. 21.

• McNeill quickly assembled a staff that consists of associate head coach John Wiley (linebackers), defensive coordinator Brian Mitchell (secondary), offensive coordinator Lincoln Riley (quarterbacks), offensive line coach Brandon Jones, running backs coach Clay McGuire, outside receivers coach Dennis Simmons and defensive tackles coach Marc Yellock. In addition, recruiting coordinator and inside receivers coach Donnie Kirkpatrick, who served under Holtz for five seasons, was retained by McNeill.

• Although he had less than two weeks to work with, McNeill also salvaged the Pirates’ 2010 recruiting class by inking 18 student-athletes on National Signing Day Feb. 3.

• With its 9-5 record, ECU has improved or at least matched its win total in each of the last five seasons - producing five, seven, eight and a pair of nine-victory totals from 2005 to 2009.

• With its 38-32 victory against Houston in the Conference USA Championship Game on Dec. 5 at Dowdy-Ficklen Stadium, the Pirates became the first league team in history to capture back-to-back title contest wins.

• East Carolina posted its highest C-USA win total in program history with seven triumphs in 2009, surpassing a pair of six-victory league campaigns in 2007 and 2008.

• For the second time in three years, the Pirates set a single-season total attendance record (292,191) last fall after establishing the program standard in average attendance (42,016) in 2008. East Carolina also reached a notable milestone in 2009, drawing its 6,000,000th (overall) fan to Dowdy-Ficklen Stadium. In addition, the Pirates enjoyed playing in front of “sell-outs” for every regular season contest for the first time in school history.

• In addition to setting a program record and leading all Conference USA programs in regular season average attendance (43,191), East Carolina stood third nationally among all teams from BCS non-automatic qualifying conferences – trailing only BYU and Utah.

• The 2009 senior class was one of only five groups in East Carolina history to reach 33 wins during their careers, and the last to accomplish a victory total that high since the 1976-79 Pirates.

• The 2009 Pirates ranked among the nation’s Top 30 in 10 different statistical categories – fumbles recovered (3rd/17), pass intercepted (16th/17), turnovers gained (5th/34), turnover margin (9th/0.71%), third-down offensive conversions (26th/43.5%), fewest sacks allowed (6th/0.86 spg), rushing defense (27th/120.3 ypg), net punting (7th/39.1 ypp), fourth-down defensive conversions (26th/40.0%) and redzone efficiency defense (7th/0.71%).

• The Pirates were just one of eight FBS programs that featured a 2,900-yard passer and a 1,000-yard rusher in the same backfield in 2009. East Carolina also posted its best single-season passing total (3,043) since 1992 last fall.

• East Carolina turned in its highest take-away total since 1996 with 34 forced turnovers during the ’09 campaign.

• A total of 19 players earned All-Conference USA honors in 2009, including a league-high seven first-team selections. In addition, senior DE C.J. Wilson was tabbed the league’s Defensive Player-of-the-Year by Sporting News and junior KR Dwayne Harris earned Special Teams Player-of-the-Year honors by league coaches. Senior P Matt Dodge (Sporting News, SI.com, CollegeFootballNews.com, Rivals.com, Phil Steele Magazine, Pro Football Weekly), senior DB Van Eskridge (SI.com) and KR/WR Harris (SI.com) earned All-America designation.

• A total of eight (8) Pirates played their "senior" seasons in 2009 as East Carolina University graduates, which ranked among the top five nationally at the FBS level. In addition, 14 more earned their bachelor’s degree during Commencement Exercises in December to cap and fulfill their academic careers at ECU.

BASEBALL

• Fifth-year head coach Billy Godwin announced the hiring of Nick Schnabel (recruiting coordinator) to replace Link Jarrett (recruiting coordinator and hitting coach) who left for Auburn and Jeff Stevens (volunteer coach) to replace Tommy Atkinson (volunteer coach).

• Godwin is tied for fourth in wins at ECU (161) and is 25 away from moving into third place passing ECU Hall of Famer Earl Smith … Godwin’s numbers include a 423-175 (.707) overall mark and a 161-90 (.641) ledger at ECU.

• ECU welcomes back 20 letterwinners including 2010 preseason All-America selections Kyle Roller and Trent Whitehead, along with 2008 All-America performer Seth Maness, 2009 Freshman All-America pick Kevin Brandt, All-Conference USA second-teamer Brad Mincey and eighth-round draft choice and NCAA Greenville Regional star Devin Harris.

• Also stepping onto the diamond are eight new faces, which consist of junior college transfer Daniel Warzon (Young Harris), as well as seven freshmen - Bryan Bass, Chris Gosik, Jake Harris, D.J. Jauss, Tyler Joyner, Tanner Merritt and John Wooten.
Kyle Roller (DH) was named 2009 Cape Cod League regular season and post-season MVP, and is a two-time Cape Cod All-Star (2008-09).

Seven Pirates played in the Cape Cod League in 2009 (Roller, Trent Whitehead, Dustin Harrington, Seth Simmons, Devin Harris, Kevin Brandt and Seth Maness) with Maness and Roller playing for the CCBL Champion Bourne Braves.

The 2010 schedule features 17 games against teams that earned a bid to the 2009 NCAA Regionals; 32 against teams with 30-plus wins; five that topped the 40-plus win plateau; two that made trips to the College World Series and five that finished ranked in the Top 25 polls, including three in the Top 10.

The Pirates led the country in hits in 2009 (814), while ranking in the Top 25 in runs (4th/565), doubles (6th/154), HRs (7th/108), slugging percentage (12th/.546), batting average (15th/.339), HRs per game (18th/1.64 pg), winning percentage (20th/.697) and scoring (23rd/8.6 runs pg).

For the first time in school history, Pirates have garnered a Top 20 ranking in six preseason polls (No. 11/Rivals.com; No. 16/National Collegiate Baseball Writers Association (NCBWA); No. 18/Baseball America, No. 18/Collegiate Baseball, No. 18/ESPN/USA Today Coaches Poll and No. 20/Ping!Baseball).

The Pirates, who have made 10 NCAA Regional appearances in the last 11 seasons, claimed the 2009 Conference USA regular season and 2009 Greenville Regional titles before advancing to their third NCAA Super Regional on the way to a 46-20 overall record.

Roller has been named preseason All-America by Collegiate Baseball (first-team), NCBWA (second-team) and Ping!Baseball (second-team). He was also named the sixth-best player in college baseball by the CollegeBaseballBlog.com.

Whitehead was tabbed preseason All-America by NCBWA (second-team) and Ping!Baseball (third-team).

Four Pirates were named preseason first-team All-Conference USA: Harris, Maness, Roller and Whitehead.

Seth Simmons was named to the NCBWA Stopper-of-the-Year Watch List.

BASKETBALL (MEN)

East Carolina has compiled a record of 7-16 through 23 games this season and went 1-7 during the first half of the Conference USA slate.

Junior Brock Young became the school’s career assists leader. Young is one of only two players in school history with over 400 assists.

ECU posted its largest come-from-behind victory in more than 20 years when it rallied from 20 points down in the first half to defeat South Dakota State at the U.S. Virgin Islands Paradise Jam.

The Pirates picked up just their sixth road win as a Conference USA member with a victory at Tulane on Jan. 24.

East Carolina has played 11 teams that rank among the RPI top 100 and six among the top 50 (through games of Jan. 31).

Brock Young led Conference USA in assists per game entering the month of February, as did Darrius Morrow in field goal percentage.

BASKETBALL (WOMEN)

The East Carolina women’s basketball team has compiled an overall record of 17-6 and a Conference USA ledger of 6-4 with six games remaining before the league tournament in Tulsa March 8-12. The Lady Pirates are just a half-game behind conference leaders Memphis, Tulane and Houston for the top spot in the league standings.

ECU registered the best non-conference record in program history this season, winning 11 of its 13 contests.

The Lady Pirates own six victories over teams that qualified for the 2008-09 postseason in Charlotte (NCAA), Western Carolina (NCAA), American (WNIT), Virginia Commonwealth (NCAA), South Florida (WNIT Champion) and UCF (NCAA).

East Carolina is ranked in the top 50 nationally in eight statistical categories. The Lady Pirates are sixth in field goal percentage (47.4), 10th in three-point field goal percentage (38.7), 17th in assists per game (16.2), 26th in scoring offense (74.1 points per game), 30th in winning percentage (77.3), 43rd in three-point field goal percentage defense (28.5), 45th in rebound margin (+5.2) and 47th in scoring margin (+10.3).

The Lady Pirates set a school record when it improved to 11-0 at home with a 76-59 victory over Memphis Jan. 30. East Carolina had been tied with the 1981-82 squad, which also produced a 10-0 ledger at Minges Coliseum before losing to USC.

Sharon Baldwin-Tener became the winningest head coach in program history when the Lady Pirates defeated Hampton on the road Dec. 12. She passed Catherine Bolton, who held the previous record of 110 triumphs. Baldwin-Tener currently owns 120 victories and is in her eighth season with ECU.

CROSS COUNTRY

The men’s and women’s cross country teams enjoyed one of the most successful seasons in program history.
• The men’s squad won two meets, the Campbell Invitational and ECU Pirate Invitational, marking the first time the program claimed a pair of first-place finishes since 2003. The men also added a second-place showing at the Seahawk Invitational.

• The women claimed the ECU Pirate Invitational title and took second at the Campbell Invitational and Seahawk Invitational. The team championship for the women was the program’s first since the 2006 McAlister’s Deli Invitational.

• At the Conference USA Championship, the men placed sixth and the women seventh, one spot lower than the squads’ performances at the 2008 league meet, but a place ahead of their 2007 finishes.

• Freshman Dillon Hawley was the top runner on the men’s team, pacing the group in every meet but one. His highest finish was second-place at the ECU Pirate Invitational. His time of 24:44 in the 8K at the Great American Cross Country Festival was the seventh fastest in program history and the first to break into the top-20 list since the 2004 season. At the NCAA Regional meet, he ran the 10K in 31:29.19, good for the fourth-best performance in ECU history.

• For the women, senior Samantha Lichtner and sophomore Tara Wilson each paced the Pirates in three meets. Lichtner’s time of 18:15 in the 5K at the Great American Cross Country Festival was a personal best and the 20th-fastest mark in program history. Wilson turned in a personal-best time of 22:44 in the 6K at the Penn State National. That time was the 17th fastest in ECU history. At the NCAA Regionals, she finished the 6K in 22:17.43 to place 67th overall. She improved 15 spots from the 2008 regional and turned in the 12th-best time in program history.

• Wilson was also named to the Conference USA All-Academic squad while sophomore Amanda Lapp was selected as ECU’s fall Conference USA Spirit of Service award winner.

GOLF (MEN)
• Former golfers Josh Dickinson and John Maginnes were named to CAA Silver Anniversary Team.
• ECU concluded the fall season with a second-place finish at the Hummingbird Invitational in Sapphire, N.C. Sophomore David Watkins finished in third-place.
• The Pirates will compete in seven tournaments during the spring, including the River Landing Intercollegiate in Wallace, which they will co-host with UNC Wilmington April 2-3.
• The Conference USA Championships will be held April 25-27 in Sorrento, Fla.

GOLF (WOMEN)
• Former Pirate Emelie Lind earned her 2010 Ladies European Tour (LET) card after recording a 15th place finish at the 2009 LET Qualifying School at the La Manga Club in Murcia, Spain in December. She is the first ECU women’s golfer since the program began in 2000 to earn her LET or LPGA Card.
• Head Coach Kevin Williams announced that Andrea Estes (Cary, N.C.) and Fanny Wolte (Graz, Austria) signed National Letters-of-Intent in November.
• The Pirates finished the fall portion of their schedule with a 39-39 overall record.
• In five fall events, ECU has claimed a pair of Top 5 placements with a second-place finish at the Lady Pirate Intercollegiate and a fourth-place finish at the Palmetto Intercollegiate.
• The Pirates have been ranked as high as No. 55 in the Golfweek/Sagarin Ratings.
• ECU hosted the 2009 Lady Pirate Intercollegiate at the par-71, 5,939-yard Greenville Country Club. Of the 15-team field, nine teams were ranked in GolfWeek’s Top 100. The Pirates took second place with an 881 score, while three Pirates finished in the top 10 (Bools/2nd; Puche/3rd; Otteson/t-7th).
• Abby Bools received the 2009 Conference USA Sportsmanship Award, qualified for the 109th U.S. Women’s Amateur Championships during the summer of 2009, was named 2008-09 NGCA Division I Scholar All-America for the consecutive season. The two-time first-team All-Conference USA selection was also named C-USA Golfer-of-the-Week (for the sixth time of her career) on Oct. 21, 2009 and took home all-tournament honors after her second-place finish at the 2009 Lady Pirate Intercollegiate where she carded a career-low 213.
• Amber Littman recorded her 15th career top 20 finish with her share of 11th place at the 2009 Lady Paladin Invitational. She ranked second in the 94-person field in par 4 scoring (4.20), shooting four-over par. In addition, she also ranked among the tournament leaders with 22 pars in 36 holes of play and is a two-time first-team All-Conference USA selection.
• In her first collegiate tournament, freshman Meghan Moore, took home a share of ninth place at the Paladin Invitational posting a 36-hole score of 153 (78-75). The Bahama, N.C., native ranked among the tournament leaders in par 4 scoring (4.40), par 5 scoring (4.88), birdies (4) and pars (23).
• Ana Maria Puche carded a career-low 214 at the 2009 Lady Pirate Intercollegiate, claiming third place and all-tournament honors. She led the 84-person field in par-4 scoring (4.03), while sharing the lead in par-5 scoring (4.44).
• Sophomore Amy Otteson recorded her career-best finish (share of 7th place) at the Lady Pirate Intercollegiate after carding a career-low 220.
SOCCER
• The East Carolina soccer team completed its season with a 9-7-3 overall record and a 4-6-1 mark in Conference USA. This year’s league tournament only took the top six teams and the Pirates came within three points short of qualifying.
• Eleventh-year head coach Rob Donnwenirth has a career record of 107-78-30, making him the winningest coach in program history. He earned his 100th career victory with ECU’s 4-0 triumph over Gardner-Webb Aug. 30.
• The Pirates had a winning record in 2009, marking the fourth consecutive year the team has finished above .500 - the longest streak in program history since posting five-straight non-losing seasons from 1998-2002.
• Junior Bailey Wilcox capped a breakout season by being named to the All-Conference USA Second Team and North Carolina Collegiate Sports Information Association University Division All-State Soccer Team. She was one of only four Pirates to start all 19 games and tallied a career-high and team-leading seven goals.
• Junior Amanda Broz was an All-Conference USA Third Team selection while freshman Rachel Wechsler was named to the C-USA All-Freshman squad. Broz was a key member of the Pirate defense that held league opponents to a 1.16 goals-against average. Offensively, she scored her only goal of the season against UNC Wilmington for the game-winner in double overtime. Wechsler played in all but one game in 2009. She picked up a total of five assists during the season, tied for the most on the team and eighth-place in the league.
• Sophomore Amanda Malkiewicz was named a CoSIDA/ESPN The Magazine Third-Team Academic All-District selection. She was one of only eight sophomores within the district to be selected to the first, second or third teams.
• Malkiewicz and classmate Jessica Woodward earned Conference USA All-Academic Team honors. Malkiewicz was a first team designee while Woodward was a second team selection. The two were the only sophomores placed on either squad.

SOFTBALL
• The softball team begins the 2010 campaign Feb. 12 at the USF DeMarini Tournament. The team will play Illinois St., Florida Gulf Coast, Canisius, South Florida and Long Island during the opening weekend of play.
• For the third consecutive season, the team’s schedule will allow the Pirates to face numerous nationally-ranked opponents. Eight NCAA regional teams from 2009, including the Women’s College World Series champion and runner-up, are included in the 2010 schedule.
• Junior Toni Paisley was named the Conference USA Preseason Pitcher-of-the-Year after receiving the league’s top honor at the end of the 2009 campaign. She claimed a C-USA record-tying seven pitcher-of-the-week awards a year ago. She was also named to the C-USA First Team and Louisville Slugger/National Fastpitch Coaches Association Division I Mideast All-Region Team as a sophomore.
• Joining Paisley on the Preseason All-Conference USA Team were seniors Cristen Aona and Christina Merrida. Aona, a third baseman, started all 55 of ECU’s games in 2009, driving in a team second-best 31 runs. After a walk-off game-winning two-run homer against rival N.C. State last April, Aona was named the Conference USA Hitter-of-the-Week. Merrida, a center fielder, started 54 of the team’s 55 games last year. From the beginning of April to the end of the season, she was ECU’s hottest hitter, batting .355 and scoring 11 runs.
• The 2009 team posted a 40-15 record, including a 19-5 mark in Conference USA. The Pirates had three more league wins than Tulsa, 16-4, but the Golden Hurricane had a higher winning percentage (.800 to ECU’s .792) and claimed the regular season conference title.
• The 19 C-USA wins were the most the program has had since joining the league in 2002. The Pirates also set the program record for most Conference USA three-game series sweeps with four.
• The ’09 Pirates not only enjoyed a successful season on the field, but also in the classroom. ECU’s academic achievements were recognized by the National Fastpitch Coaches Association (NFCA) when the organization announced the program had compiled the 40th-best GPA of all NCAA Division I softball teams during the 2008-09 school year. The Pirates finished the season with a cumulative mark of 3.286. Additionally, the team was honored with its second consecutive Conference USA Sport Academic Award.

SWIMMING AND DIVING
• The men’s team has compiled a 6-3 dual meet record, while the women’s team has posted a 9-3 record. The Pirates will compete in the Conference USA Championships Feb. 24-27 in Houston.
• The ladies team has posted a winning dual meet record for 18 consecutive seasons, while the men recorded their 11th-straight winning season. The men’s team has finished its dual meet season with a non-losing record for 27 consecutive years.
• Freshman Kirstie Russell qualified for the NCAA Zone Regional Championships on the one-meter springboard. She set an ECU freshman record with a score of 297.38 against Old Dominion on the one-meter board and earned C-USA Diver-of-the-Week honors for her performance.
• Junior Jenna Stewart was named Conference USA Swimmer-of-the-Week after sweeping the sprint free events against Old Dominion. It was the second weekly honor of her career. She also made her NCAA ‘B’ cut in the sprint free event.
Junior Thiago Cavalcanti made his NCAA ‘B’ cut in the 500-yard freestyle with a time of 4:26.79 at the Gamecock Invitational.

ECU signed four prep student-athletes during the fall signing period. Amit Bechar (Israel), Noam Bechar (Israel) and Anna Gibas (LaTrobe, Pa.) will join the women's team while Mark Gaston (Louisville, Ky.) will be a member of the men's squad next season.

**TENNIS (MEN)**

The East Carolina men’s tennis program enjoyed a successful fall 2009 season in which it collected 16 singles victories and six doubles wins in three events – the UNC Wilmington Landfall Invitational, the Old Dominion Collegiate and the ITA Carolinas Regional.

Freshman Massimo Mannino won the singles title at the Old Dominion event, picking up four triumphs along the way as part of his team-high seven-win autumn campaign.

In addition to Mannino, sixth-year head coach Shawn Heinchon also welcomes newcomers Ely Khoury, Pablo Nunez Palmieri, John Schmitt, Nathaniel Smiley and Stian Tvedt on his roster to compliment a successful core of returners that includes seniors Bryan Oakley and Stephen Whitwell.

As of February 8, East Carolina has gotten off to a 4-1 start – falling to North Carolina State (7-0), but defeating Old Dominion (4-3), Norfolk State (5-1), Morgan State (7-0) and Appalachian State (5-2).

The Pirates will look to repeat a record-breaking ’09 spring campaign that resulted in a new program record for single-season wins with a 19-5 mark (which bested the previous standard of 16 first set in 1957 and later matched in 2000). In addition, Heinchon’s club also cracked the Intercollegiate Tennis Association (ITA) national poll for the first time in school history a year ago.

**TENNIS (WOMEN)**

Head Coach Tom Morris was inducted into the North Carolina Tennis Hall of Fame on January 30, 2010. Morris, who is guiding the Lady Pirate program for the 12th season this spring, is East Carolina’s all-time winningest tennis coach with a 234-170 record. Overall, he owns a 409-272 mark in 20-plus years as a collegiate head coach.

The Lady Pirates played an abbreviated schedule in the fall, only experiencing action at the Intercollegiate Tennis Association (ITA) Regional Championships in Winston-Salem, N.C. After three wins in the singles qualifying draw, ECU could advance no further against a tough field of opponents.

Morris’ 2010 edition features the return of six letterwinners off his 2009 spring squad that tallied a 15-7 overall record. Seniors Brooke Walter and Sheelah Iyengar join juniors Jessica Cook, Kristin Gordon and Tamara Sachs, along with sophomore Natalie Collins, to lead this year’s lineup. Lady Pirate newcomers include junior Audrey LePottier and freshmen Abby Richmond, Petra Vogel and Yilian Zhang.

As of February 8, East Carolina has gotten off to a 2-2 start – defeating North Carolina A&T (5-2) and North Carolina Central (6-0), while suffering setbacks to North Carolina State (6-1) and Old Dominion (5-2).

**TRACK**

Fifth-year head coach Curt Kraft has welcomed 22 student-athletes that have started to compete for the Pirates in the indoor season. The new contingent includes three prep national champions as well as four state title holders.

Just one month into the season, four school records have already fallen, including three field event ledgers. Three of the marks were turned in by newcomers Dennis Aliotta, Tynita Butts and Aaron Zakula.

In addition to having broken school records, Butts and Aliotta also hold the top spot in Conference USA in the high jump and shot put events, respectively.

East Carolina will have at least one representative at the NCAA Indoor Championships as Butts turned in a provisional mark of 1.78 in the long jump. The meet is scheduled for March 12-13 in Fayetteville, Ark.

ECU looks to duplicate a record-setting 2009 outdoor season starting next month as a program-high 11 athletes qualified for participation in the NCAA East Regional, held at North Carolina A&T. Additionally, three Pirates won conference titles at the C-USA Outdoor Championships – Kevin Thompson (200m), Kris Bell (110m hurdles) and Maegan Lewis (hammer).

**VOLLEYBALL**

The East Carolina volleyball program finished the 2009 season with a record of 9-19 in head coach Pati Rolf’s first campaign with the Pirates.

ECU participated in the first televised home match in program history when it welcomed Memphis to Minges Coliseum Nov. 6. The contest was broadcast nationally by CBS College Sports.

A few members of the team put themselves into the top 10 on some of the East Carolina career ledgers. Stephanie Turner and classmate Hannah Fenker finished their careers ranked eighth and ninth on the digs list, with 1,016 and 1,001, respectively. Fenker also put herself fifth on the assists chart with 2,022 while Turner moved into 10th in kills with 953.

Fenker became the first player in program history to record at least 2,000 assists and 1,000 digs in a career when she surpassed both marks in the season finale at home against Marshall.
• Fenker, Turner and Melissa Zentner all reached the 100-match plateau for their careers in 2009. Fenker and Turner passed the milestone against Arkansas while Zentner reached the mark in the contest vs. Savannah State.
• In the match with Savannah State, the Pirates allowed just two points to the Tigers in the first set. It is the fewest given up by East Carolina since rally scoring went into effect in 2001.
• With a 3-2 triumph over UNCW on Sept. 29, the Pirates solidified a streak in which they have produced a winning non-conference record for five-straight seasons. Over that time, the team has garnered a 46-25 slate outside of Conference USA.
Safety Reorganization

- The Chancellor created the Environmental Health and Campus Safety (EHCS) unit in June 2009.
  - The consolidation brought together emergency management (EH&S) and the 24/7 emergency initiators and initial responders (ECU Police) into one unit to better coordinate safety and emergency response activities.
  - The master plan security consultant continues to assist the university in reviewing the details of the organization. The additions of a security manager and security guards for targeted use are being considered.
  - An Education and Training group has been established to collaborate and coordinate this program. The group includes representatives from Human Resources, Environmental Health and Safety, Police and several Student Affairs units. The group is reviewing all current training and education programs and has developed a comprehensive inventory of nearly 90 safety-related presentations currently being conducted on campus. The group will review the inventory, conduct a gap analysis, and develop a plan for filling in any gaps. The inventory will ultimately be converted to a database which will be utilized by Environmental Health and Campus Safety to monitor programs, insure efficiency and effectiveness and document training.
    - A plan has been created to make safety training mandatory for all first year students. The group is developing a proposal to be reviewed with Executive Council. We hope to implement this plan for fall 2010.
  - EHCS developed a priority budget list in July 2009 and Executive Council approved $500,000 in recurring funds and $700,000 in one-time funds for security infrastructure, equipment and ongoing maintenance.
  - The administration is currently reviewing the opportunity to expand the student threat assessment unit in the Dean of Student’s Office to include the coordination of potential faculty and staff threats. This would provide one non-threatening, point of contact (phone number/email) who is familiar with the assessment process and services available both internal and external to campus.
H1N1 (swine) Flu Preparedness and Response

- The Pandemic Flu Steering group has been preparing campus for pandemic flu for several years and redesigned the pandemic flu plan to include the less severe H1N1 outbreak scenario. This group includes a representative from Pitt County Health Department.
  
  o H1N1 symptoms are less severe than seasonal flu, but expected to impact up to 50% of the population. Complications have been observed in high-risk groups, but rarely seen at ECU.
  
  o CDC and Pitt County Health Department are no longer testing to confirm H1N1 since over 90% of cases tested were confirmed as H1N1.
  
  o The flu has had a relatively low impact at ECU so far with just over 300 reported cases of influenza-like illnesses (ILI). Illnesses are being tracked by ECU, Pitt County Health Department and UNC General Administration.
  
  o The ECU education campaign continues to emphasize handwashing, cough etiquette, vaccination and isolating the sick. We believe this campaign has helped to keep our illness rate significantly lower than most UNC institutions.
    - The education and marketing campaign involves LCD screenshots, flyers/posters, residence hall briefings, articles, websites and Alert email messages.
    - Flu kits have been provided in residence halls and to sick students and sanitizing wipes have been installed in “high-touch” areas such as computer labs.
  
  o We have conducted numerous vaccination clinics across our campuses. More than 1500 doses have been administered thus far to students, faculty and staff with additional doses in storage and arriving regularly.

- Over the summer, EH&S met with the flu response team (mission critical units) and conducted a H1N1 tabletop drill and business continuity training

- The Associate Vice Chancellor (AVC) for Environmental Health and Campus Safety met with the Parent’s Council on November 14th to provide an H1N1 overview, answer questions and unveil the new H1N1 website (http://ao.ecu.edu/h1n1info/) with links for faculty, staff, students and parents.

Downtown Shooting Incident – Summer 2009

- ECU Police and Greenville Police Department (GPD) improved the downtown deployment plan & neighborhood patrols. Joint patrols were conducted successfully in the TRUNA area over the Christmas Break to help reduce larcenies.

- City, ECU and business owners met over the summer to identify common issues. From these discussions, the City staff developed some initiatives targeted at improving safety downtown.
• City Council approved an ordinance to require background checks and training for bouncers. City Council is now discussing a resolution to require a 500 foot separation for any new bars and private clubs in the downtown.

• An ECU Student Safety Task Force completed its work in the fall semester. The group included student and staff representatives, including the Parent’s Association President and several SGA leaders. The group provided short term recommendations which included supporting the City Council initiatives, making COAD 1000 (or similar safety education program) mandatory for new freshman and a “Seal of Approval” program for bars meeting criteria that recognize them as being “responsible”. The long term recommendations include organizing a UNC coalition to increase the admission age in clubs from 18 to 21 and exploring an alcohol-free, off-campus entertainment venue. The UNC initiative will be discussed in a roundtable at the next safety symposium.

• A Security and Emergency Committee (former safety task force) will be initiated to continue the work of the former ECU Safety Task Force and the recently dissolved Student Safety Task Force.

Other Accomplishments

• The main emergency communications and notification system infrastructure was completed with outdoor speakers being implemented in Fall 2009 and tested during move-in weekend. We will continue filling in with additional outdoor and indoor speakers and updating procedures and training. Indoor speakers are now being installed in common areas of residence halls.

• To improve consistency, efficiency and effectiveness, the ECU Police dispatch areas are being consolidated into one central operation. Centralization allows for improved staff coverage, equipment and supervision. Individual campus facilities are being added to the City/County GIS mapping system to improve emergency/911 response time.

• Safety & Security is a key component of the master plan study with its own consultant (Protection Engineering Group - PEG) and working committee. The consultant identified organizational improvements and infrastructure modifications (i.e. lighting, blue light phones) that are being reviewed and addressed as this project continues. The consultant stated that ECU’s communications and notification system is the ‘best emergency communication system they have seen.” They have conducted similar work with other universities such as George Mason and George Washington Universities.

• Security infrastructure is being added based on a risk-based priority. While some cameras are being added and building alarms are being upgraded, several areas (e.g. Child Development Lab) are receiving comprehensive security assessments and system upgrades.

• A lighting master plan consultant has been hired and is working to complete his recommendations in early 2010. Funding has been set aside to begin implementing improvements in priority order. Both the security and lighting consultants observed very few areas of campus that require additional lighting. The issue is really the consistency of lighting in which over-lighting and glare create dark areas and shadows in adjacent areas that are lighted to appropriate levels. The consultant will help develop better standards for campus lighting. Making the lighting more
consistent across campus will require a multi-year plan. Facilities Services is working to correct any low light areas.

- A tabletop drill was completed this fall for an active shooter on campus. The drill was conducted by a consultant hired by UNC General Administration. This is the first step in preparing for a full-scale, live active shooter drill scheduled for May 18, 2010.

- Over the summer, EH&S conducted business continuity training and a hurricane tabletop drill for mission critical departments. All departments have been provided with the ECU Continuity of Operations Plan (COOP) template. EHCS and Enterprise Risk Management (ERM) plan to collect the plans in fall 2010 and begin reviewing plans and providing feedback to departments.

- ECU received the “Storm Ready” designation from the National Weather Service (NWS) this year based on their review and approval of our weather monitoring and notification system.

- Football game security was improved this year through training provided over the summer by the National Center for Spectator Sports Safety and Security utilizing Homeland Security and FBI experts. The football game operations plan was updated and security, pre-game planning and pre-game law enforcement and operations group briefing procedures were all improved. After-action reports were compiled and reviewed after each game to identify areas requiring improvement and corrective action.

- This year’s Halloween activities on campus and downtown were successful with few incidents. There were some complaints from the TRUNA neighborhood (north of main campus). ECU Police and GPD responded to several incidents throughout the night and the neighborhood was pleased with their response. Many people came to Greenville from out of town and caused problems in the neighborhood. Two-thirds of those arrested were non-students and many were not residents of Greenville or Pitt County. The Dean of Students, ECU Police and GPD representatives met the following week with the neighbors and developed some strategies for improving Halloween and other weekend events. ECU and TRUNA formed a small working group led by the Dean of Students and AVC for Environmental Health and Campus Safety to work on common issues.

- The Chancellor has established a Police Review Team to assess morale and internal issues within the ECU Police Department. They have interviewed all police personnel and are finalizing a report to be presented to the entire ECU Police department. The department is already working on some key issues and will provide the Chancellor and the Police Review Team with a response plan within 90 days (by May 4, 2010) with quarterly progress reports for one year thereafter.

- The ECU Police are also undergoing re-accreditation this year. The site assessment went very well and the assessors are recommending ECU for approval. The assessors commended the ECU Police for their documentation, crime prevention programs, education efforts and victim’s advocate program.

- Chris Stansbury and Chris Locklear compiled a draft campus safety plan based on conversations with various campus safety groups. The draft has been provided to the ECU Board of Trustees for comment on the format. The draft document is being finalized for presentation to the Board.
East Carolina University
Management Guide to an Integrated Systems Approach to Campus Safety

East Carolina University is committed to providing a safe learning and working environment for students, employees, patients, and campus visitors. Recognizing that the institution must comport with the standard of care it will at all times endeavor to follow best practices in terms of management, operations, education and training within the campus community.

A crime-free campus cannot be guaranteed; however, dedication to crime prevention and emergency preparedness partnered with a thorough comprehension of administrative assessment and response actions enhance the opportunity for a secure and healthy university environment.

Utilizing the various safety and emergency resources at East Carolina University, which are based upon the National Association of Student Personnel Administrators and Incident Command System best practices, this management guide is an executive summary of general safety and emergency information, alert directory and communication information, and general procedures and administrative communication networks for specific scenarios.

For a more detailed summary, including which offices and individuals are responsible for incident management as well as an overview of operations, resources and education and training available, please refer to the specific incident sections in this management guide. As part of the education and training process, each individual identified in the communication documents has an identified designee who is trained to respond appropriately in the absence of the identified individual. Furthermore, additional plans, directives, operational checklists, personnel action descriptions and more can be found in the ECU Emergency Operations Plan, ECU Crisis Communications Plan and the ECU Emergency Operations Manual.

ECU Campus Safety Guiding Principles

East Carolina University is committed to ensuring rapid response to emergencies as well as communication and notification with the campus community using a variety of methods. The goal is to reach the target audience of the emergency notification/communication within a time frame commensurate with the nature of the emergency and message to be delivered.

In support of this goal and in preparation for emergencies, ECU ensures that it will routinely review and assess emergency practices and protocols, communications channels and procedures, and conduct various disaster/emergency response drills. Many units across the campus work closely with university administration to manage and communicate a crisis or emergency situation including Environmental Health and Safety, Academic and Student Affairs, Chancellor’s Office, East Carolina Police Department, Financial Services, Human Resources, Communications Office and ECU News Services, Business Services, Center for Counseling and Student Development and more.

East Carolina University consists of two campuses with hundreds of buildings. At any given time (and including visitors), there may be in excess of 40,000 people combined on both campuses. No one communications method will immediately reach everyone on our campuses. In fact, even using multiple communications methods, it is unrealistic to expect immediate notification of all campuses in an emergency.
Our goal presented in this ECU Management Guide to Campus Safety is to create a communication and notification structure in response to a variety of emergency situations that could occur on campus. This will allow ECU to:

- Notify campus constituents with a timely and accurate warning and notification of any known danger or threat that could affect their safety and/or well-being;
- Inform campus constituents of the variety of communication tools available to receive the latest and most up-to-date emergency information so they can take action to increase their safety;
- Facilitate periodic testing of emergency communication and notification systems as well as response practices;
- Initiate appropriate emergency specific response to campus related incidents including, but not limited to, an active shooter, fire, severe weather, environmental/medical concerns, psychological/behavioral crises and bomb threats;
- Launch after-action procedures to assist the transition back to a sense of campus normalcy which includes, but is not limited to, counseling, housing, medical assistance, and recovery

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**Glossary**

**Threat Assessment & Management Team** – a campus resource designed to assess potential or actual threatening or violent behavior; this team may suggest possible strategies to students, faculty, and staff to respond to acts of intimidation, threats, and violence, or they may refer individuals to the appropriate office for mandatory action.

**Student Safety and Concerns Committee** – a threat assessment mechanism focused solely on students; this group is a conduit for sharing relevant information about students of concern from all sections of the campus community.

**Fitness-for-Duty/Risk Evaluation** – a referral to address extraordinary situations where an employee poses a serious and/or immediate hazard or risk to themselves or others in the workplace; it may also be used to determine an employee’s medical or psychological fitness to perform their essential job functions.

**Incident Command System** – a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communication operation within a common organizational structure.

**Crisis Policy Team** – as a component of the Crisis Communication Plan, this team provides for the coordination of communications with the university administration, to the university community, and also the media in the event of an emergency or controversial issue.
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Important Alert and Directory Information

The latest ECU critical news and announcements are available through:

- ECU email
- **Text Messages to Cellular Telephones
- ECU ALERT pop-up system
- Campus Emergency Hotlines
- VOIP messages
- Local Television and Radio
- ECUAlert on Twitter
- ECUSafety on Twitter

** Students, family, and community members may register to receive emergency notices via text message on a cell phone, and/or a non-ECU email address. For setup options and directions, log on to http://www.ecu.edu/alert/.

East Carolina Hotlines

- Campus Emergency Information 328-0062
- ECU School of Medicine 744-5080 or 1-800-745-5181

Important Telephone Numbers

- East Campus Police
  - Emergency 911
  - If using cellular phone 328-6150
  - Nonemergency 328-6787
  - School of Medicine Police/Security 744-2246
  - Hearing-Impaired Line (TDD) 328-4827
- Student Health Service 328-6841
- Center for Counseling and Student Development 328-6661
- Campus Living 328-4663
- REAL Crisis Center 758-4357

How to Use Emergency Call Boxes

Emergency call boxes located around campus have direct lines to the ECU Police Department. You will see that the call boxes have a blue light on top. To operate these call boxes, use the general rule of thumb:

*If it has a receiver, pick it up.*
*If it has a button, push it.*

To use the phone, push the button or pick up the receiver. You will be directly connected to the ECU Police Department.
Alert Notification Decision Tree

Event

Time-Sensitive and/or Immediately Life Threatening (confirmed)

- Threat Continues
  - Send Warning: Alert
    - Pop-up Box
    - Email
    - Text Message
    - Inform Administration Consider:
      - Informedcast
      - Outdoor Notification if tornado or threat is outdoors

- Threat is Potential
  - Inform Administration
    - Send Warning
      - Alert email
      - Consider Alert web site

- Threat is Past
  - Crime is over
    - Cleary Act Notifications:
      - Alert email ONLY
      - PD web site

- Threat: Imminent
  - Send Email
    - Post on web page
    - Consider Pop-up box

- Threat: Dissipating
  - Email all clear
    - Post on web page for three days

Pop-up box to be used to alert campus of imminent hurricane or school closing due to severe weather or other threat.

Time-Sensitive and/or Immediately Life Threatening:
- Tornado tracking toward campus
- Severe T-Storm – North Rec. only
- Large chemical spill near campus
- Hostile Intruder/Active Shooter
- Hostage situation
- Hostile civil disturbance

Cleary Act emails:
- Crime is not life threatening
- Crime is not likely to continue (date rape)
- Random assault
- Random armed robbery
- Random larceny
- Random burglary
- Other Cleary Act reportable crimes
**Planned vs. Unplanned Incidents**

There are two types of emergency situations that could impact East Carolina University’s campuses, planned and unplanned. A planned incident would be an emergency situation where officials have time to prepare and organize resources to address the circumstances which are about to take place. Some planned actions may include, but are not limited to, campus evacuation, health warnings and precautions, class cancellation, etc.

On the contrary, unplanned incidents are emergency situations that are active and occur without warning. In these cases, officials follow crisis procedures such as Incident Command, Emergency Operations, etc. During unplanned events, time becomes critically important because the situation is usually unstable and has the capacity for broadening in scope.

In addition to the management structures outlined in this guide, there are additional resources for each incident with respect to operations, education and training. Here is a list of examples of planned and unplanned incidents that may impact ECU’s campuses:

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**Building Evacuation**

All building evacuations will occur when an alarm sounds continuously and/or upon notification by emergency personnel or by the ECU Police Department.

**General Safety Guidelines**

- If necessary or if directed to do so by a designated emergency official, activate the building alarm.
- Do not use elevators during an emergency evacuation.
- Walk quickly to the nearest exit and ask others to do the same.
- Once outside, move to the designated evacuation site for the building.
- Do not return to the building until instructed to do so by ECU Police.

**Evacuation of the Disabled**

- A flashing light in the rooms of hearing-impaired persons will notify them of a fire alarm or fire drill.
- A person with vision problems will be alerted to a fire alarm or other such situation by hearing an audible alarm.
- For fire drills and other emergencies that require evacuation from a building, persons with mobility impairments should go to the nearest approved stairwell or shelter area and wait for emergency personnel. These areas will receive emergency attention first.
- In an extreme emergency situation, persons with mobility impairments may not be able to reach a stairwell because of fire, smoke, or building damage. In such a case, these persons should remain in their rooms or offices, contact ECU Police to notify them of their location, and hang a towel, blanket, or other
device out an open window to attract attention. In all cases, the point of contact that emergency personnel have been directed to is the exit stairwells in each building.
Active Shooter

An active shooter is one or more subjects who participate in a random or systemic shooting spree or is demonstrating the intent to continuously harm others. Their overriding object appears to be that of mass murder, rather than other criminal conduct, such as robbery, hostage taking, etc. An active shooter will also include anyone who uses any other deadly weapon (knife, club, bow and arrow, explosives, etc.) to systemically or randomly inflict death or great bodily harm on people.

Management

- ECU Chief of Police or designee

ECU Police Department Operations Policy/Procedure Summary (ECU Police General Order 1300-05)

- All enforcement personnel who are not on an emergency call shall respond.
- The first responding officers (up to four) shall form a contact team.
- The second set of four officers will form a rescue team
- The first command officer on the scene, who is not part of the contact or rescue team, will be the Incident Commander and will establish a command post and staging area.
- Incident Commander will order the Communications Center to initiate the notification matrix.
- Other agencies will be contacted to provide mutual aid where necessary.
- After the completion of the incident, the Chief of Police will complete an After-Action Report and hold a debrief session to evaluate and critique the incident response and actions taken.
- A review of the incident will also be conducted in a session scheduled by the Provost.

Education and Training Components

- Active shooter outside your building
  - Lock the door(s) to your room (if you are in a hall or a room that cannot be locked move to a room with a lock, if you can do so safely), close and lock all the windows and turn off the lights.
  - Everyone should lie down on the floors away from doors and out of view from windows.
  - One person in the room should call 911: tell the dispatcher:
    - What is happening?
    - What is your location?
    - If you know if anyone is hurt?
  - Remain in place until the police advise you it is safe.
  - Verify that voice commands are being issues by a police officer, not the shooter.

- Active shooter inside your building
  - If you know the location of the shooter, call 911 and provide that information. Follow the same procedure described in the previous section.
  - If your room cannot be locked, determine if there is a nearby location that can be reached safely or if you can safely exit the building.
  - If you decide to move from your current location, remember the shooter may be on your floor or the floor below. If you are on a lower level, it may be safer to leave by a window. Do not carry anything with you. If you encounter a police officer, follow his/her instructions completely. Police officers will probably be in groups of four and will use their weapons to stop an active shooter. Police officers will assist injured parties when it is safe to do so.

For more information about specific training available related to an active shooter on campus please go to www.ecu.edu/police
Fire

Management

- Unified Command Structure - Greenville Fire Department and ECU Chief of Police or designee

Operations Policy/Procedures

- The Greenville Fire and Rescue Department takes the lead on all operational actions regarding a fire on ECU’s campus or any structure that is considered university property. The ECU Police Department notifies proper administrators such as Environmental Health & Safety, Communications, as well as Academic and Student Affairs. Student Affairs will provide necessary support to students including, but not limited to, health, counseling, as well as academic and residential assistance.

Education and Training Components

- General Safety Guidelines
  - Sound the fire alarm and alert other occupants.
  - Small Fire Procedures: Sound the alarm first. Fight it with a fire extinguisher from a position of escape if you have been trained in the proper use of the fire extinguishers and if you feel it is safe to do so. **When in doubt, just get out.**
    - If the fire cannot be extinguished easily or if you are not trained in the proper use of a fire extinguisher, call 911.
    - If the fire is large, very smoky, or spreading rapidly, evacuate the building immediately.
    - Stay low and know the nearest exit.
    - Evacuate to the designated evacuation site and do not return to the building until instructed to do so by ECU Police.
    - Notify the ECU Police or firefighters on the scene if you suspect someone may be trapped inside the building.

- To Survive a Building Fire
  - Crawl if there is smoke.
  - Close as many doors as possible as you leave.
  - Feel doors before opening.
  - Go to the nearest exit stairway, not an elevator.
  - Only use a fire extinguisher if you know how to use it and if the fire is very small.

- If You Become Trapped
  - Keep the doors closed.
  - If there is a window available, signal for help by hanging an object out the window.
  - If there is no window, stay near the floor. Shout at regular intervals to alert emergency crews to your location.
  - Do not panic.
  - If the door is warm, do not open it. If smoke is entering through the cracks around the door, stuff something in the cracks to slow the flow.

- If You Are On Fire: Drop and Roll

For more information about specific training available related to a fire, please go to  www.ecu.edu/oehs
**Bomb Threat**

Bomb threats are serious matters and must be considered real until proven otherwise. Building evacuation is not a decision for anyone to make except the Incident Commander or other proper authorities.

**Management –**
- ECU Chief of Police or designee

**Operations Policy/Procedures –**
- The East Carolina Police Department will follow the ATF (Bureau of Alcohol, Tobacco, Firearms and Explosives) Threat Checklist as well as ECU Police General Order 1400-06.
- The ECU Police Department notifies proper administrators such as Environmental Health & Safety, Communications, as well as Academic and Student Affairs. Student Affairs will provide necessary support to students including, but not limited to, health, counseling, as well as academic and residential assistance.

**Education and Training Components**

- **General Safety Guidelines**
  - Bomb threats usually occur by telephone. Try to keep the caller on the telephone line as long as possible.
  - The person receiving a bomb threat call should remain calm and attempt to obtain as much information as possible from the caller.
  - Immediately report all bomb threats to the ECU Police Department at 911 on the Main Campus, 744-2246 on the Health Sciences Campus, giving your name, location, and telephone number. Inform the officer of the situation, including any information you may have as to the location of the bomb, the time it is set to explode, and the time when you received the call.
  - Inform your supervisor and/or department head.
  - Local supervisors and/or campus authorities will be responsible for building evacuation.
  - If you should spot a suspicious object, package, etc., report it to the ECU Police, but under no circumstances should you touch it, tamper with it, or move it in any way.
  - If instructed to evacuate, exit the building immediately and report to the designated evacuation site for the building. If inclement weather conditions exist, you may move to another building a safe distance away. Do not reenter the building until you are instructed that it is safe to do so by ECU Police.
  - If the threat is phoned in, the caller should ask the following questions:
    - Where is the bomb?
    - What time is it set to go off?
    - What does the bomb look like?
    - What kind of bomb is it?
    - What will cause it to explode?
    - Did you place the bomb? Why?
    - What is your address?
    - What is your name?

- **Things to Remember:**
  - time of call
  - sex and approximate age of caller
  - speech pattern
  - emotional state of caller
  - background noise

For more information about specific training available related to a bomb threat, please go to www.ecu.edu/police
**Hazards Spills and Gas Leaks**

Hazardous spills may be of a chemical, radioactive, or biological nature. If the identity of the chemical spill is unknown, treat it as toxic material and do not attempt to clean up the material.

**Management**

- Associate Vice Chancellor for Environmental Health & Safety

**Operations Policy/Procedures**

1. ECU’s Chancellor, Vice Chancellors, Deans and Department Heads are responsible for establishing correct handling and use of hazardous materials as an institutional priority; providing adequate financial and administrative support for safe hazardous materials use at ECU, and including laboratory, biological, chemical, and radiation safety, hazardous material storage and disposal considerations in long-range facilities planning.

2. The ECU Environmental Safety Committee is charged with promoting safety and environmental compliance across campus and advising on policy development and implementation. The committee reviews the Hazardous Material Management Policy every 3 years.

3. The Office of Environmental Health and Safety (EH&S) is responsible for providing overall administration and implementation for chemical aspects of the Hazardous Material Management Policy. As part of this administration, EH&S will perform the following functions:
   - Serve as the primary point of contact for all safety accreditation or compliance visits for outside agencies.
   - Maintain an approved program for the collection and disposal of hazardous chemicals and waste and provide written policies to maintain compliance with applicable federal and state regulations.
   - Provide appropriate training, consultation, air monitoring and assessment for physical or chemical hazards.
   - Serve as a resource to ECU physicians, faculty, staff and students to maintain a safe and healthful workplace.
   - Serve as the primary responder and remediation team for releases of hazardous chemicals or wastes.

4. The Office of Prospective Health is responsible for providing overall administration and implementation for the bloodborne pathogen, biological and radiation aspects of the Hazardous Material Management Policy. As part of this administration PH will perform the following functions:
   - Maintain permits to appropriately use radioisotopes and dispose of infectious and radioisotope wastes.
   - Serve as the primary point of contact for all biosafety, infectious agents, or radioactive material accreditation or regulatory visits from outside agencies.
   - Provide appropriate training, consultation, monitoring and assessments for biological or radioactive hazards to reduce the potential for releases.
• Serve as the primary responder for releases of infectious agents, biological materials and radioactive materials with EH&S staff available to support these efforts during large-scale incidents.

5. Each physician, faculty, staff or student who uses hazardous materials must obtain appropriate training, both initial and procedure specific, adhere to all ECU policies on hazardous material use and disposal, and ensure that employees who they supervise are adequately trained to perform tasks involving hazardous materials safely.

Education and Training

• General Safety Guidelines
  o If, in the judgment of the person or persons responsible for such materials, the spill presents any danger to themselves or the other building occupants, the following steps should be taken by appropriately trained personnel:
    ➢ Confine or stop the spill by using absorbent materials on hand, avoiding contact with skin, eyes, and clothing and shutting the doors of the room.
    ➢ If deemed necessary, sound the building fire alarm so evacuation can begin.
    ➢ Call the ECU Police at 911 on Main Campus; 744-2246 on the Health Sciences Campus, giving your name, department, and location of the emergency.
    ➢ Call the ECU Office of Environmental Health and Safety at 328-6166.
      ❖ For spills of radioactive materials, call the Office of Radiation Safety Office at 744-2418.
      ❖ For spills of biological materials call the Biological Safety Office at 744-3437.
    ➢ Evacuate to the designated evacuation site for the building. Do not return to the building until instructed to do so by ECU Police, Environmental Health and Safety, or Radiation and Biological Safety personnel.
    ➢ Do not walk through or stand in any spill areas.
    ➢ After evacuating, stay with your department coworkers or classmates so that supervisors and instructors can determine that you have safely evacuated the building.

• Flammable, Toxic, Corrosive and Cryogenic GasLeaks
  o If a gas cylinder should begin leaking and if, in the judgment of the person or persons responsible for such materials, it presents any danger to them or the other building occupants, the following steps should be taken:
    ➢ Confine the fumes or fire by shutting adjacent doors.
    ➢ Sound the building fire alarm so evacuation can begin.
    ➢ Call the ECU Police at 911 on Main Campus; 744-2246 on the Health Sciences Campus, giving your name, department, and location of the emergency.
    ➢ Call the ECU Office of Environmental Health and Safety at 328-6166.
    ➢ Evacuate to the designated evacuation site for the building. Do not return to the building unless instructed that it is safe to do so by ECU Police or Environmental Health and Safety Personnel.
    ➢ Do not walk through or stand in a gas or vapor cloud.
    ➢ Suspected gas leaks or suspicious odors should also be reported to the ECU Office of Environmental Health and Safety and the ECU Police Department so appropriate action can be taken.

For more information about specific training available related to a hazardous/chemical spill, please go to www.ecu.edu/oehs
Pandemic Influenza Plan

Management

- Associate Vice Chancellor for Environmental Health & Safety

Operations Policy/Procedures

- The ECU Pandemic Influenza Response Plan uses the World Health Organization’s (WHO) response Phases 3-6.
  - Phase 3 represents the current activities of planning for mitigation.
  - Phases 4 and 5 represent the escalation of preparations to respond to the influenza pandemic:
    - Phase 4 is equivalent to a pandemic “Watch”
    - Phase 5 to a “Warning”

- Planning and response within the WHO phases requires the coordination and involvement of multiple internal and external agencies. The Pandemic Influenza Steering Group is led by representatives from the Office of Environmental Health and Safety, Student Health Services and the Office of Prospective Health. For each phase, there are multiple divisional responsibilities, which escalate based upon the response level.

Education and Training

For more information about specific training available related to a pandemic influenza plan, please go to www.ecu.edu/oehs.

Serious Injury or Illness

General Safety Guidelines

- Do not move a seriously injured person unless it is a life-threatening situation.
- Call the ECU Police at 911 on Main Campus; 744-2246 on the Health Sciences Campus. Callers should be prepared to provide the police telecommunicator with the following information:
  - Your name
  - The location of the emergency
  - Patient’s chief complaint (nature of injury or illness)
  - How many people are hurt or sick
  - The age and gender of the patient
  - The patient’s level of consciousness and breathing
- Administer first aid per pre-arrival and postdispatch instructions given by the emergency medical dispatcher.
- Keep the victim as calm and comfortable as possible. Notify the emergency medical dispatcher of any changes in the patient's status.
- Remain with the victim until ECU Police or emergency rescue personnel arrive.
- If the injured person is an employee, initiate reporting procedures as directed by your department head and/or supervisor. All work-related employee injuries and illnesses must be reported as soon as possible to the ECU Office of Environmental Health and Safety at 328-6166
Severe Weather

Severe weather is by its nature unpredictable and sometimes violent; however, the approach of such weather is often known in advance. Good communication and quick response throughout the East Carolina University community can minimize serious injuries. Every reasonable effort will be made to advise faculty, staff, students and visitors of the approach of severe weather.

Management

- Associate Vice Chancellor for Environmental Health & Safety

Operations Policy/Procedures

Tornado, High Wind, or Severe Thunderstorm Warnings

If a tornado is sighted approaching campus or if a tornado warning is announced through the university communication system, the following measures should be taken.

- Move away from open doors and windows while safely trying to move to an interior hallway on the lowest floor.
- Seek strong structural buildings for shelter, preferably locations farthest away from doors and windows.
- Take shelter underneath your desk or any heavy furniture available. Assume a curled position so as to protect your head and eyes.
- All qualified personnel will render first aid as necessary.
- Things to avoid:
  - Electrical Equipment
  - Windows
  - Auditoriums, gymnasiums, or other structures with wide, free-span roofs.
  - Elevators

Ice Storms and Freezing Rain

The University will make every effort to clear the streets and sidewalks for the safety of the campus community. In doing so staff members will be working in and around slick and dangerous areas. Please do not interfere with their efforts and understand that they are working diligently to make the campus safe for you. Remain inside as much as possible but if you must go outside, remember to:

- Adhere to all safety signs and cautioned off areas.
- Stay clear of icy trees, rooftops and power lines as falling ice/icicles is very dangerous.
- Do not walk near ice and snow removal equipment.

University Closings and Delays Due to Inclement Weather

The University offers students, faculty and staff a variety of ways to learn about campus closings and delays due to inclement weather. Announcements can be found in a timely manner through:

- East Carolina University Campus Hotline – (252) 328-0062
  - ECU Brody School of Medicine Adverse Weather Hotline – (252) 744-5080
- E-mail messages to students, faculty and staff
- East Carolina University Web site (www.ecu.edu/alert)

Hurricanes

- In most cases, hurricanes will allow sufficient time for evacuation, whereas tornadoes may not.
- In the event of an approaching hurricane, University officials will offer guidelines relative to the preparation of office space, instructional/lab space and residence halls.

For more information about specific training available related to a severe weather, please go to www.ecu.edu/oehs
General Information

Basic Rules of Personal Safety

- Do not leave your wallet, purse, briefcase, recorder, laptop computer, or cellular phone unattended or in plain view inside your vehicle.
- Keep your vehicle locked. Have your keys ready when you return to your vehicle. Look around the area and under your vehicle as you approach.
- If you are out at night, walk or park in well-lighted areas or call the ECU Police for an escort, 328-6787 on the Main Campus; 744-2246 on the Health Sciences Campus.
- Keep your vehicle in good running order and have at least a quarter tank of gas at all times.
- Keep your vehicle doors locked and windows rolled up at least part of the way, no matter how short the distance you're driving or how safe the neighborhood.
- Don't stop to help other motorists; call for help for them at your earliest convenience.
- Stay alert. Keep your mind on your surroundings—who's in front of you and who's behind you. Don't get distracted. If you're worried about crime, ask a friend to accompany you when you go out.
- Communicate the message that you are calm, confident, and know where you're going. Stand tall, walk purposefully, and make quick eye contact with people around you.
- Trust your instincts. If you feel uncomfortable in a place or situation, leave.
- If you see anything suspicious or unusual on campus, call the ECU Police.
- Remember, if you have an emergency or need a response for any type of emergency service, on the Main Campus, call 911 or 328-6150. On the Health Sciences Campus, call 744-2246.

Always Dial 911 for Emergencies

Calling 911 is for life and death emergencies. However, 911 is also the number to dial anytime you need a rapid response from law enforcement, fire, or rescue personnel anywhere at the university. Dialing 911 will connect you with emergency telecommunicators who will ascertain your need and dispatch the appropriate emergency response.

Important things to tell a 911 telecommunicator when dialing for assistance:

- Your name; your location (be as specific as possible – i.e. Second Floor of the Bate Building or Room 212 in the Austin Building); Explain what is happening (describe situation – i.e. someone has a gun near the fountain or there’s a fire in the Flanagan Building); Is anyone injured?

NOTE!!

If you dial 911 by mistake, please do not hang up. Tell the telecommunicator that you dialed the wrong number. Otherwise a police officer will be dispatched to your location to follow up on the disconnected call.

Hearing and Speech Impaired for Emergencies

After dialing 911 from a TDD or TTY, simply press the space bar 10 times to indicate you’re using a TDD or TTY.

Abuse of 911 System

Calling 911 is NOT to be used for general information purposes. This could tie up the phone lines and prevent someone with an emergency from getting help. It is illegal to intentionally misuse 911.

Remember, if you have an emergency or need a response for any type of emergency service on campus, dial 911.
**Sexual Assault**

**Prevention**
The ECU Police Department’s crime prevention unit presents specially designed educational seminars on sexual assault issues and prevention, including rape/sexual assault prevention, date/acquaintance rape prevention, and simple self-defense techniques against sexual assault. In addition to these seminars, videos are available, including Campus Rape, When No Means No, The Aftermath of Rape—How Can I Help Her?, and Someone You Know—Acquaintance Rape.

Other university organizations conduct educational sessions on issues surrounding sexual assault and its prevention. The Office of Victim Services provides programming that focuses on rape/sexual assault prevention, as well as information about resources available to survivors and their friends. The Office of Victim Services organizes Sexual Assault Awareness Week activities that include Take Back the Night March, candlelight vigil, workshops and resource information sessions and nationally recognized guest speakers.

**What to do when a sexual assault occurs**
If a sexual assault just occurred:
- Make sure the victim is safe.
- Call the police immediately. Use 9-1-1 if the assailant is still in the area.
- Contact the ECU Police at 328-6787; Greenville Police at 329-4315; Pitt County Sheriff at 830-4121.
- Encourage the victim to seek medical attention and emotional support.

**Medical Assistance**
It is very important for victims of sexual assault to receive a complete medical examination with evidence collection regardless of whether or not the victim plans to involve the police or university disciplinary officials in the case. (Seeking medical attention does not obligate the victim to report to the police.) In addition to the obvious injuries, a complete medical examination may reveal hidden injuries that need treatment and also provide time and opportunity for a confidential discussion with a trained medical provider concerning issues of potential pregnancy, emergency contraception, communicable diseases and emotional and safety concerns.

A physical examination is offered at both Pitt County Memorial Hospital 24/7 and ECU Student Health Service during regular hours of operation. If a student reports for the examination within 72 hours of the assault, a specially trained forensic nurse will explain the examination and evidence collection procedure and with the victim’s permission will collect the evidence.

At the time a student makes contact with the police, PCMH or ECU Student Health Service and reports that he/she has been assaulted, the student is given the option of having a specially trained Sexual Assault Response Team (SART) member from Student Health Service to provide support through the examination and evidence collection process and to also provide important information about other support services that are available to students, such as the ECU Victim’s Advocate, counseling, follow-up medical services, as well as how to obtain class excuses and safe housing on campus.

Financial assistance for medical expenses may be available through the North Carolina Victims Compensation Program if certain criteria are met.

**Emotional Support**
**Counseling** – Assistance by a trained professional during and after the crisis can make a major difference in the victim’s emotional adjustment. Free and confidential counseling and other referrals are available through the ECU Center for Counseling and Student Development (328-6661). The Counseling Center provides 24 hour crisis services for currently enrolled students.
Advocacy – A Victim Advocate is available through the Police Department. The Victim Advocate coordinates support services for sexual assault victims from the time of the assault through the recovery processes. Services include advocacy through the legal, medical, and counseling processes; assistance in notifying the police; and with class schedules and on-campus housing concerns. Seeking support or counseling does not obligate the victim to report the assault to the police or to the ECU Office of Student Rights and Responsibilities.

Legal and Judicial Remedies
The victim of an attempted or completed sexual assault has the option of pressing charges against the assailant in several ways. The victim does not have to choose between the following courses of action, but may utilize some or all of them:

Criminal Prosecution – Reporting a sexual assault or attempted sexual assault to the police does not mean that the victim has to press charges; however, it does begin the legal process should the decision to prosecute be made at a later date. The sooner an assault is reported to the police, the more likely it is that valuable evidence can be collected. If a report is made, the police will work the District Attorney’s office to determine if there is enough evidence to justify a criminal trial.

File a Civil Suit. Victims can consult an attorney about initiating a suit for damages in civil court. The purpose of a civil suit is to compensate the survivor for the wrong done to her or him.

File Charges through the University Judicial Process. The university believes that perpetrating sexual assault and/or attempting sexual assault is not acceptable behavior for an ECU student. Both are violations of the Student Code of Conduct: Endangering, injuring, or threatening to injure the person or property of another. This is one of the most serious violations of the Student Code of Conduct.

If the alleged perpetrator is a student and the victim wishes to bring a complaint for violations of the university conduct code against him or her, the victim may make an appointment to meet with the Director, Associate Director or Assistant Director of the Office of Student Rights and Responsibilities to discuss options. During the initial consultation, they will review the incident, clarify the disciplinary process under the Code and explain the options available to the victim. Support persons are welcomed and encouraged to accompany the victim. Having an initial consultation does not obligate the victim to pursue disciplinary action.

If an ECU student is found responsible for sexually assaulting or attempting to sexually assault a victim, sanctions may include expulsion, suspension with the option to petition to reapply, suspension for a defined period of time (that may be as long as the victim is a student at ECU), mandated counseling, removal from a residence hall or residence hall system, removal from a class or academic program, imposition of a no contact order, probation, and/or any of the sanctions or remedies listed in the Student Code of Conduct. These sanctions may be imposed in combination with each other. Both the accused student and the victim will be informed of the outcome of any disciplinary situation in which sexual assault or attempted sexual assault is alleged and, if the accused is found responsible for violating the Code of Conduct, of any sanctions imposed.

Non-ECU students responsible for sexually assaulting or attempting to sexually assault a victim will be prosecuted.

Legal Advice. ECU Student Legal Services provides an attorney who will answer questions about criminal or civic procedures. This attorney will not represent a student in court, but is available to answer legal questions and provide educational seminars and workshops. To schedule an appointment, call 737-1067.
Crime in Progress

- Do not attempt to approach or interfere with the criminal except in the case of self-protection.
- If safe to do so, stop and take time to get a good description of the criminal. Note the height, weight, sex, race, approximate age, clothing, method and direction of travel, and name, if known. All this takes only a few seconds, and it is of the utmost help to the investigating officers. If the criminal is entering a vehicle, note the license number, make and model, color, and any outstanding characteristics.
- Immediately call the ECU Police at 911 on the Main Campus, 744-2246 on the Health Sciences Campus, or 328-6150 if calling from a cellular phone. Give your name, location, telephone number, and department. Advise them of the situation and remain where you are until contacted by an officer.
- In the event of civil disturbance, continue in your normal routine as much as possible. If the disturbance is outside, stay away from doors and windows.
- Do not interfere with those persons creating the disturbance or with the law enforcement authorities on the scene.

Animals on Campus

In consideration of personal safety, as well as sanitation, privately owned animals are not permitted in any buildings on campus. Only in the following cases are animals allowed:

- Seeing Eye or leader dogs for the visually handicapped.
- Animals that are brought on campus for a specifically authorized and approved animal show, contest, or other event involving the display or demonstration of skills of trained animals.

Any animals on campus that do not meet either of the above provisions must be leashed and attended to at all times. Persons violating this policy will be requested to leave campus with their animal immediately. Animals found unattended may be impounded by the ECU Police and turned over to animal control officers.

To report the presence of an animal or the occurrence of an animal bite on Main Campus, call the ECU Police at 328-6787. On the Health Sciences Campus, call 744-2246.

Student Assistance Available – East Carolina University has a variety of pre-incident resources available to students to provide awareness and promote personal risk management:

- East Carolina University has counseling and psychiatry services available through the Center for Counseling and Student Development. These services are available to all enrolled ECU students. In addition, they provide consultation services for faculty/staff, parents, and students who are concerned about the well-being of an ECU student.
- The Center for Counseling and Student Development also offers crisis and emergency services. If an enrolled student is experiencing a crisis or emergency situation, they can call (252) 328-6661 during normal business hours and after hours the On-Call Counselor can be reached at (252) 328-6150.
- Every residence hall on ECU’s campus has a coordinator on call 24-hours a day, 7-days a week (list duties and who they serve).
- The ECU Police Department offers the Rape Aggression Defense Basic Personal Defense System for women, which is a national program of realistic self-defense tactics and techniques. For men, Resisting
*Aggression with Defense* is offered with the goal of providing realistic self-defense options to men regardless of their level of physical conditioning.

- HLTH 1000 and COAD 1000 classes contain segments on safety and risk management and ECU also offers a course, HLTH 1100-Personal Safety Issues, which brings together experts who cover a variety of personal safety and risk management topics.
- ECU Student Legal Services offers educational programming in law and risk management covering areas including, but not limited to, sexual assault, relationship violence, drug and alcohol laws, internet safety, identify theft prevention, searching the sex offender registry and landlord tenant issues.
Appendix A: Threat Assessment

East Carolina University is committed to providing a safe and secure living, learning, and working environment on its campus. The safety of our students, faculty, staff, and visitors is very important to us and it is our goal to create and foster a culture and climate of trust, respect, and emotional support on our campus. However, the University cannot absolutely ensure that targeted campus violence or serious threats will never occur.

Purpose of the Threat Assessment & Management Team
The Threat Assessment & Management Team is a campus resource designed to assess potential or actual threatening or violent behavior. The Threat Assessment Team may suggest possible strategies to students, faculty, and staff to respond to acts of intimidation, threats, and violence, or they may refer individuals to the appropriate office for mandatory action.

Threat Assessment Team Procedures
- Any member may convene a Team meeting to discuss a situation of concern.
- The Team member who is first notified of an incident, or potential or actual threat of violent behavior should gather the following information:
  - Name and phone number of the notifying person and his/her role (i.e. victim, witness, supervisor, co-worker, etc.)
  - Names and classification of individual(s) involved in the incident (i.e. student, faculty, staff, other)
  - The “who, what, when, and where” of the incident.
  - Any prior incidents or threats? Are others potentially at risk? If so, who?
  - Any other available and relevant information.
- Ask the notifying party to write down as much information as he/she can recall about the incident.
- Contact Team members and convene a meeting.
- Select a Team Leader who will be responsible for the overall management and documentation of the assessment.
- Invite others to join the Team if they have specific expertise in this incident.
- Conduct a threat assessment inquiry.
- Coordinate results of the assessment with the University Attorney before implementing a case management strategy.
- If a report proves to be false or misinterpreted as a threat, the University shall take appropriate measures to protect the accused person’s reputation, rights to privacy, and confidentiality.

Composition of the Threat Assessment & Management Team
- ECU Police
- ECU Office of Dean of Students
- ECU Center for Counseling and Student Development
- ECU Academic Affairs
- ECU Human Resources
- ECU Campus Living
- ECU Division of Administration and Finance
- ECU Office of the University Attorney

Training
Members of the Threat Assessment & Management Team will meet semi-annually or as needed for refresher training. During this annual meeting the Threat Assessment Policy and protocols should be reviewed and updated.
Fitness-for-Duty /Risk Evaluation

The Fitness-for-Duty/Risk Evaluation is defined as a referral to address extraordinary situations where an employee poses a serious and/or immediate hazard or risk to themselves or others in the workplace. It may also be used to determine an employee’s medical or psychological fitness to perform their essential job functions.

Unlike the Management Directed Referral, management will receive an evaluative summary from the evaluating resource regarding the employee’s fitness-for-duty. The ECU office of Prospective Health will conduct the fitness for duty/risk evaluation and facilitate referrals to other qualified medical resources as deemed appropriate.

When considering a Fitness-for-Duty/Risk Evaluation, management must first consult with Employee Relations in Human Resources.

The following information must be provided to the Office of Prospective Health in advance of the referral:

- precipitating event(s)
- documented performance and/or behavioral concerns
- pending or previous disciplinary action
- employee’s job description and essential job functions

Management must communicate the following information to the employee:

- specific reason(s) for the Fitness-for-Duty/Risk Evaluation
- expectations for compliance in resolving the concern(s)
- consequences for failure to accept all conditions of the referral which includes:
  - compliance with the directive to undergo a Fitness-for-Duty/Risk Evaluation
  - compliance with recommendations from the Office of Prospective Health or other qualified medical resources to whom the employee was referred by the Office of Prospective Health or any other conditions of the evaluation, or
  - make the required improvements in performance or conduct

The evaluative summary findings will recommend one of the following courses of action:

- Fit to return to duty without specific recommendations. The evaluator has determined that the employee is fit for duty and does not pose a hazard or risk to self or others.
- Fit to return to duty with specific recommendations. The evaluator has determined that the employee is fit for duty and does not pose an immediate hazard or risk to self or others. However, the evaluative findings recommend that the employee should undergo treatment as a condition of employment.
- Not fit to return to duty until specific recommendations have been met. The evaluator has determined that the employee is not fit for duty and may pose a hazard or risk to themselves or others. Management shall consider the recommendations in the evaluative summary and shall state the terms and conditions that must be met before the employee shall be allowed to return to work.

ECU shall advise the employee of their leave options should an evaluative summary recommend that an employee not return to work. These options include Family and Medical Leave, Voluntary Shared Leave and Short Term Disability based on the course of action recommended.

The cost of the Fitness-for-Duty/Risk Evaluation is the responsibility of ECU as the university is requesting the evaluation. ECU is considered the client; therefore, the evaluative summary will be provided directly to the
Human Resources Office. The cost associated with recommended treatment shall be the employee’s responsibility.

The Office of Prospective Health will recommend and monitor the employee’s compliance with treatment recommendations and progress towards fitness-for-duty and will maintain ongoing communication with ECU until closure.

**Purpose of the Student Safety and Concerns Committee**
- Serve as a conduit for sharing relevant information about students of concern from all sectors of the campus community.
- Provide a platform for discussing students of concern and developing a plan of action to assist the student and protect the campus community.
- Assign a “case manager” to coordinate and/or follow up with the action plan for a specific student of concern.
- Provide consultation and liaison between the committee and the committee member’s constituency about student issues and concerns.
- Educate the campus about how to appropriately respond to student issues and concerns.
- Offer a support mechanism for committee members and other campus community members.

**Composition of Student Safety and Concerns Committee**
- Dean of Students Office
- University Attorney’s Office
- Faculty Representative
- University Admissions
- ECU Police
- Student Health
- Center for Counseling and Student Development
- Disability Support Services
- Residence Life
- Students Rights and Responsibilities

**Involuntary Protective Withdrawal**

East Carolina University is committed to the well-being and safety of its community members and the integrity of its learning environment. The University may require a student to take an involuntary protective withdrawal if there is sufficient evidence that the student is engaging in, or is likely to engage in, conduct that presents an imminent danger or threat of causing substantial harm to self or others, damage to property, substantially disrupts the learning environment and impedes the lawful activities of the campus community. For more information, refer to the Involuntary Protective Withdrawal Policy or contact the Dean of Students.

The policy and associated procedures do not take the place of disciplinary action associated with a student’s conduct that is in violation of University policies and regulations. Actions taken under the policy are considered to be therapeutic, not punitive and are not considered disciplinary action. This policy is to be invoked only in those extraordinary circumstances in which the regular disciplinary system cannot be applied or is not appropriate, and after attempts to secure a voluntary withdrawal have been exhausted.
Appendix B: Incident Command System (ICS)

- Is a standardized management tool for meeting the demands of small or large emergency or nonemergency situations;
- Represents “best practices” and has become the national standard for emergency management.
- May be used for planned events, natural disasters and acts of terrorism.

The ICS is a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to enable effective and efficient domestic incident management. It is used to organize both near-term and long-term field-level operations for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade. There are five major functional areas:

Various analysis tools have been developed to assist consideration of important factors involved in incident complexity including:

- Impacts to life, property and the economy
- Community and responder safety
- Potential hazardous materials
- Weather and other environmental influences
- Likelihood of cascading events
- Potential crime scene
- Political sensitivity, external influence and media relations
- Area involved, jurisdictional boundaries
- Availability of resources

The ICS organization may be expanded easily from a very small size for routine operations to a larger organization capable of handling catastrophic events. The use of distinct titles for ICS positions allows for filling ICS positions with the most qualified individuals rather than by seniority.

Unified Command
Along with the establishing and transfer of command within the ICS Command Structure, Unified Command presents the highest probability of usage at East Carolina University. Unified Command is an important element in multijurisdictional or multiagency domestic incident management. As that definition relates to East Carolina University:

- Multiagency could represent the different units on campus such as, but not limited to, Student Affairs, the ECU Police Department, and Environmental Health & Safety.
- Multijurisdictional would be external mutual aid agencies called upon to assist an on-campus situation. This may include, but not limited to, Greenville Fire Department, Greenville EMS, Pitt County Emergency Management, Pitt County Sheriff’s Department, and Highway Patrol.

As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographical jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework. The benefits of Unified Command include:

- A single set of objectives is developed for the entire incident.
• A collective approach is used to develop strategies to achieve incident objectives.
• Information flow and coordination is improved between all jurisdictions and agencies involved in the incident.
• All agencies with responsibility for the incident have an understanding of joint priorities and restrictions.
• No agency’s legal authorities will be compromised or neglected.
• The combined efforts of all agencies are optimized as they perform their respective assignments under a single Incident Action Plan (IAP).
Appendix C: Crisis Communication Plan Summary

The Crisis Communication Plan provides policies and procedures for the coordination of communications within the university administration, to the university community, and also the media and the public in the event of an emergency or controversial issue. This plan addresses media relations and communications issues, as well as identifies procedures for the rapid identification of potentially harmful situations and methods for responding to these situations quickly and effectively. This plan is designed to be used in conjunction with the normal decision-making hierarchy and the operational crisis response plans managed through ECU Police, Environmental Health and Safety and other units.

Objectives

- Factually assess the situation and determine whether a communication response is warranted.
- Assemble the Crisis Policy Team
- Implement immediate action: identify constituencies that should be informed; communicate facts about the crisis; minimize rumors; and restore order and confidence

Procedures

- Gather information; determine if an immediate response is necessary; consult with the Executive Director of University Communications and Provost who will convene the Crisis Policy Team
- The Crisis Policy Team at a minimum will include: Chancellor, Executive Assistant to the Chancellor, Executive Director of University Communications, Associate Vice Chancellor for Environmental Health, Safety, Parking and Transportation, Provost, Vice Provost for Student Affairs, primary unit contact, Vice Chancellor for Administration and Finance, and the University Attorney. Other personnel added based upon the nature of the crisis.

Response – The Crisis Policy Team will develop a plan of action including some, or all, of the following.

- Activate the ECU Emergency Response Team.
- Designate a spokesperson.
- Draft a press release and/or fact sheet.
- Notify key constituencies.
- Assign members of the Crisis Policy Team to communicate the facts of the situation and the university’s intended response. Among those notified, depending on the situation, are:
  - Law enforcement agencies – notified by ECU Police
  - Medical agencies – notified by ECU Police and/or New Services
  - Campus Administrators, Faculty and Staff – notified through the ECU Alert system
  - Students – notified through the ECU Alert system
  - Board of Trustees – notification coordinated by the Assistant Secretary to the Board
  - UNC-GA – notified by the Chancellor
  - Parents – notified through various resources including, but not limited to, the Campus Emergency Hotline, Parents Council, Dean of Students Hotline, and PIER
  - Local Community – fliers, emails and mass meetings when appropriate; coordinated by the Student Neighborhood Relations Facilitator and Campus Safety Coordinator
  - Mass media – notified by the ECU News Services
  - City, County and State Senior Elected Officials – notified by the Executive Assistant to the Chancellor (Mayor’s and Governor’s Offices)
  - Alumni – notified by the Associate Vice Chancellor for Alumni Relations
- Alert the media.
Establish an Emergency Operations Center. If an Incident Command System site is established, the Associate Vice Chancellor for Environmental Health, Safety, Parking and Transportation will coordinate communications and interactions between the ICS and Crisis Policy Team.

- Decide whether to assign videographers and photographers to take pictures of the scene.
- Discuss radio responses.
- Determine strategy for internal communications and alternative communications.
- Notify switchboards and set up a phone bank at the Dean of Students Office.
- Post an ALERT message.
- If necessary, consider hosting ECU’s website at an alternate location through the PIER system.

Monitoring

- Executive Director of University Communications will alert the ECU News Services staff to scan for stories related to the situation.
- ECU News Services staff will establish an information file on the event, which should chronicle all material related to the crisis.
- ECU News Services staff will monitor the situation daily and updated the Crisis Policy Team, staff and appropriate administrators.
- ECU News Services staff will take notes during the crisis, which will be used to improve future crisis response.

Aftermath

Appropriate action must take place to ensure that members of the university community and others receive needed information and assistance to help bring closure to the crisis as well as relief from the effects of the event. Attention also should be placed on identifying and implementing measures to improve the action plan used during the crisis. An after-action report and debriefing will be conducted after each event to list lessons learned and opportunities for improvement. The Crisis Policy Team will be tasked with following improvements to satisfactory conclusion.

- If needed, a public forum should be scheduled and coordinated by the Executive Director of University Communications. Participants may include, but are not limited to, ECU Police, Office of the Provost, Student Affairs, Human Resources, the Dean of Students Office, and University Counseling Center.
- As a matter of sensitivity to the faculty, staff, students and family members who have been personally affected by the disaster, there may be a need to assist victims with obtaining information and/or a referral to available resources.
- The Crisis Policy Team shall meet within 10 days following a crisis and review all actions taken as a result of the crisis to determine the effectiveness and efficiency of operations and make any needed changes to the Crisis Communication Plan.
Appendix D: Center for Counseling and Student Development Services

The mission of the Center for Counseling and Student Development (CCSD) is to enhance the personal growth of students through developmental, preventative and remedial programming. Additionally, the CCSD is the primary office on campus that addresses the immediate psychological needs of students in crisis. At East Carolina University, the most common reasons students seek services at the CCSD are: depression, anxiety, adjustment issues, relationship concerns and alcohol and other drug issues.

The CCSD provides counseling and psychiatry services that are free and confidential to enrolled ECU students. Students are seen on an appointment basis. However, due to high-demand and the needs of the university community, crisis appointments are available every day during the academic semester. Faculty and staff concerned about a student can consult with the CCSD and assert the need for a student to be seen or simply bring the student to the center. During the crisis appointment, the student will be evaluated by one of the CCSD staff members. At that time, a disposition will be determined. For most students, follow-up services at the CCSD will be the treatment plan. For others, psychiatric hospitalization (voluntary or involuntary) will be the course of treatment. ECU Police assist with transportation to PCMH for voluntary hospitalization. The Pitt County Magistrate is contacted to arrange for transportation papers in the event of involuntary hospitalization in order to protect the student’s safety and best meet their treatment needs.

Psychological Withdrawal
The CCSD is able to administratively withdraw students who are so psychologically impaired that they are unable to function within a given semester. Students must be interviewed regarding their situation, provide documentation of their psychological treatment and authorize faculty to provide feedback regarding their academic performance. Once a student receives a psychological withdrawal, he/she is required to provide documentation of successful psychological/psychiatric treatment before he/she is allowed to resume studies at the university.

Judicial Intervention
The CCSD receives referrals from the Office of Student Rights and Responsibilities for mandated assessment. Assessment and counseling are provided to reduce the risk for recidivism.

Prevention
The CCSD provides educational outreach to students on mental health issues including alcohol and other drugs, depression, suicide prevention, adjustment and other emotional health issues. Many of these programs target specific groups that are high-risk for behavioral and emotional concerns. Other programs are geared to education peer leaders who can disseminate knowledge to the campus at large. The CCSD routinely collaborates with Campus Recreation and Wellness, ECU Police, Campus Living, Dean of Students Office, and the academic departments to provided educational programming to students.

Crisis Response
Daytime crisis service hours are available to handle referrals. The appropriate personnel to whom reports of concern should be made could include Campus Living staff, faculty CCSD staff and the Dean of Students staff. Protocol currently in place is that the Dean of Students staff will act to follow up on such reports of concern to get the student in to CCSD for assessment so that a determination regarding the student’s safety and/or psychological/psychiatric needs can be made. Additionally, the Student Safety and Concerns Committee meets to address information brought forward regarding students of concern. For more information see Appendix A. The CCSD is on call after normal business hours, weekends and holidays to respond to psychological emergencies. Calls come to the on-call counselor through the ECU Police dispatch. After serious incidents on campus or
personal crises for students, the CCSD is frequently asked to meet with individuals or small groups to process their responses to the traumatic event.
Appendix E: Education and Training

The education and training of students, faculty and staff is a vital component of an effective and comprehensive safety program. Meeting the education and training needs of a diverse university population requires a collaborative and coordinated effort among a variety of campus units to insure a consistent, efficient and effective system. Representatives from Student Affairs, ECU Police, Human Resources, Environmental Health and Safety and others provide nearly 90 safety-related presentations throughout the year.

These safety presentations cover such topics as alcohol awareness, personal safety and security, depression and suicide, victim’s rights, internet and identity safety, domestic violence and stalking, threat assessment, dealing with disruptive students in the classroom, Halloween safety, defensive driving, lab safety, emergency preparedness and communication, and business continuity planning. College Alc is a mandatory course for first year students, while personal safety and security information is also provided in Health 1000, Health 1100 and COAD 1000. A variety of safety and security training is also provided during faculty, staff and student orientation.

Management

- Associate Vice Chancellor for Environmental Health and Campus Safety – program oversight, management and coordination of all campus safety training programs; insure overall safety education and training program requirements and priorities are being met

- Environmental Health & Safety Training Coordinator – program development, monitoring and review

- Associate Vice Chancellor for Human Resources (HR Training Coordinator) – coordination of staff and faculty education and training programs

- Director of Student Legal Services – coordination of student safety education and training programs

- Director of Student Affairs Communication and Marketing - support education and training program by assisting in the development of websites, online, video and other media formats

Policy and Procedure

- The Associate Vice Chancellor for Environmental Health and Campus Safety will have primary responsibility for managing and coordinating the safety education and training program in a collaborative manner.

- The Safety Education and Training working group will assist the Associate Vice Chancellor for Environmental Health and Campus Safety in managing and coordinating the safety education and training program.

- The Associate Vice Chancellor for Environmental Health and Campus Safety will maintain a database of all education and training programs being provided to the campus community. The database will be reviewed annually for accuracy and efficiency of resources.

- Safety education and training programs will be evaluated periodically by participants and the Safety Education and Training working group.
- All presenters will be required to maintain acceptable training records and provide them for review by the Associate Vice Chancellor for Environmental Health and Campus Safety or designee.

- A central records system will be made available for maintaining necessary documentation.
### Extramural Research Awards

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#### ECU External Grant & Contract Awards

**Projection**

- Awards in Millions
- FY04-05: $30
- FY05-06: $40
- FY06-07: $50
- FY07-08: $65
- FY08-09: $55
- FY09-10: $45
- FY10-11: $35
- FY11-12: $40
- FY12-13: $45
- FY13-14: $50
- FY14-15: $55
- FY15-16: $60

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RGS agenda items 2010 Feb 25
Critical Factors in Enrollment Growth

The following critical factors were identified by GETF members as important considerations that drive enrollment growth and graduate degree program development in units at ECU.

1. Availability and source of funds for GA's and PhD stipends.
2. Faculty and operating
3. Growth and funding formula
4. Professional accreditation
5. The economy (affects funding and student flow)
6. Workforce demand/projections
7. Facility infrastructure – education, lab, offices, research
8. Reputation of the program and quality-competitiveness in student recruitment
9. International and out-of-state stipends (tuition remissions, GA/stipends)
10. ECU Research Agenda
    a. Commitment to research
    b. Research intensive and need for strategic planning and investment
    c. Alignment of graduate enrollment with research agenda
11. Face-to-face and DE funding – do they pay for themselves
12. External funding
13. Prioritizing programs and funding by Doctoral and Master's programs
14. Market and position ourselves to respond to emerging opportunities
Graduate Enrollment Task Force
Charge and Tasks Working Document
December 2009

Charge (broken down by purpose or action)
• Develop a comprehensive graduate enrollment management plan that will
  • guide operational and strategic spending for the next ten years,
  • grounded in the long-term strategic priorities of the university,
  • informed by explicit policies that
    • express the consensus of the deans and senior administrators about
    • acceptable levels of spending and
    • non-financial values in particular areas.
• The plan should reflect university and unit strategic and operational goals
  (UNC Tomorrow, ECU Tomorrow)
• include an accurate accounting of current and projected income, actual
  and projected expenses, and the resulting income/expense ratios.

Specific tasks:
Each numbered task is followed by information, issues, factors discussed at our
GETF meetings that need to be considered when addressing that specific task.
Results of the discussions are provided in italics following each specific task
highlighted in bold.

1. Examine and recommend link between graduate education and the
   university’s research agenda
   A. ECU’s research agenda
   B. Commitment to research
   C. Research Intensive
   D. Need for strategic planning and investment
   E. Alignment of graduate enrollment with research agenda
   F. Define levels of research
   G. Where is there linkage, or no linkage, between graduate education and
      university’s strategic priorities:
      1) Research
      2) Clinical service
      3) Quality of life
      4) Economic development
      5) other
2. Develop a profile of graduate education
   • Inputs
     i. Client needs // alumni
   • Regional needs in areas of economic development and labor force
   • Address issue of balance between DE and face-to-face
   • Address issue of balance between professional education and research
     A. Current graduate programs at ECU
     B. Develop a matrix/grid to include the following variables for analysis and formulation of recommendations
     C. Which programs are growing
     D. Enrollment trends – face-to-face/distant education, on campus and web based
     E. Date degree established
     F. Name/Degree and specializations
     G. Accreditation – who, frequency, last review date, internal reviews, professional society affiliations
     H. Where students come from & profile – age, diversity, gender, financial aid, GPA, GRE, etc.
     I. Number of Faculty and faculty/student ratio
     J. Graduation data – degree, GPA, gender, diversity, year of degree
     K. Existence of program in UNC System, peer institutions, and NC Private Institutions
     L. Number of similar and related programs in UNC System, peer institutions, and NC Private Institutions
     M. Student publications
     N. Funding sources – off model, grants
     O. SWOT analysis for ECU programs
     P. Affiliation – service learning, external experience, clinical, professional
     Q. Infrastructure, space, labs, equipment (sq. ft. per student)
     R. Budgets – state and non-state funds (source)
     S. Average time to completion of degree (full and part-time, semester hours for degree)
     T. Thesis or dissertation requirement
     U. Capstone experience (e.g., Masters Project, performance, production, exhibition)
V. SCH/FTE productivity
W. Graduate Assistantships (TAs, RAs, Graduate Intern Assistant) and doctoral stipends
X. University versus Unit contributions – remissions (in state, out of state, international)
Y. Number of program applicants – number applied, number accepted and number who attended; ratio (also GPA, GRE, MAT averages)
Z. Program reputation and marketing

3. Recommend enrollment targets for the fifteen year period 2010 to 2025 in the areas of:
   A. Overall enrollment
   B. Professional masters programs
   C. Research intensive masters programs
   D. Professional doctoral programs
   E. Research intensive doctoral programs
   F. Face-to-face delivery
   G. Internet based / distance education delivery
      1) Categorize current graduate programs using a-g
      2) Projections for research intensive Master’s and Doctoral programs
      3) Projections of professional Master’s and Doctoral programs
      4) Balance between undergraduate and graduate enrollment projections – what it should be
      5) Externally projected demands for graduates – by graduate programs and employers
      6) Demand by UNC-GA and regionally for graduates
      7) Projections for face-to-face and distance education
      8) Projections for interdisciplinary Master’s and PhD programs
      9) Projections for full and part time enrollment
      10) Projections for new programs and types
      11) Projections for professional Master’s and Doctoral degree programs compared to research Master’s and Doctoral degree programs
      12) Web based distance education students are not eligible for assistantships; should this be reconsidered

4. Recommend a framework for the distribution of teaching assistantships, research assistantships, and tuition remissions linked to program quality, productivity, demand, and societal need.
   A. Define terms
1) Program quality
2) Productivity
3) Demand
4) Societal need

B. What are other considerations
   1) ECU Tomorrow
   2) UNC Tomorrow
   3) Institutional priorities
   4) UNC-GA priorities (not listed in “a” above)

C. Define STEM
The Center for Sustainable Tourism: Serving the Region, State, and Nation.
Division of Research and Graduate Studies
East Carolina University
Greenville, NC 27858
www.sustainabletourism.org
(252) 328-4969

Vision Statement: The Center for Sustainable Tourism embodies innovation in graduate education, leadership development, community consultation, and collaborative research. Devoted to implementing sustainable practices in business operations, public policies, and personal travel behaviors, the Center offers solutions to challenges facing the tourism industry and destination communities as they balance economic viability with socio-cultural and environmental enhancement and equity.

Mission of the Center:
1. To advance academic research and analyses that advocate sustainable practices in the travel and tourism industry.
2. To communicate these results to businesses, government planners, destinations, and communities throughout North Carolina, the nation, and globally to influence public policy and business decisions.
3. To help university students understand the broader sustainability issues challenging the travel and tourism industry, train them for management, research, and teaching careers in sustainable tourism and help them secure internships and jobs in the industry.

Organizing Principles: The Center for Sustainable Tourism emphasizes analyses of tourism’s net impact on economic, natural, and social issues. Research at the Center utilizes the concepts of financial, environmental, and social accounting to quantify the impacts, ascertain potential tradeoffs, and identify synergy among these dimensions of sustainable tourism. While many opportunities exist to promote economic, environmental, and social objectives simultaneously, it is often necessary to make choices between them, especially in the short term. As planning horizons lengthen, protecting and enhancing environmental and socio-cultural objectives become more important in sustaining economic growth. Over time these three dimensions of sustainability, often referred to as the “Triple Bottom Line”, reinforce each other by creating long-term approaches that simultaneously promote better jobs, higher profits, better natural environments, and stronger social/cultural dimensions.

Project Criteria: All projects and programs should satisfy four inter-related criteria in order to increase the relevance of the Center’s research efforts.

1. They should contribute to developing, testing, and refining analytical models and research tools to better explain the benefits and costs of travel and tourism in terms of net impacts on financial, environmental, and social/cultural formation.
2. They should add to a collection of local, national and international tourism data sources, case studies, best practices, and other information to ensure that academic and business research is based on solid and up-to-date information.
3. They should encourage collaboration within and outside the university to develop innovative means (electronic newsletters, on-line forums, simulation, and visualization technologies, etc.) to help students, businesses, decision-makers, and the general public better understand tourism’s sustainability issues.
4. They should create interesting and meaningful learning opportunities for students.
The Center for Sustainable Tourism at East Carolina University is an interdisciplinary research center comprised of many diverse university academic and non-academic units.

The goals of the Center are to promote and support the adoption of sustainable practices throughout the tourism industry whether business, government or individual traveler behaviors.

This is done through graduate level education, academic research, and community engagement and outreach.

The Center offers solutions to challenges facing the tourism industry and destination communities as they balance economic viability with socio-cultural and environmental enhancement and equity.

For more information visit www.sustainabletourism.org or call (252) 328-4969

Center Staff:
Dr. Patrick Long, Director
Dr. Huili Hao, Research Dir
Alex Naar, Outreach Coordinator
Lana Williams, Admin Asst

Research Assistants
Amanda Abbott, Shannon Arnold, Stefanie Benjamin, Sarah Jessop, Whitney Knoollenberg, Tetiana Lysenko and Whit Winslow

Many sustainable practices can result in increased cost savings but any investment has its risks. It is important to research the short- and long-term effects of any green initiative before beginning a project and keep in mind what might be a good practice at one property might not be at another. Investigations can be done in a variety of ways: implementing more efficient appliances and fixtures in waves, consulting with pollution prevention specialists, and getting input from all parties involved, including staff whose work will be affected by the change. Click here and here for databases of companies that provide a range of environmental services in North Carolina. Also, please visit here for general information on energy efficiency. To speak to a pollution prevention specialist, contact Tom Rhodes. For more information on sustainability in tourism, contact Alex Naar at (252) 737-1346.

According to TravelAgentCentral.com, U.S. Travel Association and Ypartnership in August co-authored a study on the environmental awareness of travelers. The survey found that although the number of self described "environmentally conscious" travelers have not changed, these green minded travelers are becoming more familiar with terms such as ‘carbon footprint’ and ‘green travel.’ The study also found that 9 percent of travelers are willing to pay more for green travel options while 29 percent of travelers found it easy to find out about green practices.

Highland Lake Inn in Flat Rock is devoted to protecting and preserving the environment. The staff is passionate about the inn’s commitment to sustainability and organic gardening. As a member of the Green Hotels Association, they adhere to the association’s guidelines, as well as their own environmental standards, to institute programs that save water, save energy and reduce solid waste—all in an effort to protect the Earth. Some of these efforts include: participating in the EPA ENERGY STAR Challenge, installing solar thermal water heating panels, using environmentally preferable cleaning products, and using motion sensor technology for lighting. For more examples of tourism businesses that have adopted sustainable practices click here.

Shaun Willson, Instructor, Department of Biology, is interested in sharing the emerging wealth of information regarding sustainability with the non-academic public. After building a sustainable home and changing his lifestyle to decrease his ecological footprint his interests turned toward the practical aspects of sustainable lifestyles and behaviors, bridging the gap between academic research and "sustainability-in-action". Current research focuses on carbon neutral behaviors of transportation and accommodations and the professional and cultural acceptance of (1) a standard definition for sustainability, and (2) a method of measurement. For any questions on greenhouse gas emissions and tourism, you can contact Shaun Willson at willsonk@ecu.edu.
The MS in Sustainable Tourism is coordinated by the Center for Sustainable Tourism with oversight from an interdisciplinary faculty advisory committee. The sustainable tourism degree is designed for individuals interested in the tourism profession with a focus on sustainability as it applies to economic success, social and cultural vitality, environmental conservation, and long term health. The MS in sustainable tourism prepares students for managerial or regulatory positions in the profession and for relevant PhD programs.

The degree program requires a minimum of 33 (thesis) to 36 (non-thesis) semester hours. These include courses in the common core made up of required courses, research methods, and directed electives. Directed electives are chosen, in consultation with the student’s advisor, from a range of disciplines which provide exposure to the examination of social, economic and environmental issues from a variety of perspectives. The listing of directed electives can be obtained from the Director of the program. Students selecting the non-thesis option complete electives including at least three credits of independent study or directed research under the guidance of a faculty mentor. Other electives should be carefully chosen to enhance professional success within an area of the industry.

**MS IN SUSTAINABLE TOURISM (33-36 Semester Hours)**

**Common Core**

*Required Courses* SUTO 6000, 6100, 6200, 6300: 12 s.h.

*Research Methods:* 6 s.h.

Choose a minimum of 6 semester hours (CRM 6200, ECON 6301, GEOG 6150, SOCI 6212, SOCI 6213, PSYC 6430, OMGT 6123, RCLS 6110, PLAN 6301)

*Directed Electives:* 9 s.h.

Choose a minimum of 9 semester hours of electives from approved listing of courses.

**Thesis Option**

SUTO 7000: 6 s.h.

**Non-thesis Option**

SUTO 6400: Independent study, research, internship: 3 s.h.

Complete directed study, research, internship under faculty mentor.

Electives: 6 s.h.
SUTO: SUSTAINABLE TOURISM

6000. Principles of Tourism and Sustainability (3) Survey of concepts and theories of tourism and sustainable tourism; exposure to current literature, learn sustainable tourism practices across settings - local to global.

6100. Environmental Systems and Sustainability (3) Theory and survey of interrelationships between environmental systems; environmental change and tourism; and research methods for assessing and implementing environmental practices for sustainable tourism.

6200. Development and Management of Sustainable Tourism (3) Research, evaluate, and apply social and environmentally responsible business practices in tourism.

6300. Planning and Policy of Sustainable Tourism (3) Focus on public policy issues and planning strategies critical to sustainable tourism.

6400. Sustainable Tourism Internship (3) Application of advanced sustainable concepts within a community or industrial setting. Written report required.

7000. Thesis (3) Thesis research. May be repeated and may count a maximum of 6 s.h.

P=Prerequisite(s); C=Corequisite(s); P/C=Prerequisite(s) or Corequisite(s); R=Recommended P, C, or P/C
This initiative is a comprehensive plan to build the culture of innovation development and transfer across the 16 campus system for the benefit of the constituents of the State of North Carolina. The initiative addresses four distinct aspects: 1) conduct analyses to identify unique strengths in research and intellectual property at each campus; 2) examine the current retention, promotion and tenure structure and identify new ways to incentivize, recognize and reward faculty in the retention, promotion and tenure process for innovation development activities; 3) pilot new marketing – focused and relationship-based staffing models for technology development; and 4) create and disseminate UNC technology commercialization legal guidance documents and other aids to form a toolbox of legal and negotiation aids. While all 16 campuses are participating in the initiative, East Carolina University is one of five pilot campuses that have agreed to map the innovation process and begin to develop shared goals and an action plan to reach a common vision.
East Carolina University
Honors College
Business Plan

A Report

of

The Honors College Planning Committee

January 2010
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East Carolina University Honors College
Business Plan

Executive Summary

In February 2009, Provost Marilyn Sheerer appointed faculty and staff from programs and offices across campus to the Honors College Planning Task Force. She charged this task force with responsibility for examining the case for creating an Honors College at East Carolina University. In their report to Provost Sheerer, the task force recommended, “that East Carolina University establish an Honors College to replace the current Honors Program.” This report was shared with Academic Deans and Directors and with the East Carolina University Board of Trustees. With their endorsement, Provost Sheerer appointed members to the Honors College Planning Committee in October 2009, and charged this group with responsibility for designing a business plan for the Honors College. The Honors College Planning Committee was chaired by Marsha Ironsmith. Membership on the committee included:

- Michael Bassman, Director of the Honors Program
- Richard Hauser, Chair of the Department of Management and Information Systems
- Marsha Ironsmith, Department of Psychology
- Holly Mathews, Department of Anthropology
- David Powers, College of Education (Phased Retirement)
- Mark Sprague, Department of Physics/Vice-Chair of the Faculty
- Marianna Walker, Department of Communication Sciences and Disorders/Chair of the Faculty

The East Carolina University Honors College Business Plan represents the work of this committee. This first section of the plan, the Executive Summary, presents the mission of the Honors College and the objectives that flow from and operationalize that mission, describes the alignment of the Honors College with strategic directions reported in ECU Tomorrow: A Vision for Leadership and Service, and summarizes keys to the success of the Honors College.

The Personnel section reports personnel requirements for establishing and operating a successful Honors College. Current staff and associated costs are reported for the existing Honors Program. Key personnel to be added in 2010-2011 (Dean of the Honors College), 2011-2012 (Academic Advisor), and 2012-2013 (Associate Dean) and associated costs are reported. With the addition of these personnel, annual personnel costs are projected through the five-year period ending in 2014-2015. Organizational charts are provided for each year during which personnel are added.
The next section of the business plan projects facility requirements and associated costs over a five-year period. Several options for addressing the current quantity and quality of space crisis facing the Honors Program are presented and approximate costs are reported.

The creation of an Honors College at East Carolina University will require significant redesign of the curriculum requirements and opportunities available to Honors College Students. That process will entail a restructuring of the financial relationship between the Honors College and departments and colleges across campus. The section of the business plan devoted to curriculum issues provides an overview of the curriculum model in the current Honors Program and a discussion of resources supporting that model. A revised curriculum model is presented and costs associated with full faculty buy-out over a five-year phase-in period are projected. Redesigning curriculum opportunities to assure that innovative Honors Courses and Seminars can be offered without penalizing college and departments that offer them will be critical to the success of the East Carolina University Honors College. The Honors College Planning Committee presents the case for establishing an electronic portfolio requirement for all Honors College Students and projects costs associated with this requirement.

An analysis of current market conditions and trends is provided in the next section. This analysis provides information on honors programs and colleges at peer institutions, ‘peer plus’ institutions, and the 16 institutions in the UNC System.

A comprehensive and carefully designed marketing and recruitment program will be essential to the success of the East Carolina University Honors College and is discussed in the next section. Target marketing populations are identified and the critical importance of scholarships in any marketing campaign is discussed. Data on scholarships available to Honors Students at peer institutions is reported.

Advancement activities, discussed in the following section, will be critical to securing the new external resources that will be required if the Honors College is to reach its potential. Advancement activities focused on generating scholarships for Honors College Students, supporting the activities of Honors College Learning Communities, and funding the full-time reassignment of outstanding faculty to the Honors College for a semester or academic year are discussed.

The final section of the Honors College Business Plan provides a summary of costs for the four key areas of personnel, faculty buy-out, operating budget, and facilities. In order to provide a realistic assessment of actual costs, the total costs (program costs and university costs) associated with the current Honors Program are reported, the total costs (program costs and university costs) associated with the proposed Honors College are reported, and the annual differential (difference in costs) is projected over a five-year period (2010-2015).
Appendices provide a draft of responsibilities and qualifications for the Honors College Dean, a current Honors Program Income Statement, and a proposed Honors College Income Statement.

**Mission of the Honors College**
The mission of the East Carolina University Honors College is to recruit academically talented and committed undergraduate students and to provide them with an integrated, four-year educational program that will prepare them to think independently and critically, to engage in research and scholarship, to become globally aware and socially conscious citizens and to assume leadership roles in society. The college is guided by the key strategic goals outlined in *ECU Tomorrow: A Vision for Leadership and Service* which reaffirms the university’s commitment to prepare students to succeed in the global economy, to create a strong, sustainable future for Eastern North Carolina, to be a powerful inspiration for improving the quality of life and of health care for the region and the state, and to become leaders to the state and the nation.

**Objectives of the Honors College**
The East Carolina University Honors College will:
- recruit, retain and graduate the best and brightest students from within and outside East Carolina University and provide them with a high-quality, integrated four-year honors experience centered around living-learning communities of honors students and faculty.
- engage talented faculty members from all disciplines in developing and teaching core interdisciplinary seminars that foster independent thinking, a global perspective and the building of connections among domains of knowledge.
- provide honors students with opportunities to engage in collaborative research and scholarship with faculty mentors in order to make intellectual and creative contributions to their respective disciplines.
- bridge knowledge and engagement by involving students in innovative, community-based service-learning initiatives.
- provide mentors and internship experiences to foster the development and implementation of leadership skills.
- provide students with transformative life experiences through interactions and enrichment activities outside the traditional classroom including special lectures, travel to professional conferences, study abroad, the construction of individualized portfolios, and the completion of independent honors theses or creative projects.
- enhance the overall intellectual climate of the University and its reputation as an academic center of excellence.
- contribute to improving the overall retention and graduation rates for university undergraduates.
Alignment with *ECU Tomorrow*

The Honors College will contribute to the strategic directions identified in *ECU Tomorrow: A Vision for Leadership and Service.*

- **Education for a New Century.** *ECU will prepare our students to compete and succeed in the global economy.* The Honors College will place a strong emphasis on global education. Educational, cultural, social, residential, and recreational opportunities will be selected and designed to equip Honors College Students with the skills and dispositions necessary not only to compete, but to lead in a global economy.

- **The Leadership University.** *ECU will distinguish itself by the ability to train and prepare leaders for our state and nation.* The Honors College will be designed around an organizational theme that focuses on “Leadership and Engagement.” This focus on building leaders contributes directly to the university’s second strategic direction as East Carolina University moves toward becoming the leadership university. Clearly, if the university is to accomplish this goal, it is essential that its best and brightest students become a focal point in efforts to develop leaders.

- **Economic Prosperity in the East.** *ECU will create a strong, sustainable future for the East through education, innovation, investment, and outreach.* Efforts to build economic prosperity in eastern North Carolina will require the talents and commitment of our very brightest students. The “entrepreneurial mindset” and “innovation and research” emphasized in the university’s description of this strategic direction will be focal points in the educational experiences of students in the East Carolina University Honors College.

- **Health Care and Medical Innovation.** *ECU will save lives, cure diseases, and positively transform the quality of health care for the region and state.* A significant number of Honors Students select educational programs and career tracks in health related fields. The university’s capacity to realize this strategic direction is linked to its ability to attract and educate the very best students.

- **The Arts, Culture, and the Quality of Life.** *ECU will provide world-class entertainment and powerful inspiration as we work together to sustain and improve the community’s quality of life.* An Honors College that successfully attracts and retains students with great creative potential will produce graduates that can and will contribute to this strategic direction.

**Keys to Success**

Keys to the success of the Honors College include:

- **Strong program leadership.** This proposal identifies new personnel requirements for the Honors College. The first and most critical position to be filled is the position of Dean of the Honors College. The individual selected for this position will, to a large extent, determine the success of the Honors College.
• **Strong public support from university leadership.** The Board of Trustees, the Chancellor, the Provost, the Vice-Chancellors, the Deans, the Chair of the Faculty, and other campus leadership must provide strong support to the Honors College. There must be a sense of shared ownership of the Honors College based upon an understanding and appreciation of the positive impact the college will have campus-wide.

• **Investment of new resources.** This proposal outlines a plan for financial support for the Honors College. The success of the college will depend to a large extent on the university’s commitment to provide the funding necessary to add essential new personnel, buy-out faculty time to teach Honors courses and seminars, secure new facilities, support co-curricular activities, design and deliver major new marketing and recruitment initiatives, and secure an appropriate operating budget.

• **Campus-wide partnerships.** The success of the Honors College will depend upon effective collaboration with a wide range of offices and programs across campus including the Division of University Advancement; Institutional Planning, Assessment, and Research; Undergraduate Admissions, Residence Life, Office of International Affairs, Faculty Senate, and others.

• **Faculty support.** Faculty across campus must understand and support the Honors College. Faculty are a key the success of any academic program. The Honors College must have dynamic faculty who will attract and engage the best and brightest students. Furthermore, faculty across the University must see the Honors College as beneficial to each of their academic programs by attracting and retaining better students to East Carolina University.

• **Innovative and interdisciplinary curriculum opportunities.** If the Honors College is to succeed, a substantial commitment of time and resources from the entire university community must be made to designing and implementing a challenging, innovative, exciting, interdisciplinary curriculum for the Honors College. Of particular importance will be curriculum experiences that offer Honors College students opportunities to develop global awareness and international understanding.

• **Systems for data collection and interpretation.** Long range strategic planning for the Honors College must be driven by systematic collection and interpretation of a wide range of data. The Honors College must work closely with Institutional Planning, Assessment, and Research to design and implement these systems.

• **Appropriate facilities.** The Honors College should have facilities that include appropriate office space for personnel, an Honors College library, Reading Rooms, a reception area for hosting visits by prospective students and their families, a seminar classroom, a conference room, and a student lounge.
The UNC General Administration has set an 82% target goal for retention for East Carolina University for the 2011 year. President Bowles has stated that enrollment growth funding will be tied to the successful achievement of this retention goal. As the university considers strategies for addressing this mandate, it is important to recognize the impact an Honors College will have on retention.

Earlier in this report, objectives of the Honors College were presented. Among those objectives are two that speak directly to retention. The Honors College will:

- recruit, retain and graduate the best and brightest students from within and outside East Carolina University and provide them with a high-quality, integrated four-year honors experience centered around living-learning communities of honors students and faculty.
- contribute to improving the overall retention and graduation rates for university undergraduates.

Presently, there are about 400 students enrolled in the existing Honors Program. Our peer institutions have larger numbers, with most Honors Programs and Honors Colleges in universities of our size having enrollments of 800 to 1000 students. The Admissions Office reports that 690 Honors eligible students were admitted to East Carolina University in the Fall of 2009. Of that number, however, only 172 or 25% actually enrolled. That means we lost 518 or 75% of the potential Honors Students to competitor institutions. This is a disturbing statistic in several respects. First, since the majority of these students were from the eastern region of North Carolina, we are experiencing a very real “brain drain” because many students are likely to remain in the area where they complete their degrees. If East Carolina University, in keeping with its strategic mission, is going to aid in creating a “strong, sustainable future for the East through education, innovation, investment and outreach,” then we must recruit and retain a higher percentage of the most talented students from the region. The creation of an Honors College with an exciting curriculum and the creation of an Honors identity through the development of student living-learning communities and rich extracurricular activities is a crucial step in this process. Aggressive marketing and recruitment campaigns should enable us to increase our recruitment of talented students by at least 15% annually.

The overall first-year, freshman to sophomore retention rate for East Carolina University in 2008-2009 was 78%. The target goal for retention was 79%. This means that out of a total class of 4522, we retained 3563. It order to have met the target goal, we needed to have retained 3572 or an additional 9 students\(^1\). While there are many possible ways to improve overall retention rates, the simplest and most feasible is to retain high achieving students enrolled at the university. These students have already shown themselves capable of doing the academic work required to be successful. We are, however, not doing a very good job of this. For this same 2008-2009 period, we lost 179 students who had grade point averages of 3.0 or higher. If we had retained 9 of those high quality students, East Carolina University would have met its overall retention goal.
Exit interviews with a few of these high achieving freshmen indicated that they were transferring because they simply did not find the curriculum at East Carolina University sufficiently challenging or exciting, and they perceived that other institutions offered them more options. The creation of an Honors College with an innovative and exciting curriculum and with facilities that offer students opportunities to excel will greatly facilitate the retention of these high quality students and could, in turn, directly and immediately impact the overall university’s retention rate.

Clearly there are many short term and event-driven activities that can positively affect retention. These strategies, however, are unlikely to have the long-term impact that institutional-level, comprehensive programs such as an Honors College will produce. The challenge of retaining our best and brightest students will not be effectively met absent the opportunities that the Honors College will provide. Within our Honors College students will find experiences that connect them to the university in powerful ways. The Honors College will provide:

- a challenging, engaging, and exciting curriculum taught by our very best faculty.
- courses and seminars designed to provide innovative multidisciplinary examination of timely issues and topics.
- shared residential experiences that build a sense of community.
- powerful new co-curricular activities that connect Honors College students to each other and to the university.
- events that engage faculty, family, and students in public recognition of the accomplishments of Honors College Students.
- scholarships generated through new partnerships with the Division of University Advancement.

This proposal describes the key elements that must be established to create a successful Honors College at East Carolina University. It is, admittedly, not an inexpensive enterprise. We fully recognize that the challenges of funding the Honors College are exacerbated by the difficult economic times we are experiencing. We are, however, convinced that the Honors College represents one of the best investments East Carolina University can make.

1 Data from UNC-General Administration Preliminary Report on Enrollment Growth and Improvements in Retention and Graduation

**Personnel**

**Current Personnel in the Honors Program**

The current staff of the East Carolina University Honors Program includes a Director, an Administrative Assistant, and an Academic Advisor. Each of these is a full-time 12-month position. Effective January 4, 2010, an Associate Director will begin employment with the Honors Program. This is also a full-time 12-month position.
The positions, classification, FTE, salary, benefits, and total personnel costs for the current Honors Program are reported in the table below.

<table>
<thead>
<tr>
<th>Position</th>
<th>Classification</th>
<th>FTE</th>
<th>Salary</th>
<th>Social Security</th>
<th>Retirement</th>
<th>Insurance</th>
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The organizational model provided below illustrates the current (effective January 4, 2010) reporting lines for personnel in the Honors Program.

![Organizational Model Diagram]

An external review and evaluation of the Honors Program at East Carolina University was conducted in April 2008 by Dr. Gary M. Bell, Honors College, Texas Tech University and Dr. Sally Pyle, Honors Program, North Dakota University. The report included an overview of the site visit, narrative summaries of the reviewers’ assessment of both strengths and weaknesses of the Honors Program, and recommendations for improvement in areas of weakness. The reviewers strongly emphasized that the existing Honors Program was significantly understaffed. They further observed that the Director of the Honors Program was expected to hold personal responsibility for too many elements of the program and that by virtue of this situation he was “drawn in too many directions.” The reviewers suggested that an additional 1.5 support positions be provided to the Honors Program and that the role of Director should be better focused.

The External Reviewers' recommendations were based upon achieving a sufficient level of personnel in the existing Honors Program and did not address the personnel needs associated with moving from an Honors Program to an Honors College. Achieving an Honors College at East Carolina University will require and even greater commitment of personnel.
A national search was conducted during the Fall Semester 2009 and successfully concluded with the employment of Mr. Kevin Baxter as the Associate Director of the Honors Program. Mr. Baxter brings significant experience in a nationally recognized program at the University of Maryland, The College Park Scholars, and a strong educational background in business management (MBA from the University of Maryland). Adding Mr. Baxter to the Honors Program effective January 4, 2010 represents an important first step toward addressing the personnel requirements of the Honors College.

**Proposed Personnel for the Honors College**

The Honors College Planning Task Force recommends that a national search for a Dean of the Honors College be initiated early in the Spring Semester 2010. It will be essential to fill this key leadership position as early in the design and development of the Honors College as possible. The National Collegiate Honors Council includes among its 12 standards for a “fully developed Honors College” the following statement: “The head of a fully developed Honors college should be a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans, if one exists”. The Honors College Planning Committee has drafted a summary of key responsibilities and qualifications for this position (see Appendix A). The goal should be to fill this position by the opening of the 2010-2011 academic year. At that time, the position of Associate Director should be changed to Associate Dean.

The positions, classification, FTE, salary, benefits, and total personnel costs for the Honors College during the 2010-2011 academic year are reported in the table below.

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<thead>
<tr>
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<th>Classification</th>
<th>FTE</th>
<th>Salary</th>
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The organizational model provided below illustrates the reporting lines for personnel in the Honors Program in 2010-2011.
By the opening of 2011-2012 academic year, a second Academic Advisor should be added to the Honors College. With growing enrollment, a strengthened emphasis on retention, and an expanded curriculum creating more curriculum options for Honors College students, it will be essential to provide quality advising, mentoring, and student support services through the Honors College.

The positions, classification, FTE, salary, benefits, and total personnel costs for the Honors College during the 2011-2012 academic year are reported in the table below.

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<td>000669 Associate</td>
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The organizational model provided below illustrates the reporting lines for personnel in the Honors Program in 2011-2012.
By the opening of the 2012-2013 academic year, a second Associate Dean should be added to the Honors College. This will allow for the two Associate Deans within the Honors College to provide management and support to two major functional areas: academic/faculty affairs and advancement/administrative affairs. Sample portfolios for each are as follows:

Academic/Faculty Affairs: provide management and support to course scheduling, advising, undergraduate research, orientation, service learning, faculty development, evaluations, portfolios, and residence life.

Advancement/Administrative Affairs: provide management and support to data, annual reports, assessment, marketing, recruitment, budget, alumni, retention strategies, communications, fundraising, and strategic planning.

The positions, classification, FTE, salary, benefits, and total personnel costs for the Honors College for the 2012-2013 academic year are reported in the table below. This estimate would be the same for the subsequent years since no new positions are being proposed after 2012.

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The organizational model provided below illustrates the reporting lines for personnel in the Honors Program in 2012-2015.

Facilities

**Honors College Facilities**
In the external review of the Honors Program conducted in April 2008, Dr. Gary Bell and Dr. Sally Pyle commented that the existing physical facilities assigned to the Honors Program represented the second greatest weakness they found during their review. They noted that the "physical limitations are manifest" and that the "quarters are not located in a high visibility part of campus, and the office space assigned is nowhere near adequate to what the program needs." The reviewers went on to note that "there seemed to be no gathering or study space for students, and this element is almost universally extant on other campuses."

The National Collegiate Honors Council (NCHC), as “the professional association of undergraduate Honors Programs and Colleges” ([http://www.nchchonors.org/](http://www.nchchonors.org/)), represents the leading independent source for information and standards regarding the honors experience in higher education. The NCHC notes that Honors Colleges should “occupy suitable quarters constituting an Honors center with such facilities as an Honors library, lounge, reading rooms, personal computers, and other appropriate décor.”

As critical as the inadequacy of *current* facilities may be, this problem will be exacerbated as the Honors Program transitions to an Honors College. Increased staff, increased student enrollment, and greater faculty involvement as a product of expanded curriculum opportunities will make already grossly inadequate facilities even less functional. Clearly, the issue of locating and assigning adequate physical facilities for the new Honors College must be a high priority as we prepare for this transition. As a
presenter at the 41st Annual Conference of the National Collegiate Honors Council observed, “Honors cultures thrive in nurturing spaces. Appropriate honors facilities are often hard to achieve, but when they come, honors students, faculty, and staff gain a new sense of freedom to blossom.”

The Honors College Planning Committee offers recommendations regarding physical facilities assigned to the Honors College fully cognizant of the space crisis at East Carolina University. As faculty and administrators at this university, we have lived with these limitations for many years. We are convinced, however, that more appropriate facilities must be assigned to the university’s new Honors College.

Absent improved facilities, it will be difficult to accomplish many of the goals set for the college. Overcrowded office space will compromise the ability of administrators, faculty, and staff to do their jobs. The quality of space assigned to the Honors College will impact directly on recruitment. As prospective students and their families visit the Honors College, they will take from the facility a clear and powerful message about the university’s commitment to the Honors College. Students and their families will make judgments about the quality of Honors College programs as they compare universities competing for their admission. One of the most visible features of these competing Honors Colleges is, of course, the physical facilities.

The space assigned to the Honors College should provide:

- Quality office space for the Dean of the Honors College
- Quality office space for the Associate Dean (now Associate Director) of the Honors College
- Quality office space for the Honors College support staff person
- Quality office space for Honors College Advisor(s). The Honors College Planning Committee proposes two Advisors by the third year of transition.
- Adequate space for storage of Honors College records, equipment, materials, and supplies
- A student lounge
- An Honors College library
- Honors College Reading Rooms
- A kitchen area for preparing refreshments for students, families, alumni, and donors at various functions such as initiation and graduation ceremonies, receptions, special recognition events, fund-raising events, alumni reunions, and others
- A reception area for hosting students, families, alumni, and donors
- A seminar classroom for special classes taught at the Honors College facility
- A conference room of sufficient size to accommodate Honors College staff, faculty, and Advisory Council.
- Technologically-equipped facility including wireless Internet access, modern computing facilities, video conferencing capabilities, and state-of-the-art software tools to promote students' entrepreneurial initiatives.
The Honors College Planning Committee sees two general options for improving the space available for the Honors College. First, new space may be found on campus. This will, of course, be particularly challenging given the constraints currently characterizing space on campus. Buildings on campus that are currently unoccupied, such as the Mamie Jenkins building, will require substantial renovation.

The second, and from the perspective of the Honors College Planning Committee, the most desirable option, would be to locate and acquire a home (such as the home the university currently owns at 601 East Fifth Street) and assign this to the Honors College. There would, of course, be costs associated with remodeling of interior space. The costs of this renovation would vary depending on the size of the remodel, but costs generally run between $75 and $100 per square foot. This option would result in a facility that would contribute in very powerful ways to building the sense of ‘community’ that the best Honors Colleges are able to achieve. Students in such programs have a sense of being part of a ‘community of scholars’ and having their own space (house) strongly reinforces this perception. The Honors College Planning Committee believes that it may be possible, in partnership with University Advancement, to find donors who would support the acquisition and remodeling of such space.

Which particular option is selected may be less important than the commitment to address planning a solution to the facility issue early in the transition process. As soon as active recruitment begins, the absence of an adequate facility will undermine many of our efforts to attract new students and compete successfully with other universities for the best and brightest.

**Residence Hall Requirements**

The Honors College Planning Task Force in its report to the Chancellor in the Spring Semester 2009 recommended that Honors College students be required to live on-campus in residence halls during their first two years at East Carolina University. Currently, incoming freshmen in the Honors Program are required to live in Jones Residence Hall for one year. They share Jones Residence Hall with international students to encourage interactions with a diverse group of students. Jones Residence Hall is a facility that should be able to accommodate Honors students for two years.

The Honors College Planning Committee believes that participants entering as freshmen resident students should be strongly encouraged to live in Honors College residence halls. Additionally, the committee supports the ongoing collaboration between personnel in Residence Life and the Honors College to plan for implementation of this objective as early as is practical based upon availability of space in residence halls. When fully implemented, this will necessitate a doubling of the assignment of residence hall space to accommodate Honors College students in their freshman and sophomore years. The Honors College Planning Committee supports continued sharing of space with international students.
Curriculum

In keeping with the strategic directions outlined in “ECU Tomorrow,” the Honors College will feature an innovative curriculum designed around the theme of “Leadership and Engagement in a Global World.” This theme will guide the development of interdisciplinary seminars, foundations courses, community-based service learning and research initiatives, and a leadership mentoring program as well as the design of numerous co-curricular enrichment activities. The goal is to develop a curriculum that will actively engage and challenge Honors College students leading to higher retention and graduation rates among honors students and to the development of successful curriculum models that can be adopted by other units on campus. To accomplish this goal, the current Honors Program curriculum will require extensive redesign. The commitment of significant new resources will be required to fully support the staffing and delivery of sufficient curricular and extracurricular activities for the projected enrollment in the new Honors College.

Current Curriculum Model in the Honors Program

Students invited to enroll in the existing Honors Program at East Carolina University sign a contract agreeing to complete either Foundation Honors or University Honors. To earn Foundation Honors, a student must complete 24 semester hours of Honors credits with a minimum GPA of 3.3. The general foundations curriculum (usually completed by students during their first two years at East Carolina University) consists of required hours in English composition, science, social science, mathematics, humanities and fine arts, and health and physical education. In addition, programs offering the BA degree also require 12 semester hours of the same foreign language. All students must complete at least 48 semester hours of foundations credit. Out of these 48 hours, current Honors Program students must take at least 24 hours for Honors credit. Students may earn these honors credits in the following ways.

- Completing an Honors Seminar. Honors Seminars are specially designed courses, taught by our most talented faculty available exclusively to Honors students in small class sections.
- Enrolling in an Honors section of a course in a specific department. For example, all students must take English 1100, but the department may offer a special section of this course exclusively for a small number of Honors students.
- Enrolling in a mixed section of a course in a specific department. As a product of resource shortages, many departments will offer a split section of a regular course and allow both regular and honors students to enroll. The instructor must then design extra requirements for the Honors students in the course.
- Requesting permission of the Director of the Honors Program and the Instructor to take a regular course, but fulfill “Honors Credit by Contract.” For example, a faculty member may teach a regular section of Sociology 2110 with an enrollment of 100 and have one Honors student in the class who asks to do Honors by Contract. The instructor and the student agree on enrichment activities and extra requirements.
Completing a 5000-level course. These are the highest-level courses open to undergraduate students and many also have graduate students enrolled.

To earn University Honors, a student must complete an additional six semester hours of credit by pursuing an independent senior project of their choice, approved by the Director of the Honors Program and under the supervision of a faculty mentor. Students may do a senior research thesis, field or internship experience, or a creative project such as a juried art show or musical performance. The project requires a year of work, usually taken as six hours of independent study within a department or unit, and is capped by a public presentation. While there is no cost to the Honors Program to offer these independent study classes, faculty must be willing to volunteer their time to mentor these talented students.

Finally, some units on campus offer Department Honors. This designation is not related to the Honors Program. Department Honors is usually open to qualified majors who wish to pursue an independent research project and write a thesis, taking 6 semester hours of credit. Because there is no campus-wide coordination of department honors, the requirements vary greatly among units with no uniform standard applied to the quality of the experience.

In an effort to rationalize the system of Honors designations, the new Honors College will propose eliminating these three separate programs and creating instead one, coherent four-year Honors program to be taken by all students admitted to the Honors College. This new model is outlined in a subsequent section.

Existing Resources and Current Course Offerings
The current Honors Program budget supports the buy-out of faculty time to teach five, 3-semester-hour seminars each semester totaling ten seminars each academic year. In addition, the Director of the Honors Program is able to pay to teach one section of Health 1050 per semester. With enrollment in these seminars limited to 20 students in order to facilitate discussion and enrichment, the Honors Program can presently accommodate only 240 out of the approximately 400 total honors students on campus each year.

In order to provide more courses for Honors students, the Director of the Honors Program must ask departments to donate faculty time to teach Honors sections of regular courses. Traditionally, larger departments with more faculty (such as English or Psychology) are better able to do this than are smaller departments with fewer faculty. In addition, many units like Business and Allied Health Sciences have a large number of required courses that must be taught to their own majors and cannot afford to donate faculty time to teach special honors sections with small enrollments. In any given semester, there are approximately 40 Honors and split sections of regular courses taught, serving about 400 students. Unfortunately, because of the restrictions outlined above, these courses are not evenly distributed across campus units and tend to be concentrated in only a few disciplines. Over the past two years, five to ten of these courses per semester have been offered by units within Arts and Sciences, three to four
by Interdisciplinary Programs, such as Religious Studies and Interdisciplinary Rural Health Education and only two to three by professional schools. Professional programs offering Honors courses in the past two years have been limited to Health (which receives a buyout from the Honors Program to offer HLTH 1050, a Foundation Curriculum requirement), Music, and Education. One goal of the Honors College should be to expand the Honors courses offered by professional programs.

Because current Honors curriculum options are so limited, the majority of Honors students must do several courses through “Honors by Contract.” This is less than satisfactory because there is no standardization of experience across units and instructors, and students do not receive the same quality of interaction and enrichment as they do in Honors classes. The “Honors by Contract” arrangement simply does not adequately address the needs of Honors students for robust, challenging, innovative, multidisciplinary curriculum experiences.

In the 2008 external review, the lack of sufficient resources to fund the development of Honors seminars and to pay for faculty time to teach Honors sections was a key deficiency highlighted in the report. Not only did the reviewers find the existing budget “grossly inadequate,” but stated that it was imperative that additional financial assistance be made available to address curriculum deficiencies. In particular, they wrote:

_One of the greatest needs, observed by the faculty and the visitors alike, is the need for a ‘full buyout’ (paying the costs to the department of offering the class) of Honors classes, so that departments are not inordinately hurt by the need to offer smaller classes for Honors. Moreover, there needs to be some consideration of providing stipends so that new, interdisciplinary Honors classes are developed. Honors should be a force for educational innovation on any campus, and Honors needs to assume more aggressively this role at East Carolina._

The external reviewers, in apparent anticipation of East Carolina University’s move toward an Honors College, further noted that, “If ECU is going to move to an Honors College then it is perhaps necessary to hire Honors faculty, or to ‘buy-out’ (on a temporary basis) existing faculty, and thus offer more stand alone Honors courses for students. _This will be an essential step in improving the program._”

The National Collegiate Honors Council standards for a “fully developed” Honors College specify that the operational and staff budgets should provide resources _at least_ comparable to other collegiate units of equivalent size within the university. Among our peer institutions with Honors Colleges, the average enrollment is 1000 Honors students and resources are available to offer the classes required for those students to complete at least 24 semester hours of Honors coursework. As we increase the number of Honors students at ECU, we must design and support adequate course offerings or we will lose these students to competitor institutions who offer richer, more innovative curriculum experiences.
Existing data on the graduation rates for Honors students indicates that we are indeed losing a substantial portion of our entering freshmen over their four years at East Carolina University. Exit interview data with selected students indicate that many transfer to other institutions after their first two years because they cannot find adequate Honors course opportunities and do not feel challenged by the curriculum at East Carolina University. If we are going to retain and graduate the very brightest students and equip them to be leaders for the region and the state, then we must make the commitment to fully support the development and delivery of a curriculum that assures a high quality, four-year Honors experience.

Crucial to the success of the new Honors College will be the involvement of students across all disciplines. Because many of the professional schools already service large numbers of students, they are unable to support additional honors courses without new resources. Providing those resources will be essential to develop a campus-wide Honors College able to train students to succeed in fields outside the traditional focus of the liberal arts. ECU Tomorrow stresses the need for the university to foster economic development in the east, to develop innovative strategies to treat disease and promote wellness, and to enrich the artistic and cultural life of the region. In order to accomplish this mission, the Honors College will need to be inclusive and to involve high quality students from all of the units on campus in a shared vision of leadership and engagement.

**Proposed Curriculum Model for the Honors College**

The Honors College Planning Committee proposes eliminating the existing programs in *foundation honors, university honors and department honors* and replacing them with a unified, four-year Honors curriculum. The development of an innovative and challenging curriculum along with the addition of exciting co-curricular activities is expected to increase dramatically the retention and graduation rates for high quality students. In addition, the College will serve as a laboratory to identify successful strategies for curriculum development that can be shared with other units on campus and potentially impact retention rates more broadly.

The proposed new curriculum will require students to complete 27-30 semester hours of Honors coursework including 15 semester hours of courses satisfying foundation curriculum requirements; nine hours of multidisciplinary Honors seminars focused on the theme of “leadership and engagement” and three to six hours devoted to pursuit of an individualized senior project. In addition, all Honors students will be required to create and maintain an electronic portfolio documenting their experiences and growth throughout their time in the Honors College.

In keeping with the strategic directions outlined in “ECU Tomorrow,” the curriculum is designed to create a cohesive core experience for the Honors cohort. Students will be required to take three multidisciplinary courses designed and taught by our most talented faculty on the college theme of “Leadership and Engagement in a Global World.” An international perspective will be incorporated into these seminars which will also require extensive out-of-class experiences to complement academic work.
To illustrate this model, a faculty member in Allied Health Sciences has already proposed working with colleagues in the College of Business and the College of Arts and Sciences to create a seminar focused on the topic of “Servant Leadership.” This course would draw on the work of Robert Greenleaf, founder of the Center for Servant Leadership. Greenleaf served as Director of Management Research at AT&T and also taught at MIT’s Sloan School of Management and the Harvard Business School. He published the highly regarded essay, “The Servant as Leader,” in 1970. In this essay he writes that, ”The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first.” Taking that concept as the core, faculty would then select works outlining the accomplishments of real-world servant leaders, many of whom who are working on global initiatives, to use as the basis for discussion. Some examples of servant leaders might include Dr. Paul Farmer, the founder of Partners in Health and the physician who devised a cost-effective treatment for drug-resistant strains of tuberculosis in developing nations, Greg Mortensen, founder of the Central Asia Institute dedicated to the construction of schools in Afghanistan and Pakistan, or Wendy Kopp, founder of the Teach for America program. Students would explore these works to try and ascertain what makes a servant leader successful in promoting change. Outside of class, they might be required to interview directors of community nonprofit organizations or to participate in service-learning activities in such organizations. Courses like these will challenge our Honors students to think deeply about leadership and engagement both locally and globally and to come to their own conclusions about how to apply these ideas in their own lives. In addition, by taking these courses with fellow Honors students, the experiences will help build a cohesive and supportive academic community.

Students will also be required to complete 15 semester hours of Foundations Honors. They will be allowed to choose which courses they wish to take in the Honors format. Thus, a student planning to pursue medicine may choose to take Foundations Honors in the sciences while a student pursuing music may want to do more Foundations Honors in the fine arts.

Each student will also complete a Senior Honors Project in their final year of study. The student might choose to do original research and write a thesis, complete a field experience or internship, or do a creative project such as an art exhibit or musical performance. Students will be encouraged to consider study abroad or other international experiences where appropriate. The academic credit hours would be satisfied as independent study taken with the approval of the Dean of the Honors College and under the supervision of a qualified faculty mentor.

The final requirement for the Honors College is completion of an Electronic Student Portfolio to document and showcase student learning. The portfolio is a collection of documents, activities, writings, and exposures from the entire college experience. Audiences for the portfolio include the student, the university, and prospective employers as well as potential graduate and professional school admissions.
committees. The portfolio will document the intellectual development, leadership experiences and community engagement activities required by the Honors College.

The following table illustrates the sequencing of the proposed honors courses.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester Hours</th>
<th>Honors Courses*</th>
</tr>
</thead>
</table>
| 1    | 9              | Multidisciplinary Introductory Seminar with required service-learning component  
Foundation Honors Courses of the student’s choice  |
| 2    | 12             | Multidisciplinary Seminar on Leadership and Engagement  
Foundation Honors Courses of the student’s choice  |
| 3    | 3              | Multidisciplinary Seminar on Leadership and Engagement  
Extracurricular experiences in leadership  |
| 4    | 3-6            | Senior Honors Project and completion of Electronic Student Portfolio |
| **TOTAL** | **27-30** | |

*This model provides a framework for the curriculum that will be fleshed out and developed under the guidance of the new Dean of the Honors College and a faculty advisory committee. All existing university policies and procedures will be followed in making any changes to the existing curriculum.*

**Five-year Curriculum Development Plan**

In order to fund the offering of courses required in the new curriculum model, the budget to buy out faculty time to develop and teach Honors seminars must be significantly increased. There are two ways that faculty members may be incorporated into the Honors College. Core faculty will be needed to design and teach the required multidisciplinary Honors seminars and to spend the extra time required to work with Honors students on extracurricular activities. Faculty interested in these opportunities could apply for one- or two-year reassignment as full-time Honors College faculty. The Honors College would “buyout” or pay for someone else to teach their normal course-load in their respective departments. For example, the Allied Health faculty member who wanted to work on the “Servant Leadership” seminar might be bought out to teach full-time in the Honors College for two years.

Alternatively, the Honors College could pay for qualified faculty to teach a single course within a department or unit in the Foundations Curriculum. For example, many students are required to take Communications 2420, “Business and Professional Communications” for Foundations credit. The Honors College might choose to buy out a faculty member’s time to teach a special Honors section of that course. Generally, it costs approximately $4,000 to pay for a replacement instructor for one course.

To begin to staff the courses that will be needed, a five-year phase in period will be necessary. In Year One, we will admit 150 new Honors students to the program. Enrollment is expected to grow 15-20% over a three- to five-year period. The table below summarizes the five-year implementation and projected cost of the new curriculum. The total five-year cost to phase-in the Honors curriculum to reach a total of
200 students admitted annually or an overall Honors College enrollment of 800 students (comparable to our peer institutions) is $1,324,000.

<table>
<thead>
<tr>
<th>Year</th>
<th>Admits</th>
<th>Number of Course Sections</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>150</td>
<td>48 sections</td>
<td>$192,000</td>
</tr>
<tr>
<td>Two</td>
<td>165</td>
<td>60 sections</td>
<td>$240,000</td>
</tr>
<tr>
<td>Three</td>
<td>185</td>
<td>69 sections</td>
<td>$276,000</td>
</tr>
<tr>
<td>Four</td>
<td>200</td>
<td>75 sections</td>
<td>$300,000</td>
</tr>
<tr>
<td>Five</td>
<td>200</td>
<td>79 sections</td>
<td>$316,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Five-Year Total</strong></td>
<td><strong>$1,324,000</strong></td>
</tr>
</tbody>
</table>

**Market Analysis**

**Major Competitors**

East Carolina University competes for quality students with both UNC-System and Southeast regional universities. As can be seen in the table below, there are no universities among the peer institutions that do not have either an Honors College or an Honors Program, and only one within the UNC system without such a program.

**Honors Programs and Colleges at Peer and UNC-System Institutions***

<table>
<thead>
<tr>
<th>Category</th>
<th>Honors College</th>
<th>Honors Program</th>
<th>No Honors Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Institutions</td>
<td>Florida International University</td>
<td>Northern Illinois University</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Ohio University</td>
<td>University of Missouri</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Old Dominion University</td>
<td>University of Nevada – Reno</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Texas Tech University</td>
<td>University of North Dakota</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Virginia Commonwealth U.</td>
<td>U. of Wisconsin – Milwaukee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Michigan University</td>
<td>Wright State University</td>
<td></td>
</tr>
<tr>
<td>“Peer Plus” Institutions</td>
<td>SUNY Buffalo</td>
<td>Louisville University</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>University of South Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 UNC Institutions</td>
<td>UNC Charlotte</td>
<td>Appalachian State University</td>
<td>UNC School of the Arts</td>
</tr>
<tr>
<td></td>
<td>UNC Greensboro</td>
<td>East Carolina University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UNC Pembroke</td>
<td>Elizabeth City State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Carolina University</td>
<td>Fayetteville State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNC Asheville</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNC Chapel Hill</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NC A&amp;T University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NC Central University</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>NC State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNC Wilmington</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winston-Salem State University</td>
<td></td>
</tr>
</tbody>
</table>

*Based upon review of each university’s website
From a pragmatic perspective, East Carolina University’s major competitors for high quality students lie in the middle tier of the UNC system schools. These schools include Appalachian State University, UNC-Charlotte, UNC-Greensboro, UNC-Wilmington, and UNC-Asheville.

**Market Trends**
Six peer institutions and two “peer plus” institutions have created Honors Colleges which indicates that the concept of the Honors College, as opposed to the Honors Program, is becoming an attractive and important new priority among mid-level universities. In addition, four institutions in the UNC system have moved in this direction recently, most notably major competitors UNC-Charlotte and UNC-Greensboro. Peter Sederberg, formerly Dean of the Honors College at the University of South Carolina, has pointed out that most Honors Colleges have been founded within the past 15 years (2005). The various websites reviewed indicate that this trend is largely attributable to perceived benefits in recruiting talented students and in raising the academic profile of the university. A recent article in the *Journal of College Student Development* clearly identifies the perceived enhancement in recruiting potential of a highly developed Honors component:

It is understandable why colleges and universities would be interested in recruiting these students. As Bridget Long of the Harvard Graduate School of Education recently noted, high-achieving students offer positive peer effects to the campus milieu. Additionally, a host of external stakeholders often point to the successes of high-achieving students in the labor market as a measure of overall institutional effectiveness.... From a student perspective, with college tuition outpacing increases in the median family income, students view Honors Programs as providing the opportunities of an Ivy League education at a state university price, thus decreasing the degree of overall stratification between colleges (Seifert, et al., 2007).

Thus the movement within the market overall and among the major competitors is toward a more formal and defined Honors College. Such a college provides a competitive advantage by offering quality students an enhanced learning environment.

**Competitive Comparison**
At the current time, half of East Carolina University’s peer institutions have created Honors Colleges. Within the UNC system, two main competitor institutions have also established Honors Colleges. If East Carolina University is to maintain and strengthen its competitive position within the UNC-System, forming a solid Honors College will contribute toward that outcome.

**Marketing and Recruitment**
An important part of creating a successful Honors College is marketing and recruitment of high quality students. As noted on the National Council of Honors Colleges (NCHC) website: “...students approaching high school graduation, especially those with high test scores and superior academic records, are inundated by recruitment letters, college
view books, scholarship promises, and invitations for campus visitations. Because Honors adds an additional level of selection to the college and university admissions process, recruitment has become an important activity for most Honors programs and colleges.”

High quality students will be drawn toward a program that offers both an enhanced learning experience and financial assistance. These students, however, must be made aware of the advantages offered by the Honors College. In order for the Honors College to be successful marketing must be significantly strengthened.

The marketing campaign will need to address three target groups: high school guidance counselors, students, and families. Toward that end, a campaign focused on increased recruitment of students for the Honors College should be designed and implemented. A fully developed marketing campaign should be designed and prepared for implementation in the following year. This campaign should include new print materials (brochures, etc.), a re-designed web presence, visits and presentations at schools across the state, special open houses for prospective Honors College students and their families and high school guidance counselors from across the state, and other marketing events.

An essential part of the recruitment effort must be the establishment of scholarships dedicated to the Honors College. All of East Carolina University’s peer institutions that possess Honors Colleges have significant scholarships dedicated to the College.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dedicated Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC</td>
<td>8 scholarships ranging from $1000 to $2500 per academic year</td>
</tr>
<tr>
<td>SUNY Buffalo</td>
<td>Research and creative activities funding and study abroad scholarships.</td>
</tr>
<tr>
<td>FIU</td>
<td>7 scholarships most in the $1000 range plus study abroad</td>
</tr>
<tr>
<td>Texas Tech</td>
<td>10 different scholarships including 5 students per year get 2K per year for 4 years.</td>
</tr>
<tr>
<td>VCU</td>
<td>Access to $50K per year of dedicated scholarships</td>
</tr>
<tr>
<td>ODU</td>
<td>Cranmer-Skinner Scholars program</td>
</tr>
<tr>
<td>Western Michigan</td>
<td>Research, travel, and creative activities scholarships</td>
</tr>
</tbody>
</table>

Within the UNC system, there are fewer resources dedicated to Honors College scholarships. Western Carolina University currently has no dedicated Honors College scholarships, whereas UNC-Greensboro has one and UNC-Pembroke has both the Maynor full scholarship and study abroad scholarships. UNC-Charlotte will begin the Levine Scholars Program in Fall 2010, comparable in benefits to the Park and Morehead Scholarships. The creation of scholarships dedicated to the East Carolina University Honors College will provide an important strategic advantage in recruiting superior students.
Advancement

Successful implementation of the Honors College will require the infusion of significant new resources. The creation of the Honors College, however, will offer enhanced advancement and fundraising opportunities. It will be essential for the Division of University Advancement and the Honors College to work in close partnership to take advantage of these opportunities. The Honors College will also endeavor to create a strong collaborative enterprise with the East Carolina Alumni Association that will support the advancement and affinity-building efforts of the College.

The Honors College Planning Committee believes that advancement efforts should be focused on five areas:

- Scholarships for Tuition Assistance
- Scholarships for Study Abroad and International Activities
- Enhanced Learning Community Activities
- Endowed Faculty Fellowships
- Facilities

**Scholarships for Tuition Assistance**

Fundraising for scholarships will be essential to the success of the Honors College. Great colleges and universities are measured by the caliber of their students and dedicated, privately funded Honors College scholarships will create an immediate and strategic advantage for East Carolina University over its major competitors in efforts to attract the best and brightest students. Scholarships also make it possible for worthy students to focus on their academic pursuits unburdened by serious financial concerns leading to improved retention and graduation rates.

**Scholarships for International Experiences and Leadership Opportunities**

While scholarships aimed at assisting with tuition and expenses will be effective marketing and retention tools, two important components of the Honors College experience which align with the strategic directives identified in *ECU Tomorrow* are international experiences and leadership opportunities. It is vital that the College partner with Institutional Advancement to develop special, competitive scholarships to enable students to study abroad, pursue international projects or internships, attend intensive language schools, partner with a leadership mentor, intern with a corporate or government entity, or undertake an innovative leadership opportunity.

**Enhanced Learning Community Activities**

The Honors College learning community will emphasize and nurture a sense of shared purpose and experience. Research shows that co-curricular honors opportunities help students build a shared sense of identity and purpose which enhances retention. Proposed co-curricular activities will include numerous ceremonies and special events that will require resources difficult to obtain from state funds. In addition, it will be vital to develop a lecture series on the theme of “leadership and engagement,” that would bring nationally renowned speakers to interact with both Honors students and the university.
community. Private funding will also be needed to develop a meaningful summer orientation experience for incoming freshmen Honors students and to help develop community-based service-learning experiences.

**Endowed Faculty Fellowships**
One method of attracting exceptional faculty to teach in the Honors College is the use of competitive faculty fellowships. These fellowships would allow a selected faculty member to teach full-time within the Honors College for a specified period of time. This immersion within the Honors College would benefit both faculty and students and enhance the learning community.

**Facilities**
As was emphasized earlier in this report, adequate facilities will be essential to the success of the Honors College at East Carolina University. Given the current space crisis the university is experiencing, it will be important to work closely with the Division of University Advancement to seek private support for the acquisition and/or renovation of space for the Honors College.

**Five-Year Financial Plan: 2010 - 2015**

Overall costs for the new Honors College lie primarily in four areas: Personnel, Faculty, Operating Budget, and Facilities.

**Personnel**
Overall personnel costs in the current Honors Program are $357,386. Over the next five years the addition of personnel will cause this to increase to approximately $550,000. These increases are a result of the addition of an Academic Advisor and an Associate Dean.

**Faculty**
At the current time, the program has approximately 400 honors students. The Honors Program buys out 12 sections a year for Honors classes at $4,000 per section ($48,000). Since the equivalent of 40 sections per year are required for the program, the remainder of honors sections are financed through academic units. The proposed budget requires a buyout of 48 sections in the first year ($32,000 differential) and increases to a 5th year buyout of 79 sections ($156,000 differential). This will insure both the quality and quantity of Honors classes necessary to realize the new curriculum model described earlier in this report. It should be noted that the buyout of $4,000 per section may be too conservative in the later years of the budget. As Honors students advance to higher-level course work, higher buyout salaries may be necessary to replace faculty with adjuncts who have specific professional skills and experience.
Operating Budget

- Travel – recruitment is an essential element for the success of the Honors College. In recognition of this the travel budget will increase from the current level ($10,000) to approximately $30,000 by Year Five.

- Equipment and Technology – while the current budget varies over the years, increases in staffing combined with the need for recruiting will require that it be roughly doubled to $20,000 by Year Five.

- Supplies/Operating and Contract Services – similar logic dictates the need to increase these budget items to reflect staffing and enrollment growth.

- Other Expenses – an essential part of the leadership component of the Honors College is the Leadership portfolio. This currently costs $10/student/year. As the Honors College matures, this will increase to approximately $7500 per year.

Facilities

The nature and cost of facilities for the Honors College is uncertain. There are several options currently available on campus. All would require significant remodeling that would likely cost $75-$100/square foot. New construction, on the other hand, would likely cost $200/square foot.

For decision-making purposes, the net cost of the proposal is the differential between the existing Honors Program and the proposed Honors College. To examine this difference, five-year projected income statements were generated for both options. Appendix B contains the income statement for the current Honors Program, projected at a steady state for five years. Appendix C contains the five-year income statement for the new proposed Honors College. It should be noted that the benefit numbers are slightly different in previous personnel section and in the budget in Appendix C. This is due to the fact that the budget calculation assumes that academic advisors are SPA rather than EPA employees. The calculations were consistent between the current and proposed budgets, and the difference in benefits is negligible.

Total Differential Cost of the Proposed Honors College

The table below summarizes the differences in cost between the programs. It is divided into three sections. The first section presents annual cost (program and university) of the current Honors Program. The second section presents the same information for the proposed Honors College. The final section shows the annual difference in cost between the programs. The net total differential cost, exclusive of facility renovation, for the five-year period would be approximately $1.44 million. This yields an average net annual difference of $288,215 per year in expense.
### Total 5 Year Differential Cost of Proposed Honors College

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Honors Program Cost (current)</strong></td>
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<td></td>
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<td>$133,930.02</td>
<td>$133,930.02</td>
<td>$133,930.02</td>
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<td>$362,317.60</td>
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</tbody>
</table>

|                      |                   |                   |                   |                   |                   |
| **Total Honors College Cost (proposed)** |                   |                   |                   |                   |                   |
| College cost         | $150,190.00       | $195,340.42       | $266,980.53       | $211,264.88       | $184,407.06       |
| University cost      | $433,797.02       | $507,520.50       | $596,629.17       | $669,034.21       | $707,148.88       |
| Total Proposed Cost  | $583,987.02       | $702,860.92       | $863,609.70       | $880,299.09       | $891,555.94       |

|                      |                   |                   |                   |                   |                   |
| **Current Honors Program** |                   |                   |                   |                   |                   |
|                      | $496,247.62       | $496,247.62       | $496,247.62       | $496,247.62       | $496,247.62       |
| **Proposed Honors College** |                   |                   |                   |                   |                   |
|                      | $583,987.02       | $702,860.92       | $863,609.70       | $880,299.09       | $891,555.94       |
| **Annual Differential Cost** | $-87,739.40      | $-206,613.30      | $-367,362.08      | $-384,051.47      | $-395,308.32      |

|                      |                   |                   |                   |                   |                   |
| **Total Differential Cost** |                |                   |                   |                   | $-1,441,074.57     |
Appendix A

Responsibilities and Qualifications of Dean of Honors College

The Dean of the Honors College reports directly to the Provost/Vice Chancellor of Academic Affairs and has the following responsibilities:

- Serves as the Chief Executive Officer of the Honors College.
- Provides vision and dynamic leadership to the Honors College.
- Leads the development and implementation of long range strategic planning for the Honors College.
- Leads the design and management of comprehensive data-collection systems for the Honors College.
- Conducts institutional research for the Honors College, including data on admissions, advising, graduation, diversity, financial aid, graduates, and teaching effectiveness.
- Works closely with the Offices of Enrollment Management, Admissions, IPAR, Residence Life, International Studies, Career Planning, and others to assure that appropriate services are provided to Honors Students and that collaborative planning is effectively managed.
- Leads budget planning and fiscal management for the Honors College and allocates resources within the Honors College.
- Leads the design of innovative curriculum opportunities for Honors Students including interdisciplinary Honors Courses and Honors Seminars.
- Collaborates with Deans and Department Chairs across campus to identify, recruit, support, supervise, and evaluate faculty who teach in the Honors College.
- Holds responsibility for supervision and evaluation of staff of the Honors College.
- Serves as the chief public relations officer for the Honors College.
- Provides leadership to the planning, management, and implementation of marketing and recruitment efforts.
- Provides leadership to the monitoring and management of standards, criteria, and policy for admission, retention, and graduation in the Honors College.
- Expands and strengthens alumni relations through the creation and management of alumni organizations and effective alumni communication systems and strategies.
- Leads the design, approval, and implementation of new programs within the Honors College.
- Leads the design, approval, and implementation of new policies within the Honors College.
- Teaches Honors Courses and/or Honors Seminars.
- Collaborates with University Advancement to provide leadership to development and advancement efforts for the Honors College.
• Reports on the status of the Honors College to committees, boards, and other appropriate groups both on-campus and off-campus.
• Reports to the Provost on the status of the Honors College on a regular basis.
• Executes other functions as directed by the Provost.
• Works collaboratively with other deans on priorities and programs identified through the University's and the Division's strategic planning process.
• Represent and articulate the work of the Honors College within the University, the community, nationally and internationally.
• Leads the creation of effective and efficient systems for course schedule design and schedule management within an Honors Program or Honors College.

Qualifications for the Dean of the Honors College include:

• PhD, EdD or other related terminal degree.
• Nationally recognized educator and leader with a record of distinction in scholarship sufficient for faculty appointment with tenure.
• Significant administrative experience and demonstrated commitment to inclusive and transparent management and problem solving skills within an Honors Program or Honors College.
• A record of exceptional performance in leadership and administration in Honors Program or Honors College.
• Demonstrated commitment to excellence in teaching and scholarship within an Honors Program or College.
• Demonstrated support of shared governance, affirmative action, and diversity in an academic environment.
• Demonstrated record of collaborative partnerships in support of an Honors Program or Honors College.
• Demonstrated record of successful development and advancement initiatives in support of an Honors Program or Honors College.
• Successful experience in strategic planning, budget administration, administrative processes, academic policy and faculty and staff recruitment/retention within an Honors Program or Honors College.
• History of forming strong relationships with alumni from an Honors Program or Honors College.
• Demonstrated success in integrating technology and distance learning experiences into an Honors Program or Honors College.
• Demonstrated skills in securing scholarship opportunities for students in an Honors Program or Honors College.
• Demonstrated team-building skills within an Honors Program or Honors College.
• Demonstrated visionary leadership with interdisciplinary and global/international approaches to research and student learning within an Honors Program or Honors College.
• Excellent knowledge of computer technology necessary to generate, organize, and access data, maintain records, generate reports and communicate with others.
• Excellent oral and written communication skills.
Budgetary Assumptions

- The existing Honors Program has 400 students.
- The average honors class size is 20.
- The current Honors Program is funded by both the Program’s budget and the budget of Academic Units, thus 40 sections are currently funded.
- If the status quo continued, no growth in the Honors Program would take place.
- The new Dean’s salary will be $125,000 plus benefits.
- New hires will be at the same salary as current staff, and salaries remain static.
Appendix B

Current Honors Program Income Statement
# Current Honors Budget Income Statement

<table>
<thead>
<tr>
<th>Projected Revenues</th>
<th>Startup Period</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>State Funding Model</td>
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<td>$362,862.58</td>
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<tr>
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<tr>
<td>Grant Income</td>
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</tr>
<tr>
<td>External Funding</td>
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<tr>
<td>University Commitment</td>
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<tr>
<td>Other Income</td>
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<td><strong>Total Projected Revenues</strong></td>
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<table>
<thead>
<tr>
<th>Projected Expenses</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Costs</strong></td>
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</tr>
<tr>
<td>Faculty Salaries</td>
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<tr>
<td>Support Staff Salaries</td>
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<tr>
<td>Graduate Assistant Salaries</td>
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<tr>
<td>Tuition Remissions</td>
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<td>Startup Package</td>
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<td>Equipment &amp; Technology</td>
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<tr>
<td>Operating &amp; Contract Services</td>
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<td><strong>Overhead Costs</strong></td>
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<tr>
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<tr>
<td><strong>Total Overhead Costs</strong></td>
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<tr>
<td><strong>Total Projected Expenses</strong></td>
<td>$496,792.60</td>
<td>$496,792.60</td>
</tr>
</tbody>
</table>

**Net**                               | -$133,930.02 | -$133,930.02 | -$133,930.02 | -$133,930.02 | -$133,930.02 |

**Net 4 Year Startup Period**         | -$535,720.07 |
# Current Honors University Income Statement

<table>
<thead>
<tr>
<th></th>
<th>Startup Period</th>
<th>Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>Projected Revenues</strong></td>
<td></td>
<td></td>
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<tr>
<td>Funding Model (Net)</td>
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<td>$400,672.86</td>
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|                          |                |          |          |          |          |
| **Projected Expenses**   |                |          |          |          |          |
| Direct Expenses          |                |          |          |          |          |
| Faculty Benefits         | $76,486.00     | $76,486.00 | $76,486.00 | $76,486.00 | $76,486.00 |
| Support Staff Benefits   | $64,847.84     | $64,847.84 | $64,847.84 | $64,847.84 | $64,847.84 |
| Graduate Assistant Benefits | $0.00        | $0.00    | $0.00    | $0.00    | $0.00    |
| Library                  | $41,656.62     | $41,656.62 | $41,656.62 | $41,656.62 | $41,656.62 |
| **Total Direct Expenses** | $182,990.46   | $182,990.46 | $182,990.46 | $182,990.46 | $182,990.46 |

| Indirect Expenses        |                |          |          |          |          |
| Classroom                | $0.00          | $0.00    | $0.00    | $0.00    | $0.00    |
| Student Services (Non Living) | $580,000.00 | $580,000.00 | $580,000.00 | $580,000.00 | $580,000.00 |
| **Total Indirect Expenses** | $580,000.00  | $580,000.00 | $580,000.00 | $580,000.00 | $580,000.00 |
| **Total Projected Expenses** | $762,990.46  | $762,990.46 | $762,990.46 | $762,990.46 | $762,990.46 |


| Net 4 Year Startup Period | -$1,449,270.39 |          |          |          |          |
## Other Program Information

<table>
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<tbody>
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<td></td>
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</tr>
<tr>
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<tr>
<td></td>
<td>Non-Incremental</td>
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<td></td>
<td>Incremental Grad Assistants</td>
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<td><strong>Net of Program &amp; University 4 Year Startup Periods</strong></td>
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Appendix C

Proposed Honors College Income Statement
## Proposed Honors College Income Statement

### Startup Period

<table>
<thead>
<tr>
<th>Projected Revenues</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funding Model</td>
<td>$408,220.41</td>
<td>$467,185.58</td>
<td>$544,293.87</td>
<td>$635,009.52</td>
<td>$680,367.34</td>
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<tr>
<td>Non-Incremental Students</td>
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<td>$408,220.41</td>
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<td>$544,293.87</td>
<td>$635,009.52</td>
<td>$680,367.34</td>
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### Projected Expenses

#### Program Costs

<table>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>Graduate Assistant Salaries</td>
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</tr>
<tr>
<td>Tuition Remissions</td>
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<td>Faculty Development/Travel</td>
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#### Overhead Costs

<table>
<thead>
<tr>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
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### Net

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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
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<td>-$150,190.19</td>
<td>-$195,340.42</td>
<td>-$266,980.53</td>
<td>-$211,264.88</td>
<td>-$184,407.06</td>
</tr>
</tbody>
</table>

### Net 4 Year Startup Period

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net 4 Year Startup Period</td>
<td>-$823,776.03</td>
</tr>
</tbody>
</table>
## Proposed Honors University Income Statement

### Startup Period

<table>
<thead>
<tr>
<th>Projected Revenues</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Model (Net)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other Academic</td>
<td>$183,250.14</td>
<td>$209,719.60</td>
<td>$244,333.52</td>
<td>$285,055.77</td>
<td>$305,416.90</td>
</tr>
<tr>
<td>Library</td>
<td>$46,863.70</td>
<td>$53,632.90</td>
<td>$62,484.94</td>
<td>$72,899.09</td>
<td>$78,106.17</td>
</tr>
<tr>
<td>General Institutional Support</td>
<td>$220,643.13</td>
<td>$252,513.80</td>
<td>$294,190.84</td>
<td>$343,222.65</td>
<td>$367,738.55</td>
</tr>
<tr>
<td>Total Projected Revenues</td>
<td>$450,756.97</td>
<td>$515,866.31</td>
<td>$601,009.30</td>
<td>$701,177.51</td>
<td>$751,261.62</td>
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</tbody>
</table>

### Projected Expenses

<table>
<thead>
<tr>
<th>Direct Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Benefits</td>
<td>$91,783.20</td>
<td>$114,729.00</td>
<td>$131,938.35</td>
<td>$143,411.25</td>
<td>$151,059.85</td>
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<tr>
<td>Support Staff Benefits</td>
<td>$67,819.19</td>
<td>$78,990.98</td>
<td>$99,097.98</td>
<td>$99,097.98</td>
<td>$99,097.98</td>
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<tr>
<td>Graduate Assistant Benefits</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Library</td>
<td>$46,863.70</td>
<td>$53,632.90</td>
<td>$62,484.94</td>
<td>$72,899.09</td>
<td>$78,106.17</td>
</tr>
<tr>
<td>Total Direct Expenses</td>
<td>$206,466.09</td>
<td>$247,352.88</td>
<td>$293,521.26</td>
<td>$315,408.32</td>
<td>$328,264.00</td>
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</table>

### Indirect Expenses

<table>
<thead>
<tr>
<th>Indirect Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>$25,587.90</td>
<td>$29,283.93</td>
<td>$34,117.20</td>
<td>$39,803.40</td>
<td>$42,646.50</td>
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<tr>
<td>Student Services (Non Living)</td>
<td>$652,500.00</td>
<td>$746,750.00</td>
<td>$870,000.00</td>
<td>$1,015,000.00</td>
<td>$1,087,500.00</td>
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<tr>
<td>Total Indirect Expenses</td>
<td>$678,087.90</td>
<td>$776,033.93</td>
<td>$904,117.20</td>
<td>$1,054,803.40</td>
<td>$1,130,146.50</td>
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</tbody>
</table>

| Total Projected Expenses                  | $884,553.99  | $1,023,386.81| $1,197,638.46| $1,370,211.72| $1,458,410.50|

### Net

|                  | -$433,797.02 | -$507,520.50 | -$596,629.17 | -$669,034.21 | -$707,148.88 |

| Net 4 Year Startup Period                 | $2,206,980.89 |
Other Program Information

<table>
<thead>
<tr>
<th></th>
<th>Startup Period</th>
<th></th>
<th></th>
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<th>Maturity</th>
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<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td></td>
</tr>
<tr>
<td>Students (Total)</td>
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<tr>
<td>Incremental</td>
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<td>515</td>
<td>600</td>
<td>700</td>
<td>750</td>
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<tr>
<td>Non-Incremental</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Personnel (Total)</td>
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<td>Incremental Staff</td>
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<tr>
<td>Incremental Grad Assistants</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<td><strong>Net of Program &amp; University 4 Year Startup Periods</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>-$3,030,756.92</strong></td>
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