

**ECU Board of Trustees
July 28, 2017
Murphy Center**

MINUTES

The Board of Trustees met in regular session at the East Carolina Heart Institute on the Health Sciences Campus of ECU. Acting Chair Kieran Shanahan called the meeting to order and called on Donna Kraus, President of Religious Life at ECU, to deliver the invocation. Following the invocation, Mr. Shanahan introduced Mr. Tim Wiseman, Associate Vice Chancellor for Enterprise Risk Management and Director of Military Programs, to lead the Pledge of Allegiance.

ROLL CALL

Mr. Shanahan called on Megan Ayers to call the roll:

Members Present

Edwin Clark
Vern Davenport
Deborah Davis
Max Joyner
Kel Normann
Bob Plybon
Jason Poole
LaQuon Rogers
Kieran Shanahan
Vince Smith

Members Absent

Mark Copeland
Leigh Fanning
Fielding Miller

READING OF ETHICS STATEMENT

In compliance with the State Government Ethics Act, Mr. Shanahan read the conflict of interest statement and asked if anyone had a conflict of interest to disclose. No conflicts were identified.

OATH OF OFFICE

Mr. Shanahan called upon Pitt County Clerk of Court Sara Beth Fulford Rhodes to administer the oaths of office for new board members: Jason Poole, Vince Smith and LaQuon Rogers.

REPORT OF THE NOMINATING COMMITTEE

Mr. Shanahan called upon Max Joyner, chair of the Nominating Committee, to give his report about the 2017-2018 slate of officers. Mr. Joyner reported that the Nominating Committee has concluded their work and offered the following slate of officers for consideration:

Chair: Kieran Shanahan

Vice Chair: Vern Davenport

Secretary: Kel Normann

ELECTION OF OFFICERS

Mr. Shanahan called upon Megan Ayers to conduct the election of officers for the 2017-18 year. Ms. Ayers repeated the nomination recommendations from the Nominating Committee and opened the floor for any additional nominations. There were no additional nominations.

Ms. Ayers asked for a motion to close the nomination period. The motion was seconded and approved unanimously.

Ms. Ayers then called for a motion to elect the officers as presented by the Nominating Committee:

Chair – Kieran Shanahan

Vice Chair – Vern Davenport

Secretary – Kel Normann

The motion was seconded and approved unanimously.

REPORT FROM THE CHAIR

Mr. Shanahan gave a short report from the Chair in response to the election, thanking the other board members for their confidence and their service.

APPROVAL OF MINUTES

Mr. Shanahan asked for a motion to approve the minutes from the regular meeting on April 2017 meeting and the special called meetings June 2 and June 27. The motion was seconded and approved with no negative votes.

UNIVERSITY REPORTS

CHANCELLOR'S REPORT

Dr. Staton gave his remarks to the board. A full text version of the Chancellor's remarks is listed as "Attachment A."

REPORT FROM THE STUDENT GOVERNMENT ASSOCIATION

Mr. LaQuon Rogers, President of the Student Government Association, brought an update from the SGA. A full text version of Mr. Rogers' remarks is listed as "Attachment B."

REPORT FROM THE FACULTY SENATE

Dr. Donna Kain, Vice Chair of the Faculty, brought an update from the Faculty Senate. A full text version of the Dr. Kain's remarks is listed as "Attachment C."

REPORT FROM THE STAFF SENATE

Ms. Kimrey Miko, Chair of the Staff Senate, brought an update from the group. A full text version of the Ms. Miko's remarks is listed as "Attachment D."

REPORT FROM THE BOARD OF VISITORS

Ms. Sabrina Bengel, Chair of the Board of Visitors, brought an update from the BOV. A full text version of the Ms. Bengel's remarks is listed as "Attachment E."

COMMITTEE REPORTS

ATHLETICS AND ADVANCEMENT COMMITTEE

Mr. Kel Normann gave the report from the Athletics and Advancement Committee in Chairman Edwin Clark's absence. A summary of this report is listed as "Attachment F." There was one item that needed action by the board.

Mr. Normann moved that the board approve the policy captioned "Drug Education, Screening, Counseling, and Testing Program," as presented in Board materials. Further, Mr. Clark moved that the board delegate to the Chancellor of East Carolina University authority to amend the policy captioned, "Drug Education, Screening, Counseling, and Testing Program," as presented in the Board materials, as and when the Chancellor determines appropriate consistent with applicable law and UNC policy, including but not limited to renaming the policy as a regulation, with said delegation continuing unless and until expressly revoked.

The motion was approved with no negative votes. This item is listed as "Attachment G."

AUDIT, ERM, COMPLIANCE AND ETHICS COMMITTEE

Mr. Kel Normann gave the report from the Audit, ERM, Compliance and Ethics Committee. A summary of this report is listed “Attachment H.” There were no items that required board attention.

FINANCE AND FACILITIES COMMITTEE

Mr. Joyner, gave the report from the Finance and Facilities Committee. A summary of the Finance and Facilities Committee report is listed as “Attachment I.” There were several items that required board attention.

Mr. Joyner moved that the board approve the issuance of Special Obligation Bonds in accordance with the terms and conditions provided in board materials. The motion was approved with no negative votes. This item is listed as “Attachment J.”

Mr. Joyner moved that the board grant approval to purchase land 6.71 acres on East Belvoir Road in accordance with the terms and conditions provided in the board materials. The motion was approved with no negative votes. This item is listed as “Attachment K.”

Mr. Joyner moved that the board grant approval to leave +16,169 sq. ft. clinical/office space at 2390 Hemby Lane in accordance with the terms and conditions provided in the board materials. The motion was approved with no negative votes. This item is listed as “Attachment L.”

Mr. Joyner moved that the board approve the extended jurisdiction for ECU Police in accordance with the terms and conditions provided in the board materials. The motion was approved with no negative votes. This item is listed as “Attachment M.”

Mr. Joyner moved that the board grant approval to demolish four structures for the Dowdy-Ficklen Stadium Southside Renovation Project in accordance with the terms and conditions provided

in the board materials. The motion was approved with no negative votes. This item is listed as “Attachment N.”

HEALTH SCIENCES COMMITTEE

Ms. Davis gave the report from the Health Sciences Committee. A summary of this report is listed as “Attachment O.” There were no items from this committee that needed board attention.

UNIVERSITY AFFAIRS COMMITTEE

Mr. Joyner gave the report from the University Affairs Committee. A summary of this report is listed as “Attachment P.” There were several items that needed board attention.

Mr. Joyner moved that the board approve the proposed Memorandum of Understanding and Cooperation Innovative High School Application between the Pitt County Board of Education, doing business as Pitt County Schools and East Carolina University for creation of the Innovation Early College High School as presented in board materials. The motion was approved with no negative votes. This item is listed as “Attachment Q.”

Mr. Joyner moved that the board endorse the ECU Strategic Plan Extension 2017-2022 as presented in board materials. The motion passed with no negative votes. This item is listed as “Attachment R.”

CLOSED SESSION

Mr. Smith made a motion that the board go into closed session. That motion was seconded and approved unanimously.

MOTIONS FROM CLOSED SESSION

Upon resumption of open session, Mr. Shanahan called for any motions that were a result of closed session discussions.

Ms. Davis moved that the board approve the initial appointment with conferral of tenure in the Division of Health Sciences for Dr. David Leeser, Dr. Jeffrey Eells, Dr. S. Russ Price and Dr. John Paul Mounsey, as presented in board materials. The motion was passed unanimously. This item is listed as “Attachment S.”

Ms. Davis moved that the board approve the conferral of tenure for Dr. Shahab Akhter in the Division of Health Sciences as presented in board materials. The motion passed with no negative votes. The item is listed as “Attachment T.”

Mr. Joyner moved that the board approve the conferral of tenure for Dr. Jayme Host in the College of Fine Arts and Communications as presented in board materials. The motion passed with no negative votes. The item is listed as “Attachment U.”

Mr. Joyner moved that the board approve the non-salary compensation schedule for housing during the ECU Italy Intensives Study Abroad Program for EHRA faculty and staff (a) Linda Darty and Stuart Watson for the 2017-18 academic year and summer sessions I and II, and for (b) Barbara Minor, Christopher Hentz, James Abbott and Wendy Klein for the Fall 2017 academic semester as presented in board materials. The motion passed with no negative votes. The item is listed as “Attachment V.”

Mr. Joyner moved that the board request the ECU Foundation to acquire an appropriate temporary residence for the use of the chancellor. Further the board directs that the arrangement includes only the reimbursement of direct cost and does not involve state appropriated funds or tuition monies. The motion was seconded by Mr. Plybon and passed unanimously.

Mr. Normann read a letter penned by former chair, Steve Jones, in support of Chancellor Staton. Following the reading of that letter, included as “Attachment W,” Mr. Vern Davenport made a motion to approve the following resolution:

Resolution of the Board of Trustees of East Carolina University

WHEREAS, the ECU Board of Trustees (“Board”) recognizes the role that ECU plays in the well being and economy of eastern North Carolina and the state; and

WHEREAS, the Board acknowledges and celebrates the achievement by ECU of many significant goals and accomplishments over the past year, including:

- Reaching agreement with Vidant Health for development of an innovative, integrated clinical physician practice to be operated in support of the mission of the Brody School of Medicine;
- Filling critically important leadership positions, including the appointment of the Vice Chancellor for Research, Economic Development and Engagement and the Dean of the Brody School of Medicine;
- Securing approval for the Southside Renovation Project for Dowdy-Ficklen Stadium
- Leading the campus through the region’s recovery in the aftermath of Hurricane Matthew; and

WHEREAS, the Board recognizes the valuable insights, direction and leadership that has been provided by Dr. Cecil P. Staton, as the 11th Chancellor of East Carolina University, over the past 12 months; and

WHEREAS, the Board desires to express its support for the positive trajectory that the University is currently on and its further desire that the Chancellor’s vision and mission be enthusiastically embraced by all of Pirate Nation.

NOW, THEREFORE, recognizing the anniversary of the appointment of Chancellor Cecil P. Staton as ECU's chief executive officer, the Board of Trustees hereby endorses his vision for ECU to become America's next great national university by elevating the university's brand regionally and nationally, and expressing its enthusiastic support for ECU's capital campaign with the goal of raising \$500 million, expanding the institution's research productivity, and increasing the international experiences of our students which will prepare them to better compete in the global economy. The Board of Trustees commends Chancellor Cecil P. Staton for his excellent leadership and expresses its enthusiastic thanks for his continued work going into the new academic year and onward.

Adopted this the 28th day of July, 2017.

The motion was seconded and passed with no negative votes. Mr. Shanahan asked that this resolution be sent to President Margaret Spellings and Board of Governors Chair, Lou Bissette.

UNFINISHED BUSINESS

There was no unfinished business.

NEW BUSINESS

Mr. Shanahan reminded the board about the upcoming retreat in August.

ADJOURNMENT

Hearing no other business, Mr. Shanahan adjourned the meeting at 12:00 p.m.

ADJOURN

#####

Respectfully Submitted,

Megan Ayers
Office of the Assistant Secretary to the Board of Trustees



YEAR IN REVIEW

2016 - 2017

\$500 MILLION
COMPREHENSIVE CAMPAIGN



\$55 MILLION

DOWDY-FICKLEN STADIUM RENOVATION

NEARLY \$50 MILLION RAISED
APPROXIMATELY \$1 MILLION PER WEEK

\$140 MILLION
TOWARD CAMPAIGN ALREADY
RAISED, PLEDGED, OR COMMITTED
(APPROX.)

\$500 MILLION



\$140 MILLION



MARCHING PIRATES



HURRICANE MATTHEW RECOVERY

FACULTY AND STAFF RECRUITMENT

HIRED

JIM HOPF
CHIEF OF STAFF



HIRED

JON REZEK, PhD
DIRECTOR OF GLOBAL AFFAIRS



HIRED

JAY GOLDEN, PhD
VICE CHANCELLOR
FOR RESEARCH, ECONOMIC
DEVELOPMENT, AND ENGAGEMENT



HIRED

TOM EPPES
CHIEF COMMUNICATIONS
OFFICER



HIRED

ROBERT ORLIKOFF, PhD
DEAN, COLLEGE OF ALLIED
HEALTH SCIENCES



HIRED

PHILLIP WOOD

SENIOR ASSOCIATE ATHLETICS
DIRECTOR, EXECUTIVE
DIRECTOR OF PIRATE CLUB



HIRED

HARRY PLOEHN, PhD
DEAN, COLLEGE OF ENGINEERING
AND TECHNOLOGY



HIRED

MARK STACY, MD
DEAN, BRODY SCHOOL
OF MEDICINE



HIRED

JON BARNWELL
CHIEF OF POLICE



CONTRACT RENEWED

JEFF COMPHER
DIRECTOR OF ATHLETICS



NATIONAL SEARCH

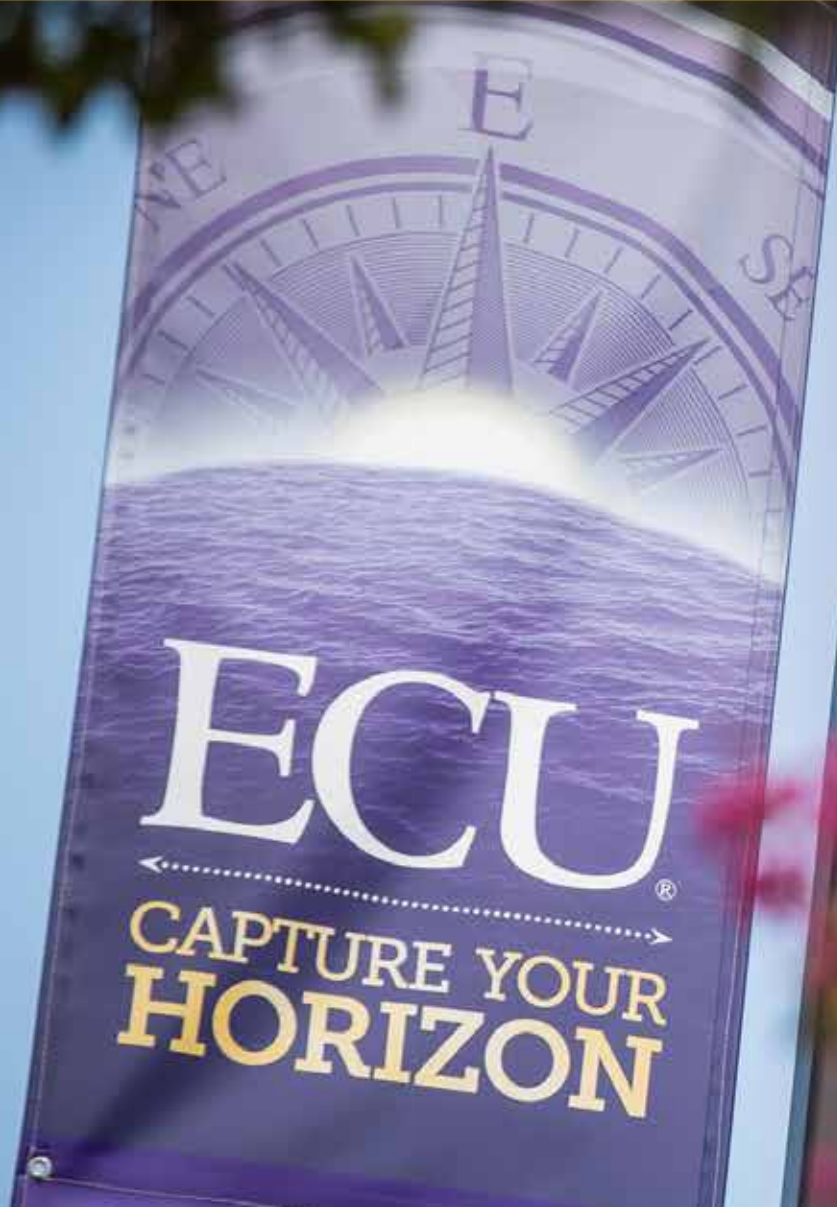
NEXT VICE CHANCELLOR FOR ADMINISTRATION
AND FINANCE

A photograph of a chancellor installation ceremony. A man in a blue and red academic regalia is raising his right hand. He is surrounded by other individuals in academic regalia, including a woman in a purple top and two men in dark regalia. The background is a dark, draped curtain.

CAPTURE YOUR HORIZON
CHANCELLOR INSTALLATION

AMERICA'S NEXT GREAT
NATIONAL UNIVERSITY
IS HERE:

ECU





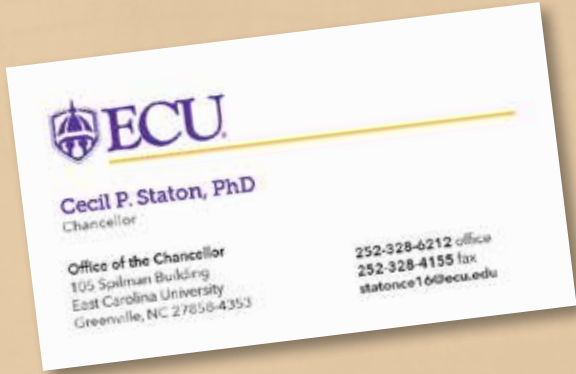
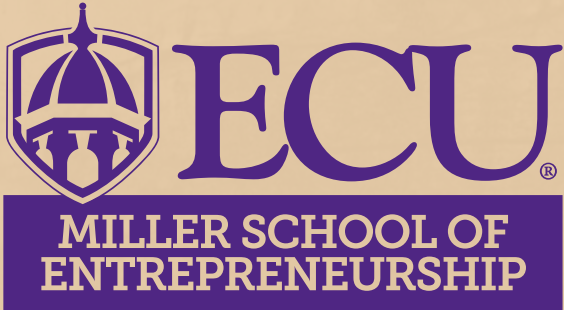
**EXPANSION OF UNIVERSITY
RESEARCH INITIATIVES**



**EXPANSION OF UNIVERSITY
INTERNATIONALIZATION INITIATIVES**



\$500 MILLION COMPREHENSIVE CAMPAIGN



LAUNCHED MARKETING AND BRANDING INITIATIVE



PROJECT UNIFY APPROVAL



\$37 MILLION HEALTH SCIENCES CAMPUS
STUDENT CENTER OPENS



\$4 MILLION IN ADDITIONAL RECURRING
FUNDING FOR THE BRODY SCHOOL OF MEDICINE

BOARD RETREAT AUG. 9-11

STRATEGIC VISION

SWOT ANALYSIS

GOALS AND MOVING FORWARD IN 2017-2018

POINTS OF
PIRATE PRIDE



TASK FORCE DAGGER
EXPLORING WWII ARCHAEOLOGICAL SITES



ECU MATCH WELLNESS PROGRAM
WINNER OF THE 2017 W. K. KELLOGG FOUNDATION
COMMUNITY ENGAGEMENT AWARD

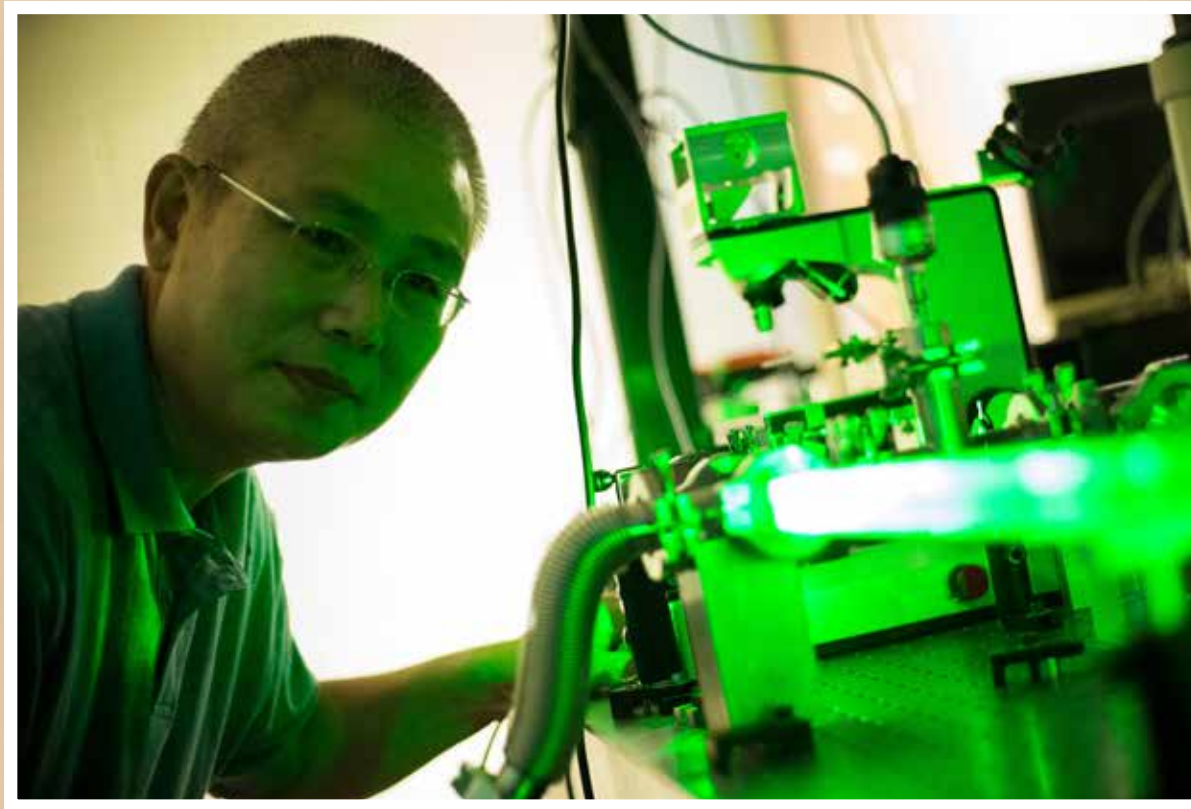


LAUREN LEWIS, SENIOR MUSIC EDUCATION MAJOR
AWARDED SHANNON KELLY KANE SCHOLARSHIP AND NATIONAL ASSOCIATION
OF MUSIC EDUCATION PROFESSIONAL ACHIEVEMENT AWARD



MEDICAL BREAKTHROUGHS

ECU DOCTORS AND ENGINEERS COLLABORATE ON 3-D
PRINTED RIBCAGE FOR SURGICAL PROCEDURE



TRACTOR BEAM ENGAGED

ECU PHYSICIST SETS WORLD RECORD FOR ATOMIC
PARTICLE PULL USING LASER BEAM



WORKFORCE READY

COMPUTER SCIENCE AWARDED \$2 MILLION GRANT FROM
THE NATIONAL SCIENCE FOUNDATION



KATIE STANLEY

UNC SYSTEM 2017-2018 PRESIDENTIAL SCHOLAR



MICHELLE SKIPPER, DNP
2017 GOVERNOR'S AWARD FOR EXCELLENCE



GREAT VALUE, GREATER GOOD

BRODY SCHOOL OF MEDICINE RECOGNIZED AS MOST
AFFORDABLE IN THE NATION



CAMPUS CARE

ECU STUDENT HEALTH SERVICES ACHIEVES
AAAHC REACCREDITATION

PIRATE ATHLETICS
NO QUARTER ON THE FIELD
OR IN THE CLASSROOM



ZAY JONES

BUFFALO BILLS SECOND ROUND DRAFT PICK



CELIA RUIZ

AAC CO-PLAYER OF THE YEAR
UNDEFEATED IN AAC COMPETITION



AAC SCHOLAR ATHLETE SPORT EXCELLENCE AWARDS

WOMEN'S GOLF (3.84) AND BASEBALL (3.27) LEAD AAC
IN GPA FOR THEIR RESPECTIVE SPORTS



WATKINS



YORGEN

ACADEMIC ALL-AMERICANS
SENIORS TRAVIS WATKINS AND CHARLIE YORGEN

ECU ATHLETES EARNED AN AVERAGE **3.02 GPA** FOR
THE ACADEMIC YEAR - THE HIGHEST EVER

OVER 200 STUDENT-ATHLETES WERE NAMED TO
THE AAC 2016-2017 ALL-ACADEMIC TEAM



**NEW HEAD COACH MATT JABS
SWIMMING AND DIVING**

A portrait of Andrew Sapp, a man with short brown hair and a light beard, wearing a blue baseball cap with sunglasses perched on top and a dark blue jacket over a light blue collared shirt. He is looking slightly to the right of the camera with a neutral expression. The background is a blurred green field.

NEW HEAD COACH ANDREW SAPP
MEN'S GOLF

UNIVERSITY ADVANCEMENT

COMBINED CAMPAIGN

\$140 MILLION
TOWARD CAMPAIGN ALREADY
RAISED, PLEDGED, OR COMMITTED
(APPROX.)

\$500 MILLION



\$140 MILLION



ECU[®]

CAPTURE YOUR HORIZON



Executive Office of the President
Student Government Association
Report to the Board of Trustees
28 August 2017

Distinguished Chancellor, Colleagues of the ECU Board of Trustees, Pirate Nation, and Guest:

It is a personal privilege to represent the 29,000 students of this institution. This report will outline what SGA is, what SGA has done, and what SGA aspires to become.

What SGA Is:

SGA is more than an acronym and more than an organization. The Student Government Association is an organism of sixty representatives that exist to amplify the student voice by providing *service* to our communities through initiatives and partnerships, *governance* through representation on campus boards, committees, adopting legislation that enhances the quality of student life, and *advocacy* on behalf of students from all walks of life.

What SGA has Done:

We provide funding for many clubs and organization to do work that will have a greater impact on our university's mission. SGA also funds safe ride, a service that provides safe transportation for students after hours, and other mission minded services. We actively seek to engage, include, and involve every student on this campus.

What SGA Aspires to do:

Capital One always ask, what's in your wallet? I answered back... nothing. But I can tell you what's in SGA's horizon. In our horizon is an even greater level of accessibility, inclusion, interaction and representation *to* and for all students, more efficient and meaningful systems and processes, club and organization development, and to find innovative ways to serve this great university and mission. I will tell you *how* we shall capture our horizon at our next meeting, during which we shall introduce our strategic plan for the year.

In conclusion,

I would like to publicly thank the SGA Executive Council for taken full advantage of this summer. We have been here every week of this summer working and planning. I am convinced that the future belongs to those who plan it. If this year is not a terrific year, It *ant* possible.



Your inspiration for this month-

“By striving to do the impossible, man has always achieved what is possible. Those who have cautiously done no more than they believed possible have never taken a single step forward.” –Mikhail Bakunin

This concludes my report are there any questions?

-La'Quon Rogers
Student Body President

Remarks to the Board of Trustees

July 28, 2017

Donna Kain, Vice Chair of the Faculty

Good morning!

I'm pleased to be here to greet you on behalf of the ECU faculty and our faculty officers—chair, John Stiller; secretary Donna Roberson, parliamentarian, Jeff Popke; and me, Donna Kain, vice-chair. I am also an associate professor in English specializing in professional and technical communication.

We have just completed a very busy and impactful academic year in which we experienced some significant changes. First among these, of course, was the inaugural year of Dr. Staton's tenure as Chancellor. Faculty have had a number of opportunities to interact with Dr. Staton and to discuss his vision for the university and our work as teachers, researchers, and participants in the transformation of our region and advancement of knowledge in North Carolina and beyond.

After months of initial planning, ECU and Vidant Health Systems have developed a new relationship that we hope will open opportunities for new ways of approaching health care, medical education, and research.

We've also been working on a number of initiatives that will strengthen how we collect, analyze, and report data about our activities across campus. This work may not be the flashiest thing we do, but the systems we have in place as part of our information infrastructure are important ways that we assess our productivity and the success of our efforts. The projects we've been working on include "Blue," a survey tool for gathering and disseminating student opinions of instruction; Faculty 180, a system for reporting faculty, department, and college activities; and refinements in the ways we conduct assessment on our courses and programs.

These are "behind the scenes" efforts that people often don't know much about—I didn't until I was involved. But these are also critical efforts in helping us ensure that we have coherent and effective programs that are

working for students. The reason I now know more about these systems is that faculty have been included in choosing, implementing, and testing them. We are working with staff and administrators in these efforts as partners who will use and be affected by these systems. This type of collaboration is a hallmark of shared governance at ECU. In particular, I would like to recognize Dr. Ying Zhou, Associate Provost of Institutional Planning, Assessment, and Research, for her leadership in just about all of these initiatives. She is the ultimate team player and values the input of the faculty and staff who work with her on these projects.

To achieve our missions in teaching, research, and service, the relationship between the faculty and the administration is critical. Here at ECU, my experience has been that the tradition of shared governance advances the important work to which we all contribute. I am proud to be part of that work and to share with you some of what we do. I'm sure that Dr. Stiller will be updating you throughout the year on the accomplishments of our students and faculty—because behind every great student, there is a great faculty.

Thank you.

Remarks from Staff Senate
July 28, 2017

Good morning and thank you for inviting me to speak this morning. I'm Kimrey Miko, 2017-18 Chair of the ECU Staff Senate. Our mission this year remains the same as past years – to promote communication between SHRA, EHRA non-teaching and CSS staff and University administrators. We review policies and procedures and make recommendations regarding interests and concerns that affect staff and we promote participation in the community through support of University activities and community service projects. This year's staff senate members represent all divisions and I think this is one of the stronger groups assembled since I've interacted with the senate. They are all motivated and they believe in the mission of the senate and they genuinely want to improve the senate and ECU. This year's Executive Committee is comprised of seasoned Staff Senate veterans. Set to lead the senate next year is LuAnn Sullivan, our Chair – Elect. Anna Logemann is our secretary, and Todd Inman is serving a second term as our Treasurer.

Our goals this year include working with various departments such as Human Resources and Office of Equity and Diversity to increase exposure of programs and campus events benefitting employees. We hope to produce a campus wide volunteer event in partnership with other campus organizations. Staff Senate wants to provide opportunities for all staff members to strengthen their leadership skills and grow in their professional development. We also want to add on to our employee appreciation week and find additional ways for our staff members to know how valued they are here at ECU.

This year our Executive Committee wrote a few goals for each committee that support the senate goals and we asked committees to come up with additional goals. We want to ensure each set of goals will not only benefit the senate but also thousands of staff members across the campus. A few examples are: Redesign and promote the Staff Senate website. Utilize social media platforms to let the university community know what the senate is doing. Grow both the Gail Jordan and Children of SPA scholarship funds. Update the Staff Appreciation meal voucher system and expand Staff Appreciation week. Continue working on the start-up of an Employee Emergency Assistance fund. Work with the Office of Equity and Diversity to support Project: ECUYou by educating and promoting campus diversity and safety. As always, we will continue to represent ECU Staff on committees across the University.

There is much to be accomplished this year and we've already made progress in a summer that has flown by. Thank you Trustees and Chancellor Staton for continued support of the ECU Staff Senate.

MINUTES

Athletics and Advancement Committee

July 27, 2017

Advancement Highlights

Vice Chancellor Chris Dyba gave a brief overview and orientation of University Advancement, the Foundations, and the campaign. He reviewed the types of gifts that are made, a broad discussion of endowments vs. current use funds and explained that future commitments through Planned Giving are a major source of philanthropic dollars to ECU. Because we are a state institution most gifts are received through one of our four foundations (Pirate Club, ECU Foundation, Medical and Health Sciences Foundation and the Alumni Association). In addition to the foundations, the university has institutional trust funds. Finally, a campaign overview was given and it was stressed that counting standards are consistent with industry standards.

Vice Chancellor Dyba shared that fundraising totaled over \$48 million for FY 16-17. While not a record year, Dyba was pleased that fundraising totals were once again twice as much as three years ago. He reported that FY 17-18 is off to a good start and indicated that we are already \$140M towards our \$500 million goal. New web-based campaign reports are now available to faculty/staff and volunteers as the campaign rollout and planning continues. He then introduced and demonstrated the ease of the new giving website. This new website is a much-improved tool that provides better access and usability for our donors.

A subcommittee consisting of Edwin Clark, Kel Normann, Fielding Miller and staff member Dyba was formed to look at the naming policy and bring recommendations back to our committee and this board in the fall to address any edits that may be needed in the context of the comprehensive campaign.

Athletics Highlights

Mike Hanley reviewed a list of accomplishments and accolades from the Athletic Department, as well as the 2016-17 Athletic Strategic Planning Goals, which are:

Goal 1 – increase at least 10 team’s average single year GPA;

Goal 2 – Achieve a 3.00 annual encompassing all teams.

Mr. Hanley said that ECU Student Athletes have completed 9,000 hours of community service and was the runner-up in the inaugural NACDA / Fiesta Bowl Community Service Award. A \$5,000 donation will be made to a local charity for this award.

Athletic Director Jeff Compher gave a brief personnel update. He recognized Lee Workman for his work on both his Athletic Human Resources work as well as the budget work he’s done in Nick Floyd’s absence and said that Lee Workman would continue that work moving forward. Jeff mentioned Phillip Wood, the new Executive Director of the Pirate Club, replacing J Batt who has taken another position in Alabama. He also announced two coaching update, Coach Matthew Jabs, ECU Swimming and Diving, and Coach Andrew Sapp, ECU Men’s Golf.

Jeff Compher and Donna Payne presented to the committee a revised Athletics Drug Testing Policy for consideration. The committee had substantive discussion and took action. Mr. Chairman, I have a motion:

MOTION

I move that the board approve the I move that the Committee recommend to the Board of Trustees that it approve the policy captioned "Drug Education, Screening, Counseling, and Testing Program," as presented in the Board materials for this meeting. I also move that the Committee recommend that the Board of Trustees delegate to the Chancellor of East Carolina University authority to amend the policy captioned, "Drug Education, Screening, Counseling, and Testing Program," as presented in the Board materials, as and when the Chancellor determines appropriate consistent with applicable law and UNC policy, including but not limited to renaming the policy as a regulation, with said delegation continuing unless and until expressly revoked.

EAST CAROLINA UNIVERSITY

DRUG EDUCATION SCREENING COUNSELING AND TESTING PROGRAM REGULATION

1 INTRODUCTION:

- 1.1 THE IMPROPER USE OF DRUGS HAS BECOME A MATTER OF DEEP CONCERN WITHIN OUR SOCIETY. MANY LIVES ARE BEING DAMAGED, AND IN SOME CASES DESTROYED, BY DRUG USE. EAST CAROLINA UNIVERSITY IS DETERMINED TO HELP ALL STUDENTS AND EMPLOYEES AVOID SUCH HAZARDS, THROUGH ITS ESTABLISHED POLICIES ON DRUG ABUSE THAT APPLY TO ALL MEMBERS OF THE ACADEMIC COMMUNITY. HOWEVER, THIS PROGRAM IS SPECIALLY DESIGNED FOR THE MEMBERS OF OUR INTERCOLLEGIATE ATHLETIC TEAMS, CHEERLEADING TEAMS, AND DANCE TEAM. IT IS BASED ON THE PREMISE THAT DRUGS AND ATHLETICS DO NOT MIX. FIRST, MANY DRUGS, WHEN USED IN CONJUNCTION WITH ATHLETIC ACTIVITIES OR PHYSICAL CONDITIONING PROGRAMS, CAN POSE SERIOUS RISKS TO THE HEALTH OF THE ATHLETE AND MAY ENDANGER OTHER PERSONS IN CONTACT WITH THE DRUG USER. SYMPTOMS OF ILLNESS, TEMPORARY OR PERMANENT INJURY, AND EVEN DEATH CAN BE CAUSED BY SUCH DRUG USE. SECOND, THE USE OF CERTAIN DRUGS TEMPORARILY MAY IMPROVE SOME TYPES OF ATHLETIC PERFORMANCE, AND THEREBY CREATE AN UNFAIR COMPETITIVE ADVANTAGE FOR THE PERSON USING THEM. SUCH USES OF DRUGS VIOLATE THE BASIC PRINCIPLES OF SPORTSMANSHIP. THIRD, INTERCOLLEGIATE ATHLETES FREQUENTLY BECOME HIGHLY PUBLICIZED ROLE MODELS AND THEIR ABUSE OF DRUGS CAN NEGATIVELY INFLUENCE OTHER YOUNG PEOPLE, AS WELL AS DAMAGE THE REPUTATION OF THE INSTITUTION.**
- 1.2 EAST CAROLINA UNIVERSITY MAY AMEND THIS REGULATION AT ANY TIME, AND THE PROGRAM IS SEPARATE AND DISTINCT FROM THE NCAA DRUG TESTING PROGRAM.**
- 1.3 FOR THE PURPOSES OF THIS REGULATION, A STUDENT-ATHLETE IS DEFINED AS ANYONE CURRENTLY LISTED AS ACTIVE ON A TEAM'S ROSTER, OR RECEIVING ATHLETIC FINANCIAL AID AS A MEDICAL NON-COUNTER OR POST-PARTICIPATION RECIPIENT.**

2 BASIC PROGRAM GOALS:

- 2.1 IT IS THE INTENT OF THIS DRUG EDUCATION SCREENING AND COUNSELING PROGRAM TO (1) DETER THE USE OF DRUGS AND ALCOHOL; (2) TO ASSIST IN IDENTIFYING THE ATHLETE WHO IS A SUBSTANCE USER/ABUSER THROUGH A SCREENING PROGRAM BASED ON PERIODIC TESTING TO REVEAL USE OF DRUGS; (3) TO PROMOTE AN EDUCATION PROGRAM THAT INFORMS STUDENT-ATHLETES ABOUT DRUGS AND DRUG ABUSE; (4) TO ASSIST IN THE REHABILITATION OF STUDENT-ATHLETES FOUND TO BE MISUSING DRUGS; AND (5) IN APPROPRIATE CASES, TO REMOVE FROM OUR ATHLETIC PROGRAMS ANY STUDENT-ATHLETE WHO IS FOUND TO HAVE VIOLATED THE REQUIREMENTS OF THIS REGULATION.**
- 2.2 ALL STUDENT-ATHLETE PARTICIPANTS IN EAST CAROLINA UNIVERSITY INTERCOLLEGIATE ATHLETIC PROGRAMS, DANCE, AND CHEERLEADING TEAMS MUST COMPLY WITH THE TERMS OF THIS PROGRAM ON DRUG EDUCATION, SCREENING, AND COUNSELING. ACCORDINGLY, ALL STUDENT-ATHLETES MUST READ THESE REQUIREMENTS CAREFULLY, AND PROVIDE WRITTEN ACKNOWLEDGMENT ON THE ATTACHED DRUG TESTING CONSENT FORM. A STUDENT WHO FAILS TO SIGN THE STATEMENT WILL NOT BE PERMITTED TO PARTICIPATE IN UNIVERSITY INTERCOLLEGIATE ATHLETIC PROGRAMS.**

3 EDUCATIONAL PROGRAM:

- 3.1 AN IMPORTANT PART OF THIS PROGRAM IS AN ONGOING EDUCATIONAL EFFORT DESIGNED TO HELP STUDENT-ATHLETES AVOID ANY INVOLVEMENT IN PROHIBITED DRUGS. EACH MEMBER OF EVERY ATHLETIC TEAM SHALL PARTICIPATE IN PRESCRIBED DRUG EDUCATION ACTIVITIES, IN ADDITION TO THE ALCOHOL AND OTHER DRUG PREVENTION ACTIVITIES THAT ALL ECU STUDENTS RECEIVE AS PART OF THEIR STUDENT EXPERIENCE. UNIVERSITY STAFF MEMBERS WILL ENCOURAGE ALL STUDENT-ATHLETES TO ASK QUESTIONS ABOUT THIS DRUG EDUCATION SCREENING AND COUNSELING PROGRAM. STAFF MEMBERS WILL HONOR AN ATHLETE'S REQUEST THAT HIS OR HER QUESTIONS BE ANSWERED IN PRIVATE. TEAM MEETINGS WILL BE HELD TO EMPHASIZE THE PROGRAM'S OBJECTIVES AND TO REITERATE THE ACTIONS THAT ATHLETES MUST TAKE TO COMPLY WITH THE REGULATION.**

4 PROHIBITED DRUGS:

- 4.1 SOME OF THE DRUGS ABOUT WHICH WE ARE CONCERNED ARE ILLEGAL (THAT IS, THE LAW PROHIBITS THEIR SALE, PURCHASE, OR POSSESSION). OTHERS MAY BE OBTAINED BY MEDICAL PRESCRIPTION. SOME MAY BE PURCHASED LAWFULLY “OVER THE COUNTER” IN RETAIL STORES. BUT ALL SUCH DRUGS ARE INCOMPATIBLE WITH THE INTEGRITY OF OUR ATHLETIC PROGRAMS.**
- 4.2 A STUDENT, DURING THE PERIOD OF HIS OR HER ELIGIBILITY TO PARTICIPATE IN INTERCOLLEGIATE ATHLETICS, MAY NOT USE THE DRUGS SPECIFIED IN APPENDIX A. IF AN OTHERWISE PROHIBITED DRUG IS BEING USED PURSUANT TO A LAWFULLY ISSUED PRESCRIPTION UNDER THE SUPERVISION AND AUTHORITY OF A LICENSED PHYSICIAN OR OTHER MEDICAL PROFESSIONAL AUTHORIZED TO PROVIDE MEDICAL PRESCRIPTION UNDER THE LAWS OF THE STATE OF NORTH CAROLINA, THE PATIENT MAY CONTINUE TO PARTICIPATE IN ATHLETICS IF THE ATHLETE MEETS THE REQUIREMENTS AS SET FORTH BY THE NCAA CONCERNING MEDICAL EXCEPTIONS TO IMPERMISSIBLE DRUG USE¹.**

5 SAFE HARBOR PROVISION:

- 5.1 ANY STUDENT-ATHLETE MAY SEEK ASSISTANCE FOR A SUBSTANCE ABUSE PROBLEM AT ANY TIME BY CONTACTING HIS OR HER COACH, A DEPARTMENTAL STAFF MEMBER, SPORTS MEDICINE, LIFE SKILLS, OR STUDENT DEVELOPMENT EMPLOYEE; OR A REPRESENTATIVE OF THE DIVISION OF STUDENT AFFAIRS. SEEKING SUCH ASSISTANCE SHALL NOT SUBJECT THE STUDENT-ATHLETE TO SANCTIONS UNDER THIS REGULATION AND THE STUDENT-ATHLETE SHALL NOT BE TESTED AS PART OF THE REGULATION UNTIL COUNSELING HAS BEEN COMPLETED. THE REQUEST FOR ASSISTANCE MUST BE MADE PRIOR TO NOTIFICATION OF AN IMPENDING TEST.**

¹ These requirements are available at www.ncaa.org/health-safety.

6 SCREENING PROGRAM:

6.1 IT IS A CONDITION OF PARTICIPATION THAT A STUDENT-ATHLETE ANNUALLY AGREE TO SUBMIT TO ANY TESTS PRESCRIBED BY EAST CAROLINA UNIVERSITY TO REVEAL THE USE OF ANY OF THE DRUGS LISTED IN APPENDIX A. THE BASIC TEST TO BE USED FOR DRUG SCREENING IS A DIRECT OBSERVATION URINALYSIS. HOWEVER, OTHER TYPES OF TESTS FROM TIME TO TIME MAY BE UTILIZED TO DETERMINE THE PRESENCE OF DRUGS LISTED IN APPENDIX A. THE TESTING WILL BE DONE IN ACCORDANCE WITH THE PROCEDURES OUTLINED IN APPENDIX D.

6.1.1 When tests will be administered:

6.1.1.1 *Unannounced random testing:*

6.1.1.1.1 All enrolled student-athletes are subject to periodic unannounced random testing, regardless of their competitive season. Specifically, on various occasions during the calendar year, a percentage of the members of each team will be selected, at random, to be tested. The selection of individuals will be made through a random drawing of names from the team roster by the Associate Director of Athletics for Student Services or his designee.

6.1.1.2 *Testing in response to individualized suspicion:*

6.1.1.2.1 A student-athlete may be subject to testing at any time when, in the judgment of the Director of Athletics, in consultation with other campus officials, as appropriate, there is reasonable cause to suspect the student is engaged in the use of any of the drugs prohibited by this Regulation. Such individualized reasonable suspicion may be based on information from any source deemed reliable by the Director of Athletics, including, but not limited to: (1) observed possession or use of substances that reasonably appear to be drugs of the type prohibited; (2) citation for any possible drug or alcohol offense in violation of the ECU Code of Conduct; (3) arrest or conviction for a criminal offense related to the possession, use or trafficking in drugs of the type prohibited; or (4) observed abnormal appearance, conduct or behavior, including unusual patterns of absence from training, competition, classes or other academic requirements reasonably interpretable as being caused by the use of drugs of the type prohibited.

6.1.1.3 Post-season/Championship Screening

- 6.1.1.3.1 Any participant or team likely to advance to post-season championship competition may be subject to additional testing. Testing may be required of all team members or individual student-athletes at any time within thirty (30) days prior to the post-season competition. If a student-athlete tests positive, he or she may not be allowed to compete at the post-season event and will be subject to the sanctions herein. If regular season games remain after the test results are received, game suspension penalties will be in accordance with Section F of this Regulation. Post-season games will be utilized to meet suspension requirements

6.1.1.4 Re-entry Testing

- 6.1.1.4.1 A student-athlete who has had his or her eligibility to participate in intercollegiate sports suspended as the result of a drug and/or alcohol violation will be required to undergo re-entry testing after the substance abuse counselor involved in the student-athlete's case indicates that re-entry into the intercollegiate sports program is appropriate.

6.1.1.5 Pre-Season Screening

- 6.1.1.5.1 Student-athletes are subject to pre-season drug testing and may be notified of such by the Director of Athletics or his/her designee at any time prior to the first competition. Pre-season screening would include summer school sessions.

6.1.1.6 Notification and reporting for collections

- 6.1.1.6.1 The preferred notification method for student-athletes selected for testing will be written notification (see Appendix B) by a member of the ECU Athletic Training staff no more than 24 hours prior to the test. If written notification is unable to be obtained, other acceptable methods of notification include direct contact or phone call by the athletic trainer or member of the coaching staff. Email, voicemail, or text message are not acceptable notification methods.

6.1.2 Consequences of failure to participate in or cooperate with the testing:

6.1.2.1 *The following actions by a student-athlete will be treated as a positive test result and the student-athlete will be suspended from Athletics participation until a sample is produced:*

- 6.1.2.1.1 Failure to execute the relevant required individual notification form (Appendix B or C); or
- 6.1.2.1.2 Failure to appear at the designated time and place for testing without verified excuse acceptable to the Director of Athletics; or
- 6.1.2.1.3 Refusal to provide a sample or manipulates his or her sample to alter the integrity and/or validity of the sample, the manipulation shall be treated as a positive test

6.1.2.2 *A student who fails after three attempts to produce a required urine specimen will be offered an opportunity for saliva testing by use of an oral swab. Refusal to comply with oral swab collection will be treated as a positive test result and the student-athlete will be suspended from Athletics participation until a sample is produced. Eligibility to participate in intercollegiate athletics may be canceled if an athlete fails to produce a specimen. The procedures prescribed in Section G apply to such a cancellation.*

7 CONSEQUENCES OF IMPERMISSIBLE DRUG USE:

7.1 WHEN PROHIBITED DRUG USE HAS BEEN VERIFIED THROUGH POSITIVE TEST RESULTS, THE FOLLOWING PROCEDURES AND CONSEQUENCES WILL APPLY. IN ALL CASES, THE TEAM PHYSICIAN WILL NOTIFY THE DIRECTOR OF ATHLETICS OR HIS/HER DESIGNEE OF THE POSITIVE DRUG TEST. THE DIRECTOR OF ATHLETICS OR DESIGNEE WILL NOTIFY THE STUDENT-ATHLETE'S HEAD COACH AND SPORT ADMINISTRATOR, WHO WILL IN TURN NOTIFY THE STUDENT-ATHLETE.

7.2 THE MINIMUM CONSEQUENCES SPECIFIED BELOW WILL APPLY FOLLOWING (A) ANY POSITIVE RESULT ON A DRUG TEST ADMINISTERED PURSUANT TO THIS REGULATION, (B) ANY POSITIVE RESULT ON AN NCAA-ADMINISTERED DRUG TEST, OR (C) THE OCCURRENCE OF AN EVENT THAT IS CONSIDERED THE EQUIVALENT OF A POSITIVE TEST UNDER PARAGRAPH 6.1.2 OF THIS REGULATION.

7.2.1 First occasion:

7.2.1.1 Confidential meeting to evaluate the nature and extent of drug involvement

7.2.1.1.1 The student will be required to meet privately with the head coach and sport administrator to ascertain the facts about the nature, extent, and history of the problem. In eliciting information from the student, responses are to be oral, are not to be given under oath, and are to be revealed only to University officials, persons authorized by the student, and the parents or guardians of the student in accordance with the Family Educational Rights and Privacy Act of 1974. A student-athlete will be required to telephone his or her parents or guardians and inform them of the positive test in the presence of the head coach and sport administrator. If the parents or guardians cannot be reached by telephone, the head coach or his designee will take necessary steps to insure that the parents or guardians are informed. No other persons or agencies will be given information except in response to a valid subpoena or court order.

7.2.1.2 The student-athlete will be placed on Athletic Department probation for a period of one year. If at any time during probation the student-athlete is found responsible by the Office of Student Rights and Responsibilities for any violation of the ECU Student Code of Conduct, the student may be suspended for a period of time as determined by the Director of Athletics.

7.2.1.3 Counseling and rehabilitation

7.2.1.3.1 The student-athlete will be required to meet with the team physician to discuss the impermissible substance that caused the positive test. The student-athlete will also be required to meet with the substance abuse counselor at the ECU Center for Counseling and Student Development and sign appropriate consents for release of information to the Team Physician. The nature and extent of counseling will be determined by the substance abuse counselor.

7.2.1.3.2 The student-athlete may choose to receive counseling from an off-campus counselor or rehabilitation facility. In such cases, any financial costs associated with such treatment will be the sole responsibility of the student-athlete. The student-athlete will be required to sign the appropriate consents for release of information from the off-campus counseling provider to the team physician.

7.2.1.3.3 Failure to attend a scheduled counseling session may result in additional penalties as determined by the Director of Athletics.

7.2.1.4 *Follow-up testing may occur at any time during probation and counseling and will occur at each scheduled test for the remainder of the student-athlete's eligibility. Any test which returns a positive result during the probationary period will be evaluated by the team physician. If the team physician determines that interval substance abuse has occurred, the Director of Athletics will be notified and this test will be considered an additional positive result.*

7.2.1.5 *Written notice*

7.2.1.5.1 The Director of Athletics provides written notice of the positive drug screen and any applicable sanctions to the student-athlete and his/her parents or guardians as well as the head coach. This notice also includes information regarding how the student-athlete may appeal.

7.2.2 **Second occasion:**

7.2.2.1 *In addition to the procedure and sanctions imposed in paragraph 7.2.1 above, the student-athlete will be immediately suspended from competition for 20% of the total scheduled contests of that sport. This suspension must be served immediately following notification of the Director of Athletics or his/her designee by the team physician of the positive test. Post-season games will be included to satisfy the suspended games total. During the suspension, the student-athlete may continue to participate in team related activities if deemed safe by the team physician and with the approval of the Director of Athletics. Student-athletes who are on rosters for multiple sports will serve their suspension during the season of the sport in which they are participating in at the time of the positive test. If the student-athlete is participating in multiple sports simultaneously, the suspension will be served for the sport in the championship segment. If there are insufficient competitions remaining to complete the suspension during the season in which the positive test occurred, the remaining percentage will carry over to the sport season immediately following. In cases where the percentage of maximum allowable contests does not equal a whole number, the number of games missed due to suspension will be rounded down.*

7.2.2.2 *The Director of Athletics provides written notice of the positive drug screen and any applicable sanctions to the student-athlete and his/her parents or guardians as well as the head coach. This notice also includes information regarding how the student-athlete may appeal.*

7.2.2.3 *The student-athlete will be required to meet with the Director of Athletics.*

7.2.2.4 *The substance causing the second positive test does not need to be the same substance that caused the first positive test.*

7.2.3 Third Occasion:

7.2.3.1 Cancellation of eligibility

7.2.3.1.1 On the occasion of a third positive screen, a student's athletic eligibility will be canceled permanently, the student will not be eligible for renewal of any athletic scholarship, and an existing scholarship may be subject to cancellation.² Any such cancellation may be imposed only in accordance with the procedures specified in Paragraph 8, below.

7.2.3.2 Notification of parents

7.2.3.2.1 The parents will be notified of any such cancellation of eligibility.

7.2.3.3 Counseling and rehabilitation

7.2.3.3.1 A student whose eligibility has been canceled may seek assistance from established University counseling and medical resources otherwise available to students incident to their enrollment at East Carolina University. Such services will not be initiated or supervised by the Athletic Department, since the student's affiliation with the athletic programs of the institution will have ended. Any costs associated with counseling will be the sole responsibility of the student-athlete.

7.2.3.4 The substance causing the third positive test does not need to be the substance that caused either of the two preceding positive tests.

7.3 A HEAD COACH HAS THE AUTHORITY TO IMPOSE ADDITIONAL OR STRICTER SANCTIONS TO THOSE LISTED ABOVE. ANY VARIATION IN PENALTIES SHOULD BE COMMUNICATED CLEARLY AND ACKNOWLEDGED BY SIGNATURE OF ALL TEAM MEMBERS PRIOR TO THE BEGINNING OF EACH SEASON.

² When a sanction under this Regulation involves the loss of grant in aid, a student-athlete may appeal that decision to the Faculty Senate Student Academic Appellate Committee, in accordance with the terms of his/her grant in aid agreement

8 PROCEDURES FOR IMPOSING SERIOUS SANCTIONS:

8.1 SECTIONS 6 AND 7 OF THIS REGULATION PROVIDE NOTICE OF CIRCUMSTANCES UNDER WHICH SUSPENSION OR CANCELLATION OF ELIGIBILITY TO PARTICIPATE IN INTERCOLLEGIATE ATHLETIC ACTIVITIES MAY BE IMPOSED. SANCTIONS SUCH AS SUSPENSION EXCEEDING ONE WEEK AND CANCELLATION OF ELIGIBILITY MAY BE IMPOSED ONLY IN ACCORDANCE WITH THE PROCEDURES HERE PRESCRIBED. NONETHELESS, THE DEPARTMENT OF ATHLETICS HAS THE RIGHT, AT ANY TIME, TO TERMINATE THE STUDENT-ATHLETE'S PRIVILEGE TO PARTICIPATE ON A TEAM FOR REASONS OTHER THAN A VIOLATION OF THIS REGULATION, INCLUDING, BUT NOT LIMITED TO, VIOLATIONS OF OTHER UNIVERSITY, DEPARTMENTAL, OR TEAM POLICIES. A VIOLATION OF THIS REGULATION, IN CONJUNCTION WITH A VIOLATION OF OTHER UNIVERSITY, DEPARTMENTAL, OR TEAM POLICIES, MAY RESULT IN TERMINATION OF A STUDENT-ATHLETE'S PRIVILEGE TO PARTICIPATE ON A TEAM. ALL SUCH TERMINATIONS ARE NOT SUBJECT TO THE PROCEDURES SET FORTH IN THIS REGULATION. IN CASES WHERE A STUDENT-ATHLETE IS REMOVED FROM A TEAM'S ROSTER PRIOR TO COMPLETING SANCTIONS AND THEN ADDED BACK TO THE ROSTER AT A LATER DATE, THOSE SANCTIONS MUST BE COMPLETED PRIOR TO RETURN TO COMPETITION. A STUDENT-ATHLETE MAY NOT BE REMOVED FROM A ROSTER IN ORDER TO AVOID COMPLETING SANCTIONS.

8.1.1 Written notice:

8.1.1.1 Before any suspension exceeding one week or cancellation is imposed, the student-athlete will be given written notice by the Director of Athletics of the intention to suspend or cancel eligibility, of the reasons for the proposed action, and of the right of the affected student to request a hearing on the proposed sanction before it is imposed. If the proposed sanction is based on a preliminary determination of improper drug use that may threaten the health of the athlete or of other participants in athletics or other members of the institutional community, all athletic participation (training, practice, and competition) shall be discontinued immediately, pending a medical determination as to the fitness of the athlete to resume participation in athletic activities. This determination, designed to protect the health of the student-athletes or other members of the community, shall be made as promptly as possible. Information supplied by the student to medical personnel incident to making such a determination shall not be admissible in any institutional disciplinary process. Otherwise, the student-athlete may participate in team activities other than competitions until the appeal has been heard and a determination has been made to grant or deny the appeal, contingent on approval of the head coach and Director of Athletics.

8.1.2 Request for hearing or waiver of hearing:

- 8.1.2.1 *A student-athlete may obtain a hearing by addressing a request in writing to the Director of Athletics within five (5) working days after receiving the written notice referred to in paragraph 1, above. A request for an appeal must be based on insufficiency of evidence or mitigating circumstances. Failure of the student-athlete to request an appeal on these bases in writing within five (5) working days following his or her receipt of the written notice will be considered a waiver of the appeal. In the alternative following receipt of written notice, the student may signify in writing his or her intention not to request a hearing, and the proposed sanctions may be imposed immediately, without recourse to any institutional grievance or appeals process.*

9 REDUCTION IN VIOLATIONS:

- 9.1 **IF A STUDENT-ATHLETE DOES NOT TEST POSITIVE FOR A PERIOD OF TWENTY-FOUR (24) MONTHS FROM THE DATE OF HIS/HER LAST POSITIVE TEST FOR A BANNED SUBSTANCE, AND COMPLIES WITH ALL CORRECTIVE MEASURES IMPOSED, THE STUDENT-ATHLETE MAY HAVE THE NUMBER OF VIOLATIONS REDUCED BY ONE (I.E. FROM 2 DOWN TO 1, FROM 1 DOWN TO 0).**

10 CONFIDENTIALITY OF INFORMATION CONCERNING DRUG USE:³

- 10.1 **ANY INFORMATION CONCERNING A STUDENT'S ALLEGED OR CONFIRMED IMPROPER USE OF DRUGS, SOLICITED OR RECEIVED PURSUANT TO IMPLEMENTATION OF THIS PROGRAM, SHALL BE RESTRICTED TO INSTITUTIONAL PERSONNEL AND TO PARENTS OR GUARDIANS OF STUDENT-ATHLETES. NO OTHER RELEASE OF SUCH INFORMATION WILL BE MADE WITHOUT THE STUDENT'S WRITTEN CONSENT, UNLESS IN RESPONSE TO APPROPRIATE JUDICIAL PROCESS. THE INSTITUTION CANNOT GUARANTEE THAT LAW ENFORCEMENT OR PROSECUTORIAL AUTHORITIES WILL NOT GAIN ACCESS TO INFORMATION IN THE POSSESSION OF THE INSTITUTION; HOWEVER, THE INSTITUTION WILL NOT VOLUNTARILY DISCLOSE SUCH INFORMATION, IN THE ABSENCE OF A COURT ORDER OR IN ACCORDANCE WITH FERPA.**

³ Notwithstanding this or any other provision of this Regulation, the University reserves the right to disclose information in accordance with a health and safety emergency as defined in 34 CFR §§ 99.31(a)(10) and 99.36.

11 IMPROPER PROVISION OF DRUGS BY INSTITUTIONAL PERSONNEL:

11.1 NO OFFICER, EMPLOYEE, OR AGENT OF EAST CAROLINA UNIVERSITY MAY SUPPLY TO ANY STUDENT-ATHLETE ANY DRUG THAT MAY ENDANGER AN ATHLETE OR AFFECT ATHLETIC ABILITY OR PERFORMANCE, OR OTHERWISE ENCOURAGE OR INDUCE ANY STUDENT IMPROPERLY TO USE DRUGS, EXCEPT AS SPECIFIC DRUGS MAY BE PRESCRIBED BY QUALIFIED MEDICAL PERSONNEL FOR THE TREATMENT OF INDIVIDUAL STUDENTS. ANY PERSON WHO HAS INFORMATION ABOUT A POSSIBLE VIOLATION OF THIS PROHIBITION SHOULD REPORT SUCH INFORMATION PROMPTLY TO ANY ATHLETICS ADMINISTRATOR, WHO SHALL ENSURE THAT THE DIRECTOR OF ATHLETICS, THE CHANCELLOR, OR ANY VICE CHANCELLOR WITH SUPERVISORY RESPONSIBILITY FOR THE OFFICER, EMPLOYEE, OR AGENT IS INFORMED SO THAT AN APPROPRIATE INVESTIGATION CAN BE CONDUCTED AND, IF NECESSARY, DISCIPLINARY ACTION CAN BE TAKEN IN ACCORDANCE WITH ESTABLISHED POLICY.

The foregoing statement of Regulation has been approved by the Chancellor and the Board of Trustees of East Carolina University, effective September 27, 1996; revised July 23, 2009; revised July 28, 2017.

Appendix A 2017-18 Banned Drugs

It is your responsibility to check with the appropriate or designated athletics staff before using any substance

The NCAA bans the following classes of drugs:

1. Stimulants.
2. Anabolic Agents.
3. Alcohol and Beta Blockers (banned for rifle only).
4. Diuretics and Other Masking Agents.
5. Illicit Drugs.
6. Peptide Hormones and Analogues.
7. Anti-Estrogens.
8. Beta-2 Agonists.

Note: Any substance chemically related to these classes is also banned.

The institution and the student-athlete shall be held accountable for all drugs within the banned drug class regardless of whether they have been specifically identified.

Drugs and Procedures Subject to Restrictions:

1. Blood Doping.
2. Gene Doping
3. Local Anesthetics (under some conditions).
4. Manipulation of Urine Samples.
5. Beta-2 Agonists permitted only by prescription and inhalation (i.e., Albuterol).

NCAA Nutritional/Dietary Supplements **WARNING:**

Before consuming any nutritional/dietary supplement product, review the product with the appropriate or designated athletics department staff!

1. Dietary supplements, including vitamins and minerals, are not well regulated and may cause a positive drug test result.
2. Student-athletes have tested positive and lost their eligibility using dietary supplements.
3. Many dietary supplements are contaminated with banned drugs not listed on the label.
4. Any product containing a dietary supplement ingredient is taken at your own risk.

Check with your athletics department staff prior to using a supplement.

Some Examples of NCAA Banned Substances in Each Drug Class.

THERE IS NO COMPLETE LIST OF BANNED SUBSTANCES.
Do not rely on this list to rule out any label ingredient.

Stimulants:

amphetamine (Adderall); caffeine (guarana); cocaine; ephedrine; methamphetamine; methylphenidate (Ritalin); synephrine (bitter orange); methylhexanamine (DMAA); "bath salts" (mephedrone); Octopamine; DMBA; phenethylamines (PEAs); etc.
exceptions: phenylephrine and pseudoephedrine are not banned.

Anabolic Agents (sometimes listed as a chemical formula, such as 3,6,17-androstenetrione):
 Androstenedione; boldenone; clenbuterol; DHEA (7-Keto); epi-trenbolone; testosterone; etiocholanolone; methasterone; methandienone; nandrolone; norandrostenedione; stanozolol; stenbolone; trenbolone; SARMS (ostarine, ligandrol, LGD-4033); etc.

Alcohol and Beta Blockers (banned for rifle only):

alcohol; atenolol; metoprolol; nadolol; pindolol; propranolol; timolol; etc.

Diuretics (water pills) and Other Masking Agents:

bumetanide; chlorothiazide; furosemide; hydrochlorothiazide; probenecid; spironolactone (canrenone); triameterene; trichlormethiazide; etc.

Illicit Drugs:

heroin; marijuana; tetrahydrocannabinol (THC); synthetic cannabinoids (e.g., spice, K2, JWH-018, JWH-073)

Peptide Hormones and Analogues:

growth hormone(hGH); human chorionic gonadotropin (hCG); erythropoietin (EPO); IGF-1 (colostrum); etc.

Anti-Estrogens:

anastrozole; tamoxifen; formestane; ATD, clomiphene; SERMS (nolvadex); Arimidex; clomid; evista; fulvestrant; aromatase inhibitors (Androst-3,5-dien-7,17-dione), etc.

Beta-2 Agonists:

bambuterol; formoterol; salbutamol; salmeterol; higenamine; norcoclaurine; etc.

Any substance that is chemically related to one of the above classes, even if it is not listed as an example, is also banned!

It is your responsibility to check with the appropriate or designated athletics staff before using any substance.

SUPPLEMENTS

The NCAA has strict rules on which supplements are permissible and which are not. Those that are permissible include:

- Non-muscle building supplements taken for the purpose of providing additional calories and electrolytes, providing the supplements do not contain any NCAA banned substances. Permissible supplements are identified according to the following classes:
 - Carbohydrate/electrolyte drinks (such as Gatorade)
 - Energy bars
 - Carbohydrate boosters
 - Vitamins
 - Minerals
 - Protein

Student-athletes should not use nutritional supplements other than those allowed by the NCAA or prescribed by a licensed physician for a medical condition. Student-athletes are reminded that taking nutritional supplements, even those purchased over-the counter, may result in a positive drug test that affects eligibility status.

For questions regarding whether a nutritional supplement contains banned substances, see a member of the ECU Athletic Training Staff or submit a supplement inquiry as described below.

Information about ingredients in medications and nutritional/dietary supplements can be obtained by **contacting Drug Free Sport AXIS, 877-202-0769 or www.drugfreesport.com/axis password ncaa1**. Go to the link Dietary Supplement Inquiry and complete the form. You will need to know the name of the supplement and the manufacturer. Even if you have had a supplement previously reviewed by Drug Free Sport AXIS, you should resubmit the information each time the supplement is purchased as the manufacturers may change the formula without notice. It is the sole responsibility of the student-athlete to determine whether a supplement constitutes a banned substance; the Drug Free Sport AXIS website is provided as a courtesy.

APPENDIX B

NOTIFICATION OF SCHEDULED SCREENING DRUG TESTING

TO: _____ Student-Athlete

FROM: _____ Director of Athletics

DATE: _____

RE: _____ Scheduled Drug Test Screening _____

Your name has been selected for screening drug testing as a member of the _____ Team.

You are to report to _____ on _____ at _____. If you cannot report at this time, ***YOU MUST*** call the Athletic Training office, (252) 737-4560, to ***re-schedule for another time on that same date.***

It is mandatory that you report for this scheduled drug test on the specified date listed above.

At the time of the test, you will be required to provide a urine specimen (or may undergo another type of test, such as saliva testing via oral swab, which is a standard alternative collection method), consistent with the policies and procedures established by the East Carolina University Drug Education, Screening, Counseling and Testing Program.

=====
I understand that failure to appear at the assigned time will be treated as a positive test result and I will be suspended from Athletics participation until I provide a sample.

Printed Name: _____
(Student-Athlete)

Signature: _____
(Student-Athlete) (Date and Time)

Witness: _____
(Designated University Official Delivering the Notice) (Date and Time)

=====

Scheduled Screening Drug Test:

Name: _____ Date: _____

Time: _____ Place: _____

****ATHLETE MUST PRESENT PICTURE ID****

APPENDIX C

**EAST CAROLINA UNIVERSITY - DEPARTMENT OF ATHLETICS
DRUG TESTING REASONABLE SUSPICION REPORTING FORM**

I, _____, under the reasonable suspicion clause that is outlined in the Staff Member East Carolina University Drug Education and Drug Testing Regulation, report the following objective sign(s), symptom(s) or behavior(s) that I reasonably believe warrant referral of _____ (Student-Athlete) to the Director of Athletics or designee for possible drug testing. The following sign(s), symptom(s) or behavior(s) were observed by me over the past _____ hour(s), day(s), or week(s):

Please check all below that apply:**The student-athlete has shown:**

<input type="checkbox"/>	Irritability	<input type="checkbox"/>	Physical outburst (i.e. throwing equipment)
<input type="checkbox"/>	Loss of temper	<input type="checkbox"/>	Emotional outburst (crying)
<input type="checkbox"/>	Poor motivation	<input type="checkbox"/>	Weight gain
<input type="checkbox"/>	Failure to follow directions	<input type="checkbox"/>	Weight loss
<input type="checkbox"/>	Verbal outburst (i.e. faculty, staff, teammates)	<input type="checkbox"/>	Sloppy hygiene and/or appearance

The student-athlete has been:

<input type="checkbox"/>	Late for practice	<input type="checkbox"/>	Missing appointments
<input type="checkbox"/>	Late for class	<input type="checkbox"/>	Missing/skipping meals
<input type="checkbox"/>	Not attending class	<input type="checkbox"/>	Cited by OSRR or CLC office for drug or alcohol violation
<input type="checkbox"/>	Receiving poor grades	<input type="checkbox"/>	Staying up too late

The student-athlete has demonstrated the following:

<input type="checkbox"/>	Dilated pupils	<input type="checkbox"/>	Smell of alcohol
<input type="checkbox"/>	Constricted pupils	<input type="checkbox"/>	Smell of marijuana
<input type="checkbox"/>	Red eyes	<input type="checkbox"/>	Staggering or difficulty walking
<input type="checkbox"/>	Receiving poor grades	<input type="checkbox"/>	Staying up too late
<input type="checkbox"/>	Constantly running and/or red nose	<input type="checkbox"/>	Recurrent motor vehicle accidents or violations
<input type="checkbox"/>	Recurrent bouts with a cold or flu	<input type="checkbox"/>	

Other specific objective findings include:

Signatures:

Name of Staff Member

Signature of Staff Member

Date

Reviewed by:

Director of Athletics or designee

Date

Name of Counselor Consulted

Date of Consultation

Reasonable Suspicion Upheld

Reasonable Suspicion Denied

APPENDIX D

PROCEDURE FOR DRUG TESTING:

- a. The athlete shall be provided with written notice prepared by the Associate Director of Athletics for Student Services or his designee listing the student as one who was duly selected at random to appear for a drug test or as an individual who is being tested based on individualized suspicion prior to the start of the test.
- b. The notification also shall include the time and location of the test and shall be signed by the student and submitted to the Associate Director of Athletics for Student Services or his designee by the student-athlete to be tested. Upon receipt of the notice, the student-athlete will report to the testing site immediately.
- c. Collection procedure: Urine specimens (or other, standard alternative collection methods, such as saliva testing via oral swab, if acceptable urine sample cannot be obtained) will be collected by direct observation under the guidelines set by the third party contracting Sample Collection Team.
- d. Notification to the student-athlete: Negative tests and confirmed positives will be returned to the team physician and/or Associate Athletics Director for Student Services.
- e. Consequences of a positive test result: Impermissible drug use will be handled in accordance with paragraph 7 of the Drug Education Screening Counseling and Testing Program Regulation.

DRUG TESTING CONSENT FORM

The Board of Governors of The University of North Carolina has mandated that East Carolina University adopt mandatory testing of student-athletes for banned substances. ECU has, therefore, adopted this Statement of Regulation to comply with the Board of Governors' directive.

I have read and received a copy of ECU's *Drug Education Screening Counseling and Testing Program Regulation*. I have been given an opportunity to ask any questions I may have had about the Regulation. I understand the Regulation and my responsibilities under it. I agree to abide by its provisions and have decided voluntarily to participate in the intercollegiate athletics programs to which this Regulation applies. I further understand that my participation in intercollegiate athletics is contingent on my adherence to this Regulation. I consent to tests for banned substances administered pursuant to this Regulation and I consent to notification of my parents or guardians under the circumstances outlined in this Regulation.

YEAR 1

(Sport)

(Printed Name of Student-Athlete)

_____/_____/_____
(Date of Birth)

(Signature of Student-Athlete)

_____/_____/_____
(Date)

(Signature of at least one Parent or Guardian, if the student-athlete is a minor under North Carolina law)

_____/_____/_____
(Date)

YEAR 2

(Sport)

(Printed Name of Student-Athlete)

_____/_____/_____
(Date of Birth)

(Signature of Student-Athlete)

_____/_____/_____
(Date)

(Signature of at least one Parent or Guardian, if the student-athlete is a minor under North Carolina law)

_____/_____/_____
(Date)

YEAR 3

(Sport)

(Printed Name of Student-Athlete)

_____/_____/_____
(Date of Birth)

(Signature of Student-Athlete)

_____/_____/_____
(Date)

(Signature of at least one Parent or Guardian, if the student-athlete is a minor under North Carolina law)

_____/_____/_____
(Date)

YEAR 4

(Sport)

(Printed Name of Student-Athlete)

(Signature of Student-Athlete)

(Signature of at least one Parent or Guardian, if the student-athlete is a minor under North Carolina law)

_____/_____/_____
(Date of Birth)

_____/_____/_____
(Date)

_____/_____/_____
(Date)

YEAR 5

(Sport)

(Printed Name of Student-Athlete)

(Signature of Student-Athlete)

(Signature of at least one Parent or Guardian, if the student-athlete is a minor under North Carolina law)

_____/_____/_____
(Date of Birth)

_____/_____/_____
(Date)

_____/_____/_____
(Date)

Report of ECU Board of Trustees Audit, ERM, Compliance, and Ethics Committee
July 27, 2017

Committee Members Present: Kel Normann (Chair), Bob Plybon (Vice Chair), Max Joyner, Jason Poole, Vince Smith, and LaQuon Rogers,

Other Board Members Present: Kieran Shanahan (Board Chair), Edwin Clark, and Vern Davenport

Action Items (There are no items which require action by the full board):

- Approval of the April 27, 2017 meeting minutes.
- Approval of the FY 2018 annual audit plan.

Overview of Committee Jurisdiction

We received an overview of the committee's jurisdiction and responsibilities, and were reminded that the UNC Board of Governors has specific, documented expectations for campus Audit Committees. Chief Audit Officer Stacie Tronto will assist the committee in ensuring that all expectations and requirements are met.

Review and Approval of FY 2018 Annual Audit Plan

Chief Audit Officer Stacie Tronto presented the FY 2018 annual audit plan, which had previously been reviewed by Chancellor Staton. The committee approved the annual audit plan.

Annual Review Requirements

University Counsel Donna Payne presented an overview of two specific UNC system policies that are directly applicable to all board members.

1. *Duties, Responsibilities, and Expectations of Board Members, and*
2. *Dual Memberships and Conflicts of Interest*

These policies have been provided to all board members in the information packets, and Ms. Payne reminded the members that we are required to be familiar with these and to advise her office of any questions or concerns.

East Carolina University | Board of Trustees

Finance & Facilities | ECHI | July 28, 2017

Highlights

Finance and Facilities Committee met on July 27, 2017.

The committee approved the minutes from the April 27, 2017 meeting.

Dr. Niswander gave an orientation overview of the Division of Administration and Finance and an overview of the responsibilities of the committee.

II. ACTION ITEMS

- A. The Committee reviewed a request to approve the Issuance of Special Obligation Bonds for the Southside Renovation project. Rick Niswander, Vice Chancellor for Administration & Finance, was available for questions. The Committee approved a motion to recommend that the full Board approve the request.
- B. The Committee reviewed a request to purchase land 6.71 acres on East Belvoir Road. The property will eventually be utilized for a greenhouse for Biology as well as public-private research collaborations. Scott Buck, Associate Vice Chancellor for Business Services, was available for questions. The Committee approved a motion to recommend that the full Board approve the purchase.
- C. The Committee reviewed a request to lease +16,169 Sq. Ft. clinical/office space at 2390 Hemby Lane to be used by Infectious Disease in ECU Physicians. Scott Buck, Associate Vice Chancellor for Business Services, was available for questions. The Committee approved a motion to recommend that the full Board approve the lease.
- D. The Committee reviewed a request to approve an extended jurisdiction agreement between ECU and the City of Greenville. Bill Koch, Associate Vice Chancellor for Environmental Health, was available for questions. ECU Interim Police Chief Suggs, City of Greenville Police Chief Holtzman, and Donald Philips, attorney for the City of Greenville, were in attendance to support the request. The Committee approved a motion to recommend that the full Board approve the extension.
- E. The Committee reviewed a request to approve demolishing four structures related to the Dowdy-Ficklen Stadium Southside Renovation Project. Scott Buck, Associate Vice Chancellor for Business Services, and Bill Bagnell, Associate Vice Chancellor for Campus Operations, were available for questions. The Committee approved a motion to recommend that the full Board approve the request.
- F. The Committee reviewed options relative to the 5th Street property.

Meeting adjourned at 4:20pm.

**RESOLUTION OF THE BOARD OF TRUSTEES OF
EAST CAROLINA UNIVERSITY
APPROVING THE ISSUANCE OF SPECIAL OBLIGATION BONDS**

WHEREAS, under Article 3, Section 116D of the General Statutes of North Carolina (the “*Act*”) the Board of Governors (the “*Board of Governors*”) of the University of North Carolina (the “*University*”) may issue special obligation bonds, payable from obligated resources to pay the costs of acquiring, constructing or providing a special obligation project at one of the constituent institutions of the University or refunding any obligations previously issued by the Board of Governors;

WHEREAS, East Carolina University (“*ECU*”) will request the Board of Governors to issue its special obligation bonds (the “*Bonds*”), the proceeds of which will be used for the purpose of (1) financing the costs of renovating the southside of Dowdy-Ficklen Stadium on the ECU campus, the financing of which was authorized by the House of Representatives and the Senate of the North Carolina General Assembly as Ratified House Bill 620 and is pending before the Governor of the State of North Carolina (the “*Special Obligation Bond Project*”), and (2) paying the costs incurred in connection with the issuance of the Bonds;

WHEREAS, Section 116D-26(b) of the Act requires the Board of Trustees of ECU to approve the issuance of the Bonds for the Special Obligation Bond Projects;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of ECU as follows:

Section 1. **Approval of Issuance of Bonds.** The issuance of the Bonds for the Special Obligation Bond Project is approved.

Section 2. **Effective Date.** This Resolution is effective immediately.

ADOPTED AND APPROVED this 28th day of July, 2017.

THE BOARD OF TRUSTEES OF EAST CAROLINA UNIVERSITY

By: _____
Secretary

STATE OF NORTH CAROLINA)
)
COUNTY OF PITT) SS:

I, C. Steve Duncan, the duly elected Assistant Secretary of the Board of Trustees of East Carolina University, ***DO HEREBY CERTIFY*** that (1) the foregoing is a full, true and correct copy of the Resolution adopted by the Board of Trustees of East Carolina University at its meeting of July 28, 2017 and appearing in the minutes of such meeting, (2) notice of the meeting of the Board of Trustees of East Carolina University held on July 28, 2017 was sent to each member of the Board, and (3) a quorum was present at the meeting on July 28, 2017 at which time the foregoing Resolution was adopted.

WITNESS, my hand and the seal of East Carolina University this 28th day of July, 2017.

[SEAL]

Assistant Secretary
Board of Trustees of East Carolina
University



MEMORANDUM

TO: Rick Niswander
FROM: Scott Buck *Scott*
DATE: July 13, 2017
SUBJECT: Request ECU Board of Trustees Approval to Purchase Property Located on East Belvoir Road (Tax Parcel #23568)

Request ECU Board of Trustees approval to purchase property located between East Belvoir Road and Pactolus Highway (tax parcel #23568) from the ECU Real Estate Foundation at a purchase price of \$165,000 plus carrying costs.

ECU's Department of Biology has outgrown their current greenhouse facility due to the expansion of our biotechnology research. This property can accommodate a larger greenhouse, outdoor plots, and opportunities for partnerships with private entities. This property is +/- 2 miles from the proposed Life Sciences and Biotechnology Building where Biology's faculty labs will be located.

This property consists of +/- 6.71 acres of agricultural land with no buildings. Phase I environmental report revealed no issues. This property is identified in the enclosed attachment.

Purchase shall be from auxiliary overhead receipts funds. The purchase is contingent on approvals from the UNC Board of Governors, Joint Commission on Governmental Operations, and the Council of State.

Attachment: Tax Parcel #23568 Map

cc: B. Bagnell
T. Walton
B. Warrington

Pitt County Development
Commission Incubator...



E Belvoir Rd

Pitt County Government:
Public Health Center



N Greene St

Belvoir Rd

33

Pactolus Hwy

Owens St

33

Pactolus Hwy

N Greene St





MEMORANDUM

TO: Rick Niswander

FROM: Scott Buck *Scott*

DATE: July 13, 2017

SUBJECT: Request ECU Board of Trustees Approval to Lease ±16,169 Square Feet of Clinical/Office Space at 2390 Hemby Lane

ECU Physicians, Infectious Diseases and Travel Medicine requests Board of Trustees approval to lease ± 16,169 square feet of clinical/office space at 2390 Hemby Lane from Center for Scoliosis and Spinal Surgery. The department has outgrown their current leased location.

Annual lease shall be \$307,078 (\$19.00/SF/YR) with 2.5% annual increases. ECU will pay for janitorial, utilities, and water/sewer. The lease shall be for a term of five (5) years with five (5), one (1) year renewal options.

This request was advertised and bid with one (1) proposal received and has been reviewed and approved by the ECU Property Review Committee. This lease was performed in accordance with ECU's Real Property by Lease Delegate Flexibility Policy.

Fund sources shall be ECU Physicians, Grant and Program Income. FOAP account numbers: 213823-664271, 315521-664272, 213874-664271, 159550-664271, 159549-664271.

ECU Board of Trustees
July 28, 2017
East Carolina University Police Department and City of Greenville Police Department
Extended Jurisdiction Resolution

WHEREAS, East Carolina University maintains an accredited law enforcement agency in accordance with Article 1, Chapter 116 of the North Carolina General Statutes;

WHEREAS, East Carolina University may enter into agreements with municipalities to extend law enforcement authority of the ECU Police officers from that as defined by N.C. Gen. Stat. § 116.40.5(a) into any and all municipal jurisdiction and to determine the circumstances in which this extension of authority may be granted;

WHEREAS, East Carolina University Police Department and the City of Greenville Police Department have a close working relationship in the function of law enforcement;

WHEREAS, East Carolina University and the City of Greenville entered into an agreement whereby the City and East Carolina University agreed to an extension of ECU police officers' law enforcement authority beyond that as provided by N.C. Gen. Stat. § 116-40.5(a); and

WHEREAS, East Carolina University and the City of Greenville have agreed to amend and expand the extension of ECU police officers' law enforcement authority to all of the City of Greenville's territorial jurisdiction, except that area outside the corporate boundaries of the City, known as the City's' extraterritorial jurisdiction, as defined in Chapter 160A, Article 19, Part 1 of the North Carolina General Statutes;

WHEREAS, East Carolina University and the City of Greenville have prepared a written agreement entitled "First Amended and Restated Agreement for Police Cooperation and Campus Law Enforcement Agency Extended Jurisdiction" reflecting the parties intent to provide ECU Police officers the same powers, rights, privileges, and immunities (including those relating to civil actions and payment of judgments) as City of Greenville Police officers, including all law enforcement powers as authorized by statute, case law, and the common law of the State of North Carolina, while on-duty and acting in a law enforcement capacity within the ECU Police extended area of jurisdiction under the authority of N.C.G.S. § 116-40.5(b).

NOW, THEREFORE, BE IT RESOLVED:

1. The Board of Trustees endorses and supports the proposed "First Amended and Restated Agreement for Police Cooperation and Campus Law Enforcement Agency Extended Jurisdiction" with the City of Greenville; and
2. The Board of Trustees delegates to the Chancellor the authority to execute "First Amended and Restated Agreement for Police Cooperation and Campus

Law Enforcement Agency Extended Jurisdiction”, with a report of any changes or modifications to the Board of Trustees.

So resolved and approved by the Board of Trustees of East Carolina University on this the 28th day of July, 2017.

By:



Secretary to the Board of Trustees

Chancellor

MEMORANDUM

TO: Rick Niswander

FROM: Scott Buck *Scott*

DATE: July 20, 2017

SUBJECT: Request ECU Board of Trustees Approval to Sever Four Structures for Dowdy-Ficklen Stadium Southside Renovation Project

Request ECU Board of Trustees approval to sever four structures at Dowdy-Ficklen Stadium in preparation for the Dowdy-Ficklen Stadium Southside renovation project.

Structures to be severed:

- 9,100 SF press box constructed in 1978 in poor condition
- 4,767 SF masonry Pirate Club Ticket office constructed in 1965 in fair condition
- 960 SF modular Concession Building #1 constructed in 1963 in fair condition
- 1,664 SF modular Concession Building #2 constructed in 1963 in fair condition

Source of funds is auxiliary overhead receipts.

Attachments (2)

cc: Bill Bagnell
Robert Warrington
Tim Walton



Press Box

**Health Sciences Committee (Open Session)
July 27, 2017**

Attachment O

- Minutes from the April 27, 2017 meeting were approved.
- Chancellor Staton introduced Dr. Mark Stacy as the newly appointed Dean of The Brody School of Medicine and Senior Associate Vice Chancellor for Medical Affairs effective August 31, 2017. Dr. Mark Stacy stated that he was thrilled to be her. He plans to bring new ideas and accomplish many things in his role. His first 3 priorities are: 1) Project Unify; 2) expanding enrollment; and, 3) research growth and synergy.
- Dr. Phyllis Horns referred the new members of the committee to module 8 in their board materials and provided a brief orientation. She encouraged them to feel free to schedule a time to meet with her and get a tour of the health sciences facilities.
- Dr. Nicholas Benson introduced Dr. Russ Price as the new Associate Dean of Research and Graduate Studies for The Brody School of Medicine. He was one of the first PhD graduates of ECU in 1986. Dr. Price thanked everyone for the warm welcome and stated that he is happy to be joining the team and returning to The Brody School of Medicine. He sees lots of opportunities here and looks forward to working with everyone.
- Mr. Jowers reviewed the financial year-to-date information through June 2017. The ECU Physicians Practice Management Indicators reflected a 4.9% improvement in the number of new patient visits. The practice as a whole made \$2.9M for the year and their net gain after one-time non-recurring items was \$6.7M. Over a 12-month period, the cash reserves increased from 118.64 days to 132.50 days.
- Dr. Nicholas Benson provided a brief update about the RFP to elevate the level of ortho trauma care at ECU. This would provide an arena of clinical services that we have not had before. He will keep the committee updated on the progress of the RFP.

BOT Attendees:

Deborah Davis (Committee Chair)
Vern Davenport (Committee Vice Chair)
Edwin Clark (Committee Member)
Kel Normann (Committee Member)
Jason Poole (Committee Member)

Bob Plybon (Committee Member)
Max Joyner
Vince Smith
Kieran Shanahan

University Affairs Committee – July 27, 2017

Board Members Attending: Max Joyner (acting chair), LaQuon Rogers, Deborah Davis and Vince Smith

Other Board Member in Attendance: Kel Norman, Jason Poole, and Bob Plybon

Academic Affairs – Ron Mitchelson

- **Orientation –**
 - Provost Mitchelson explained the structure for Academic Affairs including the 14 Colleges, Graduate School, and units in the Administrative side of AA including Equity and Diversity, IPAR, Academic Success and Enrollment/Advising.
 - He discussed some of the topics that will come to this committee including enrollment, policy items, funded research, partnerships and collaborations, faculty/student appeal reviews, and more.

- **Early College High School –**
 - Ron shared that we will start with about 55 students and will have at the highest about 270 or more students in the program. By the time they finish, they will have about 60 hours of college credit, paid for by the Department of Public Instruction. These students will come from Pitt County schools. The goal is to get some first generation and at-risk students in the pipeline for success. The funding for tuition is covered by DPI and ECU will also have an Education/Technology fee applied. There is a budget statement in the board materials, but this is not an absolute as tuition and fees may change. There is no guaranteed admission to ECU, but the hours they earn will be transferrable.
 - Sharon Kibbe shared some of the resources and offerings for how ECU will provide advice and support for the students. The students will fall under both Pitt County Schools and ECU codes of conduct. The readiness of the students will be assessed during the admissions process. If they aren't ready they won't be accepted.
 - **La'Quon Rogers made a motion, seconded by Deborah Davis and was approved without dissent:**
 - *To approve the proposed the Memorandum of Understanding and Cooperative Innovative High School Application between the Pitt County Board of Education, doing business as Pitt County Schools and East Carolina University for creation of the Innovation Early College High School*

- **Lab School**
 - Grant Hayes, Dean of the College of Education, gave an update. The students will arrive on August 28th at South Greenville Elementary School. The Chancellor and not the BOT will be the administrative head of the Lab School. The Chancellor has established an advisory board for the Lab School. May Joyner is the BOT rep.
 - There will be one class of 2nd, 3rd, and 4th graders in year one with a goal of 75 students. Next year, we plan to have 150 students, which will be the maximum.
 - Dean Hayes showed some of the classroom models and setups for each space. The teachers, administrative assistant and principal have been named. Tasha Rodriguez is the principal and has two degrees from ECU. The Lab School Policy Manual has been completed and vetted with ECU Legal Counsel.

Research, Economic Development and Engagment (REDE) – Jay Golden

- **Orientation**

- Jay provided a brief overview of what research means to a university community and the impacts it can have on the campus and the students. Research is a place where we can have Pirate Pride just like with athletics. Above all research is education. Our students have a chance to take the theory they learned in a classroom and put it into practice.
- Jay shared the organizational structure within REDE and how it serves Academic Affairs and Health Sciences. He shared the new organizational chart for REDE, which has three key areas, Research Policy and Integrity; Research Development and Partnerships; and Economic Development and New Ventures.
- Jay shared an aspirational goal to become a top 150 National Research University in the next 5 years. The key factor for Jay is associated with ECU expenditures.

Student Affairs – Virginia Hardy

- **Orientation**

- Dr. Hardy shared an overview of Student Affairs. We have 8 units, 22 departments, and 6 offices and programs. SA pretty much addresses the student from orientation through commencement and everything outside the classroom in between.
- ECU currently has 16 residence halls. White Hall was completed last year and Clement is going to be finished by this August 15th. Greene will be done in 2019. The external facing in West End now has a consistent look and are also aligning with fire inspections and codes. We are also modernizing the rooms with study spaces to meet the expectations of today's students.
- We have about 5,800 students living in the hall. Most of them are first year students.
- We have 19 Living Learning Communities as we start this fall semester. Two new ones coming on line this fall are the League, for males and Global, which is a foreign language LLC.
- All of College Hill halls have been renovated except for Jones and Legacy Hall, but we are working on that. When done, Jones and Legacy will match the exterior look of Scott and Tyler.
- We have 28 eating locations on campus and when the new student center opens up we will have 4 Starbucks for students. We are adding two food trucks that will be adding options on both campuses starting in the fall.
- The Main Campus student center should open around October 2018.

Strategic Plan

- **MOTION** - LaQuon Rogers made a motion, seconded by Deborah Davis. It was approved without dissent.
 - *I move that the University Affairs Committee endorse the ECU Strategic Plan Extension 2017-2022 as presented in board materials and to the board on July 27, 2017.*

MEMORANDUM OF UNDERSTANDING
Between
PITT COUNTY BOARD OF EDUCATION,
D/B/A PITT COUNTY SCHOOLS
And
EAST CAROLINA UNIVERSITY

This Memorandum of Understanding is between the Pitt County Board of Education, d/b/a/ Pitt County Schools and East Carolina University (this "MOU"). This MOU sets the parameters for the creation of Innovation Early College High School (hereafter, "IECHS") and this MOU will be effective as of the date that the North Carolina Department of Public Instruction approves the creation of such early college high school. IECHS is a small public high school situated on the campus of East Carolina University. The mission of this school is to provide a highly supportive and academically challenging learning environment at both the high school and college level for students who are traditionally underrepresented in higher education and/or first generation college bound. IECHS will serve students in grades 9-13 by providing rigorous coursework that will enhance their high school experience and increase their potential for postsecondary success by preparing them for life in the 21st century. IECHS will provide Concurrent Enrollment for Dual College Course Credit for high school students making smooth transition into postsecondary education. The parties to this MOU are Pitt County Schools (hereafter, "PCS"), the Pitt County Board of Education (hereafter, the "Board") and East Carolina University (hereafter, "ECU"). The following provisions will guide the information and programmatic plan of this new educational entity.

1. Term:

This term of this MOU shall begin from the effective date referenced above, with the intent that IECHS shall begin operations for the 2018-2019 school year, and continue through the 2022-2023 school year. During this term, this MOU may be amended or supplemented by mutual written consent of PCS, the Board, and ECU. The Board and ECU reserve the right to terminate this MOU upon service of written notice to the other party ninety (90) days prior to the end of any semester during the term. This MOU may be renewed at the end of the term noted above upon such terms as the parties agree.

2. Governance:

2.1 The Board and ECU are each responsible for the negligence caused by its employees; however nothing in this section shall be construed to waive any defense of sovereign immunity which might otherwise be available to the Board or ECU; provided further that nothing in this section shall be construed to limit the rights of the Attorney General of North Carolina to bring claims for or to defend claims against ECU.

2.2 IECHS will be a public high school under the authority of the Board. All federal, state, local and Board requirements for public high schools will be followed and met by IECHS.

2.3 IECHS Partner Committee will consist of representation from both PCS and ECU as follows:

2.3.1. PCS Superintendent, the PCS Assistant Superintendent of Educational Programs and Services, PCS Director of Secondary Education, and the Principal of IECHS

2.3.2. ECU Provost and Senior Vice Chancellor for Academic Affairs, ECU Vice Provost for Academic Success, ECU Vice Chancellor for Administration and Finance, ECU Vice Chancellor for Student Affairs, and the IECHS University Liaison.

2.3.3. The Partner Committee will meet at least annually to review issues, problems, and challenges as they are discovered and to make recommendations.

3. PCS Responsibility:

3.1 IECHS will have a principal appointed by the Board who will have executive authority over the high school programs and activities. This Principal will select and supervise qualified and certified teachers to provide the courses for the high school programs. The Board will compensate the principal, teachers and high school staff of IECHS.

3.2 Selections of students for enrollment at the school will be made by the principal after consultation with the advisory committee. This advisory committee, as selected by PCS and ECU, will be comprised of selected PCS high school counselors, middle school counselors, teachers, administrators, and representatives from ECU. The target population will be students who are traditionally underrepresented in higher education and/or first generation college bound. Selection will be based on academic credentials, disciplinary records, potential for successful completion of high school requirements, and potential for successful completion of University requirements.

3.3 IECHS will enroll at least 50 students per grade level, to be determined annually by ECU and PCS, subject to approval by the North Carolina Department of Public Instruction upon recommendation and explanation from the Board and ECU.

3.4 The Board will ensure that all students enrolled in IECHS are provided with courses that meet the minimum admission requirements for the University of North Carolina System.

3.5 IECHS will adhere to all North Carolina public high school requirements, including but not limited to, the curriculum, instructional calendar, transportation, provision of physical education, provision of meals, provision of

health services, compliance with federal laws governing privacy of student records, and compliance with the state laws governing the health and safety of minors.

3.6 PCS will be responsible for identifying and providing services for any IECHS student who qualifies for an Individualized Education Program (IEP) under the Individuals with Disabilities Education Improvement Act, in accordance with the student's IEP. In addition, PCS will be responsible for identifying and providing accommodations for any IECHS student who qualifies for accommodations under Section 504 of the Rehabilitation Act of 1973.

When a IECHS student qualifies under either program and is actively engaged in college courses, ECU and IECHS will coordinate, at the request of the student or the student's parent/guardian and upon the student's compliance with ECU and IECHS policies and procedures, to provide the student with services in accordance with the student's IEP or reasonable accommodations under Section 504 of the Rehabilitation Act of 1973 for which the student qualifies.

4. ECU Responsibility:

4.1 ECU will provide selected university level courses for the students enrolled in IECHS. These courses will be taught by University faculty. Prior to enrolling in a university -level course, the student must demonstrate readiness to succeed in the course.

4.2 Representatives of ECU and IECHS will confer and agree on a standard measure of readiness and performance which must be met by the students prior to enrollment in a university -level course.

4.3 ECU will establish the performance criteria for admission and for transfer of credits for IECHS students to ECU or other higher educational institutions. Students meeting those criteria will be assured admission to ECU and transfer of credits to complete the baccalaureate degree.

4.4 Students participating in IECHS will be identified and tracked in ECU's data system and will be placed in a unique category for IECHS students. The students at IECHS will not be classified or counted as regularly enrolled ECU students.

5. High School Students on ECU Campus:

5.1 ECU agrees that all student records obtained in the course of implementing this MOU shall be subject to the confidentiality and disclosure provision of applicable federal and state statutes and regulations, and, to the extent allowed by applicable law, PCS policies.

5.2 PCS will allow IECHS students to dually enroll in college level courses that are offered by ECU, and taught by faculty members of ECU. These courses will satisfy pre--major and general education requirements as specified within

6.3 ECU will be responsible for utilities and the maintenance thereof, and for necessary electronic access and connections, provided that any costs greater than usual and customary, upon review by ECU and PCS, shall be the responsibility of PCS.

6.4 ECU will provide IECHS staff and students with parking comparable to that provided to ECU staff and students. IECHS students who drive private vehicles to the ECU campus are subject to the same regulations and fees as ECU students. ECU and IECHS will negotiate fees for IECHS staff parking.

7. University Liaison:

ECU shall provide a University Liaison. This Liaison shall serve as a point of contact for communication with ECU. ECU shall provide funding for the University Liaison. The University Liaison will assist with the ECU Early College application process and college course registration, coordinate course scheduling, and administer placement testing for IECHS students.

8. Cost:

8.1 Tuition for courses shall not be charged to the students of IECHS or to the Board. As with all North Carolina Innovative High School Projects involving early colleges partnering with Colleges and Universities, the responsibility for course tuition lies with the Department of Public Instruction. The Parties shall execute a separate Agreement regarding the payment of tuition and fees.

8.2 PCS will pay for textbooks for IECHS students' college courses. These textbooks will remain the property of PCS. ECU will strongly encourage university instructors of high demand IECHS courses to use the same textbook for (3) consecutive years.

8.3 ECU may require PCS to pay additional expenses associated with the student's enrollment in ECU courses, such as technology fees, school fees, identification cards, and materials.

9. Additional Provisions:

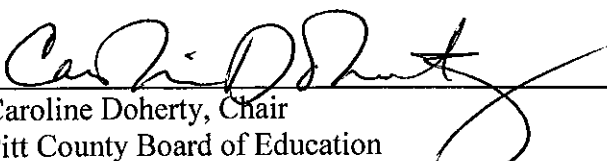
9.1 The Parties recognize that it is impracticable to make provision for every contingency and further agree each party shall deal with one another in good faith and work together in an efficient and professional manner. As necessary, one or more additional agreements shall be negotiated between the Parties in order to fulfill their respective terms of this MOU. Any such agreements will require execution by both Parties. The Superintendent of Pitt County Schools shall have the authority to execute any such agreement(s) on its behalf. The Chancellor of East Carolina University may delegate signature

authority to execute any such agreement(s) on behalf of ECU.

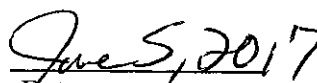
9.2 The establishment of IECHS pursuant to the terms herein shall be contingent upon approval by the Pitt County Schools Board of Education, the ECU Board of Trustees, the North Carolina State Board of Education and the North Carolina Board of Governors.

Affirmation of Support


We affirm that we have read and approve this Memorandum of Understanding to establish Innovation Early College High School, and we are prepared to support all assurances and program commitments made in this MOU.



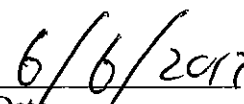
Caroline Doherty, Chair
Pitt County Board of Education



Date



Dr. Ethan Lenker, Superintendent
Pitt County Schools



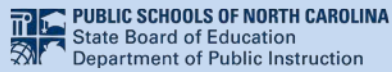
Date

, Chair
East Carolina University Board of Trustees

Date

, Chancellor
East Carolina University

Date



COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION SIGNATURE PAGE

In accordance with N.C.G.S. 115C-238.50-.55 | APPLICATION CYCLE 2017-18

Proposed Cooperative Innovative High School (CIHS) Name: **Innovation Early College High School (IECHS)**
 Planned Location and Physical Address: **East Carolina University, Brewster Building, 10th Street, Greenville, North Carolina 27858**
 Local Education Agency (LEA) Name: **Pitt County Schools**
 LEA Number: **740**
 Institution of Higher Education (IHE) Partner Name: **East Carolina University**

APPLICANT SIGNATURES:

REQUIRED PARTNER SIGNATURES

 Chairperson, Local Board of Education

 Date

 Superintendent, Local Education Agency

 Date

 Chairperson, Board of Trustees of IHE Partner

 Date

Please check one: Local Community College
 UNC Campus
 Independent College/University

OPTIONAL OTHER COLLABORATORS SIGNATURES

 Business Partner or County Commissioners

 Date

FOR INTERNAL USE ONLY

CIHS STATUS: Approved Not Approved

APPROVAL SIGNATURES:

 Chairperson, State Board of Education

 Date

 Chairperson, Governing Board of Institution of Higher Education

 Date

Please check one: State Board of Community Colleges
 UNC Board of Governors



COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION

In accordance with N.C.G.S. 115C-238.50-.55 | APPLICATION CYCLE 2017-18

APPLICATION DUE SEPTEMBER 15, 2017
For opening in Fall 2018

Submitted to the Joint Advisory Committee, NC State Board of Education, NC State Board of Community Colleges and University of North Carolina Board of Governors and North Carolina Independent Colleges and Universities

PART A – INITIAL APPLICANT INFORMATION

Proposed Cooperative Innovative High School (CIHS) Name: **Innovation Early College High School**

Planned Location and Physical Address:

Local Education Agency (LEA) Name: **Pitt County Schools**

LEA Number: **740**

Institution of Higher Education (IHE) Partner Name: **East Carolina University**

Other Program Collaborators:

PREVIOUS STATUS: Is this school currently an approved CIHS? No Yes

FUNDING REQUEST: Are you requesting additional state funds? No Yes

PART B – BASIC OVERVIEW OF PROPOSED CIHS

PRIMARY CONTACT INFORMATION

LEA Contact Name: **Mary Carter**

Role: **Director of Secondary Education**

Email: **carterm@pitt.k12.nc.us**

Phone: **252-830-4295**

IHE Contact Name: **Sharon Kibbe**

Role: **Director, ECHS/AMP-UP**

Email: **kibbes@ecu.edu**

Phone: **(252) 328-9126**

CIHS LOCATION

CIHS Planned Location and Physical Address: East Carolina University, Brewster Building, 10th Street, Greenville, North Carolina 27858

Check here if you would like to request an official location waiver for the on-site requirement. No Yes

Provide clear justification for this request. How will college courses be delivered to students?

If this CIHS is already operational, describe facilities and indicate if there is an approved location waiver from the IHE Governing Boards.

SUMMARY DESCRIPTION OF CIHS (LESS THAN 150 WORDS)

IECHS is a collaboration between PCS and ECU. It will be located on the campus of ECU and will admit students who are first generation college applicants, at-risk of dropping out, or seeking accelerated studies.

The mission of the school is to provide a personalized, academically-energized, innovative environment bridging the high school and college level beginning in grade 9. The school's rigorous curriculum will develop individual talent and prepare students for a successful transition to an institution of higher education, with a focus on Science, Technology, Engineering, Art/Design and Math (STEAM) career pathways. Every student will earn a high school diploma while pursuing two years of transferable college credits during the five-year program. The IECHS will establish a robust education-to-workforce pipeline in which students have increased STEAM skills, knowledge, and abilities; develop competency in problem identification and innovative problem-solving; acquire leadership skills; and prepare for successful employment and entrepreneurial ventures.

STUDENT TARGET POPULATION

Indicate the population(s) to be served:

- High school students at risk of dropping out before attaining a high school diploma.
- High school students with parents who did not continue education beyond high school, defined as "first generation college students" by the USED.

** US Department of Education (USED) defines a first generation college student as a student from a family in which neither parent (whether natural or adoptive) received a baccalaureate degree or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.*

- High school students who would benefit from accelerated academic instruction.
-

GRADE LEVELS OFFERED

Check all grades that apply: Grade 9 Grade 10 Grade 11 Grade 12 Grade 13

PROGRAM FOCUS

Which program of study will be offered at the CIHS?

Career and Technical Education Programs College Transfer Programs Both

STUDENT ENROLLMENT AND ADMISSION PROCESS

Describe the student enrollment and admissions process, include specific selection criteria and recruitment efforts.

In alignment with the mission and vision statement of both Pitt County Schools and East Carolina University, the mission of the IECHS will be to prepare students to function effectively in a rapidly changing world by developing global citizens through academic excellence. Students whose parents did not complete college, are economically disadvantaged, or demonstrate average or slightly below average levels of academic performance will be the target audience during the application process. Although this targeted group generally displays a lack of motivation and interest in school that often results in poor attendance and minor discipline issues, they possess the untapped academic potential needed to perform at much higher levels than they are currently demonstrating.

Recruitment:

Aware of the need to market the program to the target audience of students and families that may not obtain their information through traditional print and media sources, Pitt County Schools will establish support of the faith-based network and identify media outlets that are considered trustworthy by the target population. The planning team is organizing a marketing committee that will develop print and multimedia materials to distribute at events throughout the community. A series of public meetings will be conducted at both school and community-based locations to inform parents about the program. Representatives from the Admissions team will appear on local cable television programs and will prepare Public Service Announcements for radio and television broadcast. In addition, representatives of PCS and ECU will conduct a series of meet and greet sessions in each high school attendance area of Pitt County to inform parents, answer questions, establish rapport and solicit applicants for the IECHS. Included in these meet and greet sessions will be K-8 principals, counselors, ECU admission advisors and eighth grade teachers to explain the conceptual framework of the IECHS. A valuable component of these meet and greet sessions will be the inclusion of current IECHS students to return to the local high school and share their experiences. The meetings will begin in November 2017. Follow up individual meetings with parents and students will be conducted based upon request. Parents and students will be given an opportunity to sign up for these individual conferences both at the school level through the school counselor and at the meet and greet sessions.

Application Taskforce

The Application Taskforce, consisting of representatives from Pitt County Schools and East Carolina University will prepare an application packet for students. In addition, the taskforce will prepare a numerical scoring rubric that ranks potential students according to several criteria. In order to create a diverse student population at the IECHS the following criteria will be used in the development of the scoring rubric:

- Demographic data
- Academic performance
- Attendance
- Behavioral factors
- School recommendations (principal and counselor)
- A written personal interest response from the student (not an essay, a simple letter)

- First generation college students
- Individual student interview
- Student desire to be a part of an early college high school experience on a university campus

Admissions Process:

An Admissions Team will be established consisting of IECHS staff, ECU admissions representatives and 8th grade counselors. ECU admissions representatives will be critical in the selection process to establish a relationship with the students early on in their academic career. Counselors of the middle and K-8 schools, who work with these students daily and have knowledge of their background, including struggles and strengths will also be an integral part of the selection process. The Admission Team will communicate to parents the benefits of the IECHS as well as assist parents in completing the application for admission.

After receiving completed applications no later than March 1 the planning team will conduct individual interviews for all students who meet the minimum numeric rubric score. Interviews will be completed during March and April, 2018. These interviews will give the admissions team an opportunity to engage the students in a meaningful discussion on their past school experiences as well as their desire to be a part of the early college high experience on a university campus. This will enable the planning team to have a better understanding of each student's potential for success in the IECHS.

In order to break any student ties during the application scoring, the Admissions Team will conduct a lottery to determine the final selection of the 55 available student slots.

Enrollment:

Student selected for admission to the IECHS on the campus of East Carolina University will be enrolled at the IECHS. These selected students will no longer be enrolled at their respective high schools. During the first year of operation IECHS will seek to enroll 55 students, with an additional 55 students added thereafter until it reaches capacity as a 5-year program.

PROJECTED STUDENT ENROLLMENT, INDICATE APPROPRIATE GRADE LEVELS

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 9	55	55	55	55	55
Grade 10		55	55	55	55
Grade 11			55	55	55
Grade 12				55	55
Grade 13					55

If serving less than 100 students per grade level, explain your reasons.

IECHS is designed to admit 55 students rather than the 100 students per grade level as allowed by the CIHS legislation. Pitt County Schools and East Carolina University have agreed to review this annually with a possible increase in the number of enrolled students based on the number of qualified student applications, classroom space and other considerations. This reduced class cohort size of 55 will help to ensure adequate support systems are developed both at the IECHS level as well as supports through ECU. The determination to increase student cohort size will be based on decisions that do not degrade services, support, and quality instruction. In addition, an integral part of the early college high school experience will be the placement of students in viable, production internships to help prepare them to make informative decisions regarding their continued pursuit of a college degree. By maintaining a smaller enrollment size, the IECHS along with the support of ECU will be able to accomplish this more effectively.

PART C – PROGRAM INFORMATION

COMPREHENSIVE DESCRIPTION

Describe fully the CIHS, addressing all relevant purposes outlined in the N. C. G. S. 115C-238.50 (a,b). How will this proposed CIHS better prepare students to be college and career ready?

NCGS 115C-238.50 (a) Program Purpose: IECHS is a new high school option for parents and students in partnership with East Carolina University offering pre-professional studies in grades 9 through 13. It will serve students who are seeking an accelerated high school program, first generation college attendees, or students demonstrating an at-risk tendency of dropping out of school. Students will be admitted to the IECHS program through an open application process as described in this application. According to (How to Scale College in High School), “90% of early college students receive a high school diploma compared to 78% of students nationally”. The IECHS would join this success with the addition of over 275 students during the first years in operation. Another study reported 10% of postsecondary education students in 2003, taking dual enrollment classes, were more likely to complete a bachelor’s degree than a comparison group. For students whose parents had not attended college, they were 12% more likely to complete a bachelor’s degree than the comparison group”.

NCGS 115C-238.50 (b)(1)(1a): Preparation for Work and Career: the five-year program of study is designed to graduate students with a high school diploma, and a minimum of 60 hours of transferable university coursework. The attainment of transferable university credit demonstrates a level of knowledge and skills associated with college and workforce readiness beyond high school. Curriculum pathways can be varied, but there will be options that assist students in the pursuit of Bachelor of Arts or Bachelor of Science degrees upon entrance in a university of their choice. For those students that do not continue to a university, the curriculum offered will ensure they have personalized pathways that lead to workforce skills. Both career and college indicators demonstrate IECHS graduating students will be adequately prepared, competent, and well suited to pursue their future career aspirations. PCS and ECU will work diligently to structure course offerings to minimize redundancy, maximize retention, and ensure success in the dual-enrollment course offerings.

ECU and PCS have an incredible opportunity to create an early-college innovation high school that graduates students with an academic transcript, stackable workforce certifications, an innovation/project portfolio, and a Rolodex of employer contacts. This platform has the potential to leap-frog the limitations of rural eNC county school systems and support recruitment of students and families and teachers across eNC.

NCGS 115C-238 (b)(4): Shared Resources: IECHS students will attend classes on East Carolina University’s main campus and enroll in university classes starting as early as their sophomore year, enabling them to earn college credit while in high school. IECHS classes during the freshman and sophomore years will be assigned meeting and classroom space on the university campus. Students will be provided access to the university library, computer labs, tutoring programs for college courses they are taking, and academic advisers as they move into college curricula. There will be wrap-around student supports to focus on the “whole student” to ensure success. These supports include: the use of Advancement Via Individual Determination (AVID), individualized college/career counseling, support from the University Liaison, and other services from the university to ensure academic success. Along with space provided for classrooms, there will be a common meeting area, study rooms/labs, and creative areas where students and instructors can brainstorm. This space will enable out-of-the-box, critical thinking which is not always possible in a traditional classroom setting. In addition, the students will be able to work with ECU’s Innovation and Design Lab, which has facilities on the ECU Campus. This partnership is explained within the Economic Development portion of the application.

An avenue to increase the involvement with international students will be through ECU’s Global Classroom and the Global Understanding Course. This is a unique course that will provide the opportunity to experience other cultures first-hand through video-conferencing and chat performed on the ECU campus, connected to the international partners.

NCGS 115C-238.50 (b)(6): Parental Involvement: As partners in the IECHS, parents will be highly involved, actively engaged, and informed throughout the school year and at every grade level. Parent participation starts by

attending Freshman Orientation prior to the beginning of school. The orientation will include a tour of the ECU/IECHS campus, followed by a parent question and answer session. This will allow parents to generate questions, concerns, and fears. IECHS/ECU will engage in answer/discussion with parents, locating and finding information if the answers are not readily available. This will be the first step in creating a bond between the IECHS and the parents of our students to ensure their support and ultimate student success.

As students progress within IECHS, each year will start with a parent/student orientation and meet-and-greet by grade level intended to inform parents of the year's objectives and activities within the coming year. These annual grade level parent/student orientations will include administration, teachers and counselors from IECHS, instructors from ECU, the college liaison and other individuals that could be pertinent to the success of the students. Depending upon the grade level, information will be shared concerning academic course selections, high school graduation requirements, opportunities on the ECU campus as well internships and career pathways. The general policies and regulations, FERPA - regulations for sharing of student information between East Carolina University and the IECHS personnel, and other information related to the college admission process will be discussed.

Parent involvement will continue throughout the year through numerous activities and actions such as parent nights, open house and quarterly student-led progress reports. Each semester, student-led conferences will provide a meaningful way for the students, parents, and IECHS teachers to communicate and engage in dialogue concerning the progress, goals, and future plans of the student. Student-led conferences provide parents the opportunity to understand the curricular program, see the student's high school and college artifacts as presented through a portfolio of competencies, and to gauge the student's progress at regular intervals throughout the five-year program. Individual goals set by the student will be reviewed and evaluated with parents once each semester.

Parental feedback will be an integral part of the IECHS in monitoring and adjusting as students progress through the grade levels. Parent and student surveys will be conducted each semester to ensure parent and students feel they have a voice in the IECHS.

A complete web presence will be established with a portal for parents which will include a Q and A blog. This space, along with Facebook, Twitter, and other social computing technologies, will ensure parents are informed on school policies, calendars, closings, field trips, and other general school information regarding the overall IECHS operation and schedule.

IECHS students will each develop a digital student portfolio that will carry forward into both college and career pursuits. The students of IECHS will create, over time, a digital database for parents to access information for their individual student as well as the IECHS overall. Students will make use of appropriate social media tools such as LinkedIn to create resumes and spaces employers will want to visit. According to Pitt County employer, Mayne Pharma, 96% of their employees are hired through LinkedIn. Parents and visitors to the IECHS website will also find statistical data, class events, calendars, and other information pertinent to the academic year. Additional avenues of parental engagement will utilize a social media presence through Facebook, Twitter, Instagram and an online chat environment. Announcements will notify parents of upcoming events and activities within IECHS and East Carolina University, such as guest speakers, seminars and student meetings, inviting parents to attend and participate with their student scholar.

NCGS115C-238.50 (b)(11): Early Identification: The IECHS program is focused on recruiting first generation prospective college students, students who are seeking an accelerated high school academic experience, or students who display a disposition for dropping out of high school. Special recruiting efforts will be implemented to ensure these student groups are fully aware of the opportunity IECHS affords them for success in high school and beyond.

IECHS's ongoing recruitment strategy will focus on early identification of potential IECHS students through a variety of activities as follows:

- Recruitment efforts will start at the beginning of 8th grade for students selected to attend IECHS on the campus of ECU.
- Representatives of the Admissions Team and student ambassadors from IECHS will appear on local television programs
- Representatives of the Admissions Team and student ambassadors will deliver public service

announcement for radio and television broadcast

- IECHS and ECU staff will conduct a series of meet and greet sessions in all PCS attendance areas
- Follow up individual meetings with parents and students as requested
- Annual parent letters will be sent to Title I middle school households with rising 9th graders reinforcing the IECHS program option/opportunity for targeted student populations and informing them of the application process.
- Another annual strategy will be to conduct middle school AVID and Communities In Schools (CIS) student/parent presentations to ensure Pitt County Schools partner organizations working with potential first generation college students are fully Informed of the IECHS program and the process.

In summation, as a result of the partnership and the shared resources associated with Pitt County Schools and East Carolina University , Innovation Early College High School (IECHS) will create the conditions necessary to support student growth, both academically and personally. Exposing students to the high expectations of early college coursework while they concurrently pursue a high school diploma will enable students to demonstrate college and career readiness. Graduates of IECHS also will be prepared to directly impact future generations of youth and their families In the following ways: (1) by enabling students in the attainment of 60 hours of college transfer credit in STEAM fields, (2) by creating successful role models for rural students, especially those from underrepresented groups and first generation college students, through the mentoring and field experiences built into the curriculum, (3) and by setting up public service opportunities throughout the community for the IECHS students.

How will the CIHS serve students beyond what is already available through the College Transfer pathway and/or Career Technical Education pathway of Career and College Promise? Clearly state how your proposed school is a different program.

Innovation Early College High School (IECHS) will expand the PCS District's unique school options by affording parents an opportunity to decide the best educational experience/placement for their child. Students enrolled in IECHS will be exposed to unique differences between IECHS and their home school in areas such as school culture, workforce preparedness, exposure to college level curriculum, expectations of college level instructors, long-term educational outcomes and the experience of being located on a university campus. Unlike traditional high school students who can not participate in Career and College Promise courses until grade 11, IECHS students will be eligible to take Career and College Promise courses in grade 9, without meeting eligibility requirements. This will allow students more valuable time to accrue up to 60 hours of college credit. Through a partnership with the ECU Innovation and Design lab, the IECHS students will be provided the opportunity to collaborate and work alongside the ECU Honors College. Finally, access to cultural offerings, arts, and clubs will be available within the IHE environment. Special activities and field trips such as Career and Job Fairs will also be accessible through ECU's Career Center.

In addition, this opportunity will allow students to begin taking college level courses in their 9th and 10th grade years. Many of the students in the target audience do not participate in College Transfer pathway programs via Career and College Promise due to transportation concerns as well as textbook costs. Foremost, additional educational supports will be provided for these students that their families may not be able to provide. All students will receive supports through individualized college/career counseling, AVID support, and the support of the University Liaison and university personnel. The IECHS will provide opportunities for students who may have the potential for success but could fall through the cracks at a comprehensive high school and help them achieve academic success. The curriculum will help students focus on a lifetime of learning and change; not simply a specific career.

Professional development will not only center around innovative instructional methodology, but will include developing lesson plans that scaffold needed skills for students based on differentiated instruction, while at the same time maintaining course rigor. The Pitt County Schools district mandate for all teachers to be trained in Learning Focused lesson planning, higher order thinking skills and acceleration will aid in this endeavor.

Pitt County Schools currently has a CIHS on the campus of Pitt Community College. This early college high school has a strong focus on career and technical education two-year associate degree programs. In addition, our early college high school on the campus of Pitt Community College will have reached capacity by the fall of 2018. The early college high school located at Pitt Community College only allows 75 students per year. We currently have more than enough applicants each year interested in an early college high school experience than would be required to fill both early

college campuses. There are already concerns over available classroom space on the PCC campus and the addition of the IECHS would provide additional opportunities for PCS students.

The early college high school we plan to establish on the campus of ECU will have a focus of allowing students to explore 4-year degree programs and obtain up to two years of college transfer credit towards a 4-year degree while exploring career options at the university level. Also, many students are in search of a 4-year university experience as opposed to a community college setting. In addition to a liberal arts two year transfer program, PCS and ECU have established the following career pathways to be available through the IECHS. These selected pathways have been designed in consultation with area business and industry (see partnerships) to help meet the growing need in eastern North Carolina for a skilled workforce.

- ❖ Allied Health Sciences: Nursing, Clinical Laboratory Science or Health Information Management
- ❖ Industrial and Systems Engineering, Mechanical Engineering, Industrial Engineering Technology
- ❖ Construction Management
- ❖ Computer Science (B.A. or B.S.)
- ❖ Liberal Arts

*Additional pathways will be made available as advisors, counselors, and the college liaison work with students to personalize their educational pathways to meet their needs.

Enrollment in the IECHS experience is optional which gives parents and students a sense of ownership which will contribute to a higher feeling of school engagement. In addition, with the school's limited enrollment, both faculty and administrators can develop meaningful supportive relationships with students and their families. The development of a strong sense of family engagement and the supportive student-centered focus within a small school learning community, such as an early college option, will provide a school culture and individual student support typically absent within larger high schools. This atmosphere and level of support is necessary to ensure these first-generation college students continue their education, resulting in a career and positive contribution to our local community via our regional workforce development plan.

Unlike traditional high schools where the curricula offerings include a wide range of courses and cognitive levels, IECHS will include only honors and college level courses for all students. IECHS will create an environment of high expectations and academic rigor for all students by providing all students equal access to rigorous coursework. Student learning will be supported by the AVID program (Advancement via Individual Determination) which is not available in all of our traditional high schools. Instructors will be trained to deliver this program to help ensure continued student success in courses within IECHS and the university setting. AVID will be provided throughout their high school and university classroom experiences.

Traditional high schools do not provide grade 13. By providing a fifth year of study, this will allow IECHS students to go beyond the Career and College Promise expectation of two years of college transfer credits. IECHS students can earn up to 60 hours of university credit.

RESPONSE TO REGION'S ECONOMIC VISION

Explain how the CIHS relates to the Economic Vision Plan adopted for the economic development region where the school is located. Specifically address how the CIHS pathway will meet your local workforce needs and priorities.

PCS and ECU recognize the ongoing need to ensure the overall educational preparation of our future workers. We have an incredible opportunity to create an early-college innovation high school that graduates students with an academic transcript, stackable workforce certifications, an innovation/project portfolio, and a Rolodex of employer contacts. This platform has the potential to leap-frog the limitations of a rural eNC county school system and support recruitment of students and families across eNC in important fields such as STEAM/STEM.

In North Carolina, employers rely heavily on skilled workers in the STEM field. STEM jobs are expected to grow by 17 percent by 2018 with 91% of STEM jobs requiring post-secondary education by 2018. Unfortunately, these employers face a shortage of candidates to fill current jobs.

Education policy makers recognize that while STEM is a necessary driver of a competitive workforce and economy,

this alone is not sufficient to build an economy that continually generates more ideas to solve more and bigger problems, i.e. an innovation economy. Creating STEAM by including Arts/Design with a STEM curriculum, and putting this knowledge to work through innovation processes and entrepreneurship, remains critical to the overall educational preparation of our future workers/leaders and will greatly help assure our future economy by providing the best possible preparation for innovation.

By taking STEM one step further and including the arts, PCS and ECU can reach an additional audience of students that engage their imaginations and problem-solving skills. STEAM (Science, Technology, Engineering, Art/Design, and Mathematics) graduates, with the skills, knowledge, and abilities to create, design and execute innovative solutions to real-world problems, are in great demand by employers. In the long run, retaining these talented, skilled graduates in ENC will drive cultural and economic transformation in our region. Businesses in Pitt County have reached out to ensure their companies reap the benefit of job shadowing and internships. Companies such as Mayne Pharma, Patheon, and the North Carolina Biotechnology Center are interested in ensuring a partnership with the IECHS.

Parents and students must be shown clear pathways connecting their education choices, behaviors and commitments to future employment and entrepreneurial opportunities. The Innovation Early College High School integrates seamlessly with career pathway work being done by several local entities and partnerships. These partnerships recognize the successful engagement of students in these opportunities requires early identification at the middle school level, as critical education, behavior, and even dropout decisions are made. The IECHS can capture qualified students beginning in the 8th grade by applying and being accepted to the IECHS for opportunities to increase their knowledge in the STEAM fields.

During 2015, ECU established a plan to create a millennial campus which would focus on attracting, training and retaining skilled workers. The campus will be a geographic area in which ECU will join with industry, government, military and other partners to discover, invent and produce new innovations.

For example, employers affiliated with the Pharmaceutical Center of Excellence have expressed an interest in and requested they be a part of the IECHS. These employers are helping to establish a biopharmaceutical workforce development and manufacturing center. This would allow the IECHS students to shadow or intern with health care, advanced manufacturing (including pharmaceutical), and perhaps military populations.

One avenue of opportunity will be utilizing the resources of the NCEast Alliance, a not-for-profit economic development agency serving Pitt County and 12 additional counties in eastern North Carolina. The NCEast service area includes approximately 1 million residents within several small metropolitan and micropolitan areas from the fringe of the Research Triangle region to the Atlantic Ocean. NCEast provides community capacity building and assists companies with site location and expansion decisions. The industry sectors targeted by the Alliance are Advanced Manufacturing; Life Sciences; Aerospace and Defense; Value Added Agriculture; Logistics; Tourism; Marine Traders, Motor Vehicle Assembly, and International Information. NCEast has developed and implemented a successful and nationally-acclaimed workforce development strategy that has resulted in revenue and employment growth of companies in the region, increased competitiveness of the workforce, and enhanced the perception of manufacturing and Science, Technology, Engineering and Math (STEM) careers as viable choices among young people. In support of the strategies, NCEast established the STEM East network to better connect and align education with the needs of business and industry.

The STEM East Network has been set up to be the base feeder system to STEM program and STEM-based careers and a continuing ladder of educational opportunities that are especially important to the target population. The region is home to eleven STEM learning centers that include Early Colleges, and STEM Redesigned High Schools and Specialized Academies. The IECHS will join this growing network of schools and programs in eastern North Carolina, helping to prepare tomorrow's workforce to meet the challenges of the 21st century.

The region's economic vision includes strategic deployment of programs that target the following four major stakeholders of workforce development:

- ➔ Individuals: Through region-wide acceptance of ACT's Career Readiness Certificate;
- ➔ Educators: Tailored, STEM-driven implementation of secondary school STEM learning centers and programs that improve a student's understanding of the relevancy of education to careers and acts as a

- foundational advisory opportunity for student career pathways;
- Employers: Strategies for collaborative partnerships among industry clusters in order to drive offerings for workforce development, to achieve buy-in and to secure funding; Mayne Pharmaceutical; Patheon; Hyster-Yale; Vidant; North Carolina Biotechnology Center are collaborating with the IECHS to ensure the students meet their growing workforce needs
 - Entrepreneurs: Strategies for localizing the talent base and supply chains that support growing employers of all sizes.

To help fill current skill gaps in the regional workforce and meet future needs for employers, IECHS will also partner with the Innovation Design Lab located on the campus of ECU. IDL is a state-of-the-art teaching facility, laboratory, multi-disciplinary collaboration space and innovation center with over 30 additive manufacturing machines (3D printers) that can assist with idea development, product/process design and rapid prototyping. It also includes the only MakerBot Innovation Center in NC. The curriculum will include courses offered through the IDL that will be beneficial in obtaining 2-years of college credit. The curriculum will assist students with high level critical thinking skills, integrated innovation processes, and creative problem solving.

Business and industry experts in eNC will be utilized and partnerships formed to ensure the material and courses presented will provide skilled workers to them in the area upon graduation. To expand this knowledge and experience a real-life test bed, students will be able to take advantage of Greenville SEED, a partnership between ECU, the City of Greenville, and the Greenville-Pitt County Chamber of Commerce. It is a business collaboration space that has unique assets and works in conjunction with the IDL. Students will be able to form a company, if they so choose, as part of the learning process and visually see this company come to fruition. SEED can connect students with business leaders and stakeholders across the region and state to develop solutions and business plans while performing their internships.

IECHS will include the following to establish a robust education-to-workforce pipeline:

- 1) summer enrichment programs for students seeking and competing for additional STEAM skills, knowledge and abilities; innovation and entrepreneurship training through the STEAM Studios and/or ECU's Innovation Design Lab; develop competency in innovation processes; and prepare students for successful employment and entrepreneurship.
- 2) The integration of classroom, laboratory, and innovation spaces on the campus of ECU to ensure development of technical expertise, provide opportunities for problem-based learning, and facilitate integrated, multi-disciplinary innovation.
- 3) Internships with employers that extend and use the knowledge gained in the curriculum through partnerships with Greenville SEED, the NCEast Alliance businesses, the ECU Innovation and Design Lab, as well as local employers such as Mayne Pharmaceutical, Patheon, Hyster-Yale, Vidant, and the North Carolina Biotechnology Center. Tours/visits will be set up so that students can see the operation of the businesses first hand. This visual experience will mean more than reading about the company or seeing a presentation through a slideshow. Videos of the CEOs and major corporate individuals will be used as supplemental materials. Businesses will be invited to speak at the IECHS orientations.
- 4) The ability to collect "digital badges" for their project-based learning through regional employers. Ex: Students could earn a digital badge for creating a website; a research project or experiment; and creating a corporate presentation. IECHS will seek to include corporate sponsors in the refining and judging of student work for digital badges.

The opportunities the IECHS students have will ensure they have employable, innovative skillsets which will impact the regional economic viability through a talented workforce. Additional funding will be pursued through state and federal grants as well as corporate sponsorships to ensure the IECHS is able to offer internships.

CURRICULUM

Provide a description of the overall instructional program and how it will introduce innovation into the classroom. Address how the CIHS will ensure graduates are prepared for college and career.

The conceptual framework of the Innovation Early College High School will incorporate basic educational design principles that include design, development, implementation, evaluation, and analysis. This framework supports a rigorous curriculum plan that will help students develop the academic and non-cognitive skills required to be successful in college and the workplace. Professional Development for staff will be provided to assist in this implementation.

IECHS will employ a variety of traditional and nontraditional instructional methods including project-based and problem-based learning, performance-based assignments and cooperative learning. The IECHS partnership with the ECU Innovation and Design Lab (IDL) will afford the students the opportunity for this hand-on, problem and performance based learning to take place. The curriculum will include courses offered through the IDL the will help create a link between student learning, career pathway choices and workforce development while at the same time obtaining 2-years of college credit. The curriculum will assist students with design thinking skills, integrated innovation processes, and creative problem solving.

IECHS will have high standards set for all students, will strive to make learning meaningful, and will engage students in authentic learning situations. Students will be exposed to relevant, real world scenarios and be empowered to make meaningful decisions about their own learning and future goals. Pitt County and regional business and industry will be recruited to assist students as they explore these learning opportunities. This collaborative effort will strengthen the students' understanding of STEAM career pathways. Shadowing opportunities in business throughout the county/region will assist students in developing real-world experiences and apply knowledge learning throughout their time at IECHS. Business leaders will be asked to provide evaluations enabling measures of performance. ECU Career Services offers virtual job shadowing (VirtualJobShadow.com) which is a highly engaging, fully digital career exploration and workforce development resource for post-secondary students. We bring job shadowing directly to the students, eliminating many of the costs and challenges frequently associated with traditional job shadowing.

Assessment methods will include portfolio presentations, designed products via the IDL, oral defense, student-led conferencing, as well as more traditional forms of assessment. The IECHS will develop a system of badges and students will be afforded the opportunity to earn digital badges representing skills, interests and achievements. These badges can be used to convey core academic knowledge as well as competencies and skills not measured through traditional means. According to the MacArthur Foundation, these digital badges can improve learning and outcomes for students. This will be the beginning of the development of each student's digital portfolio that will carry forward into both college and career pursuits. The students of IECHS will create, over time, a digital database for parents to access information for their individual student as well as the IECHS overall. The site would also be used by the community and business and industry leaders to showcase the student efforts and possibly become a living resume.

Support for students will be provided by the IECHS teachers using AVID strategies with an emphasis on reinforcing study and organizational skills, as well as developing non-cognitive skills such as teamwork, goal-setting, and persistence. Seminar and tutorial sessions will be conducted by Pitt County Schools teachers to provide academic support and assist students in their course work. Services for exceptional students will be provided as required by Pitt County Schools. ECU also utilizes Starfish through Blackboard which sends emails to students based on faculty settings. The emails can have a "kudos" and "needs improvement" or "missing work" selections to ensure students are aware of their grades and achievements.

In addition, all IECHS students, on-site of the ECU campus, will take a one-hour college course (COAD 1000) during their freshman or sophomore year to assist them in being successful in college and beyond. This course is designed to assist students in understanding the transition from high school to college, student development and motivation, goal-setting, learning styles, memory development, listening skills, note-taking skills, study skills, test-taking skills, communication, critical-thinking skills, ECU academic rules and regulations, and career development issues.

Every student at IECHS will complete all courses required to earn a North Carolina high school diploma while

simultaneously earning up to two years college credit during the five-year academic program. Also, all state and locally mandated examinations including the pre-ACT, ACT, Workkeys, NC Final Exams, and NC End-of-Course tests as well as teacher made exams will be given to students. The appropriate math and foreign language placement tests will be administered during the sophomore year by East Carolina University to determine readiness for college-level courses. ECU utilizes Degree Works which is a web-based application that allows students to view their progress towards degree completion. The program outlines all the major degree requirements include: Degree, Foundations Curriculum, Major, Concentration, and Minor requirements. All courses of the required degree/curriculum are listed. This tool will assist the IECHS students with the curriculum pathways provided in this application and help them stay on track.

Pathways to completion are designed into the curriculum. Using the power of the site, students will be enrolled and will attend ECU courses with traditionally enrolled students. The design of the sited school is to create an atmosphere of learning that drives the students toward a career path of their choice from the experiences and engagement held early on in their 9th and 10th school year. Sample curriculum to varied program choices at ECU are included in the application. The proposed curriculum, the outreach efforts, and the IECHS mission to serve students/ensure their success are all interventions within the school to retain students within IECHS and have them enroll at a 4-year university.

To ensure the IECHS students are tracked after high school, ECU will assign an attribute to them for data reporting purposes. This attribute will follow their record if they enroll at ECU and continue their university degree program. This will enable ECU to form communities of learning once the students have arrived on campus. These communities could include other ECHS students from across the state to ensure they feel affiliated with students their age; perhaps taking it one step further and establishing a "living and learning community" as it already established for other populations at ECU.

Develop a proposed curriculum map for the CIHS. Include courses that will support completion of a high school diploma and the IHE program of study aligned to the CIHS program configuration. *Submit a completed CIHS Curriculum Map with this application.* Templates are available in a separate document.

Attached Curriculum Map

5 Curriculum Pathways based upon workforce development needs in our region (attached and listed below):

- ❖ Liberal Arts - 2 year transfer curriculum
- ❖ Allied Health Sciences: Nursing, Clinical Laboratory Science or Health Information Management (B.S.)
- ❖ Industrial and Systems Engineering, Mechanical Engineering, Industrial Engineering Technology (B.S.E.)
- ❖ Construction Management (B.S.)
- ❖ Computer Science (B.A. or B.S.)

STUDENT GOALS/EXPECTATIONS

Describe expected student academic and career/technical achievement goals and the measures used to demonstrate how students have attained the skills and knowledge specified for the goals.

GOAL	INDICATOR	TARGET
Students maintain consistent attendance	Attendance rate	>95%
Students are on track at the end of each grade level as indicated by passing all core courses and obtaining the appropriate number of credits each year toward a high school diploma and two years of transferable college credit	% of 9th-11th graders on track % of 12-13th graders on track	>95% 100%

Students will participate in the AVID program, preparing them for rigorous coursework at the high school and university level	Enrollment Data	100%
Students will meet the requirements for a North Carolina High School Diploma as well as additional requirements by Pitt County Schools.	North Carolina High School Diploma; High School Transcript	100%
Students will earn up to 60 college credits	College Transcript	85%
Students will achieve a minimum composite score of 17 on the ACT assessment	ACT Composite Score	90%
Students will achieve at or above a level 3 on required End of Course tests	End of Course Assessment	100%
After graduation, students will enroll in postsecondary education	Enrollment Data	90%
Students will be introduced to college major pathways as well as career exploration opportunities	Documentation of Attendance from Career Services	100%
Students will participate in job shadowing, mentoring, or internships in STEM fields or other areas of interest. They will be provided with work-based experiences.	Documentation of Participation	100%
Develop a digital portfolio and earn badges as described in the application	Documentation through Digital Portfolio	100%

PARENT/FAMILY INVOLVEMENT

Describe how the CIHS, including administrators and teachers, will partner with parents/families to support student success. Include how the CIHS will measure parent/family involvement.

Parental involvement, regardless of family income or background, means students are more likely to:

- earn higher grades and test scores and enroll in higher level courses
- be promoted, pass their classes and earn credits
- attend school regularly
- have better social skills, show improved behavior and adapt well to school
- graduate and go on to postsecondary education

Recruitment information will be provided annually to parents and students through the registration guide and other multimedia such as Facebook, Twitter, IECHS website, texting, local newspaper, and other gathering places in the community. Representatives from ECU and Pitt County IECHS will meet with all rising ninth grade students to convey information about the IECHS and encourage enrollment. Evening meetings will be scheduled to answer questions and assist with the registration process. Parents will be required to sign all admission and registration documentation.

Once students have been selected, parents and students will attend a freshman orientation meeting prior to the beginning of school. As partners in the school, parents will be involved, engaged and informed throughout the

school year and at every grade level. Each marking period, student/parent/teacher conferences will be held to review and discuss each student's progress. IECHS students will lead the discussion at these conferences. If parents are unavailable for a face to face meeting, phone conferences will be held. During the school year, a minimum of two family social events will be scheduled to promote a sense of community with Pitt County IECHS. An attendance goal of 90% at these events will be established to measure parent involvement. Other events may include the use of the ECU North Recreational Campus and the Student Recreation Center which house numerous opportunities for team bonding and activities.

To promote and support an awareness of the process involved in applying and attending college, the guidance counselor and college liaison will help all IECHS students establish accounts in the College Foundation of North Carolina (CFNC). Two or more times per year, the school will invite parents and students to presentations by colleges, universities, and organizations such as CFNC. Parents will be welcome to participate in college tours arranged by IECHS staff. The IECHS guidance counselor will also assist students and parents with post-secondary college applications and the financial aid process.

SCHOOL EFFECTIVENESS MEASURES

Describe how the CIHS, LEA and partner IHE will measure the school's effectiveness with respect to meeting the purposes specified in NCGS 115C-238.50 and the evaluation of CIHS specified in NCGS 115C-238.55. Please be sure to address the purpose listed in the chart below. Other measures may include:

- Staff collaboration
- Continuous improvement
- Community involvement
- Other innovative practices

In addition to the identified outcomes below, ECU uses TracDat which is an institutional assessment tracking system. Measures such as the ones listed in this chart will be developed with outcomes established and measures of assessment such as 85% of students will complete at least 2 years of college transfer credit.

CIHS PURPOSE/OUTCOME	HOW WILL THESE BE MEASURED BY THE CIHS AND/OR THE IHE?
Innovative instructional practice	<ul style="list-style-type: none"> ● Digital Portfolio created by students showcasing innovative practices with identified learning outcomes ● Observations of teacher instruction ● Implementation of innovative, high quality instruction and assessment as show in lesson planning and delivery ● Student performance on ACT, Workkeys, college entrance placement tests, grades by course, obtaining college credits
Target student groups served	<ul style="list-style-type: none"> ● ECU and PCS will track the 3 target groups by those that apply, accepted and graduate ● ECU will analyze the IECHS student outcomes as compared to other student cohorts at the university. ● Students who successfully earn college credits beginning in grade 9 and how many credits earned ● Students' completion of high school graduation requirements by grade 12 and grade 13 ● Students who participate and complete internships ● Students who utilize the Innovation Design Lab at ECU
High school retention rates	<ul style="list-style-type: none"> → The percentage of students successfully passing classes. → 4-year and/or 5-year cohort graduation rate as established by NCDPI

	<ul style="list-style-type: none"> → Survey students to determine how effective they believe: <ul style="list-style-type: none"> ● IECHS and ECU support services make a difference. ● Smaller class size ● A site-based high school on a university campus
Post-secondary completion rates: Associate degrees, career credentials, or two years of transferable credit	<ul style="list-style-type: none"> ● Acquisition of college credit while enrolled in IECHS tracked through Degree Works ● Number of IECHS students who continue on to receive a University undergraduate degree
Parental Involvement	<ul style="list-style-type: none"> ● ECU and PCS will measure the involvement of parents through attendance at the orientations, campus tours, recreation and team building scenarios. ● Student surveys to include questions regarding their parental support ● Parent surveys to determine effectiveness of overall parental involvement programming.
Business Collaboration	<ul style="list-style-type: none"> ● PCS and ECU will measure the collaboration of students and businesses by the number of internships held and the number of hours students volunteer with employers ● Business and student survey feedback will be analyzed
Other	

PART D – OPERATIONS

PROPOSED BUDGET

Describe the budget development process for the CIHS.

The IECHS budget was developed in collaboration with a team of individuals comprised of PCS and ECU personnel. This budget team will work closely to ensure the operation of the IECHS is fluid and there are no budgetary constraints. Each year, this team will hold a series of planning meetings to analyze financial performance and determine budget allocations for the upcoming year which have changed from the initial budget submission given that the initial budget was prepared on certain assumptions such as personnel needs, tuition costs, and book costs. ECU will submit a detailed billing report to DPI as required.

The budget will be included in the CIHS application process and will be vetted by senior management; PCS Commissioners (for future budget proposals), PCS Superintendent, the PCS budget personnel, the Chancellor and Provost of ECU, and ECU budget personnel. The proposed budget will include anticipated state and federal allotments. The IECHS option will be included in an ECU Board of Trustee meeting July 27, 2017 for the first year. It will then be submitted to the Pitt County Board of Trustee meeting August 1, 2017. Upon approval of both parties, the IECHS application will continue through the Cooperative Innovative High School Timeline for 2017-2018. Appropriate allocations will be made in the budget for the three funding sources, federal, state, and local dollars to ensure the funding is available for opening the IECHS in fall 2018.

The IECHS will follow the regular budgetary approval calendar for PCS and ECU in making an annual requests to and include all appropriate parties.

See attached 5-year budget proposal

Complete the Proposed Budget Template for the next five years. Template is available in a separate document. Submit a completed Proposed Budget with this application.

- Include funding sources in the budget.
 - If the CIHS is not requesting additional funding, the CIHS proposed budget is still required. Complete applicable sections.
 - If the CIHS is requesting additional funding, the CIHS proposed budget is required. This budget is a five-year proposed budget and includes, Average Daily Membership (ADM) and Full-Time Equivalents (FTE), as well as personnel and equipment needs.
-

If your IHE partner is a University partner, describe how the tuition charges will be determined.

PCS and ECU have an existing Memorandum of Understanding (MOU). The MOU states “Tuition for courses shall not be charged to the students of IECHS or to the Board. As with all North Carolina Innovative High School Projects involving early colleges partnering with Colleges and Universities, the responsibility for course tuition lies with the Department of Public Instruction.” The Parties shall execute a separate Agreement regarding the payment of tuition and fees. The University will submit the tuition reimbursement from the Department of Public Instruction University/Private College Tuition Billing Spreadsheet, providing specific enrollment information to ensure compliance with financial accounting and audit requirements.

The MOU also states: “PCS will pay for textbooks for IECHS students’ college courses. These textbooks will remain the property of PCS. ECU will strongly encourage university instructors of high demand IECHS courses to use the same textbook for (3) consecutive years.” ECU will attempt to keep book costs to a minimum.

ECU may require PCS to pay additional expenses associated with the student’s enrollment in ECU courses, such as technology fees, school fees, identification cards, and materials. The IECHS will be a sustainable school because PCS and ECU will work collaboratively on funding, investigate yearly grants, investigate yearly funded industry support, and each entity will be committed to the overall success of the IECHS.

PERSONNEL QUALIFICATIONS

Describe the specific positions and qualifications of employees in the program.

The IECHS will include:

- A Full-time Principal
- A Guidance Counselor
- Certified high school teachers (numbers vary by year)
- College Liaison
- Bookkeeper/Data Manager

The full-time, licensed school principal will be employed by Pitt County Schools. This instructional leader will have knowledge and innovative curriculum and instructional methods and possess the ability to communicate the vision of the Early College model to all stakeholders.

One certified school counselor will be employed by Pitt County Schools to provide counseling services and help students create personalized learning plans. The counselor must have the ability to work across boundaries of the public high school and the university requirements. This person will work closely with the ECU Liaison, ECU Admissions, Registrar, and other entities at ECU to ensure students are enrolled in the appropriate courses to ensure their success.

Certified high school teachers for each of the four core areas will be employed by PCS during year one, with additional high school teachers hired as the student population increases. These teachers will possess knowledge, skill and experience with project-based learning as well as the ability to motivate students to perform at a high level of success. They will have a proven desire to maximize student outcomes and success; demonstrate an innovative curriculum; and be aware of internal and external stakeholders. They must also possess the ability to work with the business collaboratives to ensure students graduate job ready. The job posting for IECHS teachers will reference the National Board of Professional Teaching Standards certification.

A ECU liaison will be employed by East Carolina University, who will be knowledgeable of both college and high school curriculum and culture. The IECHS counselor and college liaison will share the opportunities to strengthen the student's understanding college curriculum pathways and STEM careers. The Liaison will assist with the application process and the college course registration, coordinate course scheduling, and administer placement testing for IECHS students.

A bookkeeper/data manager will be employed by Pitt County Schools. This individual must meet the minimum PCS non-certified job qualification guidelines.

All IECHS personnel will adhere to the philosophies described in this application to target access and success for students to complete at least two years of college credit. The entire staff will be experienced in and believe in innovation and alternative educational delivery methods. They will also have the mindset that these students are geared toward workforce development. The PCS staff/instructors and the ECU staff/faculty of IECHS will collaborate on instructional strategies for the long-term educational benefit of the students. They will all be positive leaders for the benefit of the students of IECHS.

STUDENT TRANSPORTATION

Describe how students are to be transported to the CIHS. Describe how the CIHS will ensure that no child is denied access due to transportation issues.

Transportation will be provided to Pitt County IECHS by the Transportation Department of Pitt County Schools via school bus. The daily schedules of the IECHS and the district's six traditional high schools have been aligned to enable the use of an express Pitt County Schools shuttle system between East Carolina University and the traditional high schools. Students riding the shuttle will transfer to and from local school buses at the high school in their district of residence. On days when traditional schools are not in session, students in the IECHS will be directly transported to and from their homes. Field trip transportation will be provided by Pitt County Schools. The students will not participate in sports.

OPERATING PROCEDURES

Explain the CIHS operating procedures, including calendar and hours of operation.

IECHS will provide 185 days of instruction to better support students and ensure academic success. While the school calendar will be aligned with the college calendar to enable enrollment in college classes, additional school days will be added at the beginning and end of the academic year for orientation, credit recovery, and other student support activities. Pitt County Schools (PCS) will provide bus transportation. Students will be allowed to take classes as part of their course of study that meet outside of this six-hour window.

While actively engaged in ECU courses, ECU activities, or moving about on the ECU campus, IECHS students will adhere to and be disciplined according to the student codes and honor codes of PCS and ECU. Wherever the student codes or honor codes conflict, the University Provost and the PCS Superintendent will determine which code to apply or otherwise mutually agree to some other appropriate action.



SUBMISSION

- The application must be submitted jointly by a Local Board of Education and the Board of Trustees of the partner Institution of Higher Education.
- A complete application packet includes (1) CIHS Signature Page, (2) CIHS Application, (3) CIHS Curriculum Map, and (4) CIHS Proposed Budget.
- Submit all documents attached to one email.
- Only complete application packets will be reviewed and submitted to the State Board of Education and corresponding Board for action.
- An electronic version of the complete application packet, must be submitted to CIHS@dpi.nc.gov by September 15, 2017.

Cooperative Innovative High School Proposed Budget Application Cycle 2016-17

LEA #:	740
LEA Name:	Pitt County Schools
School Name:	Innovation Early College High School
Partnering IHE	East Carolina University

****Please change, delete from, or add to the itemized list under each category as appropriate****

Category/Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served (e.g. 9, 10)	9	9, 10	9, 10, 11	9, 10, 11, 12	9, 10, 11, 12, 13
Total Average Daily Membership	55	110	165	220	275

Revenue	Total	Total	Total	Total	Total
Local appropriations	\$137,896	\$169,592	\$125,857	\$100,603	\$192,978
State-CIHS supplemental funds	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
State- General funding (ADM)	\$227,630	\$455,259	\$682,889	\$910,518	\$910,518
Federal-List Grants					
Other					
Total revenue	\$565,526	\$824,851	\$1,008,746	\$1,211,121	\$1,303,496

Salaries	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	Sources of funds
Principal	1	\$80,000	1	\$80,000	1	\$80,000	1	\$80,000	1	\$80,000	NC-GF
Core Teachers (10 mo; yr 1 - 4 @ .50)	2	\$90,000	4	\$180,000	5	\$225,000	5	\$225,000	5	\$225,000	NC-GF
Counselor (10 mo)	0.5	\$22,500	1	\$45,000	1	\$45,000	1	\$45,000	1	\$45,000	NC-GF
College Liaison	0	\$0	1	\$0	1	\$0	1	\$0	1	\$0	ECU
Exceptional Children Teacher	0.25	\$11,250	.25	\$11,250	.25	\$11,250	.25	\$11,250	.25	\$11,250	NC-GF
Clerical	0.5	\$10,000	1	\$20,000	1	\$20,000	1	\$20,000	1	\$20,000	NC-GF
Transportation Staff	N/A	\$0		\$0		\$0		\$0		\$0	N/A
Other: List											
Total Salary		\$213,750		\$336,250		\$381,250		\$381,250		\$381,250	

Benefits Total for Personnel	FTE	Total Benefits	FTE	Total Benefits	FTE	Total Benefits	FTE	Total Benefits	FTE	Total Benefits	Sources of funds
Health	4.75	\$27,878	8.25	\$48,419	9.25	\$54,288	9.25	\$54,288	9.25	\$54,288	Local
Retirement	4.75	\$36,615	8.25	\$57,600	9.25	\$65,308	9.25	\$65,308	9.25	\$65,308	NC-CIHS
Social Security	4.75	\$16,352	8.25	\$25,723	9.25	\$29,165.63	9.25	\$29,165.63	9.25	\$29,165.63	Local
Other: Life Insurance	N/A	\$0		\$0		\$0		\$0		\$0	N/A
Benefits for ECU Liaison Not Included/ECU											ECU
Total Benefits		\$80,845		\$131,742		\$148,762		\$148,762		\$148,762	
Total Salary and Benefits		\$294,595		\$467,992		\$530,012		\$530,012		\$530,012	

Contracted Personnel and Services	Total	Total	Total	Total	Total	Sources of funds
Total Contracted Personnel and Services	\$0	\$0	\$0	\$0	\$0	

Other	Total	Total	Total	Total	Total	Sources of funds
Instructional Supplies & Mat.	\$8,000	\$12,000	\$12,000	\$12,000	\$12,000	Local
Equipment	\$10,000	\$5,000	\$0	\$0	\$0	Local
Technology	\$27,500	\$27,500	\$27,500	\$27,500	\$27,500	Local
Computer Software	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	Local
Professional Development	\$7,125	\$12,375	\$13,875	\$13,875	\$13,875	Local
Transportation	\$150,000	\$175,000	\$200,000	\$225,000	\$250,000	NC-CIHS
Text Books: PCS	\$22,000	\$33,000	\$110,000	\$264,000	\$308,000	Local

Office supplies	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	NC-CIHS
Copier	\$10,010	\$20,020	\$20,020	\$20,020	\$20,020	Local
Communications	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	NC-CIHS
Rent if charged by IHE	\$0	\$0	\$0	\$0	\$0	n/a
Other: Student Fees ECU: Tech,Security	\$11,688	\$46,750	\$70,125	\$93,500	\$116,875	Local
Other: Student Fees ECU: One Card	\$550	\$550	\$550	\$550	\$550	Local
Parking	\$808	\$1,414	\$1,414	\$1,414	\$1,414	Local
Total Other	\$270,931	\$356,859	\$478,734	\$681,109	\$773,484	
Total Expenditures	\$565,526	\$824,851	\$1,008,746	\$1,211,121	\$1,303,496	
Total Revenue over Expenditure	\$0	\$0	\$0	\$0	\$0	
IHE Costs. Complete for the appropriate IHE partner						
Community College FTE Cost						
# of students	0					
Courses per student	0					
est. rate per course	\$475	\$475	\$475	\$475	\$475	
NCCCS total	\$0	\$0	\$0	\$0	\$0	
University Tuition						
# of students	55	110	165	220	275	
ts (avg. courses) per student per semester	1	2	2	2.5	2.5	
# of semester	2	2	2	2	2	
Rate (per semester)	\$557	\$557	\$1,113	\$1,113	\$1,113	
University Total	\$61,215	\$0	\$245,080	\$0	\$734,580	\$0
Total Tuition Cost	\$61,215	\$245,080	\$734,580	\$1,224,300	\$1,530,375	
Annual Total Cost	\$626,741	\$1,069,931	\$1,743,326	\$2,435,421	\$2,833,871	

NOTE: ECU tuition and fees are subject to annual adjustments.

Innovation Early College High School (IECHS)

DRAFT PROGRAM OF STUDY: Allied Health Sciences

	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth *Honors Biology *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							
University (ECU): Allied Health Sciences Pathway (B.S.) - Clinical Laboratory Science, Nursing, or Health Information Management										
English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Course Selection based upon career path and/or area of interest	
					Meet English III high school requirements		Meet English IV high school requirements			
Math			* Math 1065 (will satisfy both high school and pathway requirement)		Math course selections based upon career path and/or area of interest					
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	SOC 2110; PSYC 1000; plus additional social science electives as required within the specific pathway			
Science (Natural) (7 hrs)				*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement			Additional Biology and/or Chemistry courses as required within the specific pathway			
Humanities (9 hrs)	*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)									
	Humanities/Fine Art Electives									
	COAD 1000				Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.					

Other	*KINE 1000 and HLTH 1000 (HLTH 1000 is also a pathway requirement) 2 SEM FOR HS REQ				*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)					
					Suggested Electives: FINA 1904; MIS 2223; ITEC 2000					
	Job Shadowing/Business and Industry Partner Tours				Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

Innovation Early College High School (IECHS)

DRAFT PROGRAM OF STUDY: Computer Science

	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth *Honors Biology *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							
University (ECU): Computer Science Pathway (B.A. or B.S.); Working toward additional Certificate in Computer Game Development										
English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Eng 2815	Course Selection based upon career path and/or area of interest
					Meet English III high school requirements		Meet English IV high school requirements			
Math			*Math 1065 (high school requirement and pathway requirement)			Math 2283				
						If working toward Gaming Certificate Math 3256 or 3584				
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	COMM 1001, PSYC 1000; SOC 2110; PHIL 2275			
Science (Natural) (7 hrs)				*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement			Additional Biology and/or Chemistry courses as required within the specific pathway			
				ATMO 1300; GEOG 1300; GEOG 1500						
Humanities (9 hrs)			*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)							

Other course selections based upon career path and/or area of interest

Other	COAD 1000				Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.					
	*KINE 1000 and HLTH 1000 2 SEM FOR HS REQ				*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)					
					Gaming Certificate: CSCI 3200 CSCI 3550 CSCI 5800 (Pre-req CSCI 3200) CSCI 4550 (Pre-req CSCI 3550)		Gaming Certificate: CSCI 3200 CSCI 3550 CSCI 5800 (Pre-req CSCI 3200) CSCI 4550 (Pre-req CSCI 3550)		Gaming Certificate: CSCI 3200 CSCI 3550 CSCI 5800 (Pre-req CSCI 3200) CSCI 4550 (Pre-req CSCI 3550) CSCI 3800 (Pre-req Math 3256 or 3584)	
Job Shadowing/Business and Industry Partner Tours					Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

Innovation Early College High School (IECHS)
DRAFT PROGRAM OF STUDY: Construction Management

	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth *Honors Biology *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							
University (ECU): Construction Management Pathway										
English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Course Selection based upon career path and/or area of interest	
					Meet English III high school requirements		Meet English IV high school requirements			
Math			*Math 1065		FINA 2244	Math course selections based upon career path and/or area of interest				
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	ECON 2113 Additional social/behavioral science course selection based upon career path and/or area of interest			
Science (Natural) (7 hrs)					*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement		Science course selection based upon career path and/or area of interest			
Humanities (9 hrs)			*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)							
			Course selection based upon career path and/or area of interest							

Other	COAD 1000				Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.					
					CMGT 2110/2211	CMGT 2400/2401		Additional CMGT courses		
	*KINE 1000 and HLTH 1000 2 SEM FOR HS REQ				*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)					
Job Shadowing/Business and Industry Partner Tours					Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

DRAFT PROGRAM OF STUDY: Industrial/Systems Engineering, Mechanical Engineering, Industrial Engineering Technology

	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth *Honors Biology *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							

University (ECU): Industrial/Systems Engineering, Mechanical Engineering, Industrial Engineering Technology

English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Course Selection based upon career path and/or area of interest
					Meet English III high school requirements		Meet English IV high school requirements		
Math			*Math 1065		Math 2171		Math 2152		Math course selections based upon career path and/or area of interest
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	SOC 2110; PSYC 1000; plus additional social/behavioral science course selections as required within the specific pathway		
Science (Natural) (7 hrs)				*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement			Additional social/behavioral science course selections as required within the specific pathway and/or area of interest		
				BIOL 1050/1051 or 1100/1101					
Humanities (9 hrs)			*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)						
			Course selection based upon career path and/or area of interest						

Other	COAD 1000				Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.					
	*KINE 1000 and HLTH 1000 2 SEM FOR HS REQ				*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)					
					ENGR 1000 ENGR 1016	ENGR 1016 ENGR 1050 (pre-req MATH 1083 or higher)		ENGR 2022 ENGR 2450/3024 (depending on pathway)		
	Job Shadowing/Business and Industry Partner Tours				Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

Innovation Early College High School (IECHS)

DRAFT PROGRAM OF STUDY: Liberal Arts

High School	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth *Honors Biology *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							
University (ECU): Liberal Arts Pathway										
English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Course Selection based upon career path and/or area of interest	
					Meet English III high school requirements		Meet English IV high school requirements			
Math			*Math 1050 or Math 1065 (College Algebra)	*Math 1050 or Math 1065 (College Algebra)	Math 1065	Math 1085 (Mat 1065 is pre-req)	Math course selections based upon career path and/or area of interest			
					Suggested math courses					
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	Social/behavioral science course selection based upon career path and/or area of interest			
Science (Natural) (7 hrs)					*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement		Science course selection based upon career path and/or area of interest			
Humanities (9 hrs)			*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)							
			Course selection based upon career path and/or area of interest							

Other	COAD 1000				Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.					
	*KINE 1000 and HLTH 1000 2 SEM FOR HS REQ				*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)					
Job Shadowing/Business and Industry Partner Tours					Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

**ECU Board of Trustees
East Carolina Heart Institute
July 27, 2017**

Attachment R



**ECU STRATEGIC PLAN EXTENSION
2017-2022**

Higher Expectations

- January 2017: Board of Governors approved a new UNC Strategic Plan constructed around five themes:

Access

View the UNC Strategic Plan
Higher Expectations (2017- 2022):

Success

<https://www.northcarolina.edu/strategic-planning>

Affordability

Economic Impact

Excellent & Diverse Institutions

Past Work

- Chancellor Staton appointed co-chairs and the ECU Strategic Planning Executive Working Group
- Executive Working Group appointed the Advisory Group to make up full committee (see the committee roster at <http://www.ecu.edu/cs-acad/strategicplan/Strategic-Plan-Extension.cfm>)

Committee goals:

- 1) Respond to specific prompts from GA as the Strategic Planning process continues;
- 2) Extend and update ECU's existing Strategic Plan to ensure alignment with the UNC system while continuing to represent ECU's mission components.

Past work – Areas of Distinction

GA prompt: Areas of Distinction

Each University shall:

“strengthen the reputation and accomplishments of the University by ... identify[ing] mission-focused academic ‘area(s) of distinction’ and achieve significant regional or national recognition within those area(s) by 2021-22.”

Past work - Areas of Distinction

ECU's Areas of Distinction were revised according to survey feedback, approved by the Strategic Planning Committee (executive working group and advisory group), approved by the Chancellor and submitted to General Administration on May 26, 2017.

Areas of Distinction

Cultural Champion

Cultural enrichment and economic development for eastern North Carolina

Social Mobility

Outstanding professional educational opportunities & implementation of high impact practices

Transformative Engagement

Developing and operating innovative solutions to drive change for our region and beyond

View the full Areas of Distinction document on the Strategic Planning Extension page:

<http://www.ecu.edu/cs-acad/strategicplan/Strategic-Plan-Extension.cfm>

Performance Metrics

By developing a Performance Improvement Agreement in consultation with GA, each institution shall define how it will contribute to system-level goals in specific ways that are consistent with their distinctive missions, priorities and existing strategic plans.

This new framework will:

- 1) Clearly communicate institution's continued success in meeting the needs of the state to state leaders and the public;
- 2) Serve as a key tool in President Spellings' annual review of institutional and leadership performance;
- 3) Provide data to inform Board of Governors' decision-making on policy, budget priorities and strategic initiatives;
- 4) Assist GA in identifying strategies and investments to advocate before the General Assembly; and
- 5) Demonstrate to constituents our commitment to high-quality university education to North Carolinians.

Performance Metrics - GA Prompt

UNC Strategic Plan sets forth nine (9) system-level metrics:

- 1) Low-income enrollments
- 2) Rural enrollments
- 3) Low-income completions
- 4) Rural completions
- 5) Five-year graduation rate
- 6) Undergraduate degree efficiency
- 7) Achievement gaps in undergraduate degree efficiency
- 8) Critical workforces
- 9) Research productivity

Performance Metrics- GA Prompt

Each institution shall organize these nine metrics into three categories: Prioritize (5), Improve (3), Sustain (1)

Prioritize is for key institutional priorities which are identified in consultation with General Administration.

Improve is for metrics on which the institution expects to demonstrate progress but are secondary to the identified priorities.

Sustain is for the metric least central to the institutional priorities.

Performance Metrics

- A team from GA visited Chancellor Staton and the Strategic Plan Executive Working Group at ECU on June 5, 2017 to discuss:
 - 1) the overall Performance Improvement Agreement framework;
 - 2) the metrics in the **prioritize** category; and
 - 3) setting 5-year targets for the identified priority metrics.
- GA provided ECU a memo with proposed targets for ECU metrics on June 29, 2017 and subsequently provided follow-up guidance memos.
- ECU responded to the GA proposed targets on July 25, 2017 and negotiations are ongoing.

ECU Performance Metrics

	<u>METRIC</u>	<u>GA TARGET</u>	<u>ECU RESPONSE</u>
PRIORITIZE	Research Productivity (baseline = \$43,769,067 w/out clinical svcs. Ks)	excluding clinical - 37% increase	accepted
	Five-year graduation rate (baseline = 61.3%)	Increase to 71.2%	<i>under negotiation</i>
	Rural enrollments (baseline = 10,032)	8.8% increase over Fall 2016	accepted
	Low-income enrollments (baseline = 7,227)	11.7% increase over Fall 2015	accepted
	Low-income completions (baseline = 1,784)	28% increase	<i>under negotiation</i>
IMPROVE	Rural completions (baseline = 2,210)	17.7% increase	accepted
	Critical workforces (baseline = 3,114)	14.5% increase	<i>under negotiation</i>
	Achievement gaps in undergraduate degree efficiency (baseline = male -1.8)	No target currently set by GA; ECU proposing gender gap	<i>under negotiation</i>
SUSTAIN	Undergraduate degree efficiency (baseline = 20.7)	increase to 23.3	<i>under negotiation</i>

Revisions to ECU's Strategic Plan

As they work to ensure alignment with the new UNC System plan, the Strategic Planning Executive Working Group meets regularly to discuss the [extension of the ECU Strategic Plan.](#)

Mission Statement

ECU's mission statement remains unchanged:

To be a national model for student success, public service and regional transformation, East Carolina University:

Uses innovative learning strategies and delivery methods to maximize access;
Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;

Develops tomorrow's leaders to serve and inspire positive change;

Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;

Transforms health care, promotes wellness, and reduces health disparities; and

Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

Our Commitments

Maximize Student Success

The success of our students is the ultimate measure of our university. We will support excellence, expand opportunity and celebrate achievement.

Serve The Public

As demonstrated by our motto, Servire, service is at the heart of this university. We will inspire the next generation of leaders to carry this spirit of service into their professional lives. We will demonstrate this commitment to service to benefit communities in rural North Carolina and beyond.

Lead Regional Transformation

We embrace the challenges and resources of eastern North Carolina. We recognize that transformative leadership requires us to engage globally. Through partnerships and discovery, we will be a force for rural progress and growth to achieve global impact.

Our Responsibilities

We will keep these three commitments while being good stewards of the resources entrusted to us.

East Carolina University has a long history of achieving excellence while employing public resources in an efficient manner. We recognize and honor the UNC system's compact with North Carolina contained in its strategic plan, Higher Expectations. We will maximize student success, serve the public and lead regional transformation. We will concentrate our resources to fulfill these commitments.

ECU Strategic Planning: Next Steps

- Finalize metrics targets for performance agreement plan; Chancellor Staton and President Spellings sign agreement
- Communicate Strategic Plan extension to campus community and stakeholders (website, printed material, etc.)
- Continue to form and execute plans in order to respond to GA directives

Contact Information

Co-Chairs, ECU Strategic Planning Committee

- Chris Locklear,
Vice Provost for Academic Success
locklearc@ecu.edu
- Laura Gantt,
Professor and Associate Dean, College of Nursing
ganttl@ecu.edu

05-26-2017

East Carolina University Areas of Distinction

1. Cultural Champion

East Carolina University enhances the quality of lives of eastern North Carolinians through diverse offerings of cultural enrichment, academics, the arts and athletics. Our School of Art and Design is the most comprehensive art school in North Carolina and one of the largest in the Southeast. People of varied ages and backgrounds come to ECU for sporting events, art exhibitions, performances and scholarly lectures. These activities provide opportunities to discuss and share cultural experiences and educational opportunities with ECU students and other residents of North Carolina, while also boosting economic development in the community and region.

ECU further broadens its reach by encouraging students and faculty to explore global cultures via study-abroad and other experiences, while actively expanding opportunities for students from around the world to engage in an ECU education.

ECU remains committed to its role as the **cultural champion of eastern North Carolina** and strives to distinguish itself as a gateway to the world.

By 2022, East Carolina University aspires to:

1. design and construct a visual and performing arts center in collaboration with local and regional interests;
2. establish and build opportunities for sending 25% of ECU students on study-abroad or global experiences;
3. provide opportunities for student athletes to excel in the classroom and develop life skills through participation on the fields of competition (e.g. GPA, service learning, championships).

2. Social Mobility

East Carolina University graduates more students from distressed counties (tier one and tier two) than any other constituent UNC-System institution. ECU distinguishes itself in providing professional educational opportunities for North Carolinians through leadership in the development of teachers, business leaders, engineers, dentists, family physicians, nurses and allied health professionals. ECU accomplishes this through purposeful implementation of high-impact educational practices. We plan to build upon these successes through the establishment of the Miller School of Entrepreneurship, the accreditation of the School of Public Health and the expansion of innovative inter-professional education. **Creating opportunities for improving social mobility** through the success of our students is an area of distinction for ECU.

By 2022, East Carolina University aspires to:

1. consistently rank in the nation's top producers of family physicians (based on AAPF calculation) and other health professionals;
2. continued expansion of engineering to solve global challenges, including recognized excellence in coastal engineering (e.g. number of coastal scientists and engineers, volume of sponsored programs);
3. increase the number of our nationally ranked professional programs;
4. become a top 5% "Best Value" college (Educate to Career, Social Mobility Index); and
5. continue to lead the UNC System in the graduation of students from tier one and tier two counties, as designated by the NC Department of Commerce.

3. Transformative Engagement

East Carolina University is one of 40 institutions classified as both a Community Engagement Institution by the Carnegie Foundation and as an Innovation and Economic Prosperity (IEP) University by the Association of Public and Land-grant Universities (APLU). In 2012, East Carolina University received the C. Peter Magrath Community Engagement Award from APLU. In 2016, East Carolina University also received the W.K. Kellogg Foundation Community Engagement Award. ECU has a rich history of developing public and private partnerships with its larger community to serve the region. We leverage these relationships to create new ways of understanding complex issues, develop and operate innovative solutions, and drive change for people and organizations in our region and beyond. This **transformative engagement**, based on our unique collection of assets within the UNC system and a holistic approach to the global challenges of rural development, is an area of distinction for ECU.

By 2022, East Carolina University aspires to:

1. increase extramural funding for sponsored programs to \$120M annually;
2. improve student learning outcomes of students attending ECU Lab School (PK-5) through evidence-based best practices (e.g. DPI outcome measures);
3. expand ECU's network of partnerships in advanced manufacturing, military, community health and coastal environments; and
4. develop the East Carolina Research and Innovation Campus (e.g. volume of corporate partners).

Technical Definitions

There are 9 metrics in the University's new Strategic Plan:

- Enrollments – Low-income
- Enrollments—Rural
- Completions – Low-income
- Completions – Rural
- Undergraduate Degree Efficiency
- Achievement Gaps in Undergraduate Degree Efficiency
- Graduation Rate
- Critical Workforces
- Research Productivity

Glossary

Rural: A rural student is one who resides (county of residence) in county that the North Carolina Department of Commerce defined as a Tier 1 or Tier 2 county in 2016. See 2016 county designations here: <https://www.nccommerce.com/research-publications/incentive-reports/2016-county-tier-designations>. The following 20 counties were classified Tier 3 in 2016, while the remaining 80 were classified Tier 1 or Tier 2: Brunswick, Buncombe, Cabarrus, Carteret, Chatham, Durham, Forsyth, Guilford, Henderson, Iredell, Johnston, Lincoln, Mecklenburg, Moore, New Hanover, Orange, Pender, Union, Wake, and Watauga.

Although county status is reassessed annually by the NC Department of Commerce, we utilized the 2016 classifications for all target-setting activities, as that was the most up to date in the fall of 2016. We will continue to use the 2016 rankings for ongoing assessment of institutional targets.¹

Low-income: A low-income student is one who receives any amount of a federal Pell Grant in the given time period.

Enrollments

Low-Income: The number of in-state, degree seeking undergraduates in the fall enrollment snapshot (i.e., SDM Census Snapshot) who received a federal Pell Grant (any amount over the course of the academic year). Note that a student's low-income status can change from year to year. Although only the number of in-state students will count toward fulfilling the target, we will also report the number of out-of-state undergraduates who received a federal Pell Grant.

Rural: The number of in-state, degree seeking undergraduates in the fall enrollment snapshot (i.e., SDM Census Snapshot) who reside (county of residence) in a Tier 1 or Tier 2 county. Note that a student's rural status can change from year to year.

¹ We do acknowledge that the counties of Haywood and Guilford have alternated Tier 2 and Tier 3 status in recent years. Thus, at the midpoint of the strategic plan, we may consider reviewing the county classifications.

Completions

Low-income: The number of in-state undergraduates who both: (1) received a baccalaureate degree in the current academic year (Summer II, Fall, Spring, Summer I); and (2) received a federal Pell Grant within the last 5 years (either the current academic year or any one of the preceding 4 academic years) at the institution receiving credit for the completion.

In order to capture as many student completers as possible, we will use data from the National Student Clearinghouse to identify completion data for students earning degrees from institutions outside of the UNC System. (Note: These completions are not included in your base data that was sent with this document.)

Rural: The number of in-state undergraduates who both: (1) received a baccalaureate degree in the current academic year (Summer II, Fall, Spring, Summer I); and (2) resided in a Tier 1 or Tier 2 county within the last 5 years (either the current academic year or any one of the preceding 4 academic years).

In order to capture as many student completers as possible, we will use data from the National Student Clearinghouse to identify completion data for students earning degrees from institutions outside of the UNC System. (Note: These completions are not included in your base data that was sent with this document.)

Undergraduate Degree Efficiency

All: The count of the number of undergraduate credentials awarded by your institution per 100 Full-Time Equivalent (FTE) undergraduates. “Credentials” is defined as any completion below a Master’s Degree – which includes associate, baccalaureate, and post-baccalaureate degrees and certificates that are reported to IPEDS; dual degree recipients are counted twice, consistent with federal completions reporting – awarded in the academic year. “FTE” is calculated as the sum of all student credit hours taken by undergraduate students (degree and non-degree seeking) in the given academic year (Summer II, Fall, Spring, Summer I) divided by 29.6, the standard measure that the UNC System has employed for years. From the legacy data systems, this comes from the Student Data File, and in the SDM, this is captured from the Career dataset at the census snapshot. The FTE calculation uses a 6-year average to smooth enrollment fluctuations. The FTE for the current academic year and the preceding 5 academic years are calculated separately and those six numbers are then averaged.

Gaps: Undergraduate Degree Efficiency is calculated as described above. Using their own data, institutions will identify and define the subgroup(s) that they classify as having a “disproportionate achievement gap,” and will provide supporting documentation and definitions to GA staff.

Using low-income as an example, a student is classified as a low-income completer if that student received a federal Pell Grant in the academic year that the degree was awarded. Similar to above, the FTE calculation (denominator) uses a 6-year average to smooth enrollment fluctuations. Each of the 6 FTE annual snapshots aggregates all of the credit hours taken by undergraduate students who received a federal Pell Grant in that year. The FTE for the current academic year and the preceding 5 academic years are calculated separately and those six numbers are then averaged.

We recognize that institutions serve distinct student populations and that strict system-level definitions have varying relevance to institutions. With that said, below are the classifications of key subgroup populations that GA will use to judge system-level progress:

- **Underrepresented Minority (URM):** URM status is based on the federal race code as self-reported by the student in the year the degree was awarded. URM status is indicated by a value

corresponding to any one of the following four race/ethnicities: American Indian/Alaska Native; Black/African American; Hispanic; or two or more races. Thus, non-URM includes the remaining 5 categories: White, Asian, Native Hawaiian/Pacific Islander, non-resident alien, and unknown race/ethnicity.

- **Tier 1 or 2:** A student is designated as Tier 1 or Tier 2 if that student self-reported a county of residency in a Tier 1 or Tier 2 county in the year the degree was awarded. For this metric, out-of-state students are classified as not Tier 1 or 2.
- **Low-Income:** A student is designated as low-income if that student received a federal Pell Grant in the year the degree was awarded.
- **Gender:** Gender is based on the gender reported to IPEDS in the academic year that the degree was awarded.

Graduation Rate

Five-year: This metric utilizes the IPEDS bachelor's degree seeking cohort. The number of first-time, fulltime, bachelor's degree seeking undergraduates who received a baccalaureate degree from any accredited institution of higher education within 5 years. This includes the summer term of the fifth academic year. For example, a student who begins in fall 2016 will have through August 31, 2021 to earn a degree. The denominator is the number in the IPEDS cohort for the fall in which the cohort started. We will use data from the National Student Clearinghouse to identify graduation data from institutions outside of the UNC System to calculate the numerator.

Critical Workforces

A count of the number of credentials reported to IPEDS (any level) - not individuals - earned at your institution in the identified academic disciplines in a given academic year (Summer II, Fall, Spring, Summer I). Note that only majors will be considered as completed credentials. Minors and multiple concentrations will not be counted.

- **Health Sciences** is defined as those credentials awarded in CIP code 51, "Health Professions and Related Programs."
- **STEM** is defined as those credentials awarded based on the Department of Homeland Security list of STEM designated degrees. These come from a variety of CIP codes and can be found at <https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf>. Although this list was last updated as of May 10, 2016 we used it for all target-setting activities; therefore, we will continue to use the 2016 classifications for ongoing assessment of institutional targets. We do acknowledge that the listing can change in the future. Thus, at the midpoint of the strategic plan, we may consider reviewing the STEM classifications. To ensure that the categories are mutually exclusive, all 20 STEM degrees with a CIP code of 51 should be assigned ONLY to the Health Sciences category.
- **K-12** education is defined as those credentials awarded in any education licensure/certification program. In the data systems, this would be any student completion record for which the

institution reports a “Y” on the associated data element identifying teacher certification program completers. This was item 14 in the historical Graduated Student Data File (through 2014-2015 completions) and is the teacher_leader_svc_cert field in the Student Data Mart sdm_completion_major_v dataset (completions in 2015-2016 and after).

Research Productivity

The amount of revenue from research and development sponsored program awards and licensing income in a given fiscal year. Reporting guidelines for sponsored program awards and licensing income are identical to those used in the annual UNC Report to the President on Research and Sponsored Programs and the UNC data dashboards, as detailed below.

Sponsored program awards include grants, cooperative agreements, contracts, other memoranda of agreement, task orders under master agreements, and other instruments that generate research-related income. License income follows the AUTM definition and includes license issue fees, payments under options, annual minimums, running royalties, termination payments, the amount of equity received when cashed-in, and software and biological material end-user license fees equal to \$1,000 or more, but not research funding, patent expense reimbursement, a valuation of equity not cashed-in, software and biological material end-user license fees less than \$1,000, or trademark licensing royalties from university insignia. License income also does not include income received in support of the cost to make and transfer materials under Material Transfer Agreements.

Frequently Asked Questions

1. What process could I use in determining the number of completions (rural or low-income) for my institution?

The recommended process is as follows: (1) identify all of the students enrolled as undergraduates in the last 5 years (current academic year and previous 4) along with their county of residence and Pell status in each of those terms; (2) identify who graduated from your institution in the academic year of interest.

In addition to the technical definitions, UNC-GA will provide historical data on each of the nine metrics. This will ensure that institutions know the baseline from which targets are set. Further, it allows institutions to develop their own code that produces results that match the UNC-GA results.

2. The system-level definition of Underrepresented Minority (URM) includes two or more races. This means that a student who is white and Asian would count as URM?

Yes, that is correct. We used historical data to help set the targets, and we are unable to disaggregate older data.

3. Our institution uses a different definition of Underrepresented Minority. Can we use our internal definition when examining the achievement gap in UG degree efficiency?

Yes. We used the above definition as we benchmarked against the state population using Census data. Thus, we will continue to track progress on this definition at the System level. If it makes more sense for your institution to use an alternative definition of URM, please propose that when you are submitting historical data to document your chosen achievement gap.

4. What is a “post-baccalaureate degree” short of a master’s?

These include post-baccalaureate certificates that are reported to IPEDS. Although we recognize that some post-baccalaureate certificate programs are comprised partly or entirely of graduate-level coursework, counting these as undergraduate credentials is consistent with federal reporting and maintains a level of data consistency and simplicity for the purposes of the strategic plan completions metrics.

5. Will GA maintain a cross-walk within the SDM for identification of rural students?

Yes, we will add a definition and county designation to the SDM.

6. Can you clarify when an academic year corresponds to an IPEDS definition?

The time frame used for completions is the year (July 1 through June 30 or Summer II, Fall, Spring, Summer 1 from legacy files). The time frame for the 5-year graduation rate is the same as in IPEDS (through August 31 of the applicable year). We prefered consistency with federal, dashboards, and other reporting rather than consistency between the two metrics.

7. For enrollment of low-income students, are you asking for a fall enrollment measure that could be affected by whether the student received Pell in the subsequent spring or summer semesters? Is this correct?

Yes, that is correct. Due to federal data reporting, the financial aid data we will rely on is lagged by a year (e.g., we will report low-income student enrollment for Fall 2018 in December 2019). So we will have time to see if any fall enrollees who did not receive Pell in the fall do receive it in the spring or summer. However, spring admits or enrollees who receive Pell in the spring or summer will not be counted for the previous fall. Rather, these students will be counted in the subsequent fall semester, assuming they receive Pell for that academic year.

For enrollment of students from Tier 1 or 2 counties, you should use their county of residence in the fall semester as we will report these enrollments in “real time” (e.g., we will report Tier 1 and 2 student enrollments for Fall 2018 in December 2018).

8. Since some of the metrics include data from the National Student Clearinghouse (NSC), is each institution responsible for obtaining data from the NSC?

No. UNC-GA has a system-wide contract with the NSC, and we are the contracting point. Annually, we will run a query at one point in time and provide data to each institution that they would have gotten had they run the same query.

9. In calculating UG degree efficiency, post-baccalaureate degrees are counted in the numerator. Will this be the case even if a campus considers students enrolled in these programs as graduate students?

Yes, we will count those post-baccalaureate degrees in the UG degree efficiency metric for purposes of the strategic plan regardless of how your institution treats them internally.

10. Concerning UG degree efficiency, some institutions enroll students who bring with them high numbers of college credit (e.g., AP, IB, Early College credits, etc.). Many of these hours are counting toward the degrees these students earn but were not consumed at that institution. This can affect the UG degree efficiency.

Yes, it can. However, we are comparing an institution to its own historical trend. So, unless the percentage of students bringing in advanced credits or the average number of advanced credits changes dramatically in a short time period, the effect should not be large.

11. UG degree efficiency “penalizes” institutions that are growing.

Institutions that are growing will have growth in their denominators (enrollments) that takes time to translate to growth in their numerators (completions). Our definition helps to mitigate this by smoothing the FTE over a six-year period, and the reporting and discussions of each institution’s performance can be framed with relevant contextual information, such as enrollment growth.



Office of the
Vice Chancellor
Health Sciences Division

Phyllis N. Horns, PhD, RN, FAAN

AD-48 Brody Medical
Sciences Building

600 Moyer Boulevard

Mail Stop 600

East Carolina University

Greenville, NC 27834-4354

252-744-2984 office

252-744-9003 fax

May 18, 2017

Chancellor Staton
East Carolina University
Greenville, NC 27858

Dear Chancellor Staton:

I would appreciate your consideration of the enclosed recommendation for the initial appointment of Professor with permanent tenure for David Black Leeser, MD, FACS.

Dr. David Leeser is scheduled to join East Carolina University on August 1, 2017 as a Professor, with a recommendation for permanent tenure, and Division Chief of Transplant Surgery, Department of Surgery in the Brody School of Medicine. He is currently a tenured Associate Professor of Surgery and Chief of Kidney and Pancreas Surgery at the University of Maryland School of Medicine.

Dr. Leeser completed his medical degree at Temple University School of Medicine in 1996. He later completed his masters of business administration (Executive MBA) at the Smith School of Business, University of Maryland.

After a distinguished career, Dr. Leeser retired from the United States military in 2008. His military service included serving as a consultant to the Surgeon General and serving as Chief of Kidney and Pancreas Transplant Surgery at Walter Reed Army Medical Center.

Dr. Leeser's scholarly activity includes 47 refereed journal articles, 42 abstracts, 6 book chapters, 1 Book, as well as 22 presentations. He is an accomplished researcher and has secured funding for 7 grants. In addition, he currently serves as Chair of the Research Committee for the National Kidney Registry.

For your convenience, attached are the following documents:

- Dr. David Leeser's curriculum vitae
- ECU Personnel Action Summary Form for the Board of Trustees

If you approve, we will make arrangements for this recommendation to be placed on the agenda for the July 27, 2017 ECU Board of Trustees meeting.

Sincerely,

Phyllis N. Horns, PhD, RN, FAAN
Vice Chancellor, Division of Health Sciences

Enclosures

Approve

Cecil Staton, Chancellor

Do Not Approve

6/26/17
Date



May 8, 2017

**Office of the
Vice Chancellor**
Health Sciences Division

Phyllis N. Horns, PhD, RN, FAAN

AD-48 Brody Medical
Sciences Building

600 Moyer Boulevard

Mail Stop 600

East Carolina University

Greenville, NC 27834-4354

252-744-2984 office

252-744-9003 fax

 Chancellor Cecil P. Staton
 East Carolina University
 Greenville, NC 27858

Dear Chancellor Staton:

I would appreciate your consideration of the enclosed recommendation for the initial appointment of Associate Professor with permanent tenure for Jeffrey B. Eells, PhD.

Dr. Jeffrey Eells is scheduled to join East Carolina University on July 31, 2017 as Associate Professor, with the recommendation for permanent tenure, in the Department of Anatomy and Cell Biology, Brody School of Medicine at East Carolina University. He is currently a tenured Associate Professor at Mississippi State University College of Veterinary Medicine.

Dr. Eells is a graduate of Southern Illinois University where he earned a doctorate of philosophy degree (PhD) in 1997. He majored in Physiology specializing in Neuroanatomy/Neuropharmacology. He continued his educational endeavors and completed a postdoctoral fellowship in neurobiology at the University of North Carolina at Chapel Hill in 1998 and a postdoctoral fellowship at the National Institute for Diabetes and Digestive and Kidney Diseases in 2003.

His scholarly activity includes 27 refereed journal articles, 16 peer reviewed manuscripts, one book chapter, and 44 abstracts. Dr. Eells' research activity includes \$1.5 million of internal and external funds. In addition, he currently has four pending grant submissions which if awarded would provide over \$1.3 million of new external funds.

For your convenience, enclosed are the following documents:

- Dr. Jeffrey Brian Eells' curriculum vitae
- A completed ECU Personnel Action Summary Form for the Board of Trustees

If you approve, we will make arrangements for this recommendation to be placed on the agenda for the July 27, 2017 ECU Board of Trustees meeting.

Sincerely,

Phyllis N. Horns, PhD, RN, FAAN

Vice Chancellor, Division of Health Sciences

Enclosures

 Approve

 Do Not Approve

 Cecil P. Staton, Chancellor

 Date



Office of the
Vice Chancellor

Health Sciences Division

Phyllis N. Horns, RN, DSN, FAAN

AD-48 Brody Medical
Sciences Building

600 Moye Boulevard

Mail Stop 600

East Carolina University

Greenville, NC 27834-4354

June 22, 2017

Chancellor Staton
East Carolina University
Greenville, NC 27858

252-744-2984 office

252-744-9003 fax

Dear Chancellor Staton:

I would appreciate your consideration of the enclosed recommendation for the initial appointment of Professor with permanent tenure for S. Russ Price, PhD. Dr. Price is scheduled to join the Brody School of Medicine as Associate Dean of Research and Graduate Studies August 16, 2017 with a recommendation for a tenured faculty appointment as Professor in the Department of Biochemistry and Molecular Biology.

Dr. Price earned his PhD in Biochemistry from East Carolina University in 1986 and then completed postgraduate training in the Laboratory of Cellular Metabolism, National Heart, Lung, and Blood Institute at the National Institutes of Health in 1991.

His research efforts have yielded one issued patent; one pending patent; numerous grants, 68 published and accepted research articles; 20 review articles; 10 book chapters; and 18 symposium contributions. His academic appointments include Professor of Medicine and Professor of Physiology with tenure in the School of Medicine at Emory University. In addition, at Emory University, Dr. Price also serves as the Associate Vice Chancellor for Research for the Department of Medicine, and is a member of the Nutrition Health Sciences and the Biochemistry, Cell and Developmental Biology Ph.D. Programs in the Graduate Division of Biological and Biomedical Sciences in the Laney Graduate School.

In addition, Dr. Price serves on the editorial board for The Journal of Biological Chemistry and American Journal of Physiology - Renal Physiology; participates in study sections for the National Institutes of Health, Department of Veteran's Affairs, and American Heart Association; and is on the Executive Council for the International Society of Renal Nutrition and Metabolism.

For your convenience, attached are the following documents:

- Dr. Russ Price's curriculum vitae
- The *East Carolina Personnel Action Summary Form* for the Board of Trustees

If you approve, we will ensure this recommendation is placed on the agenda for the July 27, 2017 Board of Trustees meeting.

Sincerely,

Phyllis N. Horns, PhD, RN, RAAN
Vice Chancellor, Division of Health Sciences

Enclosures

Approve Do Not Approve

Cecil Staton, Chancellor

Date 6/26/17



May 30, 2017

**Office of the
Vice Chancellor
Health Sciences Division**

Phyllis N. Horns, PhD, RN, FAAN

AD-48 Brody Medical
Sciences Building

600 Moyer Boulevard

Mail Stop 600

East Carolina University

Greenville, NC 27834-4354

252-744-2984 office

252-744-9003 fax

Chancellor Cecil Staton
East Carolina University
Greenville, NC 27858

Dear Chancellor Staton:

I would appreciate your consideration of the enclosed recommendation for initial appointment with permanent tenure on behalf of John Paul Mounsey, BSc, BM, BCh, PhD, MRCP, FACC.

Dr. Mounsey will join the Brody School of Medicine as Professor, with a recommendation for permanent tenure, and Chief of Electrophysiology in the Department of Cardiovascular Sciences effective July 17, 2017. In addition he will also serve as Chief of Electrophysiology at East Carolina Heart Institute (ECHI) at Vidant Medical Center (VMC).

Dr. Mounsey completed his medical degree in 1987 and residency in 1990 at the University of Oxford Medical School in London, United Kingdom. He continued his academic and medical training completing a 4-year Cardiology Fellowship and a 1-year Cardiac Electrophysiology Fellowship.

In August 2007, Dr. Mounsey joined the University of North Carolina at Chapel Hill as a tenured Professor of Medicine and Director of Cardiac Electrophysiology and Pacing. Prior to joining the University of North Carolina at Chapel Hill, he served as an Assistant Professor and later an Associate Professor with tenure at the University of Virginia.

Dr. Mounsey is the recipient of the Cecil Sewell Distinguished Professorship of Medicine at the University of North Carolina at Chapel Hill and the Leonard S. Gettes Faculty Teaching Award from the University of North Carolina's Division of Cardiology.

His service work is equally impressive and includes serving on the St. Jude Medical Atrial Fibrillation Management Advisory Board and serving as Co-Chair of the Research Grant Review Committee for the American Heart Association.

Dr. Mounsey's research efforts include 20 book chapters, 68 refereed journal articles, and numerous international and national presentations.

For your convenience, attached are the following documents:

- Dr. John Paul Mounsey's curriculum vitae
- The East Carolina University Personnel Action Summary Form for the Board of Trustees

If you approve, we will make arrangements for this recommendation to be placed on the agenda for the July 28, 2017 Board of Trustees meeting.

Sincerely,

Phyllis N. Horns, PhD, RN, FAAN
Vice Chancellor, Division of Health Sciences

Approve

Cecil Staton, Chancellor

Do Not Approve

6/26/17
Date

**Office of the
Vice Chancellor****Health Sciences Division**

Phyllis N. Horns, PhD, RN, FAAN

AD-48 Brody Medical
Sciences Building

600 Moye Boulevard

Mail Stop 600

East Carolina University

Greenville, NC 27834-4354

252-744-2984 office

252-744-9003 fax

May 31, 2017

Chancellor Cecil Staton
East Carolina University
Greenville, NC 27858

Dear Chancellor Staton:

I would appreciate your consideration of the enclosed recommendation for permanent tenure on behalf of Shahab A. Akhter, MD. Dr. Akhter has been selected as a Professor, with a recommendation for permanent tenure, in the Department of Cardiovascular Sciences.

Dr. Akhter graduated with honors and received his medical degree in 1993 at the University of Chicago – Pritzker School of Medicine, followed by a one-year internship in general and thoracic surgery, a two-year research fellowship in Molecular Cardiovascular Biology and a residency in General and Thoracic Surgery at Duke University Medical Center. He then continued his educational endeavors and completed a two-year residency in Cardiothoracic Surgery at the University of Michigan Medical Center.

Dr. Akhter's academic appointments include serving as Surgical Director of the Heart Rhythm Center and as Director of Cardiovascular Translational Research at the University of Chicago Medical Center. He then served as Program Director of Thoracic Surgery and as Chair of the Division of Cardiothoracic Surgery and was a tenured Professor of Surgery at the University of Wisconsin School of Medicine and Public Health.

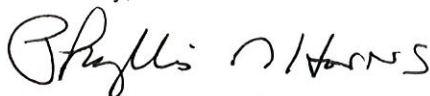
Dr. Akhter is the recipient of numerous honors and awards, including 10 awards as a mentor. He authored seven book chapters, 57 refereed journal articles, and delivered 74 national presentations. His research efforts have resulted in over three million dollars in awarded grant funding.

For your convenience, attached are the following documents:

- Dr. Shahab Akter's curriculum vitae
- The East Carolina University Personnel Action Summary Form for the Board of Trustees

If you approve, we will make arrangements for this recommendation to be placed on the agenda for the July 28, 2017 Board of Trustees meeting.

Sincerely,



Phyllis N. Horns, PhD, RN, FAAN
Vice Chancellor for Health Sciences Division

Approve


Cecil Staton, Chancellor

Do Not Approve

Date 6/24/17

Memorandum

TO: Dr. Steve Duncan
ECU Board of Trustees

FROM: Dr. Ronald L. Mitchelson 
Provost and Senior Vice Chancellor for Academic Affairs

Date: May 30, 2017

RE: Request for BOT Action on 2017 Recommendation for Tenure

Dr. Duncan, attached is a 2017 tenure recommendation that needs to be submitted to the Board of Trustees for their consideration at the upcoming July 27-28 meeting. This action has been approved by Chancellor Staton. Format is attached for the following faculty member:

College of Fine Arts and Communication (1)
Jayme Host, Theatre and Dance

Since this recommendation requires approval of the Board of Trustees before tenure may be conferred, I am requesting that this action be placed on the agenda for consideration by the Board at their July 27-28 meeting. The above recommendation has been approved by all appropriate parties, including the Chancellor.

Please let me know if you have questions about this request.

Attachments: 1 BOT Tenure Format

**Request to
East Carolina University Board of Trustees**

2017-2018 *ECU Italy Intensives* Staff
Non-Salary Compensation - Housing

In accordance with UNC Policy 300.2.14 and the *ECU Policy on Non-Salary and Deferred Compensation for Employees Exempt from the State Personnel Act*, this non-salary compensation plan for East Carolina University *Italy Intensives* staff is submitted for approval consideration to the East Carolina University Board of Trustees.

This request for non-salary compensation is made in connection with the *Italy Intensives* program in Certaldo, Tuscany, Italy for the 2017-2018 academic year and summer sessions I and II. The compensation at issue is for housing in Certaldo, a small village in Tuscany in which our students live and attend classes. Certaldo is divided into upper and lower parts. Our school site is located in Certaldo Alto, the medieval walled city in the upper part of the town that is home to only approximately 150 residents. Certaldo Alto looks below to the larger urban area of Certaldo Basso, a community of 12,000 citizens roughly a 10-minute walk away. There are significant advantages to having our EHRA staff live nearby in Certaldo Alto. They provide emergency services for our students, which include transportation to medical facilities after business hours. Additionally, the residents in Certaldo Alto predominately speak Italian, and our staff help students navigate the challenges with language barriers while abroad. However, its small size and population make housing in Certaldo Alto significantly more expensive. The *Italy Intensives* program is covering its costs with enrollment and support from Academic Affairs. *Italy Intensives* is the only year-round study abroad program at ECU.

To the extent allowed by applicable law and the policies of ECU and the University of North Carolina and subject to the approval of the Board, the following employees are eligible for non-salary compensation as follows:

Employee	Employee Type	Program Term	Monthly Rent	Number of Months	Total Housing Cost
Linda Darty	EHRA-Faculty Permanent	Fall 2017 Semester Spring 2018 Semester Summer Sessions I & II	\$650	10	\$6,500
Stuart Watson	11 Month EHRA-Non- Faculty Temporary	Fall 2017 Semester Spring 2018 Semester Summer Sessions I & II	\$650	10	\$6,500
Barbara Minor	EHRA-Faculty Temporary	Fall 2017 Semester	\$325	4	\$1,300
Christopher Hentz	EHRA-Faculty Temporary	Fall 2017 Semester	\$325	4	\$1,300
James Abbott	EHRA-Faculty Temporary	Fall 2017 Semester	\$500	7 weeks	\$875
Wendy Klein	EHRA-Faculty Temporary	Fall 2017 Semester	\$650	4	\$2,600

July 24, 2017

Chairman Bissett and President Spellings,

Now that my tenure as Chairman of the Board of Trustees has come to a close, it is prudent to share an assessment of the wonderful year Chancellor Cecil Staton has had at ECU.

Chancellor Staton's ECU journey began with our chancellor search process. Through this process, Committee Members gained an invaluable perspective on the landscape and talent of chancellor candidates across the country. Cecil's background and core competencies were unmatched by other candidates. His experiences in Georgia were a perfect match for the values of Eastern North Carolina generally, and ECU in particular. How fortunate ECU was to attract someone of his talent, skill, and accomplishment to ECU.

While there were many exciting things happening at ECU prior to Cecil's arrival, the growth in our university and the strategic plan he has put into place sets us apart and ensures our future success. Chancellor Staton's first year of service was not without its challenges. A devastating hurricane and an unfortunate kneeling incident by a few members of the marching band presented unique leadership challenges. In the aftermath of the band incident, Cecil was thoughtful about how he responded to and engaged alumni, students, and faculty. He brokered a resolution that found balance between appropriate first amendment expression and respect for our deep American values. He listened intently to all viewpoints and effectively communicated with all the stakeholders.

His first year brought significant victories, including bringing to fruition Project Unify, securing approval of our stadium expansion, hiring a new dean of the Brody School of Medicine, and kicking off a \$500 million capital campaign. In each of these scenarios, Cecil's strategic approach created an environment that brought people with diverse personalities and opinions together to achieve a common goal:

- Project Unify: Cecil's ability to pull all the moving pieces together given the complexities of the Greenville Healthcare Community, state legislature, the Board of Governors, Vidant Healthcare, and the Board of Trustees, showcased his leadership in this initiative and, importantly, solidified the long-term viability of the Brody School of Medicine.
- Stadium expansion: Cecil was instrumental in assisting in the fundraising and ultimate approval of the stadium expansion. He built relationships with the Athletic Director, Board of Trustees, and Board of Governors throughout this process, all in the name of increasing opportunities for significant growth in our football program.

- Dean, Brody School of Medicine: The appointment of Dr. Mark Stacy as the Dean of the Brody School of Medicine displayed Cecil's capacity to recruit and hire leading professionals who fit key values of the University.
- Capital campaign: Cecil is providing forward leaning leadership on a \$500 million comprehensive campaign. This project showcases Cecil's ability to think strategically, create long-term value to East Carolina University, and ascend us to America's next great national university.

In sum, Cecil wasted no time getting acclimated, taking the reins, and achieving demonstrable success. He and Catherine continue to look for ways to engage with alumni, faculty, students, and the Greenville community. It has been particularly gratifying to hear others echo my sentiment that we are indeed fortunate to have Cecil Staton leading ECU at this important time in the school's history.

In conclusion, it is clear that we now have renewed enthusiasm across the many constituencies of ECU as a result of the vision Chancellor Staton has articulated for our great university. Our board, faculty and staff, alumni, community leaders, and donors have embraced his vision of ECU as America's next great national university!

Thank you both for your support of ECU and Chancellor Staton.

Sincerely,

Steve Jones
Chief Banking Officer, Carolinas

cc: Chancellor Staton
East Carolina University Board of Trustees