



East Carolina University | Board of Trustees

University Affairs Committee Meeting | November 21, 2013

Agenda

- I. Approval of September 19, 2013 Minutes **Action**

- II. Conferral of Degrees **Action**

- III. Closed Session

MEETING RECESSES UNTIL 3:30 PM

- IV. Student Affairs
 - A. Structured for Success Program **Information**

- V. Academic Affairs
 - A. Position Criticality Reviews **Information**

- VI. Research & Graduate Studies
 - A. Research Funding & Start up Packages **Information**

East Carolina University
Board of Trustees
November 21, 2013

Session	University Affairs
Responsible Person	Deborah Davis
Agenda Item	I.
Item Description	Minutes from September 19, 2013
Action Requested	Committee approval
Disposition	
Notes	

Minutes of the Meeting of the
University Affairs Committee
East Carolina University Board of Trustees
September 19, 2013 at 3:00pm
Mendenhall Student Center

Board Members Attending: Deborah Davis (chair), Tim Schwan, Robert Brinkley, Carol Mabe and Danny Scott

University Presenters Attending: Ron Mitchelson, Marilyn Sheerer, and Virginia Hardy

Meeting began 10:52am

Ms. Davis opened the meeting by reading the conflict of interest statement.

The minutes from the previous meeting were approved.

Academic Affairs – Provost Marilyn Sheerer

■ **Budget Cuts**

- How budget cuts were allocated to colleges
 - The BOT and Academic deans have asked that we not do across the board cuts for all units. So we have used the data available to us to determine the percentage of cuts to each college and unit. The cut to Academic Affairs was a 2.4% cut. Some units received a 2.9% cut and another got only a 1.6% cut. In the administration part of AA, there was a 2.6% cut with one part getting a 7% cut. In short, we are going to use our resources in the best way possible for our students, the units and ECU.
- Reallocation of positions
 - When a position becomes vacant, it goes back to the Provost Office and is held there. The units have to complete a criticality form and the units have to come in and present their case for why they should get this position to fill. We take the data and information from the Program Prioritization Committee (PPC) to see if it meets the needs by department for positions. There is a list of investment areas on campus that we also use for making our decisions. In addition, we weigh the programs that have seen increased enrollment (Nursing and Engineering). Chancellor Ballard mentioned that we are also focused on doing what we can to protect the Brody School of Medicine, which is under attack. From the PPC, there have been program reduction on campus and we continue to look at the areas where we can reduce, maintain and invest. Chancellor Ballard stated that we have lost \$90 million in the last six years and if it continues next year it will be difficult for us to protect our marquee, growing programs at ECU. Ms. Davis and Mr. Brinkley asked for some manner of continued reporting about what actions ECU is taking to handle these cuts so that they are armed with information and responses with legislators and others.

■ **Undergraduate Enrollment**

- Current Projections – John Fletcher did comparative analysis of fall 2013 numbers vs. fall 2012 numbers. These are preliminary at this point. Eight of the 15 institutions that have reported enrollment numbers so far are down. We are down .22%. ECU had a nearly 1% growth in undergraduate enrollment and a decrease of 6.2% in graduate enrollment. Ten of the 15 reporting schools so far have also seen a decrease in graduate enrollment including UNC-CH and NC State. We had 4,495-freshman class this fall. There is a concern that we are getting close to pricing ourselves out of the market. The SAT for all freshmen this fall was 1042 for all freshmen admitted by SAT. Chancellor Ballard added that we are beginning to be held to different efficiency standards for student success such as graduation rate, skill sets gained, job placement post-graduation and degrees awarded. Ms. Davis said the BOT members need a list of the goals and then what we are doing to achieve these goals, what are the challenges and what do we need to accomplish them. Through this fall, we have not seen a drop in the quality of student we are admitting. The number of enrolled transfer students dropped to 1,328 (below our 1,400 goal). We are shooting for 1,500 in

2014. In ethnicity/race categories, we saw a large increase in Hispanic and African-American students. The number of white students decreased about 500 from last year.

Student Affairs – Vice Chancellor Virginia Hardy

■ Campus Living

- This transition went pretty smoothly with students moving to Province and North Campus Crossing. We are preparing for the Belk demolition and will require more students to move off campus.

■ Student Impact based on enrollment numbers

- With 4,300 or so students coming in 2014, we are making plans to have space and beds for these students. The advanced planning will allow us to create RA options and programming from Campus Living within the apartment complexes.

■ Student Affairs Update

- The meal plan change this fall has been met with great pleasure from the students. Tim Schwan said he went back to a meal plan this year.
- There will be student center information coming in November.

Research and Graduate Studies – Ron Mitchelson

■ Strategies for handling graduate enrollment

- In 2008, graduate enrollment peaked and has reduced 5.2% per year from 2009-2013. Paul Gemperline shared some of the background and processes at ECU. Graduate recruiting and admissions is decentralized. From 2002-2008, ECU grew graduate enrollment at a faster rate than the national average and since 2008, we have also declined a bit faster than the national average too. This year's decline was deeper and faster than we expected. He shared the three "classes" of program recruiting circumstances: Research intensive programs (30%), Professional Training programs (60%) and Clinical Training (10%). We did a Google ad campaign (pay per click) which produced 6,000 clicks and an increase of traffic to our graduate school website. ECU held a graduate recruiting workshop in fall 2012 to create and develop strategies for recruiting students to ECU and we will have a follow up workshop in October the Education Advisory Council. There are several new programs that have been approved and several more that are under development.

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

■ CLOSED SESSION MOTION

- Mr. Schwan 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.

Meeting Ends at 12:38pm

Respectfully submitted by Christopher Stansbury

East Carolina University
Board of Trustees
November 21, 2013

Session	University Affairs
Responsible Person	Marilyn Sheerer
Agenda Item	II.
Item Description	Conferral of Degrees
Action Requested	Committee approval
Disposition	
Notes	

**Board of Trustees
University Affairs Committee
November 21-22, 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 Fall commencement on Friday, December 13, 2013.

East Carolina University
Board of Trustees
November 21, 2013

Session	University Affairs
Responsible Person	
Agenda Item	III.
Item Description	Closed Session
Action Requested	
Disposition	
Notes	

ECU Board of Trustees University Affairs Committee

November 21, 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.**

East Carolina University
Board of Trustees
November 21, 2013

Session	University Affairs
Responsible Person	Virginia Hardy – Vice Chancellor for Student Affairs
Agenda Item	IV. A
Item Description	Student Affairs – Structured for Success Program
Action Requested	Information Only
Disposition	
Notes	

Structured for Success Overview

Board of Trustees

November, 2013

Introduction: In Spring 2012, Campus Living was approved to undertake a three year pilot program to assist in the retention and academic success of on campus students who have been in violation of the university policy related to drug use or possession on campus. Entering the second year of the three year study, the early results have been positive.

Students found in violation of the drug policy studied during the fall of 2010 and 2011 had extremely poor academic performance and retention numbers. Fall, 2010 students earned a GPA of 1.61 and fall, 2011 students were only marginally better at approximately 1.85. Retention rates from freshman to sophomore year for these combined groups showed that only 1/3 of these students returned for their second year at ECU.

Of the 22 students in the initial year of the pilot program, seven were removed for further violations of policy or withdrew from the program voluntarily. The 15 students who remained engaged in the program earned a GPA of 2.44 in the fall semester, and this group had a retention rate of 80% with 12 of the 15 enrolled this fall. The overall retention rate for the entire group of 22 was 55% as none of the seven students who left the program returned to the university.

Minor changes to the program have been made for the second year of the program including the elimination of a \$1,000 family payment for services; the inclusion of a full time staff person to work with students on their academic and social progress in the program replacing graduate assistants; and eliminating the requirement for students to live together in Umstead Hall with a curfew.

Program Basics: Given the extremely poor academic performance of students involved with drug-related incidents, a task force consisting of Student Affairs educators and faculty met to discuss intervention strategies. Current intervention efforts for these students only focus on drug-related education and personal choices. No special consideration has been given to academic issues for these students.

Discussions centered on the lack of academic success for the 2010 fall semester students. As these discussions progressed, a strong interest began to form for a redesigned intervention program that focused on life skills, time management, and academic intervention. It was believed that the students who were involved with drug use needed life structure and a positive living situation that was closer to what they experienced during high school when residing in their parents' home where there were fewer freedoms and opportunities to be involved with anti-educational activities. Out of these discussions, the **Structured for Success** program was developed.

Structured for Success is designed as an optional, restrictive and structured approach to campus living and supporting at-risk student's academic efforts. The program will be offered at an additional cost to the students who would typically be removed from campus housing under the Zero Tolerance Policy. The offer to remain in campus housing through this program would occur after the student who has been found to be in violation of the Campus Living Zero Tolerance Policy and has completely exhausted the appeal process to remain in campus housing. The offer would be made jointly to the student and the student's family in a campus meeting with the Associate Vice Chancellor of Campus Living and Dining Services.

The invitation to be a part of **Structured for Success** would involve a commitment on the family's part to agree to place certain restrictions on their student and for them to support and work with the university in the various components of the program. A full disclosure of the program components and costs would be provided the family, and the family and their student would have a predetermined period of time to consider the offer and commit to the program. Students who choose not to be a part of the program would have their dismissal from campus housing enforced with no additional considerations. Students and their families who accept the challenge of enrolling in the **Structured for Success** program will sign an additional "housing agreement addendum" that outlines expectations and obligations under the terms of the agreement.

Structured for Success students will relocate from their current place of residence into Umstead Hall where a portion of the first floor rooms will be designated for this program. In the initial year of operation, there will be space for up to approximately 22 students. All of the spaces in the program for the coming year on the first floor of Umstead will be male. There will be a small number of female bed spaces (4) held for the program on the 2nd floor of Umstead. Should all of the spaces in the program be full at some point during the academic year, no additional students would be eligible for this program. Based upon the success of the program, additional spaces would be made available for 2013 fall semester.

Students would be able to earn their way out of program based upon their track record of proven success both academically and within the various structured components of **Structured for Success**. Conversely, students face removal from the program should their behaviors become disruptive or run counter to the agreed upon expectations of the university, their family, and the student for entry into the program. The largest determinant for their ability to move out of the program would be for them to excel academically during their first semester in the program, while complying with the intrusive expectations placed upon them.

Program Outline: The various component parts of entry into **Structured for Success** include:

- Pilot program began in August, 2012 in Umstead Hall. The 2013-14 program is no longer located in Umstead.
- Intake process will involve an offer of involvement to the family and student when they face removal from the residence halls for violating the Zero Tolerance Policy specific to marijuana use or possession. This will involve an open and frank discussion of the student's behaviors,

beliefs, and expectations, in addition to full disclosure on the expectations of the program for both the student and their family.

- A housing assignment addendum will be signed by the student and their family committing to the expectations of the program and agreeing to the various program services.
- The family will agree to the following restrictions for their student:
 - Random drug testing while in the program;
 - The student's criminal background check, if required;
 - Removal of the student's car from Greenville;
 - A \$500 payment is charged to the student's account. This amount may be refunded in two equal payments at the end of each semester if the student has met certain criteria of the program related to effort related to program expectations
 - Restricted privileges for the student during breaks where it is required that the student stay at home and with the family during fall semester and spring breaks as well as for all three-day plus weekends; and
 - Agree to meet with and/or have contact with the **Structured to Success** staff weekly or more frequently as requested.
- After signing up for the program, students immediately have a baseline drug test and an intake meeting with the Structured for Success staff. At this meeting, there will be an orientation to the **Structured for Success** program which will include:
 - An introductory meeting with Kristin Barnett, Structured for Success Coordinator
 - The scheduling of a baseline drug test;
 - A review of academic performance to date utilizing Blackboard records;
 - Enrollment in a one credit values clarification/study skill course; and
 - An introduction will be facilitated to other program members.

Programmatic elements for **Structured for Success** include the following:

- Study hall attendance would be required two hours a day, Sunday through Thursday evenings between the hours of 5-pm and midnight.
- A one hour weekly individual meeting with program staff.
- Students will sign a waiver form to allow for verification of classroom attendance.
- The student will be enrolled in a special COAD class which will begin in week eight of the semester. This class will be specifically for students who have violated the Zero Tolerance Policy for drug use.
- Random drug testing will be done with program participants. Knowledge gained from this testing will not be used for student conduct purposes but only to evaluate potential involvement or removal

from the **Structured for Success** program. Test results are reported to the family.

- There will be a self discovery component of the program where testing instruments such as the Myers-Briggs Personality Indicator, career development instruments, a journal project, and volunteer opportunities will be utilized.
- Academic skills testing will be utilized where appropriate.
- Students are required to seek tutoring assistance in one subject area weekly. This activity is monitored.
- If a student is removed from the program involuntarily or they choose to leave at some point in time, there is no refund of the supplemental cost they were billed for the program.
- Social programs are scheduled to occur several times monthly. The purpose of these events is to begin to teach students that they can have fun without using drugs or alcohol. In Fall, 2013 the group has been out to eat a formal dinner in a local restaurant; experienced tailgating and a football game without alcohol; gone to the movies; been to dinner at a faculty member's home; and is scheduled to go camping overnight on the Outer Banks.

Structured for Success (S4S)

Campus Living

What is Structured for Success?

Structured for Success is a pilot academic intervention program that began Fall 2012 at East Carolina University. The program represents a rare opportunity to students found responsible for drug related activity to re-focus their efforts on academics while remaining in the residence halls. Before Structured for Success (S4S), ECU required students involved in drug related activity to move off campus. The decision to use drugs in college could have dramatic impacts on a student's future academically, socially, and financially.

The program is designed to provide a highly structured and restrictive living environment that will lead to academic success for those who have been involved in drug related activity on campus. The university community has collaborated to provide a broad range of helpful interventions for students in the program. In addition to thorough faculty input, a dedicated program staff is assigned to work with students in the program.

In the 2013-14 academic year, the program will house up to 30 students.

2010-11 Academic Year at ECU

- 71 Students found responsible for drug related activity. This included 62 men and 9 women.
- The majority of students found responsible for drug related activity are in the first year.
- The average GPA of these 71 students was 1.61.
- The estimated financial impact to the family of a student found responsible is \$7,000. Costs vary but may include paying the remaining portion of campus living fees, moving expenses, unexpected travel expenses, family or student time away from work, apartment rental, legal fees, court costs.

Selected Summary of Program Requirements

- Meet regularly with Structured for Success staff
- Meet regularly with Campus Living program staff
- Sign waiver for consistent monitoring of grades, academic progress and class attendance
- Random drug testing while in program
- Family agrees to remove student's car from campus for the remainder of the academic year
- Restricted privileges during breaks, three day weekends and Halloween where the student must either go home to the family or plan to participate in pre-arranged programs
- Mandatory study hall of at least 10 hours per week
- Academic skill testing
- Required attendance in academic tutoring sessions
- Student/Family co-sign a mutual agreement to enroll in the program
- Refundable \$500 payment to enroll in the program
- Limited participation from many student organizations and activities, including where they represent ECU

Recent Related Media Reports and Statistics

- A recent New York Times story showcased a survey of more than 46,000 students nationwide – The survey reports that one out of every 15 high school students smokes marijuana on a near daily basis. This figure has reached a 30-year peak even as use of alcohol, cigarettes and cocaine among teenagers continues a slow decline.
- 2010 National Survey on Drug Use and Health reported 34.8% of high school seniors used marijuana at least once.
- CNN Health Article - One in nine 12th graders in America have used synthetic marijuana (called Spice or K2) in the last year. Spice and K2 now rank as the second most frequently used illegal drug among high school seniors, second only to marijuana. More than 36% of seniors reported using the drug over the past year; almost 7% say they use it daily.



OVERVIEW

Each year the Career Center hosts three Career Fairs for ECU students and alumni to support networking opportunities for internships, co-ops, full time careers and graduate school opportunities. Employer attendees represent organizations throughout the United States and offer entry level employment opportunities for students. Opportunities exist for all majors. Below are the numbers for the Fall 2013 Career and Graduate School Fair.

DEMOGRAPHICS

Employer Information: Organizations = 141
 Corporations represented: 121
 Graduate Schools represented: 20
Individual Recruiters in attendance: 306

Student Information: Total attendees = 641

Seniors	315	Graduate	45
Juniors	150	Male	397
Sophomore	51	Female	222
Freshmen	45	Gender Unknown	22
Veteran	15	Majors Represented	59
Active Military	2	Alumni	13

LinkedIn Headshots: Student total = 259

EVENT OVERVIEW

Time: 10:00 a.m. – 2:00 p.m.

Location: Minges Coliseum and the Murphy Center (Jones Hall).

Audience: All current ECU students and ECU alumni

The following represents the team of individuals involved with the production of the event.

Career Center Staff	12
Graduate Assistants	7
Student Volunteers	40
Student Affairs and ECU Volunteers	10
TOTAL	69

Combined people hours dedicated to development and implementation of the Career and Graduate Fair:

645

Cost considerations to produce the event include: *Booth pipe & draping, table and chair rental, employer food, floor covering of Minges Coliseum, parking lot rental and staffing, professional photographer (LinkedIn headshots for students), student and employer marketing materials event materials and event staffing charges from ECU Athletics.*

PERSPECTIVES

Student Perspectives:

- “Overall the career fair was, for me, a big success. I met with the representatives of the companies that I was interested in, and I was able to establish good relations with them. I hope that more and more companies come to East Carolina's career fairs in the future. Though I have only been to two career fairs since enrolling at East Carolina, I have learned more of what employers want, expect, and require of their employees. Thank you.”
- “Thank you for this excellent opportunity!”
- The majority of students indicated preparations for the career fair were utilized from information on the Career Center website and researching employers.
- Over 80% of students indicated that they will likely attend future career fairs at ECU.

Employer Perspectives:

- 90%+ of employers rated the overall experience at the Career and Graduate fair as very good to excellent.
- 80% of employers rated ECU students as better or about the same as students at other universities.
- The primary reason for participating in the ECU Career and Graduate Fair was due to hiring needs for interns and full-time entry-level employment opportunities.
- Employers indicated a high level of satisfaction with the ECU support staff and assistance, check-in procedures, and students they interacted with from appropriate/relevant majors.
- Employers reported men in attendance were professionally dressed and most women were as well. A small percentage of women attending dressed in attire that appeared “social” instead of professional business attire.



OVERVIEW

Each year the Career Center hosts three Career Fairs for ECU students and alumni to support networking opportunities for internships, co-ops, full time career opportunities and graduate school options. The Health Careers Fair is specifically focused on opportunities for students and alumni who are looking for a job or internship within the health field. Employer attendees represent organizations throughout the United States and offer entry level employment opportunities for students. Opportunities exist for all majors. Below are the numbers for the 2013 Health Careers Fair.

DEMOGRAPHICS

Employer Information: Organizations = 41
 Individual Recruiters in attendance: 62
 Types of Industries represented: 10

<i>Healthcare</i>	<i>Government</i>	<i>Mental Health</i>
<i>Pharmacy</i>	<i>Physical/Occupational Therapy</i>	<i>Nursing</i>
<i>Nursing</i>	<i>Healthcare – Administration</i>	<i>Education</i>
	<i>Military & Defense</i>	

Student Information: Total attendees 184

Due to technical difficulties, margin of error = +50

Seniors	108	Graduate	16
Juniors	6	Male	34
Sophomore	3	Female	143
Freshmen	5	Gender (Not Indicated)	7
Veteran	1	Majors Represented	20
		Alumni	5

EVENT OVERVIEW

Time: 10:00 a.m. – 1:00 p.m.

Location: East Carolina University Heart Institute

Audience: All current ECU students and ECU alumni.
Students enrolled in health care related programs from Pitt Community College were invited to participate.

The following represents the team of individuals involved with the production of the event.

Career Center Staff	10
Graduate Assistants	7
Student Volunteers	13
Student Affairs Staff	14
TOTAL	27

Hours committed for development and implementation: **386 Hours**

PERSPECTIVES

Student Profile and Perspectives:

- Attending the ECU Health Careers Fair was a first time event for more than 80% of the attendees.
- Students (99%) indicated they networked with recruiters and discovered employment opportunities.
- 89% rated their interactions to be beneficial or very beneficial with hiring officials.
- Student attendance included the following majors:

Biochemistry	Chemistry	MPH/Health Ed.
Biology	Clinical Lab Sciences	Neuroscience
Biomedical Sciences	Communications	Nursing
Business Mgmt.	Health Svcs. Mgmt. IT	Physical Therapy
Public Health	QLD/SLP	Social Work

- To prepare for the Career Fair the majority of students utilized the ECU Career Resource Guide and/or met with a Career Counselor.

Employer Perspectives:

- 50%+ employers in attendance have attended the ECU Health Careers Fair 3 or more times. 30% of employers were first time guests.
- Employers were largely interested in hiring entry level staff or a combination of entry level staff and interns. No employers indicated that they were only hiring interns.
- 90% of the employers indicated ECU students are better prepared in career readiness skills or about the same as other students.
- 90% rated the fair either good, very good or excellent.
- *“Thought it was great. Students were well prepared and volunteers were helpful, as usual.”*
- *“I love the idea of resumes on flashdrives.”*

SAMPLE EMPLOYER ATTENDEES

Aureus	Carolina Therapy Services
Duke Regional Hospital	Fayetteville Psychiatric Associates
Gentiva Home Health	Lenoir Memorial Hospital
Mecklenburg County	Rex Healthcare
Speech Center, Inc.	UNC Health Care
VOANS Senior Community Care	Wingate University School of Pharmacy

East Carolina University
Board of Trustees
November 21, 2013

Session	University Affairs
Responsible Person	Marilyn Sheerer - Provost
Agenda Item	V. A.
Item Description	Position Criticality Review Process
Action Requested	Information Only
Disposition	
Notes	

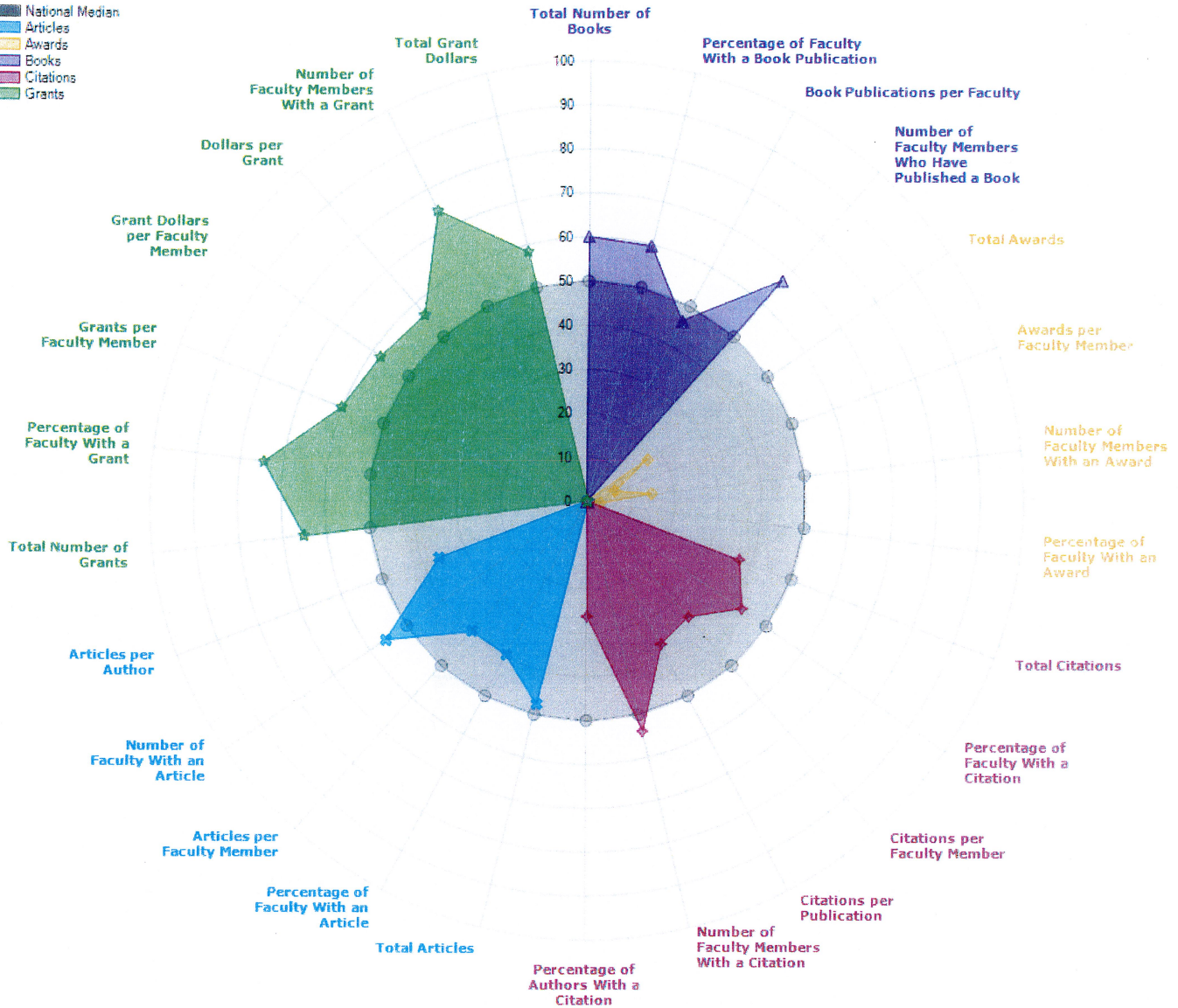
Division of Academic Affairs Position Criticality Review Process:

- A criticality request (Personnel Review Form attached) accompanies every position request from units once the position becomes vacant. The Provost's Personnel and Budget Committee reviews each request. The review process includes:
 - analysis of the requesting department's narrative justification for the position.
 - analysis of the requesting department's narrative description of the criticality of the position including the department's summary of consequences associated with a decision not to return the position.
 - analysis of alternative strategies the department could employ if the position request is not approved.
 - analysis of current faculty workloads in the unit.
 - analysis of projected workload for the position being requested.
 - Student Credit Hours (SCH) projected to be generated by the position.
 - unit productivity (research and scholarly activity, external funding, etc.) as compared to national benchmarks using data reported by Academic Analytics (example attached).
 - confirmation by the unit Dean that he/she has discussed the personnel request with the Department Chair, examined workloads in the requesting department with special attention to teaching loads, reviewed relevant Academic Analytics data, and examined the Program Prioritization Committee's (PPC) recommendation for the program (eliminate, reduce, maintain, or invest). In the case of SPA position requests, the Dean confirms that he/she has reviewed SPA workloads in the requesting department and determined that resources are appropriately deployed.
- Requests are reviewed weekly, with emergency requests reviewed daily through e-mail, as necessary, to expedite the committee's response to position requests.
- In the case of more complex requests or requests that require further explanation, the appropriate Dean and/or Department Chair may be invited to address the Personnel and Budget Committee.
- There are 4 possible outcomes for each personnel request.
 - The request may be approved.
 - The request may not be approved and the unit may be asked to repurpose the position and submit a new request.
 - The request may not be approved and the position may be assigned to another unit based on institutional priorities.
 - The request may not be approved and the position may be retained centrally for future reallocation. When the position is retained centrally, preference will be given to programs that represent institutional priorities and that have been identified as "invest" programs by the Program Prioritization Committee (PPC).

Department Radar - All Variables

East Carolina University | , Department of

- National Median
- Articles
- Awards
- Books
- Citations
- Grants



Date Submitted: _____ Employee Name Vacating Position (if applicable): _____

Requesting Return of Vacant Position # _____ Current FTE: _____ Resigned Retirement Other

Requesting New Position

Vacant/Proposed Position Title/Classification: _____

Position Funding (salary dollars): \$ _____ State Grant Summer Other (specify) _____

Position Designation:

EPA Faculty Tenured Tenure-Track

EPA Fixed-Term Faculty Fall Semester Spring Semester Summer
 9-month AY Appt 12-month Appt.

EPA Non-Faculty Stated-Definite Term At-Will Temporary Duration: _____

SPA Permanent Time-Limited Temporary Casual Intermittent

Requesting a waiver of recruitment

[NOTE: All such requests require a discussion with the divisional personnel and budget team.]

Requesting College/School/Unit: _____

Requesting Department (if applicable): _____

Operational Requirements for Documenting and Approving Position Actions

The University will continue to carefully review the need to add new positions and fill vacant positions.

Criteria for creation of new positions (state funded and non-state funded) include the following:

- a) Faculty positions directly related to classroom instruction.
- b) Positions directly related to student retention and graduation.
- c) Positions directly related to safety, including law enforcement.
- d) Positions directly related to patient care.
- e) Positions directly related to providing core administrative services.
- f) Positions directly related to fulfilling existing contractual obligations.
- g) Positions directly related to compliance with regulatory, accreditation, or fiscal or external reporting requirements.
- h) Positions deemed to be mission critical to the university.

The Executive Council will review and approve all new state-funded position requests (adding new positions to the payroll). For new non-state funded positions (grants, ECUP, other non-state sources) advance approval in writing is required by the applicable Vice Chancellor. Approvals, with supporting documentation, will be reported to University Human Resources (in writing via email) to begin the search process.

The applicable Vice Chancellor or his/her designee must approve filling a vacant position (in writing via email) prior to the time a position is advertised. Approvals, with a copy of the supporting documentation, must be provided to University Human Resources to begin the search process.

Use the text box below, or indicate "See attached", to provide a narrative justification for this position.

Please structure your narrative in the following manner for EPA Faculty (including fixed-term) positions:

- Use the first paragraph to describe the position (tenured, tenure track, or fixed term). Report the projected teaching load associated with this position. Provide historical data on teaching loads and SCH generated by this position. Summarize other responsibilities associated with this position.
- Use the second paragraph to clearly establish the criticality of this position to your mission. Include negative consequences that would occur if this position were not filled.
- Use the third paragraph to describe alternative plans you would employ if this position were not filled. For example, are other faculty qualified to teach courses associated with this position?
- Use the fourth paragraph to provide any additional information in support of your request.

Use the text box below, or indicate "See attached", to provide a narrative justification for this position.

Please structure your narrative in the following manner for EPA-NF and SPA positions:

- Use the first paragraph to describe the position in terms of its location within your organizational model. Identify key responsibilities associated with the position.
- Use the second paragraph to clearly establish the criticality of this position to your mission. Include negative consequences that would occur if this position were not filled.
- Use the third paragraph to describe alternative plans you would employ if this position were not filled. For example, could other EPA-NF or SPA personnel assume some or all of the workload associated with this position?
- Use the fourth paragraph to provide any additional information in support of your request.

I support this personnel request based on my determination that faculty resources are being fully and appropriately utilized in this department. My review included discussion of the personnel request with the Chair of the requesting department, review of current workloads of faculty in this department with particular attention to teaching loads, review of academic analytics data for this department, and consideration of the PPC recommendation for this department.

In the case of an SPA personnel request, I have reviewed workloads of SPA in this department and the college; and support this personnel request based on my determination that SPA resources are being fully and appropriately utilized.

Dean's Comments:

If alternative funding sources are being utilized for this position, please identify these sources:

REQUIRED SIGNATURES:

CHAIR/DIRECTOR/DIRECT SUPERVISOR DATE

DEAN/UNIT ADMINISTRATOR DATE

VICE CHANCELLOR

DATE

CHANCELLOR *(if applicable)*

DATE

East Carolina University
Board of Trustees
November 21, 2013

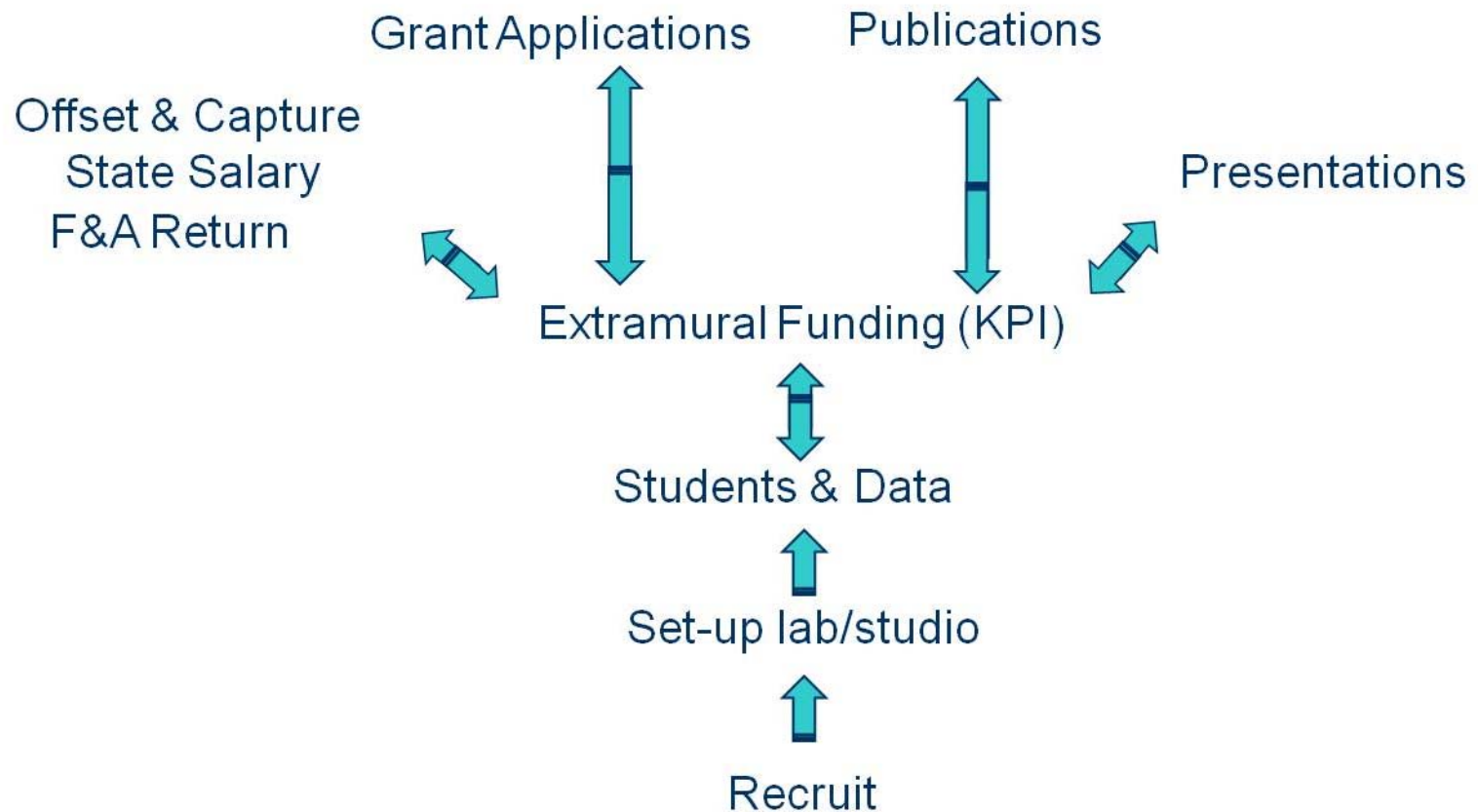
Session	University Affairs
Responsible Person	Ron Mitchelson – Interim Vice Chancellor, Research & Graduate Studies
Agenda Item	VI. A.
Item Description	Research Funding & Start up Packages
Action Requested	Information Only
Disposition	
Notes	



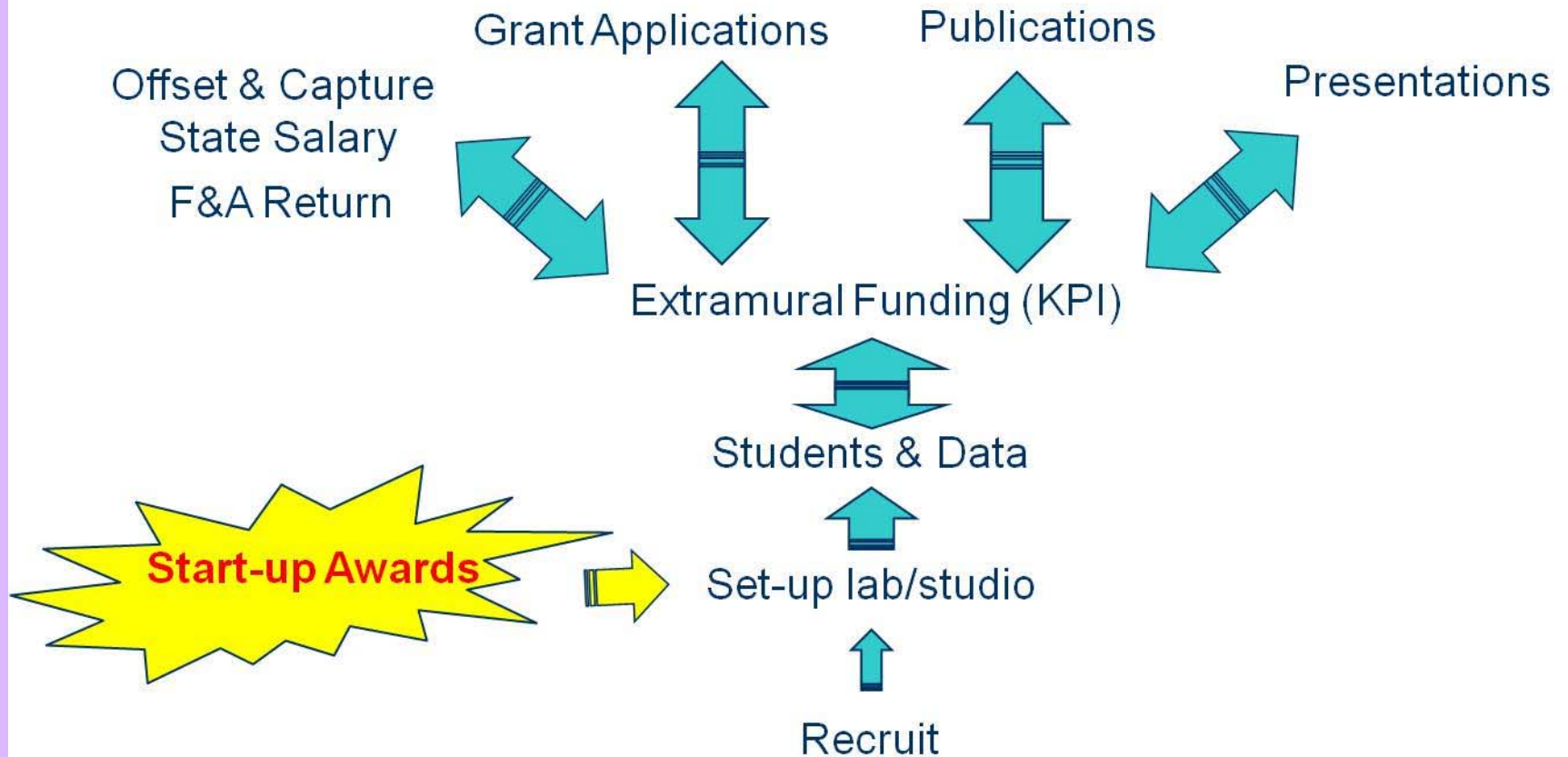
Start-up Packages for Faculty

Michael R. Van Scott, Ph.D.
Associate Vice Chancellor
for Research
(Interim)

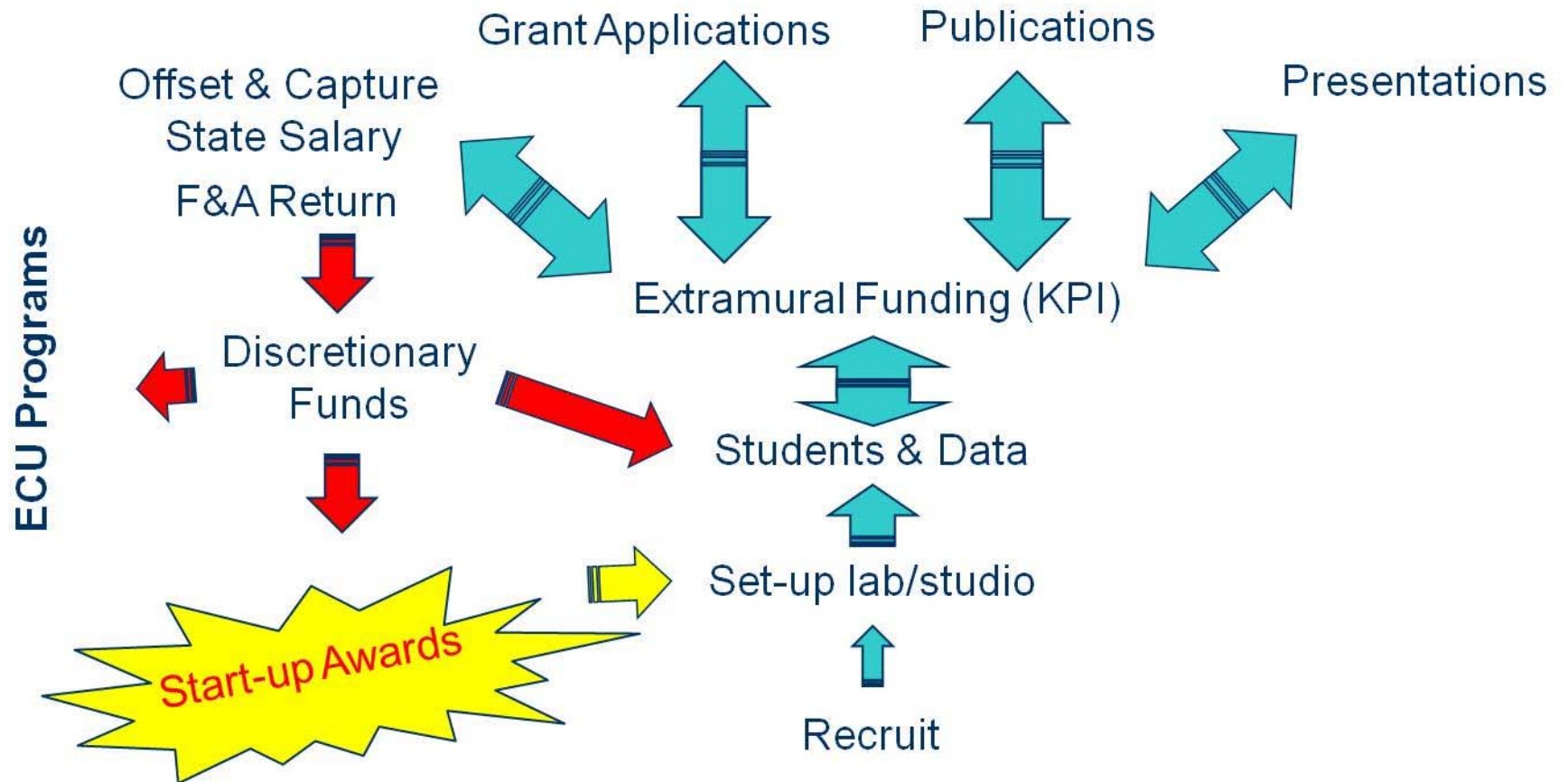
Faculty Path To Success



Start-up Awards Enhance Recruitment and Accelerate Productivity



Research Productivity Leads to Discretionary Funds





Strategic Roles

Attract the highest caliber faculty

Build competitive, self-sustaining research programs

Accelerate faculty-generated extramural funding

- Offset salary dollars from state appropriations

- Recover facilities & administration (F&A) costs

- Contribute to R&D expenditure key performance indicator (KPI)



Expected Outcomes

- Increased research productivity as measured by:
 - Scholarly works
 - Peer reviewed publications
 - External grants and contracts
($\$1$ annual return for each $\$1$ invested annually in start-up)
- Contribution to F&A recovery
- Offset state allocations for salary
 - Provide summer salary for 9 month faculty



Requirements

Candidate

- Strong record of training and productivity
- Carefully thought out research/career development plan
 - significant potential for future research productivity
 - plan for becoming self-sustaining
 - fit with institution and unit strategic directions
- Itemized budget for the funding period

Department

- Release time for research/creative activity
- Accountability for previous awards



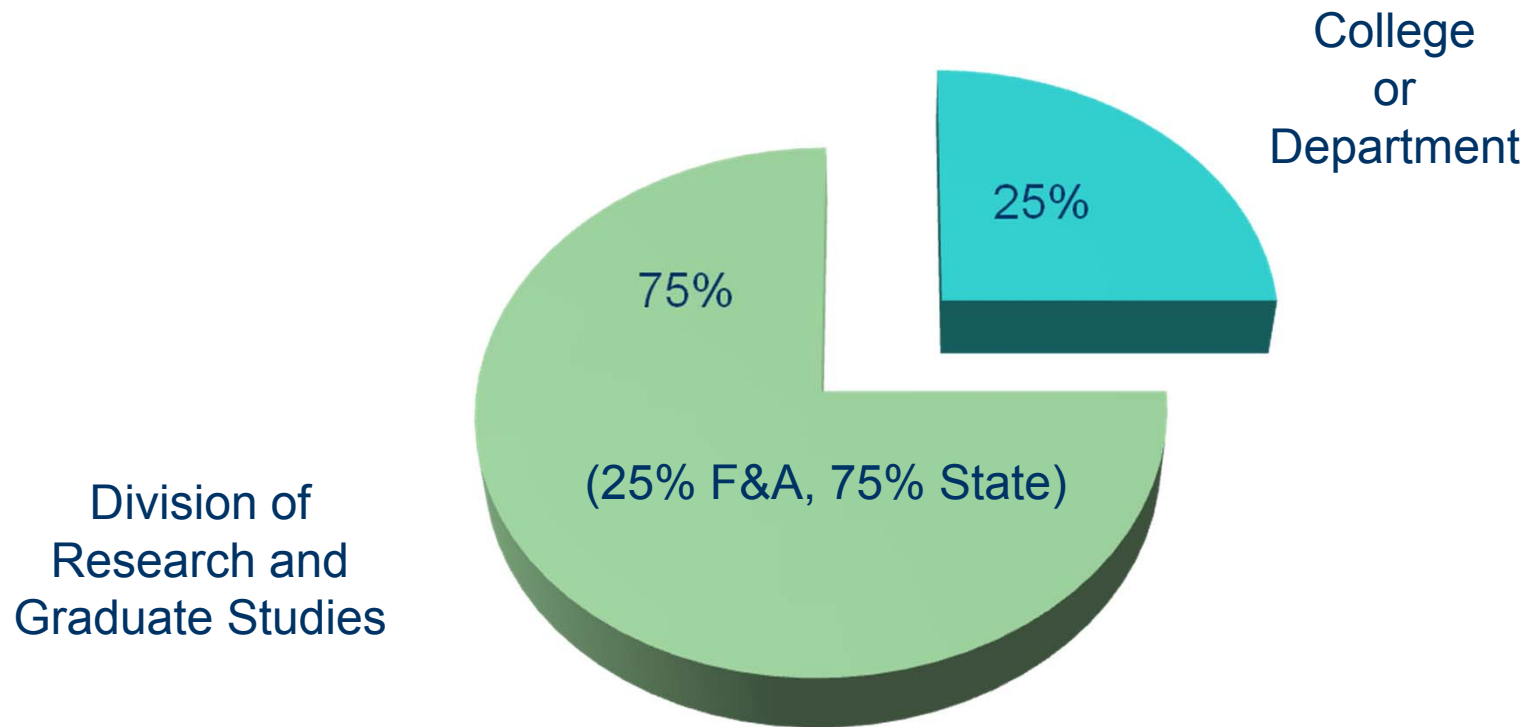
Awards

<i>Fiscal year</i>	<i># Faculty*</i>	<i>RGS Contribution</i>	<i>College Contribution</i>	<i>Total Startup</i>
2005-06	27	\$1,010,261	\$510,363	\$1,520,624
2006-07	46	\$924,117	\$330,117	\$1,254,234
2007-08	75	\$1,950,273	\$780,649	\$2,730,922
2008-09	97	\$3,901,911	\$1,479,327	\$5,381,237
2009-10	86	\$2,925,033	\$1,026,757	\$3,951,791
2010-11	80	\$2,432,162	\$971,618	\$3,403,780
2011-12	62	\$1,696,650	\$525,190	\$2,221,840
2012-13	66	\$2,167,548	\$627,919	\$2,795,467

*Number of faculty receiving new or continuing funds.



Source of Funds (FY2013)



Outcomes

Research and Development Expenditures 2003 to 2011

R&D expenditures at ECU from federal, state and local agencies, industry, institutional funds and other sources, have increased relative to other universities nationally since 2006 when start-up was centralized.

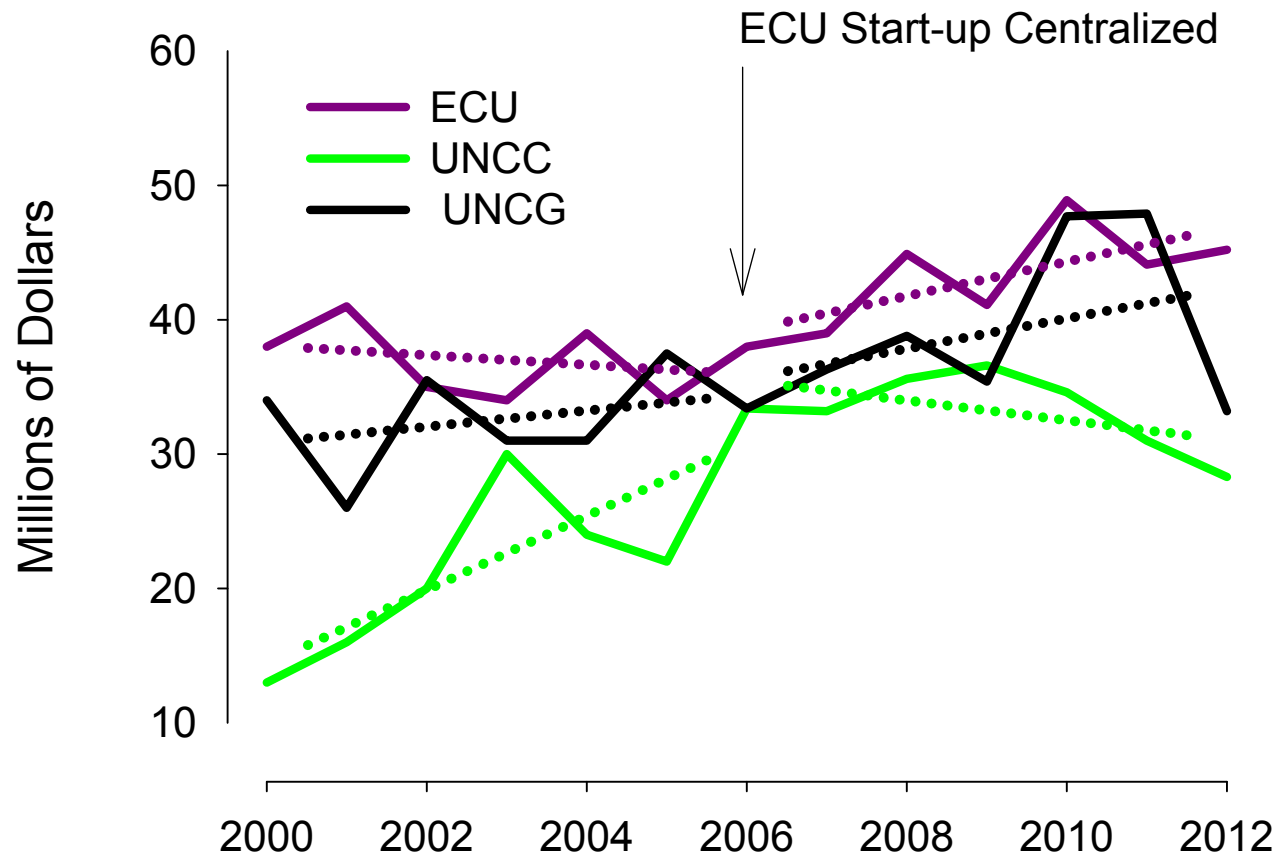
HERD Survey was introduced in 2009, which accounts for the increase

Source: National Science Foundation

	Year									
	2003	2004	2005	2006	2007	2008	2009	2010	2011	
Total R&D Expenditures (Millions of Dollars)	13	14	15	15	16	17	25	24	28	
National Percentile	40	42	41	40	38	38	34	34	27	
National Rank	264	265	265	262	255	259	240	255	248	

Outcomes

ECU Awards Compared to UNC Sister Institutions (Source UNCGA)





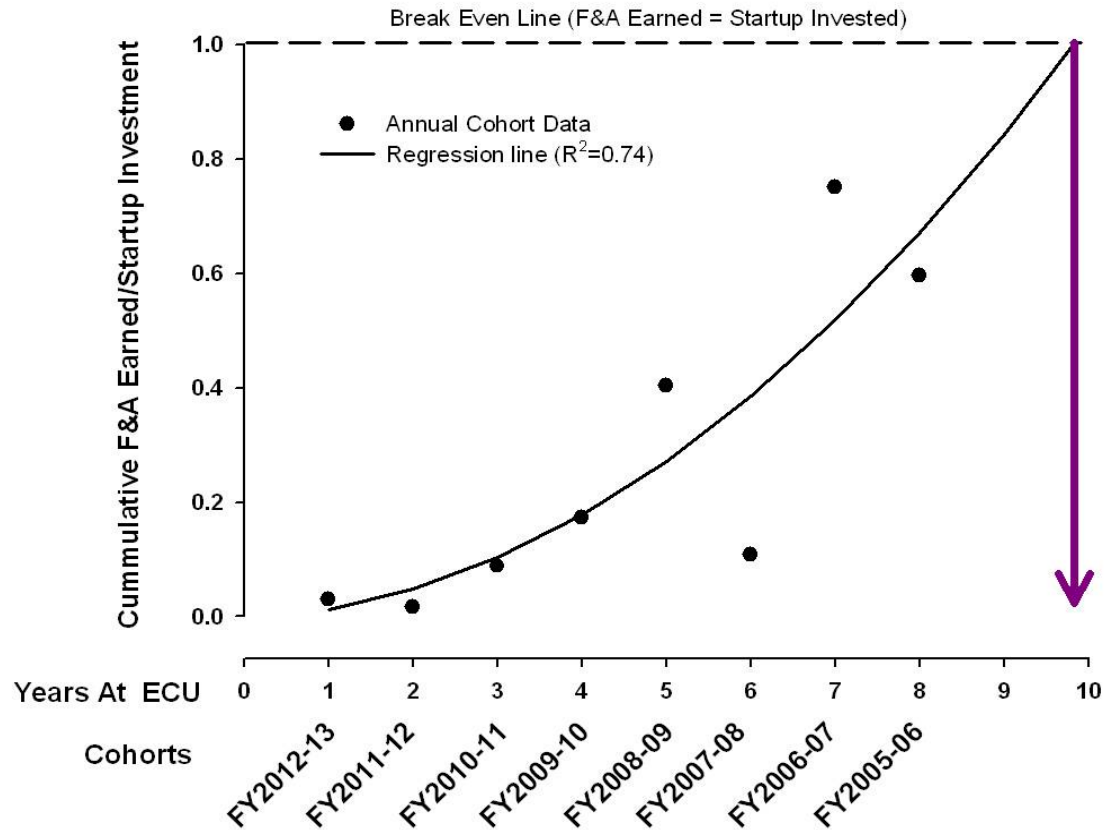
Investment and Financial Return

2006 to 2013

Unit	Start-up Packages ¹		Proposals Submitted	Extramural Funding Awards		
	#	Amount		PI ²	Co-I ²	F&A ³
BSOM	33	\$6,928,108	295	\$14,401,743	\$5,863,261	\$896,242
CAHS	14	\$1,581,337	30	\$687,436	\$333,700	\$21,253
CFAC	2	\$87,412	15	\$115,206	\$0	\$1,324
CHE	37	\$1,259,217	148	\$3,370,098	\$1,378,292	\$129,134
COE	8	\$66,107	0	\$0	\$0	\$0
HCAS	108	\$6,811,354	497	\$17,277,846	\$12,643,297	\$574,817
HHP	24	\$1,188,545	78	\$4,659,106	\$602,797	\$366,105
RGS	5	\$484,816	25	\$931,083	\$106,987	\$62,014
TECS	15	\$419,434	28	\$646,341	\$1,657,477	\$29,404
Total	246	\$18,826,331	1116	\$42,088,860	\$22,585,810	\$2,080,294



Start-up ROI to RGS (\$ of F&A earned relative to invested)





Successes Since Centralizing Start-up

- Awards increased \$1.4 million/yr
- National ranking based on R&D expenditures decreased from 262nd to 248th
- ECU went from the top 40th to the top 27th percentile in R&D expenditures, nationally
- Break-even point for RGS ~10 years

Questions

