



East Carolina University | Board of Trustees University Affairs Committee Meeting | February 19, 2015 Agenda

- I. Approval of November 20, 2014 Minutes Action
- II. Closed Session
- III. Research and Graduate Studies
 - A. Legislation Limiting F & A Funding - Mike Van Scott
- IV. Academic Affairs
 - A. Millennial Campus Proposal - Ted Morris
 - B. Petition for Political Activity
- V. Student Affairs
 - A. Student Rights and Responsibilities Response - Virginia Hardy
 - B. Greek Life Review - Virginia Hardy

East Carolina University
Board of Trustees
University Affairs Committee
February 19, 2015

Session	University Affairs
Responsible Person	Deborah Davis, Chair
Agenda Item	I.
Item Description	Approval of November 20, 2014 minutes
Comments	
Action Requested	Approval
Disposition	
Notes	

Minutes of the Meeting of the
University Affairs Committee
East Carolina University Board of Trustees
November 20, 2014
Mendenhall Student Center – Great Room 3

Board Members Attending: Deborah Davis (chair), Robert Brinkley, Carol Mabe, Danny Scott and Michael King, Brinkley.

Academic Affairs

Degree Explorer – Clint Bailey presented the new program “Degree Explorer” which is a website developed as the primary source of information when current and potential students are looking at degree programs. This initiative is a strategic approach to leveraging online resources. There has been collaboration across the entire campus to ensure that the site is user-friendly, up to date and that the current curriculum can be tied to career opportunities. Clint went on to say that the purpose of Degree Explorer isn’t only to present options, but to also promote degree programs. Some suggestions for further development included adding more information about career options associated with certain degrees, salary information, personal stories from those careers and collaborative on-campus opportunities.

Collegiate Learning Assessment – Ron Mitchelson presented several indicators on collegiate learning assessments. One example is the UNC Pilot Project, which includes App State, ECU, Fayetteville State, UNC Pembroke, and Western Carolina. This assessment, which is competency-based, tracks students as Freshmen thru their Senior year. The assessment has 2 parts: a real world situation that requires a purposeful written response and 25 short answer questions. Dr. Mitchelson also mentioned the “Educate to Career” program and the “Social the Mobility Index” both of which look at the demographics of who is coming in, the cost of attendance, and what percentage got jobs upon graduation.

Student Affairs

Marketing Plan for Student Code of Conduct – VC Hardy presented the marketing plan for the recently approved student code of conduct. This plan will communicate the changes to the code of conduct thru both traditional means and thru more contemporary avenues, like social media. The plan also outlines the process for both minor and major infractions in a manner that is well understood.

Housing Update – Dr. Hardy reported that there are only 8 people left in temporary housing; 3 of those are choosing to stay in the lounge at Garrett Hall, the others will get dorm rooms in January.

Current Climate – Dr. Hardy gave the board an overview of the issues facing students thus far this year. The climate on campus is much different this year; more instances of drugs on campus, crime and property damage. The committee had a very engaging discussion on suggestions for how to address these issues and support our students better. This item will definitely be on a future agenda.

Research and Graduate Studies – because of time constraints, the presentation on centers and institutes will be first on the agenda for the February meeting.

East Carolina University
Board of Trustees
University Affairs Committee
February 19, 2015

Session	University Affairs – Closed Session
Responsible Person	
Agenda Item	II.
Item Description	Closed Session
Comments	
Action Requested	
Disposition	
Notes	

East Carolina University
Board of Trustees
University Affairs Committee
February 19, 2015

Session	University Affairs – Closed Session
Responsible Person	Mike Van Scott, Chief Research Officer
Agenda Item	III. A.
Item Description	Legislation Limiting F & A Funding
Comments	
Action Requested	Information
Disposition	
Notes	

GRANTS AND CONTRACTS MID-YEAR UPDATE FY15

		End of Year Totals			Mid-Year		
		FY12	FY13	FY14	FY15	% of FY14 Total	% of FY14 Mid-Year
Proposals	Number	775	646	707	326	46%	98%
	Amount	\$210,404,531	\$162,462,243	\$178,757,101	\$72,848,792	41%	88%
Awards	Number	466	389	426	212	50%	93%
	Amount	\$45,047,940	\$35,790,081	\$43,145,767	\$17,736,857*	41%*	81%*
Expenditures	Amount	\$29,085,987	\$37,439,037	\$34,686,709	\$18,406,678	53%	NA

* Excludes \$5M AHEC

CHANGING NC AGENCY F&A RATES

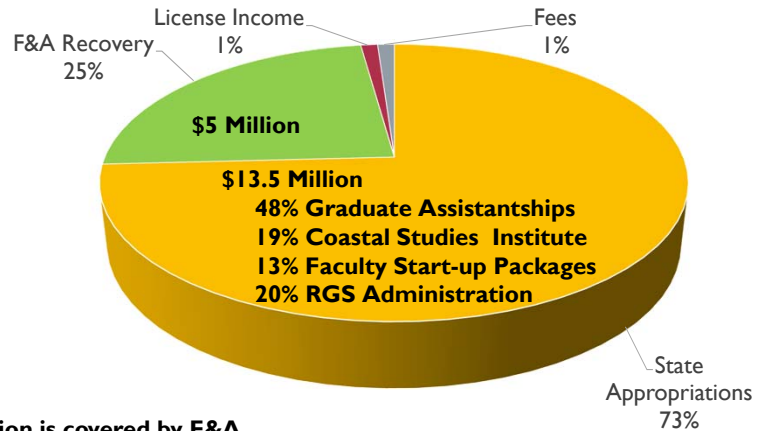
MICHAEL R. VAN SCOTT, ASSOCIATE VICE CHANCELLOR FOR RGS (INTERIM)



RGS BUDGET (FY2015)

F&A Budget

- 41% Distributed to Units
- 20% Startup, Scholarships
- 39% Grants and Contracts Administration



Pre-award and post-award administration is covered by F&A.

State Appropriations pay for senior leadership, the graduate school, and economic development.

UNC - DENR MASTER AGREEMENT

Facilities and Administrative Costs Recovery: Task Orders shall include total project costs including facilities and administrative costs, also referred to as indirect cost or overhead, at a rate of 15% of total direct costs.. DENR will include those facilities and administrative costs in its reimbursement to UNC unless the Funding Source has the authority to limit or disallow facilities and administrative costs.

NC SENATE BILL 744,

NER FACILITIES AND ADMINISTRATIVE FEES

SECTION 14.2. The Department of Agriculture and Consumer Services, the Department of Commerce, the North Carolina Biotechnology Center, and the Department of Environment and Natural Resources shall negotiate indirect cost waivers with every constituent institution of The University of North Carolina performing State-funded research for the Center or the respective Departments. The waivers shall provide that the Center or the Departments pay facilities and administrative costs at a rate no greater than the lowest rate paid by any other State agency, department, or commission for research at that constituent institution.

FY14 STATE SUMMARY

	TOTAL COSTS	DIRECT COSTS	F&A	F&A RATE
NC DENR	\$ 116,910	\$ 102,084	\$ 14,826	15%
NC DHHS	\$ 4,751,610	\$ 4,661,409	\$ 90,201	2%
NC STATE *	\$ 99,172	\$ 95,240	\$ 3,932	4%
UNC CHAPEL HILL *	\$ 145,163	\$ 122,568	\$ 22,595	18%
UNC GA *	\$ 458,602	\$ 425,095	\$ 33,507	8%
NC COMMERCE	\$ 120,735	\$ 107,364	\$ 13,371	12%
DEPT PUBLIC INSTRUCT	\$ 674,033	\$ 613,507	\$ 60,526	10%
	TOTAL \$ 6,366,225	\$ 6,127,267	\$ 238,958	4%
			\$ 1,593,089	26%
			\$ 2,910,452	47.5%

* Subs where prime award is state funding.

RESPONSES

- Seek clarification from UNCGA on federal flow-through funds
- Advocate with UNCGA for ECU to negotiate rates directly
- Advocate with UNCGA to distinguish between grants and contract, and mandate at least minimal F&A recovery on contracts
- Ensure that contracts with low F&A rates include funds for faculty and student support
- Negotiate fixed-price contracts when allowed
- Advocate for unrecovered F&A to meet any program match requirements under cost-reimbursement agreements
- Monitor the national dialogue re: F&A recovery under the new Uniform Guidance
- Monitor federal agency dialogue re: F&A on pass through funds.

East Carolina University
Board of Trustees
University Affairs Committee
February 19, 2015

Session	University Affairs – Closed Session
Responsible Person	Ron Mitchelson, Interim Provost Ted Morris, Associate Vice Chancellor, Economic Development
Agenda Item	IV. A.
Item Description	Millennial Campus Proposal
Comments	
Action Requested	Information
Disposition	
Notes	

East Carolina University

Request to establish the

East Carolina Research and Innovation Campus

February 4, 2015

Opportunity

With its rich tradition of educational innovation, strong work ethic and principles, and established and emerging economic clusters, eastern North Carolina is well positioned to host a culture of innovation that mobilizes the skills, knowledge and abilities of a new creative class. However, the loss of young people from eastern North Carolina's rural counties is widespread, accelerating and often reaching crisis proportions. For the many wanting to stay in the region, the need is for quality jobs, a creative culture, entrepreneurial opportunities and a more intentional education system that better supports their employment goals.¹

East Carolina University (ECU) is committed to maximizing student success, serving the public, and leading regional transformation. Stemming the loss of creative talent is critical to transforming eastern North Carolina's economy and communities and remains a top priority for ECU. As a near-term strategy, ECU is partnering with community colleges to retain transitioning service members and veterans in North Carolina through training and civilian employment. Longer term, ECU is engaged with regional parents, students, educators, and employers to build clearer pathways connecting education with employment and entrepreneurial opportunities. ECU is aggressively preparing STEAM (Science, Technology, Engineering, Art/Design, and Mathematics) graduates with the skills, knowledge and abilities to innovatively solve real-world problems. These graduates are in high demand by regional employers and also help attract new employers to the region. The University is increasing research funding and strengthening its research infrastructure to fuel new discoveries and innovations that result in new jobs and investment within targeted economic clusters such as health care, advanced manufacturing (e.g., pharmaceuticals), and the military. Finally, ECU is engaging its expertise and capabilities to address pressing regional challenges and build healthier, more livable and vibrant communities. In short, ECU is working to grow, attract and retain the technically-skilled, creative talent needed to transform the region.

¹ *Reimagine Rural: Transforming North Carolina's Rural Communities Through Youth Engagement*. Rural Partners Forum, NC Rural Center, 2011.

Background and Authority

North Carolina General Statute 116-198 Article 21B: The Centennial Campus, the Horace Williams Campus, and the Millennial Campuses Financing Act outlines the process for seeking the Millennial Campus designation. To this end, the Board of Governors may act “on recommendation made by the President of The University of North Carolina after consultation by the President with the Chancellor and the Board of Trustees of a constituent institution, to designate real property held by, or to be acquired by, a constituent institution as a "Millennial Campus" of the institution. That designation shall be based on an express finding by the Board of Governors that the institution desiring to create a "Millennial Campus" has the administrative and fiscal capability to create and maintain such a campus and provided further, that the Board of Governors has found that the creation of the constituent institution's "Millennial Campus" will enhance the institution's research, teaching, and service missions as well as enhance the economic development of the region served by the institution.

Action

A new complementary urban model is emerging, giving rise to what are called “innovation districts.” The Brookings Institution defines these as geographic areas where leading-edge anchor institutions and companies cluster and connect with start-ups, business incubators and accelerators.² These areas are physically compact, transit-accessible, technically-wired, and offer mixed-use housing, office, and retail spaces. Innovation districts have the unique potential to spur productive, inclusive and sustainable economic development. At a time of sluggish growth, they provide a strong foundation for the creation and expansion of firms and jobs by helping companies, entrepreneurs, universities, researchers, and investors – across sectors and across disciplines – to collocate, co-invent and co-produce new discoveries for the market. In the United States, innovation districts are emerging near anchor institutions in the downtowns and midtowns of cities like Atlanta, Baltimore, Buffalo, Cambridge, Cleveland, Detroit, Houston, Philadelphia, Pittsburgh, St. Louis and San Diego.³

Such districts are not exclusive to large cities but also occur in smaller university towns like Madison, Wisconsin (UW) or Athens, Georgia (UGA). Similarly, East Carolina University is Greenville’s anchor institution. The University’s proposed Millennial Campus will be known as the *East Carolina Research and Innovation Campus* (ECRIC). Along with Vidant Medical Center and other key regional partners, the ECRIC will drive creation of Greenville’s planned Arts & Innovation District (District).⁴ The ECRIC and District will accelerate and expand collaborative research, teaching, and service to enhance economic and community development for both Greenville and the region. As a designated North Carolina Millennial Campus, the ECRIC will be given authority on the use of revenue and the issuance of debt to allow quicker development and foster public-private partnerships. These flexibilities and

² “Anchor institutions” are defined to be research universities and research-oriented medical hospitals with extensive R&D.

³ *The Rise of Innovation Districts: A New Geography of Innovation in America*. Bruce Katz and Julie Wagner, The Brookings Institution, 2014.

⁴ *The Dickinson Avenue Corridor Study*, Greenville, NC; 11.21.2014; Ayers Saint Gross, Brian Wishneff & Associates, and Partners for Economic Solutions

efficiencies will ensure the ECRIC will serve as both the place and the means to align and engage ECU's resources with education, corporate, government, military, and other community partners. The resulting public-private partnerships will produce innovations in education, science, technology and the arts that address local challenges while equipping the region with a magnet to attract talent and investment. East Carolina University is the best-positioned institution to catalyze a culture of innovation and service that grows, attracts, and retains the next great creative class within the eastern region of North Carolina.

Commitments

ECU is committed to maximizing student success, serving the public, and transforming the region through leadership and service. We pursue our mission with deep respect for our partners, efficiency in our operations, and accountability for the resources entrusted to us.⁵ The proposed ECRIC clearly aligns with our values of leadership and engagement; scholarship; discovery and innovation; diversity and service. Furthermore, as we act upon these values with our partners in this proposed place, we will:

Leverage Our Place

Tackling regional challenges that address state and national issues

Target Research to Regional Needs

Facilitating and coordinating interdisciplinary research

Fuse Intellectual Disciplines

Pursuing opportunities where disciplines and economic clusters collide

Engage for the Public Good

Championing mutually-beneficial research, outreach and engagement

Propel Student Achievement

Providing graduates with tested skills and proven leadership

Embrace Creative Risk-Taking

Fostering innovation, entrepreneurship and small business creation

Transform Communities

Enhancing the capacity and vitality of local and regional communities

⁵ *Beyond Tomorrow: Our Commitment to the Future*. ECU's Strategic Plan 2014-19

Impacts

The ECRIC is the place where we will collocate, collaborate, and create with shared vision. Ultimately, the ECRIC will align and leverages the expertise and resources of ECU through public-private partnerships to

- Start, grow and recruit jobs and new enterprises;
- Create a knowledgeable, skilled and adaptable labor-force;
- Fuel knowledge transfer, innovation and entrepreneurship;
- Develop regional leadership;
- Target scholarship and service for distressed communities; and
- Position the region as a magnet for talent, creativity, and investment.

Spaces

To maximize the potential and impact of the ECRIC, ECU has strategically identified five areas of property for the millennial designation including the: 1) Warehouse District properties; 2) Uptown Area properties; 3) Health Science Campus; 4) Stratford Arms and Blount Field Area properties; and 5) the Coastal Studies Institute properties (Manteo, NC).

Warehouse District Campus Properties

ECU's Warehouse District properties (Figure 1, page 5) encompass 22.3 acres (8.8 undeveloped) and represent converging opportunities to restore and reuse valuable historic properties, revitalize the Greenville Center City area, and develop highly-productive collaborative research, innovation, commercialization, and economic development spaces connecting ECU's Health Science and Main campuses. Specifically, ECU's Warehouse District includes three buildings (the American Tobacco Company Storage Warehouse #2, the Export Leaf Factory ("Haynie Building"), and the Prichard-Hughes Warehouse) designated as historically significant within the Greenville Tobacco Warehouse National Register Historic District. To facilitate the preservation and redevelopment of these valuable facilities through planned public-private partnerships, ECU sought and received eligibility certification for the North Carolina Historic Mill Rehabilitation Tax Credit for each of these three buildings.

Through collaborative planning with the City of Greenville⁶, renovation of the Haynie Building is envisioned to be a vital first step in anchoring this key historic district and creating a highly visible front door to the proposed ECRIC (Figure 2, page 5). This initial investment is expected to create subsequent urban development within Zone 4 (Figure 3, page 6) of the envisioned Dickinson Avenue Arts & Innovation District (Figure 4, page 6). The new 10th Street Connector locating in this area will be a major east-west roadway linking ECU's Health Science and Main campuses and bringing significant traffic to this community epicenter.

⁶ *The Dickinson Avenue Corridor Study*, Greenville, NC; 11.21.2014; Ayers Saint Gross, Brian Wishneff & Associates, and Partners for Economic Solutions.

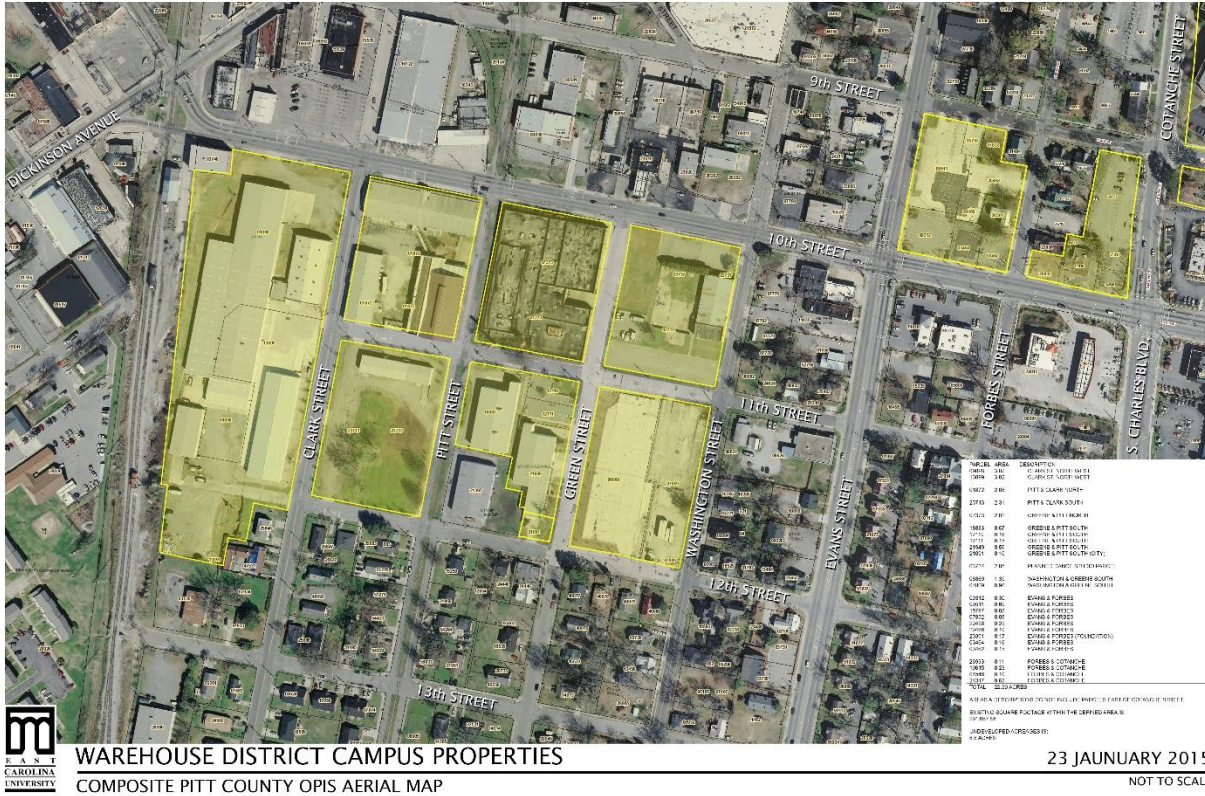


Figure 1: Warehouse District Campus Properties

ACTION AREA

HAYNIE BUILDING

LEVERAGING HISTORIC ASSETS

- 1 Haynie Building
- 2 Ficklen / UNX Warehouse
- 3 Dickinson Commercial Buildings
- 4 Cupola

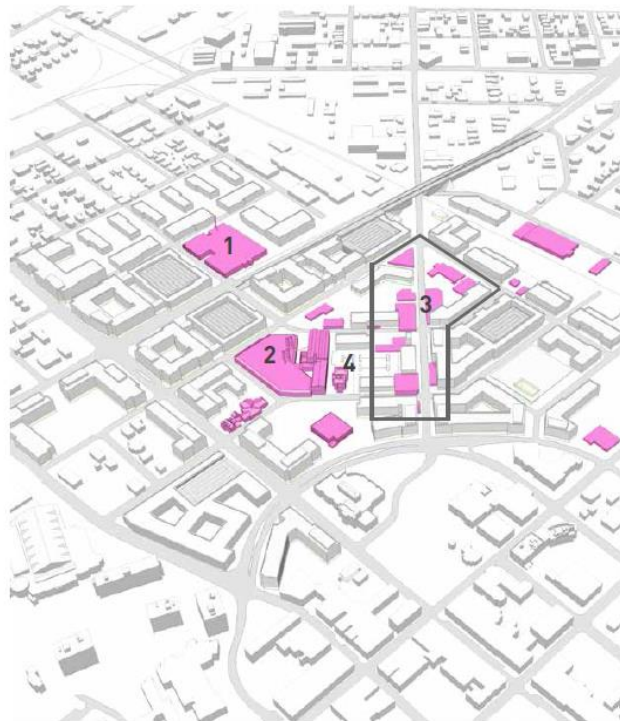


Figure 2: Haynie Building and the Dickinson Corridor

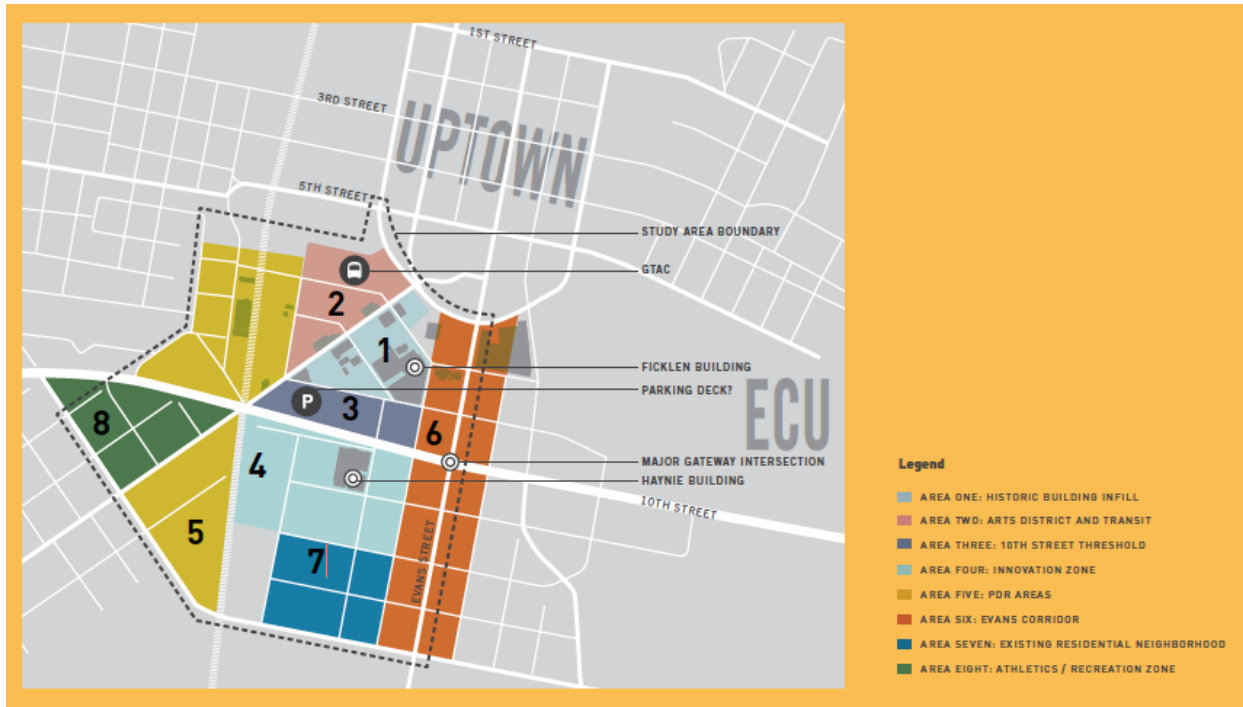
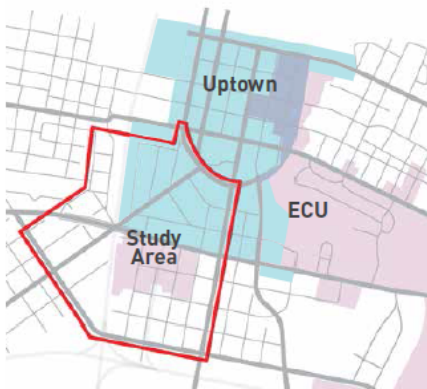


Figure 3: ECU-Greenville Integrated Plan for Arts & Innovation District

STRENGTHS AND OPPORTUNITIES



THE STUDY AREA: THE DICKINSON AVENUE CORRIDOR

The study area encompasses approximately 200-acres of largely post-industrial land bisected by Dickinson Avenue – a historic city gateway lined with early to mid-20th Century commercial storefronts. Although much of the area is blighted and underdeveloped, it features several significant historic structures including the Ficklen, Cupola and Haynie buildings along with a number of smaller but distinctive brick warehouses and commercial buildings.

For planning purposes, it is critical to articulate a large study area into distinct sub-areas defined by physical features, infrastructure or ownership patterns. The decision team identified 8 sub-areas which are described on the following pages.

Figure 4: ECU Millennial Space would border “Uptown Greenville” to the east and south

Creative and technology driven industries most likely to be found in Innovation Districts include: high-value, research-oriented sectors such as applied sciences and the burgeoning “app economy”; highly creative fields such as industrial design, graphic arts, media and architecture; and highly specialized, small batch manufacturing.⁷ ECU and its education partners along with city, county and regional economic development partners envision renovation and repurposing of the Haynie Building (70,000+ sq ft) into Greenville’s innovation hub for cutting edge education, workforce development, research, innovation, entrepreneurship and economic development. This hub will provide much needed next-generation “maker spaces” to support the design, production and sale of creative goods and services within the district; support advanced manufacturers throughout the region; and ultimately sustain an innovation and entrepreneurial ecosystem.

Uptown Area Campus Properties



Figure 5: ECU’s properties on the eastern flank of the Uptown District

ECU’s Uptown properties (Figure 5, above) comprise 19.04 acres (including 14 acres of surface parking) bordering the east side of Uptown Greenville, bridging the main campus with the Uptown area and the (Tar) river front. When combined with ECU’s Warehouse District holdings, these properties comprise a significant portion of Greenville’s Uptown/center city area and position ECU to join a select group of the nation’s campuses leading revitalization in an urban core. ECU’s comprehensive master plan considers as

⁷ *The Rise of Innovation Districts: A New Geography of Innovation in America*. Bruce Katz and Julie Wagner, The Brookings Institution, 2014.

possibilities for this area a Visual and Performing Arts Center, Hotel and Conference Center, and/or Alumni Center among the innovative options for this property. Ongoing public-private partnership discussions include these options within the context of advanced mixed-used development on these and other Uptown properties to fully capitalize on the potential of Greenville’s riverfront. Such development on the east side of Uptown, in conjunction with development of the warehouse district on the south side would likely generate significant visitor traffic between these two destination areas thus benefitting all of the Uptown district.

Health Sciences Campus

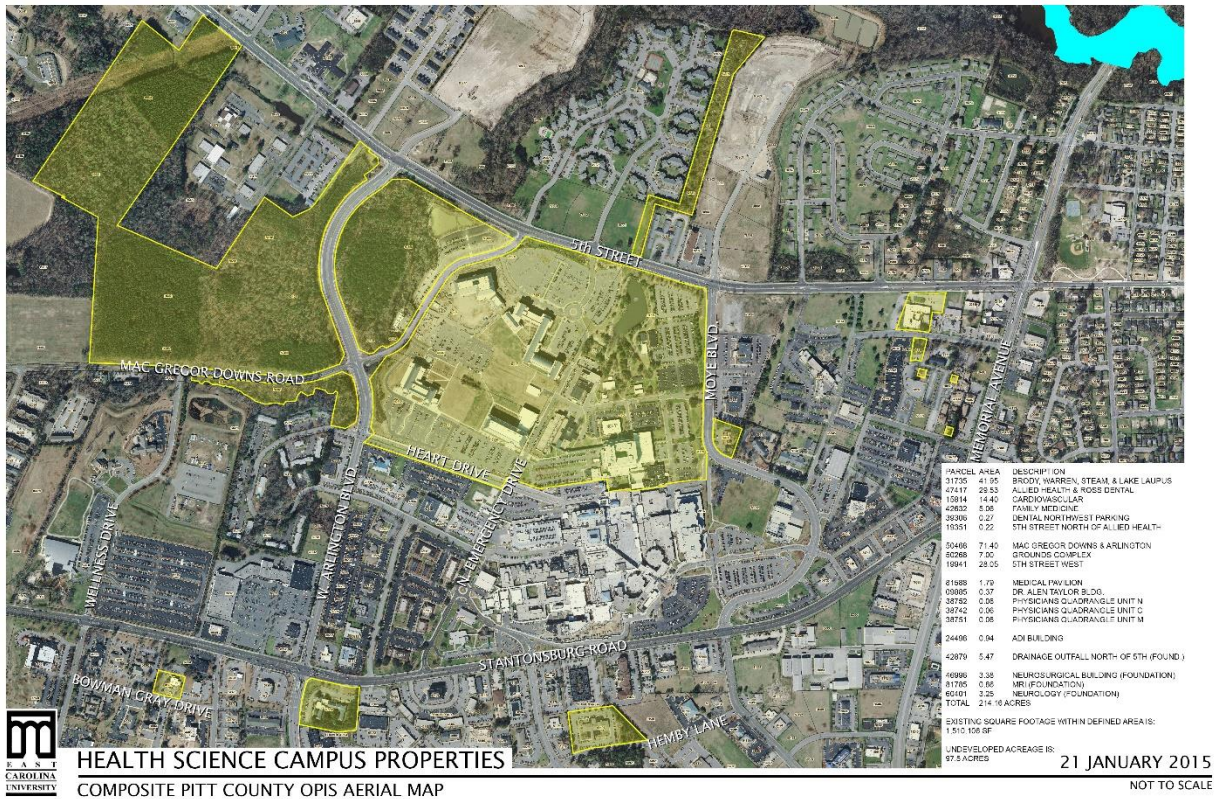


Figure 6: ECU's Health Science Campus Properties

A major component of ECU’s mission is to improve the health of eastern North Carolina (and beyond) and we have developed superior programs in all dimensions of understanding human health and delivering services to a dispersed, rural population. ECU’s Health Sciences Campus (HSC)(Figure 6, above) is home to the Brody School of Medicine; Colleges of Allied Health and Nursing, and the School of Dental Medicine; as well as centers and institutes of concentrated, multi-disciplinary expertise addressing the region’s most pressing health care issues and disparities, e.g., the East Carolina Obesity and Diabetes Institute. The HSC is immediately adjacent to its long-time partner, Vidant Medical Center, to the south and the new Durham VA Medical Center facility (Greenville Health Care Center) located to the north across 5th street. Together, ECU, Vidant and the VA offer significant opportunities for patient-centered clinical research, discovery and innovation with industry, government, military and community partners.

Stratford Arms and Blount Fields Area Campus Properties

These properties (Figure 7, below) are immediately proximate to ECU’s athletic and human performance complex and represent one of Greenville’s most strategically located pieces of real estate. Encompassing 72.85 total acres, including 32.8 undeveloped acres, this property represents longer term opportunities through public-private partnership for a live/work/play community; similar in some respects to NC State’s Centennial Campus, Raleigh’s North Hills, and Durham’s West Village and American Tobacco District.

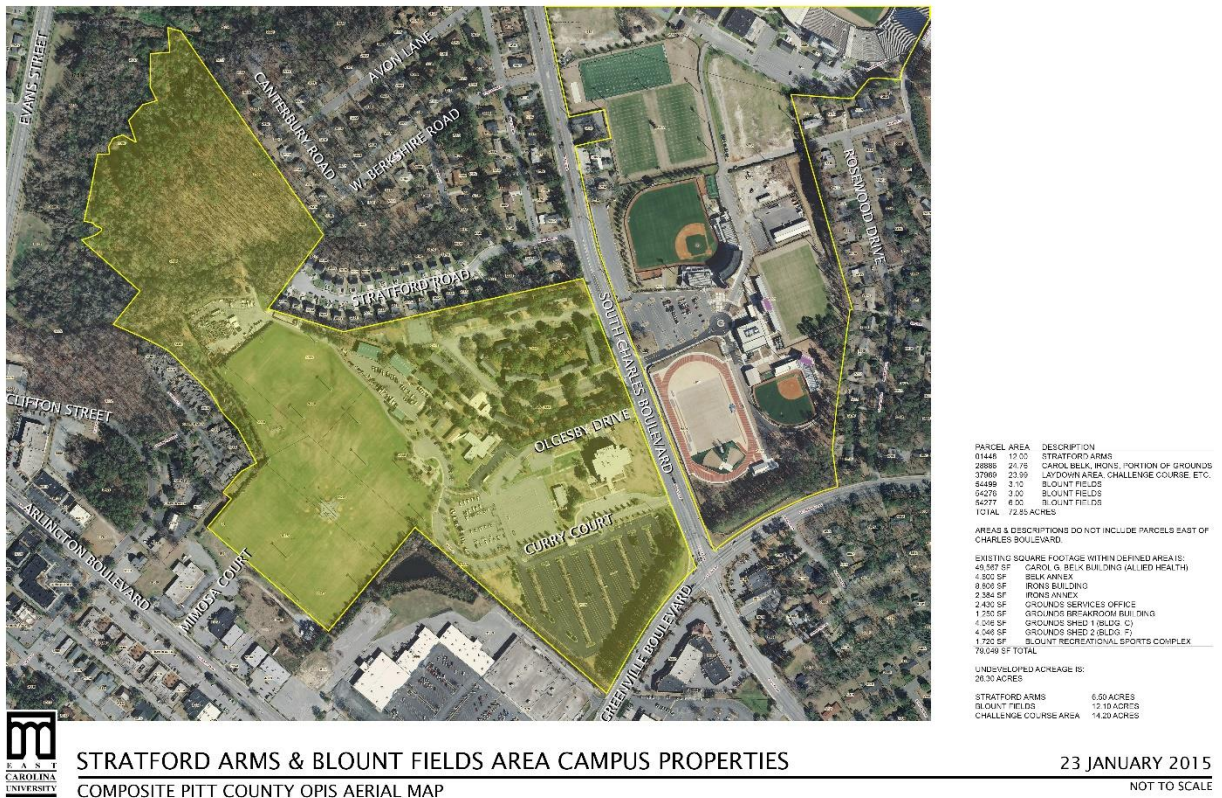


Figure 7: Charles Boulevard properties (including former Stratford Arms and Blount sports fields) across from ECU’s intercollegiate athletics complex

UNC Coastal Studies Institute, Manteo NC

Targeting research to regional needs and engaging for the public good while fueling regional transformation, the UNC Coastal Studies Institute (CSI) was built and is managed by ECU. The 83,791-square-foot, \$32.6M Leed Certified facility (Figure 8, page 10) on Roanoke Island is an inter-university partnership conducting research, educational and community outreach programs. North Carolina’s, marine-related activities are important to the State’s economy, both in traditional sectors like recreation and tourism, fisheries, hazard resilience, and marine heritage, and in emerging areas like ocean energy and marine biotechnology. UNC System faculty members are leaders in areas such as marine biotechnology, ocean energy, coastal sustainability, marine aquaculture, climate change and marine ecosystem health. Currently the UNC Coastal Studies Institute (CSI) collaborates with additional, external partners including the Bureau of Ocean Energy Management, the U.S. Army Corps of Engineers, the federal government’s Hurricane Sandy Task Force, state coastal planning

agencies and other entities to analyze needs and develop plans for coastal restoration, The millennial designation will foster more of these mutually-beneficial partnerships and resulting impacts emanating from this critically located regional installation. Whether it's surveying shipwrecks off the coast of Ocracoke, developing and testing new ocean energy technologies, or deploying real-time coastal monitoring buoys, CSI researchers and partners are working to improve the lives of people who live, work and visit the coast.



Figure 8: Coastal Studies Institute Camus Properties

Conclusion

The rise of millennial campuses as innovation districts aligns with the disruptive dynamics of our era and represents a clear path forward for cities and metropolitan areas, as well as metro/rural serving universities such as ECU. The concept has been widely and successfully used by our sister institutions NC State, UNCCH, UNCC, A&T/UNCG, ASU, UNCW and WCU. The proposed ECRIC will be a major step towards building a stronger, more sustainable and more inclusive economy for eastern North Carolina in the early decades of this young century. East Carolina University requests the support and approval of its Board of Trustees to seek millennial campus designation and establish the *East Carolina Research and Innovation Campus*.

East Carolina University
Board of Trustees
University Affairs Committee
February 19, 2015

Session	University Affairs
Responsible Person	Ron Mitchelson, Interim Provost Amanda Williams, Office of University Attorney
Agenda Item	IV. B.
Item Description	Petition for Political Activity
Comments	
Action Requested	Action
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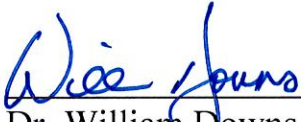
Office of the Dean
Thomas Harriot College
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Greenville, NC 27858-4353

252-328-6249 office
252-328-4263 fax

Petition from Professor Calvin Mercer

Per the attached documents, Dr. George Bailey, Chairperson of the Department of Philosophy and Religious Studies, has recommended approval of Dr. Calvin Mercer's petition to run for and hold the public office of Mayor of Greenville, NC.

I approve Dr. Mercer's petition.
 I do not approve Dr. Mercer's petition.



Dr. William Downs, Dean
Thomas Harriot College of Arts & Sciences

1/21/15

Date

I approve Dr. Mercer's petition.
 I do not approve Dr. Mercer's petition.

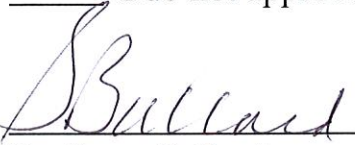


Dr. Ron Mitchelson
Senior Vice Chancellor of Academic
Affairs and Provost

2/2/2015

Date

I approve Dr. Mercer's petition.
 I do not approve Dr. Mercer's petition.



Dr. Steve Ballard
Chancellor

2/2/15

Date

Department of
Philosophy and
Religious Studies

Thomas Harriot College
of Arts and Sciences

A-327 Brewster Building
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Greenville, NC 27834

252-328-6121 office

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TO: Dean Downs, Interim Provost Mitchelson, Chancellor Ballard, Members
of the East Carolina Board of Trustees

DATE: January 7, 2015

SUBJECT: Petition from Professor Mercer

Professor Mercer petitions for permission to run for and hold the public office
of Mayor of Greenville beginning July 7, 2015 and, if elected, ending
December 2017.

As the enclosed materials document, during his years of public service as an
elected member of Greenville's City Council, Professor Mercer's productivity
as an East Carolina University faculty member in the Department of
Philosophy and Religious Studies in teaching, research and service not only
did not decrease, but in fact increased significantly.

I recommend approval of Professor Mercer's petition to run for and hold the
public office of Mayor of Greenville.

Sincerely,



Dr. George Bailey
Chairperson
Department of Philosophy and Religious Studies



Religious Studies Program
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mercerc@ecu.edu

January 6, 2015

To Whom It May Concern:

Attached is my "Petition Regarding Political Activity." Please review, sign, and pass to the next appropriate official as soon as possible.

Sincerely,

A handwritten signature in black ink, appearing to read 'C Mercer'.

Calvin Mercer

PETITION REGARDING POLITICAL ACTIVITY
(Full-Time ECU Employees)

- FROM: Name: Calvin Mercer
Institution: East Carolina University
Position held: Professor of Religious Studies (faculty appointment located in the Philosophy and Religious Studies Department); Director of the Religious 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: Mayor, Greenville, NC City Council. As I requested and was given approval by the ECU Board of Trustees four years ago and two years ago, I am again requesting approval for this option. The position is part-time.
- Primary or general election date: 11/3/15
- Period of proposed campaign activity: 7/15/15-11/3/15
- (x) My intention to occupy a full-time or major part-time political office, either elective or appointive
- Title of office: Mayor, Greenville, NC City Council. As I requested and was given approval by the ECU Board of Trustees four years ago and two years ago, I am again requesting approval for this option. The position is part-time.
- Term of office: 12/15-12/17
- Period of employment affected: 7/15-12/17 (summers will be affected only if I am employed by 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 ensure 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 ensure 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:

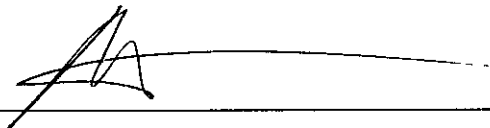
1. A detailed account of my anticipated normal employment responsibilities during the affected period of employment (Attachment A)
2. An explanation of the time requirements associated with holding the public office (Attachment D)
3. Identification of those employment responsibilities that I propose 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 ensure performance by others of the employment responsibilities for which I otherwise would be responsible.

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2. Assurances by my supervisors and the Chancellor that granting such a leave is practicable and that alternative arrangements can be made to ensure 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.

By signing below, Petitioner acknowledges and agrees that this document is a public document, subject to disclosure pursuant to Chapter 132 of the North Carolina General Statutes.



1/6/15

Signature of Petitioner

Date submitted

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

7/15-12/17

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: _____ 8 _____ (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.)	4.5	9
Instructional preparation	3	6
Counseling students	3	6
Other instructional responsibilities	_____	_____
Evaluating student performance	2	4
Research and writing	25	50

Institutional Committee service	10	20
Administrative service	2.5	5
Current professional development		
Other (specify)		
Totals:	50	100

Hours/week

While this information is roughly accurate for most semesters, the percentages of time devoted to teaching, research, and administrative service vary somewhat from semester to semester, depending on the amount of release time provided for research and for my administrative duties related to interdisciplinary programs in Harriot College. Release time is provided for tenure and tenure-track professors who do research, with those doing the most research receiving the most release time.

My daily schedule varies, depending upon in a particular week the emphasis I need to give to grading tests and/or papers, preparing for and conducting meetings, preparing for or delivering a job-related speech, researching topics in the library, meeting publication deadlines, advising for registration, attending a professional conference, mentoring a younger colleague, producing the Jarvis Lecture/hosting the speaker, or other aspects of my job description. However, typical days could look like this:

Weekday

9-10:30 am: Class and class preparation

10:30-12 am: Advising students taking a course and advising majors in the Religious Studies Program

1-2:30 pm: Administrative and service duties, meetings

2:30-5 pm: Research and writing

11-12 pm: research and writing

Weekend

2.5 hours: grading tests and papers

7.5 hours: research and writing

PETITION ATTACHMENT B

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

With the exception of containing an additional “Productivity Comparison” section, which compares my productivity in the previous eight years, since I have served on the Greenville City Council, with the eight years prior to my service on the Greenville City Council, this petition is essentially the same as the petitions that were approved with no negative votes by the Board of Trustees in 2011 and 2013.

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, my third campaign in 2011, and my city-wide campaign in 2013. As I have done in the past, I anticipate having a paid campaign manager who will supervise the volunteers that co-ordinate 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 four times (2007, 2009, 2011, 2013), with permission granted by the Board of Trustees, I have learned from experience that I can campaign for 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.

PRODUCTIVITY COMPARISION

With regard to the phrase, “... so as not to interfere with the satisfactory performance of full-time employment responsibilities,” I provide the following additional historical perspective and data on key metrics, comparing the last eight academic years (2007-2015) I served on the City Council with the eight years (1999-2007) prior to serving on the City Council.

TEACHING

Supervised Student Research/Thesis Committee Member

1999-2007	2007-2015
1	13

Teaching Awards and Grants

1999-2007	2007-2015 (fifth one nominated—details below)
1	4

New Courses Developed

1999-2007	2007-2015
0	1

The number of student majors I advise changes, depending on the number of majors in the Program. Generally speaking, that number has increased through the years as the Program has grown.

In every year, since 1999-2000, I have received from my supervisor the highest quantitative (i.e., 5.0) and qualitative (i.e., outstanding) evaluation attainable on teaching.

RESEARCH

Books single authored

1999-2007	2007-2015
0	2

Books co-edited

1999-2007	2007-2015
0	3

Journal articles published or accepted/invited

1999-2007	2007-2015
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Chapters

1999-2007	2007-2015
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Encyclopedia Entries

1999-2007	2007-2015
2	1

Introductions to co-edited books or series

1999-2007	2007-2015 (2 are co-authored)
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Book Reviews

1999-2007	2007-2015
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1999-2007	2007-2015 (1 is co-authored)
5	5

SERVICE

Professional: Academic Conference Moderator/Facilitator

1999-2007	2007-2015
1	7

Institutional: Committee Chair

1999-2007	2007-2015
19	13

Institutional: Committees

1999-2007	2007-2015
24	24

Institutional: Invited Speaker

1999-2007	2007-2015
20	15

Community: Civic Activity NOT Using Discipline/Position

1999-2007	2007-2015
0	22

Community: Civic Activity Using Discipline/Position

1999-2007	2007-2015
3	9

Community: Presentation Using Discipline/Position

1999-2007	2007-2015
28	67

SUPERVISOR'S ANNUAL EVALUATIONS

On a 5-point scale, the mean overall annual evaluation of my performance, by my supervisor, in all duty categories (research, teaching, service) in the eight years prior to my service on the City Council was 4.64. This mean compares to an increase to 4.78 in the years while serving on the City Council.

COMMENTS ON THE ABOVE DATA

TEACHING: Teaching is one of the main reasons I chose this profession, and I have always given it a high priority. Based on his annual evaluations of my teaching materials, evaluation materials, innovations in course content and presentation, student opinion of instruction, professional development in pedagogy, and any peer reviews of classroom performance, my supervisor's evaluation of my teaching has been the highest quantitative

(i.e., 5.0) and qualitative (i.e., outstanding) evaluation attainable in every year since 1999-2000.

In 2006-07, I was awarded an ECU “Scholar-Teacher Award,” which recognizes “faculty members who effectively integrate research/creative activity in classroom teaching.” Here are some noteworthy aspects of my teaching in the past eight years.

- Supervised research: The number of undergraduate students I have supervised in independent research (e.g., through the ECU Honors College) and the number of thesis committees I have served on have increased from one (1999-2007) to 13 (2007-15).
- New Course: In the last couple of years, I developed, shepherded through the various curriculum committees, and am teaching a new course, entitled Religion and Science, a humanities course being targeted to science majors.
- BB&T Faculty Leadership Fellows Program: For Spring 2015 I was selected as a Faculty Fellow in this program, designed to develop “strategies for incorporating leadership development in the classroom.”
- US Curriculum Development Grant: In Summer 2009, I received a competitive “Undergraduate International Studies and Foreign Language Program Grant” from the United States Department of Education for Asian Studies curriculum development.
- Teaching Grant: In Summer 2007, I received a competitive ECU Teaching Grant for a project entitled, “Learning with the Body: A Group Exercise in ‘Reading’ the Bible.”
- Teaching Grant: Although not yet officially approved, I have been nominated for a grant to fund a project entitled “Sustained Experiential Learning: The Monastic Project.” Here is the notice I received: “Teaching Grants committee is pleased to inform you that your proposal was recommended for funding. Due to limited funding, we ranked the proposals. Your proposal was ranked second and, pending Provost Mitchelson’s approval, should be funded. Please know that this is UNOFFICIAL notification and does not constitute a guarantee of award, but we know waiting is difficult and wanted to share our appraisal.” In the context of traditional teaching methods—requiring reading, writing, and critical thinking—I utilize innovative and experiential techniques; this project is an example.
- UNC Board of Governors Distinguished Professor for Teaching Award, 2007.

RESEARCH: In the eight academic years of 2007-15 (while serving on the City Council), my research productivity, compared with 1999-2007 (the eight years prior to serving on the City Council), increased significantly. During 2007-15, I single authored one book, co-authored one book, and co-edited three books of original scholarship. This

compares to zero in these three categories in the years 1999-2007. Scholarly articles in journals and books have increased from three to five. Introductions to co-edited books or a series have increased from zero to three (two are co-authored). My book reviews have increased from 11 to 17. My scholarly presentations have remained the same at five. The only metric that decreased, by one, was short encyclopedia entries.

During the academic years of 2007-15, I have achieved a national reputation as a scholar working on the social and religious implications of human enhancement technology. In Fall 2007, I was the founding chair of the “Transhumanism and Religion” Group at the American Academy of Religion (details below under “Service”), and in 2013, I was selected by Palgrave-Macmillan to serve, with Steve Fuller from the UK, as co-editor of a new scholarly series on human enhancement technology.

SERVICE: ECU and Harriot College of Arts and Sciences are committed to community service and engagement.

My professional service has increased significantly in the last eight years. I was founding chair, in Fall 2007, of the “Transhumanism and Religion” Group at the American Academy of Religion, and I chaired that Group’s Steering Committee for the maximum allowed two three-year terms. The American Academy of Religion is the world’s largest association of scholars in the field of religious studies, with about 9,000 members worldwide. The “Transhumanism and Religion” Group is not an advocacy group, but rather, has become one of the important platforms for theological and ethical discussions of human enhancement technology. I have served as academic conference moderator/facilitator seven times during 2001-15, compared to one in the 1999-2007 period. I am spearheading an effort to begin an international organization designed to foster thoughtful, informed conversation in faith communities about the theological and other implications, positive and negative, of human enhancement technology. In November 2014 I led the organizational meeting for this international organization, tentatively named “TECH-F,” for “Transhumanism, Enhancement, and Christianity Forum.”

Institutionally, this academic year I accepted appointments to three new committees: Harriot College Arts and Sciences Dean’s Workgroup on Fiscal Sustainability, Interfaith Diversity Experiences and Attitudes Longitudinal Survey Project (IDEALS) Team, and the Five-Year Chair Administrative Review Committee for the Department of Philosophy and Religion. However, many of my service duties through the years have been associated with building the Religious Studies Program, an interdisciplinary program I was instrumental in founding in the late 1980s and for which I serve as director, and working with the majors in this program. I currently chair, and in the past have served as director of, the Multidisciplinary Studies Program Committee, which governs the umbrella program for programs in Religious Studies, Neuroscience, Classics, Security Studies, International Studies, and other areas.

Strong community service has characterized the Religious Studies Program through the years, and I have always encouraged that. The most visible expression of that community

service focus has been the annual Jarvis Lecture on Christianity and Culture, which has become one of the university's most popular and well-attended annual lecture series, drawing hundreds of attendees locally and regionally. I have been very involved in producing this series in each year of its 23-year history.

In this context of strong community involvement by our Program, my own community service, related to my professional scholarly training (i.e., unrelated to my service on the City Council), has increased significantly in the past eight years, compared to the 1999-2007 period. Of the various categories of community service that have increased, the most significant increase has been in the category of "community presentations using my discipline or position." I made 67 such presentations in 2007-15, compared to 28 in 1999-2007. Of the 67 presentations, all invited, the largest number (41) was to church groups, reflecting the good relationship with faith community leaders that I have worked to cultivate for our Religious Studies Program. I made nine presentations to groups at what is now named Vidant Medical Center. Eight of them were a part of the Center's continuing education program; my programs were designed to help prepare employees to better serve a religiously diverse population. Another program at Vidant was a workshop for ministers enrolled in the hospital's clinical pastoral education training. Other invited presentations were to civic clubs (e.g., Rotary, Kiwanis), campus ministers, and other groups (e.g., Daughters of the American Revolution). I am also contributing each year to the growing ECU Lifelong Learning Program—I have placed those Lifelong Learning presentations under "Institutional—Invited Speaker."

PETITION ATTACHMENT C

Identification of employment responsibilities not to be performed pursuant to partial leave of absence.

Duties to be eliminated or reduced

Hours per week
(average)

Totals

hours/week

Percentage reduction in weekly employment time: _____

Note:

Policies of the Board of Governors disfavor partial or full leaves of absence, for a portion of a semester, that would affect adversely the instructional services available to students, e.g., substituting another instructor for the petitioner to teach a course for a portion of the academic term (as distinguished from such substitution for the full term).

PETITION ATTACHMENT D

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

With the exception of containing an additional “Productivity Comparison” section, which compares my productivity in the previous eight years, since I have served on the Greenville City Council, with the eight years prior to my service on the Greenville City Council, this petition is essentially the same as the petitions that were approved with no negative votes by the Board of Trustees in 2011 and 2013.

Greenville uses the “council-manager form of government,” sometimes called the “weak mayor form of government.” This means that the City Council sets policy and hires a manager to handle the day-to-day management and operations. The mayor presides at City Council meetings and signs documents authorized by the Council. 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 the 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 councilmembers. Each councilmember is normally appointed as liaison to three boards or commissions. The mayor is not required to serve in the same way as councilmembers as liaison to the city’s boards and commissions. Occasionally, there are other meetings and community events that I have attended, in my capacity as councilmember, when my schedule permitted, but none of these are required. The Greenville City Council has a Mayor Pro-Tem position, allowing for a councilmember to fulfill duties of the mayor when the mayor cannot be present. I have served as Mayor Pro-Tem since the last election. Engaging in constituent services does not interfere with my university duties. In my time on the Council, no meeting or Council responsibility has interfered with the conduct of my university duties. Having served on the Council since December, 2007, with permission from the university, and including city-wide service as the At-Large representative since the last election, I have learned from experience that I can serve on the City Council in a city-wide capacity without interfering with my university duties. My university supervisor’s overall performance evaluation of my work, since I begin 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.

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East Carolina University
Board of Trustees
University Affairs Committee
February 19, 2015

Session	University Affairs – Closed Session
Responsible Person	Virginia Hardy, Vice Chancellor for Student Affairs
Agenda Item	V. A.
Item Description	Student Rights and Responsibilities Response
Comments	
Action Requested	Information
Disposition	
Notes	

Office of the
Vice Chancellor
for Student Affairs
112 Spillman Building
East Carolina University
Greenville, NC 27858-4353

252-328-6541 office
252-328-6040 fax

MEMORANDUM

TO: Ms. Deborah Davis
Chair, University Affairs Committee
ECU Board of Trustees

FROM: Virginia D. Hardy, PhD
Vice Chancellor for Student Affairs

DATE: December 12, 2014

SUBJECT: Questions regarding the *Report on the Student Disciplinary Procedures at East Carolina University*

The letter addressed to Mr. Joyner raised three particular concerns regarding the recommendations in the *Report on the Student Disciplinary Procedures at East Carolina University* ("Report"). In sum, (1) the recommended "ban" on cross-examination; (2) the lack of a required standard of review for hearings regarding "minor infractions"; and (3) the recommendation students be prohibited from having contact with witnesses unless authorized to do so by the University. In response to each of these points, I have explained how the revised Student Code of Conduct answers the question.

1. Are students or their advocates allowed to cross-examine complainants and witnesses? If not how are they supposed to defend themselves from false or misleading or simply erroneous statements?

Students or their advocates are allowed to cross-examine complainants, witnesses or respondents *indirectly*, by posing questions to the hearing panel Chair. While the Student Code of Conduct does not contain a provision specifically addressing this principle, the Office of Student Rights and Responsibilities revised its hearing procedures, consistent with the best practice recommendations regarding sexual assault cases. In practice, both parties question the other through the hearing panel Chair. As stated in Section 5.4.4.1, "A Student Case Presenter (a trained Student Conduct Board member) will outline the basic facts of the case gathered by the University. The Respondent and Complainant will be afforded an opportunity to speak to the panel. The panel will also have an opportunity to ask questions of all involved." This is compromise approach allows for consistency of process regardless of whether a student has an advocate who would perform the cross examination. Students can point out any false, misleading, or erroneous statements to the Panel and request that Panel seek clarification on those points. The Panel can then assess the credibility of the responses of all parties, without the risk of intimidating either a Complainant or a Respondent. This is consistent with UNC system policy, which notes that the student conduct systems at its constituent institutions should "remain non-adversarial; reflect community values, university policies, and Board of Governors standards; and provide for the respect and consideration of all participants."

2. Do our students at least get the benefit of the preponderance of evidence standard no matter what they are charged with or how serious it is? Because if they don't, doesn't that mean there's no presumption of innocence?

Yes, students get the "benefit of the preponderance of evidence standard no matter what they are charged with or how serious it is. The conduct system reviewed in the Report established, consistent with UNC System policy requirements, that the standard of proof be "preponderance of the evidence". This provision was not revised when the Code of Conduct was modified to adopting the more stream-lined hearing process suggested by the Report. Section 5.1.3 states:

The standard used throughout the conduct process to reach case resolution is preponderance of the evidence. This standard will be used to evaluate the evidence for purposes of making findings and drawing conclusions for an investigation conducted under this regulation; meeting the standard constitutes a conclusion it is more likely than not that the alleged conduct occurred. Formal rules of evidence do not apply to student conduct cases.

Because the Conduct system emphasizes student education, growth and development, it is distinguishable from criminal or civil legal proceedings. Therefore, the standard of "more likely than not" (preponderance of the evidence) is sufficient to assess responsibility and assign developmentally appropriate educational and/or disciplinary sanctions. With respect to the "presumption of innocence", all Respondents have the right to an objective and impartial evaluation of the complaints, and to present and respond to information presented regarding her/his conduct, as outlined in section 4.1.

3. If a witness in a disciplinary hearing is someone's roommate are they allowed to talk to him or her before the hearing?

Yes. Provided that the University has not issued an administrative no-contact ban to the Respondent with respect to a particular witness as outlined in section 3.1 (to preserve the safety and well-being of the ECU community), and the conversation between a Respondent and the witness is not intended to "coach[], intimidat[e], retaliat[e] against, or otherwise influenc[e]" a participant in the conduct process as prohibited in Section 2.14, roommates are not prevented from speaking even if the roommate is a witness in a disciplinary hearing. The recommendation on page 8 of the Report is one against "witness tampering," and the Code of Conduct was not revised based on this particular recommendation. Instead, the Committee charged with suggesting revision based on the Report's recommendations believed that section 2.14, "Hindering the University Conduct Process," adequately addressed this concern. In addition, all participants in the conduct process are reminded that the University does not tolerate retaliation, as outlined in section 5.2.2.

East Carolina University
Board of Trustees
University Affairs Committee
February 19, 2015

Session	University Affairs – Closed Session
Responsible Person	Virginia Hardy, Vice Chancellor for Student Affairs
Agenda Item	V. B.
Item Description	Greek Life Review
Comments	
Action Requested	Information
Disposition	
Notes	