GENERAL OVERVIEW

As a State entity, the University of North Carolina (UNC) system is subject to the State Human Resources Act. University positions are administered in accordance with the provisions and requirements of that Act. Positions covered by the Act are referred to as "SHRA" positions.

However, four categories of positions have been largely exempted from coverage under the Act. Positions considered "EHRA" (Exempt from the Human Resources Act) fall in these categories:

- ***Instructional*** positions
- ***Research*** positions
- ***Public Service / Extension*** positions
- ***Senior Academic & Administrative Officer*** ("SAAO") positions

Agreements between UNC-General Administration (UNC-GA) and the Office of State Personnel (OSP) allow the delegation of authority for establishing ***Instructional***, ***Research***, and ***Public Service*** positions to certain campuses, and NC State University has been granted that delegated authority.

Such EPA non-faculty ***Instructional, Research,*** and ***Public Service (IRPS)*** positions deliver the core-mission activities of the University: creating and disseminating knowledge through direct instruction, research, and public service; or performing professional-level duties that are integral to, and uniquely supportive of, that work. Such positions must be substantially engaged in the regular academic, educational, research, or public-service/extension activities of the University. Such positions require the exercise of professional expertise and discretion in determining the nature and content of the instructional-, educational-, research-, or public-service-related activities, and in evaluating the effectiveness of such activities, and/or involve significant and independent interaction with participants in the University's instructional, educational, research, or public-service programs.

Authority has **not** been delegated to individual campuses for positions in the fourth category (**SAAO**). In order for a position to be established or reclassified as SAAO, a request must be submitted by a campus Chancellor (or the chief HR officer, if authorized as the Chancellor's designee) to the EHRA HR Advisory Board to the President, or **HRAB-EHRA**. Upon recommendation of HRAB-EHRA, the **UNC System President** makes the final determination of all SAAO designations and issues a formal notification.

This tool may be helpful in gauging whether a case for EHRA status can be supported through HRAB-EHRA committee to the UNC President.

If the position is best categorized as:	PLEASE COMPLETE:
Instructional, Research or Public Service	Section A
Senior Academic & Administrative Officer (SAAO)	Section B
A Combination the Above	Both Sections

SECTION A: INSTRUCTIONAL, RESEARCH & PUBLIC SERVICE (IRPS)

BASIC RESPONSIBILITIES			If YES, briefly describe the primary role:
1a. Are the ongoing job responsibilities of this position directly engaged in, or uniquely supportive of, instruction, student success, or the direction or coordination of education or academic-supportive activities?	NO	YES	
1b. Are the ongoing job responsibilities of this position directly engaged in, or uniquely supportive of, original scholarship, creativity, or scientific research efforts and the dissemination of such research/ scholarship results. The ongoing responsibilities must be involved with independent research, implementation of research procedures, analysis of data, interpretation of research results, and/or dissemination of results through publication or public service/extension.	NO	YES	
1c. Does the position serve as a staff physician or staff veterinarian (without faculty rank), providing clinical healthcare services to human or animal populations?	NO	YES	
ACADEMIC CREDENTIALS REQUIRED			
2a. Does the position require post-baccalaureate credentials (e.g., Master's degree or higher)?	NO	YES	Typical discipline(s) of appropriate degree major for this position:
2b. If no to 2a, does the position require a Bachelor's degree plus alternative or equivalent professional training and experience that may be substituted for the advanced degree? (NOTE: It is recognized that in some areas such as information technology, admissions, financial aid, and athletics coaching and athletics management, appropriate qualified candidates may hold baccalaureate rather than advanced degrees.)	NO	YES	N/A If yes to 2a.	Typical disciplines(s) of appropriate degree major for this position:

PRIMARY PURPOSE(S) OF POSITION			BRIEF DETAILS:	
1. Is this an **Academic Advising or Academic Assessment** position whose primary purpose is to advise students on academic matters such as selection of a major area of study, course selection, and academic performance, or to provide student testing and assessment as part of the academic advising process? UNC-GA CATEGORY: **IRPS 01**	NO	YES		If YES, % of FTE
2. Is this an **Academic Preparation and Enhancement** position whose primary purpose is to improve academic preparation through such means as tutoring and supplemental instruction, or to direct programs designed to enhance the educational experience of enrolled students or of targeted secondary school students to help prepare them for post-secondary education? This includes positions focused on enhancing the academic preparation of "at risk" student populations. UNC-GA CATEGORY: **IRPS 02**	NO	YES		If YES, % of FTE
3. Is this an **Academic Standards** position, whose primary purpose is to develop and/or administer academic standards, curricula, and degree requirements for degree-granting programs? UNC-GA CATEGORY: **IRPS 03**	NO	YES		If YES, % of FTE
4. Is this an **Academic / Research IT Management** position, whose primary purpose is to direct staff in providing information technology services that directly support the institution's academic or research missions? These are typically individuals at the Director-level within a school-wide, college-wide, or campus-wide role, as well as positions in large, specialized research or clinical centers. Note: This category is <u>not</u> intended for individuals who direct staff members who provide generalized or administrative information technology support that is not directly tied to an academic or research activity of the campus. UNC-GA CATEGORY: **IRPS 04**	NO	YES		If YES, % of FTE

5. Is this an **Athletics Coaching or Athletics Management** position whose primary purpose is to coach student athletes for teams sponsored by the institution, to serve as trainers to student athletes, or to serve as a senior-level professional with institutional responsibility for student-athlete programs in areas of compliance or major sports operations? NOTE: Does not include sports equipment or facilities managers, or positions ancillary to an athletics program. UNC-GA CATEGORY: **IRPS 05**	NO	YES		If YES, % of FTE
6. Is this a **Clinical Academic Department Administrator** (CADA) or a **Research Academic Department Administrator** (RADA) whose primary purpose is to serve as the chief (non-faculty) administrator of a high-complexity academic health center or a research-focused academic department/center that is engaged in substantial externally-funded research and that feature complex, cross-disciplinary research collaborations and partnership? Supervises the human resources, finance & budget, and sponsored research administration & compliance functions for the center/ department. (NOTE: Requires advanced degree and 5-7 years of management-level experience in the full range of administrative/ financial functions in higher ed, research, or healthcare settings. HRAB-EPA review & approval is required even for campuses with delegated authority for other IRPS categories.) UNC-GA CATEGORY**: IRPS 06**		YES		If YES, % of FTE
7. Is this a **Continuing Education** position whose primary purpose is to design and deliver courses, seminars, etc., that extend the institution's regular academic and research activities to non-degree-seeking participants through targeted programs and short courses? (NOTE: This classification is used for instructors of non-credit courses only.) UNC-GA CATEGORY: **IRPS 07**	NO	YES		If YES, % of FTE

8. Is this a **Cooperative Education** position whose primary purpose is to develop co-operative or internship education experiences for students with employers, monitoring student progress and learning, and evaluating student performance? Such positions either have direct impact on grade assignment or are featured as an integral component of the institution's student career services activities. UNC-GA CATEGORY: **IRPS 08**	NO	YES		If YES, % of FTE
9. Is this a **Counselor** position requiring a professional credential whose primary purpose is to provide clinical and developmental counseling or psychological services to students to enhance their psychological growth, emotional well-being, and learning potential? UNC-GA CATEGORY: **IRPS 09**	NO	YES	(Also indicate credential required, e.g., licensure as clinical psychologist or clinical social worker)	If YES, % of FTE
10. Is this an **Institutional Research** or **Assessment Management** position whose primary purpose is to direct and manage institution-wide data, metrics, and management information about the institution's student, faculty and staff, enrollment and academic programs, facilities, and related items as required for federal, state, and UNC system reporting? Such positions must directly support the institution's planning and assessment processes. It may be used for campus-wide roles or for those who direct institutional research and assessment within a large School or College. NOTE: This is not intended for analysts or other institutional research roles that do not have Director-level responsibility. UNC-GA CATEGORY: **IRPS 10**	NO	YES		If YES, % of FTE
11. Is this a direct **Instruction** position whose primary purpose is to determine course content, teach, and evaluate enrolled students in courses for academic credit? UNC-GA CATEGORY **IRPS 11**	NO	YES		If YES, % of FTE

	NO	YES		If YES, % of FTE
12. Is this an **Instructional Consulting / Instructional Technology** position, whose primary purpose is to assist, to advise, and to critique faculty and other instructional staff on instructional matters such as course content, curriculum structure, and instructional technique, or whose primary purpose is to plan, design, or implement information technology and/or multimedia approaches that directly support instructional delivery? This includes positions involved in transitioning coursework from traditional 'face-to-face' delivery to online 'distance learning' formats. It is not to be used for individuals who provide routine IT support within the instructional enterprise. UNC-GA CATEGORY: **IRPS 12**	NO	YES		
13. Is this a **Laboratory Management** position whose primary purpose is to manage research or experiential laboratories and participate in design and selection of experiments, protocols, and procedures that best support the instructional or research goals and in evaluating progress towards those goals? UNC-GA CATEGORY: **IRPS 13**	NO	YES		If YES, % of FTE
14. Is this a **Professional Librarian** position whose primary purpose is to support the institution's instructional and research activities by advising students and faculty on the selection and effective use of library resource materials and by working with faculty on instructional and research matters such as collection development? (NOTE: This is used for professional librarians without faculty rank.) UNC-GA CATEGORY: **IRPS 14**	NO	YES		If YES, % of FTE

					If YES, % of FTE
15. Is this a **Public Service/Extension** position whose primary purpose is to provide the direct delivery of scholarship and research to public audiences and clients and/or to direct staff or programs in the development and administration of such programs, which focus or extend the academic resources and/or research products of the institution on addressing community and regional issues and incorporate community needs in the institution's academic and research programs, including agricultural extension and industrial extension. UNC-GA CATEGORY: **IRPS 15**	NO	YES			
16. Is this a **Research Administration** or **Research Compliance** position whose primary purpose is to direct and administer the programs ad staff of major externally-funded research projects; serve as the chief administrative manager and compliance officer for a large academic department or research center with substantial administrative and financial complexity and which derives a significant portion of its operating budget from sponsored research funding sources; or a position that provides executive leadership of sponsored research activities either campus-wide or within a School/College Dean's office. The latter includes individuals who manage project proposals in compliance with the institution's academic and research policy, provide substantive professional advice on the development of project proposals, and negotiate with sponsoring agencies with regard to the terms and conditions that govern the conduct of sponsored research. NOTE: These positions do not include first-level contract and grants developers, grant writers, or administrative support. UNC-GA CATEGORY: **IRPS 16**	NO	YES			If YES, % of FTE

	NO	YES		If YES, % of FTE
17. Is this a **Research** or **Clinical Professional** position whose primary purpose is to serve as non-faculty principal investigators, research project managers, research scholars, research scientists, or research assistants/associates for primary or secondary research projects that may advance or enhance a field of academic learning; or is it a licensed clinician who delivers research demonstration outcomes or who provides direct clinical services to clients in an academic healthcare environment. These positions function with substantial independence and creativity in discovering new or emerging technologies may also be considered for this category as distinguished from individuals who are operating or supporting existing, well established information technologies. NOTE: These positions do not include operational or support related positions. *Education and Experience*: Relevant post-Baccalaureate degree required; for candidates demonstrating comparable independent research productivity, will accept a relevant undergraduate degree and 3 or more years of relevant experience in substitution. May require terminal degree and licensure. UNC-GA CATEGORY: **IRPS 17**				
18. Is this a **Student Support Services** position whose primary purpose is to develop, direct and administer services for students and/or faculty that have a direct impact on the quality of students' educational experiences and/or campus life (e.g., student career services; student life/student housing; student honors programs, student diversity support programs, student conduct; student registration and records)? This category also includes student admission and financial aid positions that exercise decision-making authority on behalf of the institution (e.g., admissions officers, financial aid officers) and professional staff who design and deliver programs and instruction that involve direct interaction with students and enhance their academic and learning experiences outside the classroom setting. NOTE: These positions do not include operational or facility maintenance functions. UNC-GA CATEGORY: **IRPS 18**	NO	YES		If YES, % of FTE

				If YES, % of FTE
19. Is this a **Technology Transfer** position whose primary purpose is to manage the flow of research and technology innovation, disclosures, patents, trademarks, copyrights and other aspects of technology transfer. These positions include professional staff members who assess disclosures for technical and commercialization merits; develop relationships with industry or government clients; negotiate business transactions for the exchange of intellectual property rights; collaborate with regional and state economic development agencies; and/or engage in other aspects of technology transfer such as negotiating licensing or equity agreements. These positions also provide outreach services such as training and education to university faculty and students in related activities. UNC-GA CATEGORY: **IRPS 19**	NO	YES		
20. Is this a **Physician** or **Dentist** position? While defined separately under NC General Statute 126-5(cl)(8), positions whose required qualifications meeting the licensing standards for Physicians and Dentists in the State of North Carolina will be classified as IRPS. UNC-GA CATEGORY: **IRPS 20**	NO	YES		If YES, % of FTE
SUPERVISORY RESPONSIBILITIES				
Does this position <u>direct subordinate positions</u> that qualify as **EHRA IRPS** under the criteria above?	NO	YES	Describe subordinate positions briefly:	

SECTION B: SENIOR ACADEMIC & ADMINISTRATIVE OFFICERS

In January 1998, the UNC Board of Governors established a policy regarding "senior academic and administrative officers" that are exempted from the State Personnel Act, either by –

- Express statutory reference: **President**, **Vice Presidents**, **Chancellors**, and **Vice Chancellors**, *or*
- Action of the Board of Governors pursuant to generic statutory reference exempting the **President's "professional staff members"** and "**senior academic and administrative officers**" of the constituent institutions.

The Board of Governors has defined **"senior academic and administrative officers"** to include **--**

- **vice chancellors, provosts, deans,** and **directors of major educational and public service activities** (July 7, 1990);
- **associate and assistant vice chancellors** and **associate and assistant deans** (October 12, 1990); and,
- **Other positions as may be designated by the President**, subject to confirmation by the Board (October 12, 1990).

The "**other**" officers of the University having significant administrative responsibilities and duties" shall include:

Category A: Members of the **chancellor's professional staff** (e.g., assistant to the chancellor, legal staff, secretary of the university).

Category B: Those responsible for the administrative direction -- the **administrative directors** -- **of separately designated divisions** or departments of institutional activity* (i.e., responsibilities with institution-wide scope) commonly associated with institutions of higher education (e.g., Director of Administrative Computing, Director of Alumni Affairs, Director of Human Resources, Director of Development, Controller, etc.).

Category C: Those positions whose **primary** responsibility is to **attract external funds and/or to market** the University.

Category D: Other officers holding positions characterized by:

- active, continuing involvement in formulating, interpreting, and implementing **institutional policy** (i.e., policy with institution-wide scope) as it relates to the respective areas of responsibility; and

- the exercise of substantial independence of administrative **authority** and discretion in areas such as **program planning** and **design and allocation of resources**.

In most cases, persons occupying such positions will function as the **director** of a specific division or department of institutional* activity, reporting at the level of a vice chancellor or dean. However, where circumstances warrant (e.g., in the case of a **large and complex department or division**), persons functioning as an **associate or assistant director** may be found to have "significant administrative responsibilities and duties," as defined by the characteristics listed above. In such cases, the position must have substantial responsibility for assisting the primary officer (e.g., director) in formulating, interpreting, and implementing policy within the jurisdiction of the primary officer and must function in a confidential and direct support relationship to the primary officer or have direct responsibility for a specific sphere of operations within the unit.

"Institutional Activity" is interpreted by the UNC-GA President & HRAB as "institution-wide" or ""cross-divisional" in scope

SAAO POSITION – BASIC RESPONSIBILITIES

			If YES, describe:
1. Is this position a vice chancellor, provost, dean, or director of major educational and public service activities?	NO	YES	
2. Is this position an associate or assistant vice chancellor, or an associate or assistant dean – or a vice provost, associate provost, associate vice provost, or assistant provost, or assistant vice provost?	NO	YES	
3. Is this position a member of the chancellor's professional staff (e.g., assistant to the chancellor, legal staff, secretary of the university)?	NO	YES	
4. Is this position responsible for the administrative direction of a separately designated division or department, the scope of which involves institution-wide activity commonly associated with institutions of higher education (e.g., the institution's Director of Administrative Computing, Director of Alumni Affairs, Director of Human Resources, Director of Development, Controller/Comptroller, etc.)?	NO	YES	
5. Is this a position whose primary responsibility is to attract external funds and/or to market the university?	NO	YES	
6. Is this position a director of a specific division or department responsible for institution-wide activity, reporting to a vice chancellor or dean, that has both ---- Active, continuing involvement in formulating, interpreting, and implementing institutional policy as it relates to the respective areas of responsibility; and ----The exercise of substantial independence of administrative authority and discretion in areas such as program planning and design and allocation of resources.	NO	YES	

	NO	YES	
7a. Is this position an <u>associate</u> or <u>assistant director</u> of a <u>large & complex</u> department or division responsible for <u>institution-wide</u> activity, with significant administrative responsibilities and duties involving both ---- Active, continuing involvement in formulating, interpreting, and implementing institutional policy as it relates to the respective areas of responsibility; <u>and</u> ----The exercise of substantial independence of administrative authority and discretion in areas such as program planning and design and allocation of resources.	NO	YES	
7b. If yes to 7a, does it <u>also</u> have substantial responsibility for assisting the primary officer (e.g., director) in formulating, interpreting, and implementing policy within the jurisdiction of the primary officer?	NO	YES	
7c. If yes to 7b, does it <u>also</u> function in a confidential and direct support relationship to the primary officer or have direct responsibility for a specific sphere of operations within the unit?	NO	YES	

GUIDELINES
ON INTERPRETATION OF G.S. 126-5 (c1) (8)
EHRA Non-Faculty Professional Positions:
Instructional, Research, & Public Service (IRPS) Category

General Criteria

EHRA non-faculty Instructional, Research, and Public Service positions deliver the core-mission activities of the University: creating and disseminating knowledge through direct instruction, research, and public service; or performing professional-level duties that are integral to and uniquely supportive of that work. The purpose of each such position must be substantially engaged in the regular academic, educational, research, or public-service/extension activities of the University. Such positions require the exercise of professional expertise and discretion in determining the nature and content of the instructional-, educational-, research-, or public-service-related activities, and in evaluating the effectiveness of such activities, and/or involve significant and independent interaction with participants in the University's instructional, educational, research, or public-service programs.

The ongoing job responsibilities for such positions must

- ➢ Engage in or be uniquely supportive of instruction, student success, and/or the direction or coordination of education or academic-supportive activities; AND/OR

- ➢ Engage in or be uniquely supportive of original scholarship, creativity, or scientific research efforts, and the dissemination of such research/scholarship results (including dissemination through extension/public service). The ongoing job responsibilities must be involved with independent research design, implementation of research procedures, analysis of data, interpretation of research results, and/or dissemination of results through publication or public service; AND/OR

- ➢ Serve as a staff physician or staff veterinarian (without faculty rank), providing clinical healthcare services to human or animal populations.

Minimum Education and Experience

EHRA non-faculty IRPS positions generally require post-baccalaureate credentials (e.g., Master's degree or higher), although a bachelor's degree plus alternative or equivalent professional training and experience may be substituted for the advanced degree. It is recognized that in some areas such as information technology, admissions, financial aid, and athletics coaching and athletics management, appropriate qualified candidates may hold baccalaureate rather than advanced degrees. Positions for which post-baccalaureate credentials are not required, or for which specific degrees or certification are required, have education and experience requirements listed.

EHRA IRPS SUB-CATEGORIES

For purposes of reporting and workforce administration, these positions are subcategorized below. The individual EPA IRPS subcategories below may include example statements of minimum education and experience for positions which would not require a Master's degree or higher, or where specific degrees/certification/licensure is required.

Academic Advising & Assessment

Positions whose primary purpose is to advise students on academic matters such as selection of a major area of study, course selection, and academic performance. Such positions may include individuals who provide student testing and assessment as part of the academic advising process.

Academic Preparation & Enhancement

Positions whose primary purpose is to improve student academic preparation through such means as tutoring and supplemental instruction, or to direct programs designed that enhance the educational experience of enrolled university students or targeted secondary school students to help prepare them for post-secondary education. This includes positions focused on enhancing the academic preparation of "at risk" student populations.

Academic Standards

Positions whose primary purpose is to develop and/or administer academic standards, curricula, and degree requirements for degree-granting programs.

Academic / Research IT Management

Positions whose primary purpose is to direct staff in providing information technology services that directly support the institution's academic or research missions; these are typically individuals at the Director-level within a school-wide, college-wide, or campus-wide role, as well as positions in large, specialized research or clinical centers. Note: This category is not intended for individuals who direct staff members who provide generalized or administrative information technology support that is not directly tied to an academic or research activity of the campus.

Athletics Coaching and Athletics Management

Positions whose primary purpose is to coach student athletes for teams sponsored by the institution, to serve as trainers to student athletes, as well as senior-level professionals with institutional responsibility for in student-athlete programs in areas of compliance, and major sports operations. Note: would not include equipment & facilities managers, or positions ancillary to an athletics program. *Education and*

Experience: Minimum of a bachelor's degree required with experience in relevant independent instructional or educational activities; specific minimum experience is at the discretion of the Director of Athletics.

Clinical Academic Department Administrator (CADA) and Research & Academic Department Administrator (RADA)

CADA and RADA positions are intended for administrators of high-complexity, academic health centers or research-focused academic departments and centers within the University system that are engaged in a substantial amount of externally funded research and feature complex, cross-disciplinary research collaborations and partnerships. Departments supervised by CADA/RADA positions would include Human Resources management; Finance and budget; and Sponsored research administration and compliance. Notes: Positions require individual HRAB review and approval regardless of campus delegated authority for EPA classifications

Education and Experience: Minimum qualifications of an advanced degree (masters or higher) and no less than 5 to 7 years of management-level experience in the full range of administrative and financial functions of an academic department or research center in a higher education, research, or health care setting. Candidates with 7 to 10 years of directly comparable experience may substitute for the required advanced.

Continuing Education

Positions whose primary purpose is to design and deliver courses, seminars, etc., that extend the institution's regular academic and research activities to non-degree-seeking participants through targeted programs and short courses. This classification is used for instructors of non-credit courses only.

Cooperative Education

Positions whose primary purpose is to develop cooperative or internship education experiences for students with employers, monitoring student progress and learning, and evaluating student performance. Such positions either have direct impact on grade assignment or are featured as an integral component of institution's student career services activities.

Counselors

Positions requiring credentialed professionals whose primary purpose is to provide clinical and developmental counseling or psychological services to students to enhance their psychological growth, emotional well-being, and learning potential. *Education and Experience*: Relevant professional degree and licensure in the appropriate clinical field of psychology, social work, or mental health.

Institutional Research & Assessment Management

Positions whose primary purpose is to direct and manage institution-wide data, metrics and management information about the institution's students, faculty and staff, enrollment and academic programs, facilities, and related items as required for federal, state, and UNC system reporting. Directly supports the institution's planning and assessment processes. This category may be used for Campus-wide roles or those who direct institutional research and assessment within a large School or College. Note: This is not intended for analysts or other institutional research roles that do not have Director-level responsibility.

Instruction

Positions whose primary purpose is to determine course content, teach and evaluate enrolled students in courses for academic credit.

Instructional Consulting and Technology

Positions whose primary purpose is to assist, advise, and critique faculty and other instructional staff on instructional matters such as course content, curriculum structure, and instructional technique, or whose primary purpose is to plan, design, or implement information technology and/or multimedia approaches that directly support instructional delivery. This includes positions involved in transitioning coursework from traditional "face-to-face" delivery to on-line "distance learning" formats. This category is not to be used for individuals who provide routine information technology support within the instructional enterprise.

Laboratory Management

Positions whose primary purpose is to manage research and experiential laboratories and participate in design and selection of experiments, protocols, and procedures that best support the instructional or research goals and in evaluating progress towards goals.

Professional Librarians

Positions whose primary purpose is to support the institution's instructional and research activities by advising students and faculty on the selection and effective use of library resource materials and by working with faculty on instructional and research matters such as collection development. Used for professional librarians without faculty rank.

Education and Experience: Requires the Masters in Library Science (MLS) degree. In specialized libraries, may substitute an advanced degree in the field of specialization (e.g., legal degree for a law library, or a history degree for a special historical collection within the library setting).

Public Service & Extension

Positions whose primary purpose is to provide the direct delivery of scholarship and research to public audiences and clients and/or to direct staff or programs in the development and administration of such programs, which focus or extend the academic resources and/or research products of the institution on addressing community and regional issues and incorporate community needs in the institution's academic and research programs, including agricultural extension and industrial extension.

Research Administration & Compliance

Positions whose primary purpose is to direct and administer the programs and staff of major externally-funded research projects; serve as the chief administrative manager and compliance officer for a large academic department or research center with substantial administrative and financial complexity and which derives a significant portion of its operating budget from sponsored research funding sources; or positions that provide executive leadership of sponsored research activities either campus-wide or within a School/College dean's office. The latter includes individuals who manage project proposals in compliance with the institution's academic and research policy, provide substantive professional advice on the development of project proposals, and negotiate with sponsoring agencies with regard to the terms and conditions that govern the conduct of sponsor research. Notes: These positions do not include first-level contract and grants developers, grant writers, or administrative support.

Research and Clinical Professionals

Positions whose primary purpose is to serve as non-faculty principal investigators, research project managers, research scholars, research scientists, or research assistants/associates for primary or secondary research projects that may advance or enhance a field of academic learning; as well as licensed clinicians who deliver research demonstration outcomes or who provide direct clinical services to clients in an academic healthcare environment.

These positions function with substantial independence and expertise in original scholarship, research design, research engineering, implementation of research procedures, data analysis and interpretation of results. Research computing professionals whose principal duties involve the exercise of substantial research independence and creativity in discovering new or emerging technologies may also be considered for this category as distinguished from individuals who are operating or supporting existing, well established information technologies. Note: These positions do not include operational or support related positions.

Education and Experience: Relevant post-Baccalaureate degree required; for candidates demonstrating comparable independent research productivity, will accept a relevant undergraduate degree and 3 or more years of relevant experience in substitution. May require terminal degree and licensure.

Student Support Services

Positions whose primary purpose is to develop, direct and administer services for students and/or faculty that have a direct impact on the students' educational experiences and/or campus life (e.g., student career services; student life / student housing; student honors programs; student diversity support programs; student conduct; student registration and records). This category also includes student admissions and financial aid positions that exercise decision making authority on behalf of the institution (e.g., admissions officers, financial aid officers) and professional staff who design and deliver programs and instruction that involve direct interaction with students and enhance their academic and learning experiences outside the classroom setting. Note: These positions do not include operational or facility maintenance functions.

Technology Transfer

Positions whose primary purpose is to manage the flow of research and technology innovation, disclosures, patents, trademarks, copyrights and other aspects of technology transfer. These positions include professional staff members who assess disclosures for technical and commercialization merits; develop relationships with industry or government clients; negotiate business transactions for the exchange of intellectual property rights; collaborate with regional and state economic development agencies; and/or engage in other aspects of technology transfer such as negotiating licensing or equity agreements. These positions also provide outreach services such as training and education to university faculty and students in related activities.

Physicians and Dentists

While defined separately under NC General Statute 126-5(cl)(8), positions whose required qualifications meeting the licensing standards for Physicians and Dentists in the State of North Carolina will be classified as IRPS.