

**AGENDA**  
ECU Board of Trustees  
University Affairs Committee  
April 18, 2013

- |                                                        |               |
|--------------------------------------------------------|---------------|
| <b>I. Approval of Minutes</b> (February 21, 2013)      | <b>Action</b> |
| <b>II. Closed Session</b>                              | <b>Action</b> |
| <b>III. Academic Affairs</b>                           |               |
| A. Honors College Update                               | Information   |
| B. Petition for Political Activity – Dr. Calvin Mercer | <b>Action</b> |
| C. Conferral of Degrees                                | <b>Action</b> |
| D. Supplemental Pay Policy                             | <b>Action</b> |
| <b>IV. Research and Graduate Studies</b>               |               |
| A. Undergraduate Research                              | Information   |
| 1. Three examples of undergraduate research            |               |
| <b>V. Student Affairs</b>                              |               |
| A. Review of Greek Life                                | Information   |

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 18-19, 2013

Session	University Affairs
Responsible Person	Robert Brinkley
Agenda Item	I. Approval of Minutes
Item Description	
Comments	
Action Requested	Approval of Feb 21, 2013 Minutes
Disposition	
Notes	

Minutes of the Meeting of the  
**University Affairs Committee**  
**East Carolina University Board of Trustees**  
February 21, 2013 at 3:00pm  
Mendenhall Student Center

Attending: Robert Brinkley (chair), Bob Lucas, Matt Paske, Mark Copeland, Edwin Clark, Bobby Owens, Marilyn Sheerer, Austin Bunch, Virginia Hardy, Steve Ballard and Steve Duncan.

Meeting began 3:01pm

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

Mr. Brinkley called for the University Affairs Committee to enter into Closed Session to address one agenda item.

■ **CLOSED SESSION MOTION**

- Mr. Brinkley moved that we go into Closed Session:
  - To prevent the disclosure of confidential information under N.C. General Statutes §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act;
  - To consider the qualifications, competence, performance, character, fitness, or conditions of appointment of one or more prospective and/or current employees and/or to hear or investigate a complaint, charge, or grievance by or against one or more individual employees; and
  - To consult with an attorney to preserve the attorney-client privilege between the attorney and the Committee.
- NOTE! Minutes for Closed Session were taken separately.

**Campus Safety–**

- **Mutual Assistance Agreement – UNC System, NC Public Safety and NC Emergency Management**
  - Bill Koch explained the two-way sharing plan with these groups. It allows for a more formalized process to what we already have in place.
- **Mutual Assistance Agreement – UNC Institutions**
  - Bill Koch explained the new templates for use among the UNC Institutions. This is not anything new, but an update of information.
- **Delegation of Authority – Mutual Assistance Agreement**
  - Bill Koch wishes to update the Delegation of Authority to enter into mutual assistance agreements. Currently it states the chancellor can sign them, but the wish is to add it to become the chancellor and his designee. This will align us with other institutions in the system.
    - **Mark Copeland made a motion that the ECU Board of Trustees**
      - **Approve the Mutual Assistance Agreement between the UNC institutions as drafted and approved by General Administration;**
      - **Officially adopt those rules, policies, and guidelines found in the Mutual Assistance Agreement as the rules, policies, and guidelines pursuant to which the Chief of Police may request and receive temporary law enforcement assistance; and**
      - **Delegate the authority to execute any amendments, revisions, or renewals to this or other form mutual assistance agreements to the Chancellor or his designee, with notification of any amendments, revisions, or renewals to the Board of Trustees.**
  - **Campus Safety Update – Accomplishments and Goals**
    - Travis Lewis – Student Safety and Concerns at ECU – Travis talked about ECU CARES and how this works with the Behavioral Concerns team. 99 reports have been filed through ECU CARES.
    - Chief Shelton shared the annual report for the police department as well as the on-site assessment data from the CALEA accreditation process. He shared some of the crime analysis from 2012. There were five violent crimes on campus down from seven in 2011.

Larceny remains the highest crime reported on campus. Even still larcenies dropped by 13% on campus in 2012. Bill announced that Chief Shelton would retire at the end of March 2013.

## Research and Graduate Studies

### ■ Technology Transfer and Entrepreneurial Initiatives

- Ron Mitchelson talked about the patents, licenses executed and revenue from the licenses. We typically rank in the top ten for yield of research to turn them into patents and licenses. We average four patents per year. Ron shared one story of Sam Sears from psychology that developed a mobile application to help heart patients. He said ECU led an Eastern North Carolina entrepreneurial summit in 2012 and will host this again annually. Ron said the opportunity is wide open for ECU to build on collaboration and creativity and innovation.

## Academic Affairs

### ■ Engineering Program Update – Dr. Hayden Griffin

- Dr. Griffin talked about the concentrations within the Engineering program, including Biomedical, Bioprocess, Electrical, Industrial/Systems, and Mechanical. Engineering Accreditation from ABET will do another review in Fall 2014 (a six year cycle). He shared some of the successes in the program such as small classes, hands-on general education, two-semester Capstone projects, and a 40+ member Engineering Advisory Board. The goals are to grow to 700-750 undergraduate students, educate engineers who want to work in eastern NC, have our students become an engine for economic development for ENC. Additionally, Engineering wants to attract superior students such as Honors College students and develop an externally funded research program. 138 students have graduated and the starting salary ranges from \$50,000-\$65,000. He shared some of the demographics of the students currently in the Engineering Program. Dr. Griffin talked about the two semester capstone projects both on campus and in the community. Some report savings of \$250,000 in a year from the work our students have done. He shared that there is a MS degree in biomedical engineering has gone to UNC GA for the next steps toward approval. ECU is the only school in the state with a medical and engineering school in the UNC system. The caliber of our entering students continues to rise too in SAT and GPA. Our applications have increased and are almost at last year's total with three months to go. From fall 2010 to fall 2012 total enrollment has increased 51% but faculty numbers have only grown 11%. Dr. Griffin shared that the current program is not sustainable as it is right now. He is worried about faculty burnout and we need to increase the faculty positions on campus to meet the growing demand. He shared the number of faculty needs to increase by about six this year and three each year moving forward to 2018-19.

### ■ Resolution in Support of the Establishment of a Civic Arts Committee as a Pitt County Arts Council Subcommittee

- Provost Sheerer talked about this request and resolution. The university has existing working relationships with the Pitt County Arts Council and this is a good fit.
  - **Bob Lucas made a motion to approve the resolution and move it on to the full board. It was seconded and approved with no negative votes.**

### ■ General Strategic Plan Overview

- Provost Sheerer walked through the Strategic Plan for UNC and how ECU is working through this and adopting actions on our campus. One of those steps pending right now is the launching of the Undergraduate Studies degree program. The faster we can get this done, the better we can serve our students with helping them get a degree. There will be further discussion about this as we move forward. She pointed out the performance funding indicators that are of note to us at ECU.

## Student Affairs – (Virginia Hardy)

### ■ Student Memorial Garden

- Dr. Hardy shared that the Student Memorial Garden unveiling ceremony will be tomorrow following the Board meeting. A student designed the sculpture. The garden memorializes students who have died during their matriculation through ECU. We have averaged about 7 students dying during any

given year. We are also working on an emergency fund to meet some needs of our students who will have financial burdens from this.

The minutes from the previous meeting were approved.

**Meeting Ends at 5:15pm**

Respectfully submitted by Christopher Stansbury

**ECU BOARD OF TRUSTEES UNIVERSITY AFFAIRS COMMITTEE**

**April 18, 2013**

**CLOSED SESSION MOTION**

**I move that we go into Closed Session:**

- 1. to prevent the disclosure of confidential information under N.C. General Statutes §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act;**
- 2. to consider the qualifications, competence, performance, character, fitness, or conditions of appointment of one or more prospective and/or current employees and/or to hear or investigate a complaint, charge, or grievance by or against one or more individual employees; and**
- 3. to consult with an attorney to preserve the attorney-client privilege between the attorney and the Committee.**

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 18-19, 2013

Session	University Affairs
Responsible Person	Attorney Paul Zigas
Agenda Item	II. Closed Session
Item Description	
Comments	
Action Requested	Action Needed
Disposition	
Notes	

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 18-19, 2013

Session	University Affairs
Responsible Person	Interim Dean, Richard Eakin
Agenda Item	III. A. Academic Affairs
Item Description	Honors College Update
Comments	Information
Action Requested	
Disposition	
Notes	



March 27, 2013

This Honors College status report is submitted in response to a request by Chancellor Steve Ballard for a statement of staffing needs and a request by Board of Trustees Vice Chair Robert Brinkley for a long-term vision for the Honors College. In order to provide a context for the report, it is useful to review our mission and vision statements and a brief history of the Honors College.

### **Vision Statement**

The Honors College aspires to be a national exemplar in honors education and a polestar of innovation among the Colleges and Schools at East Carolina University.

### **Mission Statement**

The mission of the Honors College at East Carolina University is to recruit, engage, and retain exceptionally talented students and to challenge them to attain high levels of academic achievement. The Honors College fosters a diverse intellectual community dedicated to excellence in the pursuit of knowledge, skills, and experiences within an innovative multi-disciplinary learning environment especially designed for tomorrow's leaders.

### **Honors College History**

The Honors College is the successor to the University Honors Program which was founded in 1978 by its first director, Dr. David Sanders, Professor of English. Professor Sanders directed the Honors Program until his retirement in 1998. He was succeeded as director by Dr. Michael Bassman, Associate Professor of Foreign Languages and Literatures, who served to 2010. In 2009, a faculty committee, chaired by Dr. Marsha Ironsmith, Professor of Psychology, was charged by Provost Marilyn Sheerer to consider whether the University Honors Program should be replaced by an Honors College. The committee recommended the establishment of an Honors College with a new, integrated four-year curriculum, a focus on the total student experience both within and outside of the classroom, improved marketing and recruitment, and a four-year in-state tuition scholarship for each Honors College student. The committee also recommended that the EC Scholars program be housed in the Honors College. The committee report was adopted and approved in 2010. The first class of 103 students, including 11 EC Scholars, enrolled in the Honors College in fall 2010. In fall 2011, 106 new students, including 15 EC Scholars, entered the College. The third class of 110 students, including 20 EC Scholars, was admitted to the Honors College in fall 2012.

### **THE PRESENT**

The Honors College has accomplished a number of milestones related to the recruitment and retention of our brightest students. Since 2010, the number of applicants to East Carolina to satisfy Honors College eligibility criteria has more than doubled (445 in 2010 to 908 in 2013). The *brain drain* that

occurred in years past when bright students transferred to other institutions has been checked with record retention rates. Additionally, East Carolina University is already being identified as a model for Honors education on the state and national level. Our Honors College served as the host site for the 2012 North Carolina Honors Association Conference and the organization's President serves on our Honors College administration. Our faculty and staff have hosted a number of innovative seminars at national conferences on Honors education during the past two years. Finally, we have created partnerships with colleges and schools across the campus to position the Honors College as the home to a menu of top scholarship programs including the EC Scholars, the Early Assurance Programs, and the Business Scholars.

Even with these accomplishments, our team recognizes the need to continually improve and consider lessons learned. The basics of the original plan for the College have held up well in practice. As could be expected with any new academic endeavor, however, implementation of the plan revealed areas in need of adjustment. The staff has led intensive, continuous improvement since the first class was admitted in August 2010. The Faculty Advisory Committee (Appendix A), the Advancement Council (Appendix B), and numerous faculty and staff supporters across the university provided considerable assistance in that improvement process.

### **Curriculum**

The development of the Honors College curriculum is complete. The colloquium series is a fundamental ingredient of the College curriculum. Experience revealed a need to modify the series. Those modifications were approved by the University Curriculum Committee in 2012. Implementation is scheduled for the 2013-2014 academic year. Fourteen interdisciplinary seminars, selected via a competitive proposal process, are in place for spring 2013. Since fall 2010, the seminars have provided 542 Honors College students the opportunity to learn from 41 faculty members representing 9 colleges and schools. Preparations for the senior Honors project requirement are nearly complete. Faculty mentors from throughout the university will guide individual student research theses and creative projects. Seventy-five senior Honors projects are expected to be completed in the next academic year.

The EC Scholars curriculum is fully developed including a research internship with ECU's Engagement and Outreach Scholars Academy, a leadership internship, and a required study abroad experience.

### **Living-Learning Experiences**

While out-of-class living-learning experiences were on the original drawing board for the Honors College, that aspect of the Honors College program has blossomed beginning with the 2011-2012 year. More than 200 students have participated in 21 living-learning experiences since August 2011. Those activities include sailing trips aboard the schooner *Jeanie B*, exploration of the Crystal Coast, tours of Grady-White Boats and Metrics, Inc., visits to the ECU Heart Institute, tours of the North Carolina Museum of Art and the North Carolina Museum of Natural History, a musical at Progress Energy Center, and overnight trips to Morehead City, Charlotte and the Tidewater, VA area. The College also started a summer kickoff program series for incoming freshmen. This past summer, a total of 79 incoming

students attended three activities in Washington, NC, Raleigh, and Charlotte prior to their entry to the university.

**Collaboration with Colleges and Schools**

The long-standing collaboration with the Brody School of Medicine, whereby selected honors students could receive early assurance of admission to the Brody School of Medicine upon matriculation as undergraduates, has served as a model for similar collaborations with other graduate programs. Beginning with fall 2013, Honors College students are accepted for early assurance admission to doctoral programs in audiology and physical therapy. The College of Business has initiated a Business Scholars program which provides an annual \$3,000 scholarship to selected honors students who seek to major in business.

**Retention**

East Carolina’s past retention data reveal a problem with the retention of high achieving students. One reason for the initiation of the Honors College was to provide academically talented students with a challenging, rewarding academic environment that encouraged their retention at ECU. The exceptionally high retention rate for Honors College students shown below is evidence that the Honors College has been an important factor in improving the retention of high achieving students.

**Figure 1: Honors College Retention Data**

<b>Honors College Retention (entering class of Fall 2010 and Fall 2011)</b>	
Fall 2010 Entering Class	103
First-to-Second Year Retention to East Carolina University*	99.0%
First-to-Third Year Retention to East Carolina University**	95.1%
First-to-Second Year Retention to the Honors College*	81.6%
First-to-Third Year Retention to the Honors College**	70.8%
<b>Fall 2011 Entering Class</b>	
Fall 2011 Entering Class	106
First-to-Second Year Retention to East Carolina University**	95.3%
First-to-Second Year Retention to the Honors College**	87.7%
*Data set was confirmed following census day in September 2011.	
**Data set was confirmed following census day in September 2012.	

**Staffing**

The original staffing plan for the Honors College included a dean, an associate dean, a half-time director of the EC Scholars program, an academic advisor, a distinguished honors professor, a budget administrator, and an executive assistant to the dean. Subsequently, in 2012, the director of EC Scholars

position was changed to a full-time associate dean position with continued EC Scholar director duties and additional Honors College administrative responsibilities. Also, the provost authorized a one-half time faculty fellow position to provide colloquium instruction and associated academic administrative services. Further, the College has been the beneficiary of the part-time assistance of a second faculty fellow who is on released time from another academic program.

### **Advancement**

The Honors College has participated enthusiastically in advancement initiatives since the founding of the College. Presently, a team comprised of the interim dean, a major gifts officer with half-time responsibilities in support of the Honors College, and the assistant vice chancellor for university advancement visit existing and prospective donors. The Honors College Advancement Council was formed in 2011 and began an ambitious agenda in support of the College under the leadership of Ms. Kay Chalk, chair, and Mr. Bill Langley, vice chair. Under the leadership of the Advancement Council, the Polaris Society and the Polaris Society donor recognition wall were established.

The BB&T Center for Leadership Development contributed \$20,000 to the Honors College in 2011 to support a student initiative designed to promote leadership, service, and philanthropy among Honors College students. Honors College Student Ambassadors have taken responsibility for the initiative and will complete their work in 2013.

The Women's Roundtable supported the living-learning program series with a \$10,000 grant for the 2011-2012 academic year. They were joined by numerous other friends of the Honors College who sponsored living-learning activities and a summer kickoff program series for incoming students. Friends of the College also sponsored guidance counselor recruitment programs in the fall of 2011 and 2012. These events were hosted in Charlotte, Durham, Greensboro, New Bern, Raleigh, and Wilmington.

Donor contributions to the Honors College and the EC Scholars program exceeded \$2.8 million in fiscal year 2011-2012.

## **THE FUTURE**

### **Student Enrollment**

The founding plan for the Honors College envisioned an enrollment of 440 students at full implementation. Enrollment in fall 2013 is projected to exceed 380 students. There are several factors which serve to limit the size of the College. Principal among these factors are the availability of scholarship funds to support the in-state tuition scholarship received by each student in the College, the availability of funds to support the curriculum and programming model for greater numbers of students, and faculty and staffing requirements.

Per the original plan, the Honors College seeks to recruit, admit, and retain first-time, full-time freshmen to the university. Many have questioned whether other points of entry should be included. The Honors College staff has concluded that any new resources secured by the College must be used to deliver the

promise of excellence to existing and future Honors College students who are being recruited and retained to East Carolina University using the current model. Any expansion of the College should only be implemented after such time that existing needs have first been met. The Honors College presently contains about 2.75% of the freshman class. An enrollment expansion to the equivalent of 5% of the freshman class is a possible future goal, with the understanding that an enrollment growth from 2.75% to 5% of the freshman class would cost approximately \$1,440,000 in additional tuition grants, assuming current in-state tuition rates. Other resource requirements would rise accordingly.

The EC Scholars Program seeks to enroll a minimum of 20 students per cohort, a goal which has been achieved in 2012 and 2013. EC Scholars awards are funded through private support by way of the ECU Foundation and the allocation of special funds. The present projection for 2014 suggests a reduction of 7 awards based on current funding models. The Honors College seeks to engage in aggressive efforts to identify funding in order to maintain and eventually grow the University's premier scholarship program.

### **Curriculum and Living-Learning**

The arrival of the fourth Honors College class increases the number of students enrolled in the Honors College to over 380. By 2014, enrollment will exceed 400. These increases will require additional seminars and a larger array of living-learning experiences. Seminars are funded by the Office of the Provost. Living-learning experiences require non-state funding. To date, the Honors College has formed a number of partnerships with individual donors to provide funding support for the living-learning experiences. It will be important to expand the number of donors willing to support these opportunities.

### **Staffing**

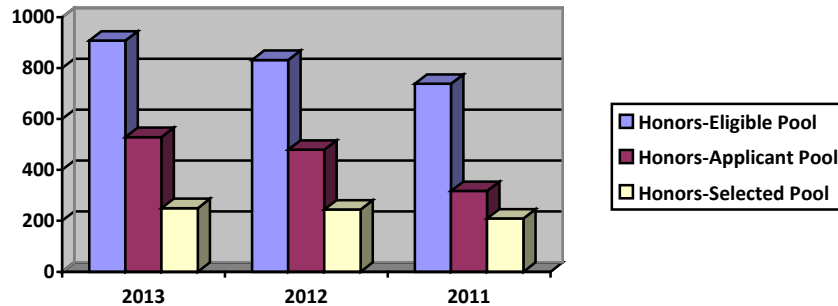
Experience over the past two and one-half years and, in particular, over the last eight months, together with the imminent build-out of the Honors College enrollment to a full capacity of 440 students, suggests that the Honors College will require additional staffing within the next two years in order to maintain the desired high level of service to both students and the general university community. Those needs are:

- Revised Associate Dean Portfolios
  - A realignment of responsibilities for the Associate Deans, together with the recommendations listed below, would result in an efficient, highly functional staffing structure for the Honors College. Under the proposal, associate deans would not teach, but rather be assigned to duties as follows:
    - Associate Dean for Academic Programs
      - Director of EC Scholars
      - Honors Academic Advisor
      - Faculty Fellows for Classroom Instruction

- Associate Dean for Administration
      - Faculty Fellow for Living-learning Experiences
      - Recruitment Coordinator
      - Business Services Coordinator
      - Graduate Assistant for External Relations
- **Priority 1:** An increase from the present two one-half time Faculty Fellows to four one-half time Faculty Fellows
  - The 2012-2013 academic year will bring the Honors College a full cadre of Honors students with the fourth class of beginning students. Presently, College enrollment is 279 students. That number is expected to exceed 380 in fall 2013. When the College is at full strength, total enrollment will be between 420 and 440 students. Course delivery and living-learning experiences will require additional staffing to serve the increased numbers of students. Assignments for the four proposed Faculty Fellows are:
    - First and Third year Colloquia Instruction and Seminar Selection
    - Second Year Colloquium Instruction, Research and Honors Project Support
    - Second and Third year EC Scholars Course Instruction and EC Scholars Advising
- **Priority 2:** The hiring of a full-time EC Scholars Program Director
  - A staff member assigned specifically to carry out operational and strategic matters relative to the EC Scholars program is critical to meeting the university's commitment to this most prestigious merit scholarship program. Competing merit scholarship programs at UNC-Chapel Hill, North Carolina State University, and UNC-Charlotte have 12, 6, and 3 professional staff assigned to their programs, respectively.
  - The EC Scholars program has grown significantly over the past three years. There were 9 new EC Scholars in 2009-10, 11 in 2010-11, 15 in 2011-12, and 20 in 2012-13. There will be 20 new EC Scholars again in 2103-2014.
- **Priority 3:** A new Recruitment Coordinator position
  - The Honors College is one of very few ECU programs that conduct extensive, targeted recruitment of students throughout North Carolina and in the neighboring states of South Carolina and Virginia. Anecdotal evidence suggests that Honors College recruitment efforts have resulted in a significantly more positive view of East Carolina's academic status among student applicants and guidance counselors alike. Additionally, data from the Honors College admissions process shows consistent gains in the numbers of eligible students and applicants in each of the first three years. Honors College recruitment has been conducted by four staff members at the expense of on-campus

assignments. The recruitment and admissions functions of the Honors College are the main conduits through which exceptionally bright student leaders are introduced, recruited, and admitted to ECU. The following chart shows applicant data for the past three entering classes.

**Figure 2: Honors College Admissions Data**



- Additionally, it is recommended that the Division of University Advancement convert the existing one-half time major gifts officer position to full-time.
  - Considerable effort over the past two years has been expended on fundraising for the EC Scholars program and the Honors College. Given the importance of private gifts to the ongoing vitality of these endeavors, it is critical that university advancement resources be dedicated to expanding endowments for EC Scholar awards, Honors College scholarships, and the living-learning programming series. Strategic efforts should be directed to the solicitation of gifts from past Honors Program graduates, University Scholar graduates, EC Scholar graduates, and families of students who have benefitted from the Honors program and merit scholarships. A wider private support net should be cast. The Honors College dean should be tasked to inform donors of the importance of the EC Scholars program and the Honors College to East Carolina's academic success and should be supported by a full-time major gifts officer in these advancement undertakings.

## **SUMMARY**

The Honors College is well-positioned to assume a leadership role both in furthering East Carolina University's commitment to academic excellence in the undergraduate experience and in establishing a model for best practices in honors education. Significant progress has been made in the Honors College since its inception in 2010. Continued efforts will be required to fully realize the aspirations which gave rise to the College. With ongoing support from the university community, the Honors College and the EC Scholars program can continue to prosper and enhance East Carolina's academic reputation.

## **Appendix A**

### **Honors College Faculty Advisory Committee**

Mary Farwell, Biology, Thomas Harriot College of Arts and Sciences- Chair  
Kim Larson, College of Nursing- Vice Chair

Will Banks, English, Thomas Harriot College of Arts and Sciences  
Michael Bassman, Honors College  
Liz Fogarty, Elementary and Middle Grades Education, College of Education  
Hector Garza, School of Theatre and Dance, College of Fine Arts and Communication  
Hayden Griffin, Engineering, College of Technology and Computer Science  
Marama Gueye, English, Thomas Harriot College of Arts and Sciences  
Mark Jones, Criminal Justice, College of Human Ecology  
Michael Kennedy, Health Services and Information Management, College of Allied Health Sciences  
John Kenney, Physics, Thomas Harriot College of Arts and Sciences  
Andrea Kitta, English, Thomas Harriot College of Arts and Sciences  
Holly Mathews, Anthropology, Thomas Harriot College of Arts and Sciences  
Andrew Morehead, Thomas Harriot College of Arts and Sciences and Vice Chair of the Faculty  
Catherine Rigsby, Geological Sciences, Thomas Harriot College of Arts and Sciences  
Mark Sanders, Academic Library and Learning Resources  
Paul Schwager, Management Information Systems, College of Business  
Deborah Thomson, School of Communication, College of Fine Arts and Communication  
Marianna Walker, Communication Sciences and Disorders, College of Allied Health Sciences  
Clifton Watts, Recreation and Leisure Studies, College of Health and Human Performance



## **Appendix B**

### **Honors College Advancement Council**

Ms. Kay Chalk – Chair

Mr. William Langley – Vice Chair

Mr. Robert Brinkley

Ms. Laura Brinn

Mr. Everette Daniel, Jr.

Dr. Erwin Hester

Mr. Alvin Hutzler

Mr. Max Ray Joyner, Sr.

Ms. Lynn Lane

Dr. Jesse Peel

Ms. Ann Schwarzmann

Ms. Mary Ruth Sikes

Lt. Col. Vincent Smith

Ms. Betty Speir

Mr. Harry Stubbs

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 18-19, 2013

Session	University Affairs
Responsible Person	Provost Marilyn Sheerer
Agenda Item	III. B. Academic Affairs
Item Description	Petition for Political Activity – Dr. Calvin Mercer
Comments	
Action Requested	Approval of Petition of Political Activity for Dr. Calvin Mercer
Disposition	
Notes	

Department of  
Philosophy

Thomas Harriot College  
of Arts and Sciences

A-327 Brewster Building  
East Carolina University  
Greenville, NC 27834

252-328-6121 office

252-328-6301 fax

To: Steve Ballard, Chancellor  
Marilyn Sheerer, Provost  
Alan R. White, Dean, Harriot College of Arts and Sciences

From: George Bailey, Chair 

Date: February 4, 2013

Re: Dr. Calvin Mercer's Petition Regarding Political Activity

I recommend approval of Dr. Mercer's petition. His political activities last academic year and this academic year have not interfered with his university duties. I have no reason to believe that they will do so in the future.

Concur

Not Concur

Concur

Not Concur

  
Alan R. White, Dean

7 Feb 2013  
Date

  
Marilyn Sheerer, Provost

2/11/13  
Date

## PETITION REGARDING POLITICAL ACTIVITY

FROM: Name: \_\_\_\_\_ Calvin Mercer \_\_\_\_\_  
Institution: \_\_East Carolina University \_\_\_\_\_  
Position held: \_\_Professor of Religious Studies (faculty appointment located in the  
Philosophy Department); Director of the Multidisciplinary Studies Program\_\_

TO: Board of Trustees  
East Carolina University  
Office of the Chancellor  
Greenville, NC 27858-4353

SUBJECT: Request for review of proposed political candidacy or officeholding

A. In accordance with the University of North Carolina policy regarding political activities of its employees, this petition concerns:

( x ) My intention to campaign for election to a full-time or major part-time political office

Title of office: \_\_Greenville, NC City Council. Most likely, the specific position I will campaign for is District 4 representative. There is some possibility I would campaign for the At-Large Seat or Mayor. As I requested and was given approval two years ago, I am again requesting approval for these three options. Each of these positions is part-time.

Primary or general election date: \_\_11/5/13\_\_\_\_\_

Period of proposed campaign activity: \_\_7/5/13-11/5/013\_\_\_\_\_

My intention to occupy a full-time or major part-time political office, either elective or appointive

Title of office: \_\_Greenville, NC City Council District 4, At-Large Seat, or Mayor (all part-time)\_\_\_\_\_

Term of office: \_\_12/13-12/15\_\_\_\_\_

Period of employment affected: \_\_8/13-12/15 (summers will be affected only if I am employed at the university during the summers)

B. With respect to my candidacy for election to political office, I request permission:

( x ) To maintain my full-time University employment while campaigning; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of proposed campaign activity, demonstrating how such activity will be limited to available personal time, so as not to interfere with the satisfactory performance of full-time employment responsibilities (Attachment B)
3. The written concurrence of my supervisors and the Chancellor in the conclusion that engagement in campaign activities will not interfere with the satisfactory performance of my full-time employment responsibilities

( ) If my request to maintain full-time employment is denied, to take a partial leave of

absence, with corresponding reduction in pay, for the period \_\_\_\_\_; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of proposed campaign activity (Attached B)
3. Identification of those employment responsibilities that I propose not to meet, consistent with such a partial leave of absence, and calculation of percentage reduction in employment time (Attachment C)
4. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to insure performance by others of the employment responsibilities for which I otherwise would be responsible.

( ) If my request to maintain full-time employment or to be granted a partial leave is denied, to take a full leave of absence, without pay, for the period \_\_\_\_\_; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to insure performance by others of the employment responsibilities for which I otherwise would be responsible.

C. With respect to my occupancy of a full-time public office:

( ) I request permission to be granted a full leave of absence, without pay, as distinguished from resigning my University employment; I understand that the maximum period of such leave allowed by University policy is two years; in support of my request, I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to assure performance by others of the employment responsibilities for which I otherwise would be responsible.

D. With respect to my occupancy of a major part-time office, I request permission:

( x ) To maintain my full-time University employment while holding office; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of the time requirements associated with holding the public office, demonstrating how such activity will be limited to available personal time, so as not to interfere with the satisfactory performance of my full-time employment

responsibilities (Attachment D)

3. The written concurrence of my supervisors and the Chancellor in the conclusion that the time requirements associated with holding the public office will not interfere with the satisfactory performance of my full-time employment responsibilities.

( ) If my request to maintain full-time employment is denied, to take a partial leave of absence, with corresponding reduction in pay, for the period of officeholding; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of the time requirements associated with holding the public office (Attachment D)
3. Identification of those employment responsibilities that I propose not to meet, consistent with such a partial leave of absence, and calculation of percentage reduction in employment time (Attachment C)
4. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to insure performance by others of the employment responsibilities for which I otherwise would be responsible.

( ) If my request to maintain full-time employment or to be granted a partial leave is denied, to take a full leave of absence, without pay, for the period \_\_\_\_\_ in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A).
2. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to insure performance by others of the employment responsibilities for which I otherwise would be responsible.

E. With respect to any request embodied in this petition, the petitioner should offer any additional written explanation or information that in his or her judgment would assist supervisors, the Chancellor or the Board of Trustees in making a decision whether to grant the request.

Calvin Mercer

1/31/13

Signature of Petitioner

Date submitted

Signature of Chancellor

Date received by Chancellor

## PETITION ATTACHMENT A

Detailed account of anticipated normal employment responsibilities during the affected period of employment; the information to be provided presupposes a standard eight-hour work day and a forty-hour work week and requires a demonstration of how that amount of employment time is accounted for and scheduled; the petitioner may supplement this form with a narrative account that further explains employment obligations and time commitments.

Calvin Mercer

8/13-12/15 (summers will be affected only if I am  
employed at the university during the summers)

Name of Petitioner	Employment period affected
--------------------	----------------------------

1. Non-faculty employees (for those employees who regularly follow a standard eight-hour day and forty-hour week).

Length of required work day: \_\_\_ average \_\_\_ (number of hours)

Hours of work, from \_\_\_\_\_ (a.m.) to \_\_\_\_\_ (p.m.)

Days of week to which scheduled work applies: \_\_\_\_\_

2. Faculty employees (and other employees who do not necessarily follow standard schedule of eight-hour days and forty-hour weeks)

<u>Duties</u>	<u>Hours per week</u> (average)	<u>% of total</u>
Teaching (classroom, laboratory, etc.)	3	6
Instructional preparation	6	12
Counseling students (includes counseling related to both teaching and administrative service)	5	10
Other instructional responsibilities		

Evaluating student performance	2	4
Research and writing	25	50
Institutional Committee service		
Administrative service	9	18
Current professional development		
Other (specify)		
Totals:	50	100
	Hours/week	

While this information is roughly accurate for most semesters, the amounts of time devoted to teaching, research, and administrative service can vary somewhat from semester to semester, depending on the amount of release time provided for research and for my duties related to interdisciplinary programs in Harriot College.



## PETITION ATTACHMENT B

### Explanation of nature, extent and schedule of proposed campaign activity.

My involvement in campaign activity will, for the most part, be limited to evenings and weekends. In my case, I will use pretty much the same campaign team that I used in my first campaign in 2007, my second campaign in 2009, and my third campaign in 2011. I anticipate having a paid campaign manager who will supervise the volunteers that coordinate the various aspects of the campaign (e.g., yard signs, advertising, get out the vote initiatives). So, for the most part, the campaign manager will be responsible for making sure the details of the campaign are handled. My main role in the campaign will be to engage in those activities that only the candidate can do (e.g., public debates, media interviews). In addition, as my schedule permits, I will engage in some door-to-door canvassing usually on some evenings and weekends. Most of these activities, directly involving the candidate, such as debates, usually begin a couple of months before the November election. I will not refrain from fulfilling any university responsibilities because of the campaign. Having engaged in a successful campaign three times (2007, 2009, 2011), with permission from the university, I have learned from experience that I can campaign for this office without interfering with my university duties. My university supervisor's overall performance evaluation of my work, since I began serving in this part-time office in 2007 and until now, has been "outstanding" or "very good." In addition, during my public service in municipal government and as a result of the university's extensive review (including external peer reviews), I was promoted to full Professor as of August 2010. My senior commitment has been and always will be to my university and to meeting the full requirements of my employment.

## PETITION ATTACHMENT D

### Explanation of nature, extent and schedule of required duties as officeholder.

---

While I will likely campaign for reelection as the District 4 representative, I want to keep my options open. Theoretically, I could choose to campaign for the At-Large seat or the mayor's position. In my experience the time required for the discharge of duties for all three of these positions is roughly equal. Normally, city council meetings are held twice a month in the evenings for 11 months. A third meeting each month is scheduled and held if necessary. To date, during my service on council, this third meeting has rarely been necessary. There is normally one weekend planning meeting each year. Any other council meetings that are called are set to be compatible with the schedule of all council members. Each council member is normally appointed as liaison to three boards or commissions. The mayor does not serve as liaison to the city's boards and commissions. Attendance at these boards and commissions by the council member liaison is optional. In the past, during my time on council, I have attended some of them, when my schedule permitted. Occasionally, there are other meetings and community events that I have attended, in my capacity as council member, when my schedule permitted, but none of these are required. I engage in constituent services at times that do not interfere with my university duties. In my time on council, no meeting or council responsibility has interfered with the conduct of my university duties. Having served on council since December, 2007, with permission from the university, I have learned from experience that I can serve in this office without interfering with my university duties. My university supervisor's overall performance evaluation of my work, since I began serving in this part-time office in 2007 and until now, has been "outstanding" or "very good." In addition, during my public service in municipal government and as a result of the university's extensive review (including external peer reviews), I was promoted to full Professor as of August 2010. My senior commitment has been and always will be to my university and to meeting the full requirements of my employment.

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 18-19, 2013

Session	University Affairs
Responsible Person	Provost Marilyn Sheerer
Agenda Item	III. C. Academic Affairs
Item Description	Conferral of Degrees
Comments	
Action Requested	Approval of the Conferral of Degrees
Disposition	
Notes	

**Board of Trustees  
University Affairs Committee  
April 18-19, 2013**

**Conferral of Degrees**

**I move that the candidates for degrees, as approved by the Chancellor and Faculty Senate, be authorized for conferral at the annual Spring commencement on Friday, May 10, 2013.**

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 18-19, 2013

Session	University Affairs
Responsible Person	
Agenda Item	III. D. Academic Affairs
Item Description	Supplemental Pay Policy
Comments	
Action Requested	Approval of Supplemental Pay Policy
Disposition	
Notes	

Department of  
Philosophy

Thomas Harriot College  
of Arts and Sciences

A-327 Brewster Building  
East Carolina University  
Greenville, NC 27834

252-328-6121 office

252-328-6301 fax

To: Steve Ballard, Chancellor  
Marilyn Sheerer, Provost  
Alan R. White, Dean, Harriot College of Arts and Sciences

From: George Bailey, Chair 

Date: February 4, 2013

Re: Dr. Calvin Mercer's Petition Regarding Political Activity

I recommend approval of Dr. Mercer's petition. His political activities last academic year and this academic year have not interfered with his university duties. I have no reason to believe that they will do so in the future.

Concur

Not Concur

Concur

Not Concur

  
Alan R. White, Dean

7 Feb 2013  
Date

  
Marilyn Sheerer, Provost

2/11/13  
Date

## PETITION REGARDING POLITICAL ACTIVITY

FROM: Name: \_\_\_\_\_ Calvin Mercer \_\_\_\_\_  
Institution: \_\_East Carolina University \_\_\_\_\_  
Position held: \_\_Professor of Religious Studies (faculty appointment located in the  
Philosophy Department); Director of the Multidisciplinary Studies Program\_\_

TO: Board of Trustees  
East Carolina University  
Office of the Chancellor  
Greenville, NC 27858-4353

SUBJECT: Request for review of proposed political candidacy or officeholding

A. In accordance with the University of North Carolina policy regarding political activities of its employees, this petition concerns:

( x ) My intention to campaign for election to a full-time or major part-time political office

Title of office: \_\_Greenville, NC City Council. Most likely, the specific position I will campaign for is District 4 representative. There is some possibility I would campaign for the At-Large Seat or Mayor. As I requested and was given approval two years ago, I am again requesting approval for these three options. Each of these positions is part-time.

Primary or general election date: \_\_11/5/13\_\_\_\_

Period of proposed campaign activity: \_\_7/5/13-11/5/013\_\_\_\_\_

My intention to occupy a full-time or major part-time political office, either elective or appointive

Title of office: \_\_Greenville, NC City Council District 4, At-Large Seat, or Mayor (all part-time)\_\_\_\_

Term of office: \_\_12/13-12/15\_\_\_\_\_

Period of employment affected: \_\_8/13-12/15 (summers will be affected only if I am employed at the university during the summers)

B. With respect to my candidacy for election to political office, I request permission:

( x ) To maintain my full-time University employment while campaigning; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of proposed campaign activity, demonstrating how such activity will be limited to available personal time, so as not to interfere with the satisfactory performance of full-time employment responsibilities (Attachment B)
3. The written concurrence of my supervisors and the Chancellor in the conclusion that engagement in campaign activities will not interfere with the satisfactory performance of my full-time employment responsibilities

( ) If my request to maintain full-time employment is denied, to take a partial leave of

absence, with corresponding reduction in pay, for the period \_\_\_\_\_; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of proposed campaign activity (Attached B)
3. Identification of those employment responsibilities that I propose not to meet, consistent with such a partial leave of absence, and calculation of percentage reduction in employment time (Attachment C)
4. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to insure performance by others of the employment responsibilities for which I otherwise would be responsible.

( ) If my request to maintain full-time employment or to be granted a partial leave is denied, to take a full leave of absence, without pay, for the period \_\_\_\_\_; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to insure performance by others of the employment responsibilities for which I otherwise would be responsible.

C. With respect to my occupancy of a full-time public office:

( ) I request permission to be granted a full leave of absence, without pay, as distinguished from resigning my University employment; I understand that the maximum period of such leave allowed by University policy is two years; in support of my request, I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to assure performance by others of the employment responsibilities for which I otherwise would be responsible.

D. With respect to my occupancy of a major part-time office, I request permission:

( x ) To maintain my full-time University employment while holding office; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of the time requirements associated with holding the public office, demonstrating how such activity will be limited to available personal time, so as not to interfere with the satisfactory performance of my full-time employment



responsibilities (Attachment D)

3. The written concurrence of my supervisors and the Chancellor in the conclusion that the time requirements associated with holding the public office will not interfere with the satisfactory performance of my full-time employment responsibilities.

( ) If my request to maintain full-time employment is denied, to take a partial leave of absence, with corresponding reduction in pay, for the period of officeholding; in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of the time requirements associated with holding the public office (Attachment D)
3. Identification of those employment responsibilities that I propose not to meet, consistent with such a partial leave of absence, and calculation of percentage reduction in employment time (Attachment C)
4. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to insure performance by others of the employment responsibilities for which I otherwise would be responsible.

( ) If my request to maintain full-time employment or to be granted a partial leave is denied, to take a full leave of absence, without pay, for the period \_\_\_\_\_ in support of my request I have provided/attached:

1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A).
2. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to insure performance by others of the employment responsibilities for which I otherwise would be responsible.

E. With respect to any request embodied in this petition, the petitioner should offer any additional written explanation or information that in his or her judgment would assist supervisors, the Chancellor or the Board of Trustees in making a decision whether to grant the request.

Calvin Mercer

1/31/13

Signature of Petitioner

Date submitted

Signature of Chancellor

Date received by Chancellor

## PETITION ATTACHMENT A

Detailed account of anticipated normal employment responsibilities during the affected period of employment; the information to be provided presupposes a standard eight-hour work day and a forty-hour work week and requires a demonstration of how that amount of employment time is accounted for and scheduled; the petitioner may supplement this form with a narrative account that further explains employment obligations and time commitments.

Calvin Mercer

8/13-12/15 (summers will be affected only if I am  
employed at the university during the summers)

Name of Petitioner	Employment period affected
--------------------	----------------------------

1. Non-faculty employees (for those employees who regularly follow a standard eight-hour day and forty-hour week).

Length of required work day: \_\_\_ average \_\_\_ (number of hours)

Hours of work, from \_\_\_\_\_ (a.m.) to \_\_\_\_\_ (p.m.)

Days of week to which scheduled work applies: \_\_\_\_\_

2. Faculty employees (and other employees who do not necessarily follow standard schedule of eight-hour days and forty-hour weeks)

<u>Duties</u>	<u>Hours per week</u> (average)	<u>% of total</u>
Teaching (classroom, laboratory, etc.)	3	6
Instructional preparation	6	12
Counseling students (includes counseling related to both teaching and administrative service)	5	10
Other instructional responsibilities		

Evaluating student performance	2	4
Research and writing	25	50
Institutional Committee service		
Administrative service	9	18
Current professional development		
Other (specify)		
Totals:	50	100
	Hours/week	

While this information is roughly accurate for most semesters, the amounts of time devoted to teaching, research, and administrative service can vary somewhat from semester to semester, depending on the amount of release time provided for research and for my duties related to interdisciplinary programs in Harriot College.

## PETITION ATTACHMENT B

### Explanation of nature, extent and schedule of proposed campaign activity.

My involvement in campaign activity will, for the most part, be limited to evenings and weekends. In my case, I will use pretty much the same campaign team that I used in my first campaign in 2007, my second campaign in 2009, and my third campaign in 2011. I anticipate having a paid campaign manager who will supervise the volunteers that coordinate the various aspects of the campaign (e.g., yard signs, advertising, get out the vote initiatives). So, for the most part, the campaign manager will be responsible for making sure the details of the campaign are handled. My main role in the campaign will be to engage in those activities that only the candidate can do (e.g., public debates, media interviews). In addition, as my schedule permits, I will engage in some door-to-door canvassing usually on some evenings and weekends. Most of these activities, directly involving the candidate, such as debates, usually begin a couple of months before the November election. I will not refrain from fulfilling any university responsibilities because of the campaign. Having engaged in a successful campaign three times (2007, 2009, 2011), with permission from the university, I have learned from experience that I can campaign for this office without interfering with my university duties. My university supervisor's overall performance evaluation of my work, since I began serving in this part-time office in 2007 and until now, has been "outstanding" or "very good." In addition, during my public service in municipal government and as a result of the university's extensive review (including external peer reviews), I was promoted to full Professor as of August 2010. My senior commitment has been and always will be to my university and to meeting the full requirements of my employment.

## PETITION ATTACHMENT D

### Explanation of nature, extent and schedule of required duties as officeholder.

---

While I will likely campaign for reelection as the District 4 representative, I want to keep my options open. Theoretically, I could choose to campaign for the At-Large seat or the mayor's position. In my experience the time required for the discharge of duties for all three of these positions is roughly equal. Normally, city council meetings are held twice a month in the evenings for 11 months. A third meeting each month is scheduled and held if necessary. To date, during my service on council, this third meeting has rarely been necessary. There is normally one weekend planning meeting each year. Any other council meetings that are called are set to be compatible with the schedule of all council members. Each council member is normally appointed as liaison to three boards or commissions. The mayor does not serve as liaison to the city's boards and commissions. Attendance at these boards and commissions by the council member liaison is optional. In the past, during my time on council, I have attended some of them, when my schedule permitted. Occasionally, there are other meetings and community events that I have attended, in my capacity as council member, when my schedule permitted, but none of these are required. I engage in constituent services at times that do not interfere with my university duties. In my time on council, no meeting or council responsibility has interfered with the conduct of my university duties. Having served on council since December, 2007, with permission from the university, I have learned from experience that I can serve in this office without interfering with my university duties. My university supervisor's overall performance evaluation of my work, since I began serving in this part-time office in 2007 and until now, has been "outstanding" or "very good." In addition, during my public service in municipal government and as a result of the university's extensive review (including external peer reviews), I was promoted to full Professor as of August 2010. My senior commitment has been and always will be to my university and to meeting the full requirements of my employment.

East Carolina University  
Board of Trustees  
University Affairs Committee  
April 18-19, 2013

Session	University Affairs
Responsible Person	Interim Vice Chancellor Ron Mitchelson
Agenda Item	IV. A. Research and Graduate Studies
Item Description	Undergraduate Research
Comments	Information
Action Requested	
Disposition	
Notes	<p>Three examples of undergraduate research:</p> <ul style="list-style-type: none"> <li>• <i>The Effects of Perceived Self-esteem and Self-control on Judgments of Others' Health Risks</i>; Juliann Stalls and Derrick Wirtz, Department of Psychology</li> <li>• <i>Role of Protein Synthesis in Stem Cell Development into Sperm and Eggs</i>; Jacob J Subash, Andrew J Friday, Melissa A Henderson and Brett D. Keiper, Department of Biochemistry and Molecular Biology, Brody School of Medicine</li> <li>• <i>Sculpting Feelings Into Form</i>; Samantha Woitovich mentor: Carl Billingsley, School of Art, College of Fine Arts and Communications</li> </ul>

*The Effects of Perceived Self-esteem and Self-control on Judgments of Others' Health Risks*  
Juliann Stalls and Derrick Wirtz, Department of Psychology, Harriot College of Arts  
and Sciences, East Carolina University

The average person is likely to encounter a number of health-relevant messages on a daily basis. While such messages often communicate the latest scientific findings and are intended to inform healthy choices, how individuals perceive such health-relevant information is often overlooked. Moreover, when people consider what factors impact their health, they may rely on everyday, lay theories that may, at times, diverge from scientific understandings. The study of lay theories—the non-scientist's beliefs and expectations about health-relevant information—is, therefore, an important key to understanding health choices and behaviors. For example, the belief that smoking causes cancer may influence an individual's consumption of tobacco. Our study focuses on lay theories about the relations of *self-esteem* and *self-control* to perceived health behaviors and outcomes. "Self-esteem" refers to an appraisal of one's personal worth, while "self-control" can be described as the ability to adjust and regulate one's thoughts and behaviors. For example, the individual high in self-esteem thinks of himself or herself in positive terms, while the individual high in self-control can successfully adapt his or her emotions, cognitions, and behaviors to varying situations. Of key importance, possessing self-esteem does not necessarily imply having self-control, and some prominent psychologists have proposed that self-control is more closely related to important health outcomes than self-esteem.

We examined whether people believe self-esteem or self-control has a greater impact on health using a *social judgment* paradigm. This approach asks people to make judgments about another individual, with the expectation that such judgments will systematically reveal underlying lay theories. Using this technique, we consistently found an asymmetry in lay theories, such that research participants believed possessing self-esteem was significantly more related to good health than possessing self-control. People who believed another individual had high self-esteem expected that individual to practice more positive health behaviors, in turn leading to the belief that the individual would have superior health outcomes. In other words, self-esteem figured more prominently in people's lay theories about health than self-control, while some prominent psychologists have suggested the exact opposite. Thus, while our research is clear in highlighting positive lay beliefs centered on self-esteem, these beliefs may be suboptimal to the extent that psychological scientists instead identify self-control as the critical determinant of good health. Specifically, programs, interventions and cognitive therapies designed to promote positive health behaviors may be better served by targeting self-control than self-esteem, with the understanding that self-control is likely undervalued by many individuals.

*Role of Protein Synthesis in Stem Cell Development into Sperm and Eggs*

Jacob J Subash, Andrew J Friday, Melissa A Henderson and Brett D. Keiper, Department of Biochemistry and Molecular Biology, Brody School of Medicine at East Carolina University

Stem cells are the precursors for all other cells that make up the tissue and organs of the body. The initial fate of stem cells is to differentiate into other types of cells, such as neurons, muscle, sperm, or eggs. The synthesis of new proteins promotes the fate changes in these stem cells. We would like to understand how the body controls protein synthesis to produce these new cell types. If stem cells do not differentiate properly, and instead continue to proliferate, they may lead to tumors or aberrant organs. Our lab focuses on the initiation factors ("control

proteins”) that are responsible for new synthesis leading to normal cell differentiation and growth. The soil worm, *Caenorhabditis elegans*, is used as an animal model to research the development of stem cells. The adult worms are hermaphrodites, which make both eggs and sperm. The worms develop to adulthood in just three days, and mutant strains are useful for genetic experiments. The protein synthesis control factor 4E is encoded by five separate genes and therefore produced in five different “flavors”. When the gene for 4E-1 is destroyed, sperm cells cannot be created properly from stem cells, but eggs still develop; the worms are infertile. When 4E-3 is destroyed, the worms do not make eggs; they can only make sperm. Therefore, these two forms of 4E act as a switch for stem cells between egg and sperm differentiation. We use fluorescence microscopy to visualize DNA and sperm-specific proteins in the gonads of normal worms, and mutants that lack one of these forms that produce aberrant reproductive cells. Microscopy provides a visual representation of individual cell development in this animal model. What we learn about protein synthesis regulation in cell development may lead to therapies for treating human disease states such as infertility, cancer and birth defects.

### *Sculpting Feelings Into Form*

Samantha Voitovich mentor: Carl Billingsley

School of Art, College of Fine Arts and Communications, East Carolina University

Research comes in many shapes. Fine Art major Samantha Voitovich has sculpted her own shape into a life-sized figure. The bronze creation of a female swimmer was life-cast with molds from Samantha’s own body. The figure is posed in a sitting position with her legs crossed and nose pinched closed by her fingers. Her hair was modeled in an upward flowing direction to simulate the motion of hair sinking underwater. Because she appears to be underwater, it creates an obscure perception. Samantha wanted to capture the tranquility and serenity experienced while sinking under water. The project allowed the artist to use her hands and mind to express feelings visually in an increasingly automated and technological world. The process took her from making the plaster molds to learning large scale wax-working and assembly techniques to preparing the sculpture for metal casting in bronze, after which she had to learn specific patina applications to ready the figure for exhibition. Ultimately, Samantha’s bronze swimmer will be displayed in Joyner Library – a fine example of a centuries old art form that displays feelings in a contemporary way.



East Carolina University  
Board of Trustees  
University Affairs Committee  
April 18-19, 2013

Session	University Affairs
Responsible Person	Vice Chancellor Dr. Virginia Hardy
Agenda Item	V. A. Student Affairs
Item Description	Review of Greek Life
Comments	Information
Action Requested	
Disposition	
Notes	



On March 5<sup>th</sup>, UNC General Administration has awarded BCBS with a three year contract for the system's Student Health Insurance Plan. The award was registered with the NC Department of Insurance during the week of March 11. Student Health directors and General Administration are now negotiating with BCBS to further enhance the plan and decrease costs. The final premium rate will be announced in the next couple of weeks.

ECU Student Health Service is one of many surveillance sites across the state responsible for reporting flu activity to the NC Department of Health and Human Services and the Center for Disease Control. The 2012-2013 flu season was considered an active season with peak illness levels in late December through mid-January. On the ECU campus, we prepared our students by offering flu vaccines as early as September and continuing to immunize until vaccine stores were exhausted. Healthy students with flu like illnesses were encouraged to sequester themselves and avoid contact with others as much as possible. Students with chronic illnesses were encouraged to seek medical care early. Staffing patterns were altered to accommodate an increase of acutely ill students. A Self Reporting Flu note was implemented on One Stop to allow students with specific symptoms of influenza to advise their professors they were ill and may be out of class for up to three days, avoiding a visit to Student Health Services for a verification of visit note. In collaboration, Campus Dining implemented "Flu Buddy" a system that allowed roommates/friends to pick up food for ill students using the ill student's meal card. The most significant challenge in dealing with influenza outbreaks on campus is dealing with faculty who require students to disclose medical information in order that faculty may determine if the student was sick enough to miss class.



## Student Affairs | Campus Dining

A new dining plan, ALL ACCESS Meal Plan, has been approved for 2013-2014 school year. All access dining allows students to come and go as often as they like from the dining halls eating light meals and snacks. There is no limit to how often a student may use the dining halls either daily or weekly. Established meal hours are replaced by a continuous dining program. The dining halls will open as follows:

Mon-Thurs: 7:00 am - 10 pm  
Friday: 7:00 am - 8 pm  
Saturday: 10 am - 8 pm  
Sunday: 10 am - 10 pm

Food will be served continuously during these hours with meal emphasis shifting from breakfast/brunch to lunch to light lunch to dinner before shifting to a late evening fare that includes deli, grill and pizza items in addition to desserts and salads. Pirate Meals are included with every meal plan in varying amounts per semester (15, 40, 70). Each meal plan also includes five guest passes per semester so that each student may host family and friends in the dining hall only at no expense using these passes. A special "Take a Faculty/Staff Member to Lunch" meal is provided during one select week each semester. This feature will be good in the dining halls only as a way of encouraging student faculty/staff interactions outside of the classroom.

The benefits or advantages of the new plan include:

- Class schedule vs. meal hour conflicts are eliminated by continuous dining and later hours of operation.
- Late night meal hours coincide better with student's lifestyle and needs, minimizing their needs to purchase late night snacks through other means.
- Unlimited access and continuous dining turn the dining halls into community centers adding new congregation and study space opportunities for students without additional facility construction.
- New faculty/staff-student interaction opportunities have been created.
- The cost implications of this new dining approach is relatively neutral after factoring in increases for labor and food costs from their current 2012-13 levels.
- Meal plans have been upgraded to include premium outlets such as Chick-fil-A, Subway and Chili's.



Following recommendations to introduce technology from both the 2009 External Review Final Report as well as the Parking, Transportation and Transit Business Group, ECU Transit staff approached the Student Government Association with a collaborative opportunity to improve transit efficiency while also providing transit users with access to real-time bus arrival predictions via cell phones, computers and electronic signs. SGA leaders agreed to help fund the capital-intensive project with a \$250,000 transfer to Transit. As a result of this partnership, ECU Transit's 39 buses are now equipped with a comprehensive technology suite which provides: GPS tracking, ADA-compliant audible and visual stop announcements, automatic passenger counts, driver data terminals, computer aided dispatch software, driver panic alert buttons, comprehensive reporting, Wi-Fi data upload/download at the bus maintenance facility and GPS location data linked to the onboard video surveillance system all in addition to the real-time bus arrival information available to all users. The addition of this "smart bus" technology allows Transit operations staff to closely monitor on-time performance and ridership. Staff can also respond quickly and accurately to customer complaints using the playback function which utilizes stored data to display past driver and vehicle location information. Incident investigations often can be authenticated or determined to be unfounded using this system.

SGA was most excited about being able to provide students and other users access to real-time bus tracking. The NextBus component enables users to receive bus arrival predictions for any bus stop throughout the ECU Transit system by way of the ECU mobile app on their smart phones, calling a special phone number, sending a text message or by using any device with Internet access. NextBus makes it easy to access bus arrival information regardless of location and type of device you may own. Smart phone users accessed the system approximately 24,000 times in February of 2013. ECU Transit is excited to have "smart bus" technology in place and will continue to collaborate with SGA on marketing and promoting this great system to the ECU community.



#### **FOR STUDENT VETERANS AND SERVICEMEMBERS**

We help connect Service members/Veterans and their families to the appropriate services on campus by providing the following:

- Information and resources to ease the transition from military-life to campus-life
- Mentoring through the Pirate-to-Pirate Mentoring Program
- Deliver activities that welcome students to the campus community and show appreciation for their military service
- Support the Pirate Veterans Organization (student-led)
- Provide a friendly environment to meet with other veterans and assist in locating on-campus and off-campus resources
- Offer COAD 1000 course, designed to prepare students for college-level work

#### **FOR FACULTY AND STAFF**

We connect faculty and staff to Student Veterans, Service members and their families by providing the following:

- Green Zone Training - provides training to faculty and staff on information and resources related to issues faced by student veterans, service members & families
- Provides resources and information to help students with services needed inside and outside of the classroom
- Provide activities that engage and enlighten faculty and staff to the needs of students
- Provide a supportive environment where faculty and staff can seek assistance
- Begin research to understand best practices for student veterans

The Green Zone Training is an initiative to support student veterans, service members and their families by designating locations recognized as a safe place. Similar to Safe Zone Training for GLBT students, Green Zone Training identifies faculty and staff throughout East Carolina University who are knowledgeable about issues faced by student veterans and the resources available to assist them. Green Zone participants are trained on information and resources related to issues faced by student veterans; display a Green Zone emblem outside their office doors or on their syllabus to indicate they are available to provide support and information about resources for student veterans; and serve as a resource to other faculty, staff or students who may have questions about student veteran issues.