Agenda
Academic Affairs and Student Life Committee
May 7, 2004

**Academic Affairs**

Approval of Minutes from March 26, 2004 Meeting

Conferral of Degrees (Action)

Update on Academic Affairs Activities

Report on ECU’s new engineering degree (Dean Ralph Rogers)

**Student Life**

New Associate Vice Chancellor for Campus Living and Dining Services

Honors/Awards

- Student Health Service: Healthy Pirates Peer Health Educators Award
- Student Union: Society of Professional Journalists’: Region 2 Mark of Excellence Award
- Dining Services: NACUFS Loyal E. Horton Award

Request to Establish and Name an Organization of East Carolina University Past Student Government Association Presidents (Action)
Minutes of the
Meeting of the Academic Affairs and Student Life Committee
East Carolina University Board of Trustees
March 26, 2003

Attending: Ian Baer, William H. Bodenhamer Jr., David Brody, Robert J. Greczyn Jr.,
Robert O. Hill Jr., Dan V. Kinlaw, J. Fielding Miller, Garrie Moore, William Shelton,
Stephen D. Showfety, James L. Smith, James R. Talton Jr., and Margaret C. Ward

Absent: Michael W. Kelly, Willie C. Martin, and David Redwine

The following is a summary of the items discussed and the actions agreed on at the
Academic Affairs and Student Life Committee meeting held from 8:40 until 9:35 a.m. on
March 26, 2004, in the Brody Dining Area of the Brody School of Medicine:

Dr. Moore said that the issue of safety on campus has emerged at East Carolina and
throughout the nation. He said that his division is taking this issue seriously and that
security measures on campus have been reviewed and increased. Meetings with the
SGA and student groups also have been held to ask for students’ cooperation in
keeping outside doors closed. Mr. Talton asked if open forums on campus safety are
held each semester. Dr. Moore said that these forums are held in the residence halls
throughout the semester. Mr. Talton asked Dr. Moore if the student body believes that
the university is being responsive to the safety issues. Dr. Moore said that this appears
to be true but that students find some of the new safety measures inconvenient. Mr.
Baer said that students will get used to the safety measures. He said that education on
safety issues is key to creating a safe campus. Mr. Bodenhamer asked if Dr. Moore has
talked with other universities in the UNC system about what they are doing about their
security problems. Dr. Moore said that he has talked with other universities and that,
typically, those institutions are not doing as much to promote safety as ECU. Mr.
Greczyn commended Dr. Moore for taking these issues seriously. He said that the
inconvenience created by new measures will pay off with increased safety. Dr. Moore
agreed and said that safety is an ongoing issue.

Dr. Moore introduced Nancy Mize, director of student recreational facilities, who
provided an update on the North Recreational Facility project. Ms. Mize said that the
project has received permission to proceed with the design phase. She noted a
preliminary design posted in the meeting room. Ms. Mize said that this facility, which
will be the largest of its kind on a university campus in the United States, is expected to
be completed by spring 2006. Dr. Moore said that updates on the project will be
provided at future meetings of the Board of Trustees.

Dr. Moore noted that ECU Student Transit was the exclusive provider of transportation
for the Centennial of Flight celebration. He introduced Scott Alford who gave a
presentation on the history of ECU Student Transit. Mr. Alford noted that students are
responsible for the daily operations and oversight of the system. Mr. Talton said that
ECU Student Transit is very impressive.
Dr. Smith reported that the undergraduate general engineering degree was approved and that this approval gives the university access to $300,000 in development funds. He noted that the concentration in systems engineering will be important for economic development. He said that he will ask Dean Ralph Rogers to provide an update at the May meeting of the Board of Trustees.

Dr. Smith said that he has emphasized a collaborative approach in the Division of Academic Affairs. The members of the AA professional staff have revised their position descriptions. The deans meet every three weeks and will participate in a retreat in April. The key issues addressed at the retreat will be academic program planning and funding, IT support, distance education planning, and facilities and space. Dr. Smith said that he will report on the deans’ retreat at the May meeting of the Board of Trustees.

Dr. Smith said that Drs. Rosina Chia and Elmer Poe have met with the State Department concerning ECU’s global academic initiatives and that they will report on this meeting at the May meeting of the Board of Trustees.

Dr. Smith introduced Dr. Charles Lyons, director of international affairs. Dr. Lyons said that his goals for the coming year include making the office more of a nurturing home for international students and planning for the future of international programs at ECU. This plan includes increasing the number of international students at ECU, internationalizing the curriculum, and providing more international experiences for faculty and students. Dr. Lyons said that these steps are important to creating a description for his permanent successor. He said that the most important thing his office can and should do is to get ECU students overseas with “student swap” (reciprocal) agreements. Mr. Hill asked how the university will raise its number of students studying overseas. Dr. Lyons said this can be accomplished by providing opportunities, some resources, and energy for this effort. He added that the current goal is to have 150 ECU students overseas through reciprocal agreements by 2009. Mr. Greczyn thanked Dr. Lyons for his report and said that it was impressive. Mr. Talton said that international affairs is one of the most exciting issues and that he would like to see it on all coming agendas.

Mr. Greczyn thanked Dr. Smith for his “willingness to step up to the plate and do a great job.”

The Trustees approved the minutes of the December 12 meeting.

Respectfully submitted,

Carla L. Jones
Proposed Motion to be Offered by
Academic Affairs and Student Life Committee
Board of Trustees Meeting
May 7, 2004

Conferral of Degrees

I move that the candidates for degrees, as approved by the Faculty Senate, be authorized for conferral on Saturday, May 8, 2004 at the annual Spring commencement.
Overview of the Proposed East Carolina University Engineering Program

Introduction

The proposed Bachelor of Science in Engineering (BSE) at East Carolina University (ECU) addresses three principal goals: 1) support economic development by creating professionals to meet the general engineering needs of eastern North Carolina’s private and public sectors, 2) develop engineering problem solvers to work in general and emerging disciplines not addressed by traditional engineering disciplines, 3) attract, retain, and graduate general engineering students, especially eastern North Carolina students, including women and underrepresented minorities. ECU’s BSE programs approach to achieving these goals differs from traditional engineering program approaches in three primary ways: 1) the type of engineer produced, 2) the curriculum philosophy/structure followed, and 3) curriculum implementation.

Type of Engineers

Eastern North Carolina’s private and public sector enterprises operate in a highly competitive, global environment. The dynamic character of such technology-dependent and, typically, resource-limited enterprises requires technical problem solvers to work in general and, often, emerging disciplines. In this highly competitive environment, technologically-based challenges cannot be neatly categorized along traditional disciplinary boundaries. Many of the smaller enterprises characteristic of eastern North Carolina cannot afford the luxury of highly specialized domain experts. ECU’s proposed engineering program acknowledges and addresses these needs through a general engineering program.

General engineering provides the technical background and education to fill positions ranging from administrators to project designers, supervisors, and group leaders in research or production. These graduates serve also as sales engineers, technical service representatives, directors of public relations units, and in other posts of leadership that require both technical knowledge and the ability to deal effectively with people. Some general engineers are successful in establishing their own firms as consulting engineers, manufacturers, or suppliers of computer equipment and software. A number enter the practice of law, particularly patent law, as members of established firms or in their own private practice, while others find general engineering a path to medical school. General engineers find the technical knowledge acquired and the analytical thought processes developed while pursuing the general engineering curriculum to be helpful in a wide variety of professional settings.

The general engineers ECU seeks to produce combine a strong theoretical background, specialized knowledge in specific areas, and broad skills in problem solving to give them a sound but flexible base for a career. The graduate can move into practice or advanced study in almost any branch of the engineering profession. With equal ease, the student can prepare for further study in management.
Such engineers must be able to anticipate, create, implement, and manage new technologies. These abilities demand that students acquire in-depth working knowledge of science and mathematics core principles and related foundational engineering knowledge. Additionally, students must integrate their science core and engineering fundamental knowledge with organizational and teaming skills, financial and marketing skills, and the marshalling of the resources needed to accomplish a specific goal. Most importantly, the engineers ECU seeks to produce also receive the basis and values to be life-long learners, able to adapt and master changing technologies, methodologies, and organizational structures. ECU’s program will provide professionals with the engineering skills sets necessary to address the dynamic, global, evolving, competitive challenges characteristic of the economies and societies of the emerging twenty-first century and confront the economic development challenges of eastern North Carolina.

Curriculum Philosophy

The proposed curriculum shifts the focus of its engineering educational environment from teaching to learning, from the theoretical to the experiential, and from the piecemeal to the integrated. The underlying philosophy of ECU’s BSE curriculum rests on a design-oriented, interdisciplinary focus that emphasizes core science and fundamental engineering principles. The general engineering curriculum is designed to give a broad background in the core sciences, mechanics and structures, information technology, engineering design, and decision-making that are supportive of a systems approach to engineering while maintaining the traditional rigorous treatment of the subject matter. It is enriched by the use of computer-aided engineering tools and course experiences involving a design-build-test-evaluate ("closed-loop") cycle that echoes the real world. This learning experience begins in the freshman year and proceeds continuously through the senior year. The senior year culminates in a client driven, commissioned project course in which student teams solve real-world problems posed by external sponsors/clients. Just as importantly, the curriculum is designed to instill the values and to provide a viable basis for life-long learning. Graduates are purposely positioned for an engineering career in a world of rapid technological change.

Moreover, the chosen philosophy emphasizes developing a central intellectual touchstone and knowledge base for general engineering problem solving and design. This base provides the foundation which will permit an engineer to rapidly acquire specific domain knowledge in the context of the general framework of applied science. The paradigm sought is that of a broad-based knowledge that will enable the life-long learner to acquire new specialized knowledge either individually, through direct practice, or by formal training and education. Perhaps, more importantly, the skill sought is to acquire new knowledge quickly and integrate such knowledge into a broad world view. This paradigm arises from the belief that much of today’s engineering education results in engineers with highly specialized, domain specific knowledge that “stovepipes” the perspectives and worldviews of graduates. This “stovepiping" is a result of the highly serial process of traditional engineering education and its emphasis on greater and greater specialized domain knowledge. Figure 1 illustrates this traditional approach.
The paradigm pursued by ECU’s BSE emphasizes a more parallel, iterative approach of science and engineering principles linked through an experiential environment of application, methodologies, and feedback. This approach immerses students in a multi-experiential environment where the need to learn basic knowledge, apply problem-solving methods, solve real problems, and make tradeoffs and compromises are part of a total education milieu. This approach recognizes that the constantly changing world of technology requires the individual to rapidly adjust to shifts in technological, economic, and operational imperatives. ECU’s philosophy does not overlook an appropriate level of specialization and requires students to pursue a focused concentration area of study beyond the foundation program. The focused concentration serves a two-fold purpose. First, it provides a marketable identity for graduates in the job market. Secondly, it provides students with an opportunity to apply and use their general education as a basis to progress to a more specialized knowledge domain. This experience is not meant to emphasize narrowing specialization as much as to demonstrate acquisition and integration of more specialized knowledge in the context of an ever expanding breadth of knowledge. Figure 2 reflects the conceptual view of this process.
ECU plans to implement its proposed BSE curriculum through a concept and program identified as the Integrated Collaborative Engineering Educational Environment, or ICE³ (pronounced “ice cube” for short). ICE³ program is grounded in research results from the National Science Foundation’s sponsored Engineering Education Coalition (EEC) Program that began in 1990. Throughout the 1990’s, NSF funded eight EEC’s representing over $100,000,000 invested in engineering education research over a twelve year period. The EEC Program sought to fundamentally change the culture of engineering education both in curriculum and methodology. The principal goals of the EEC Program were to increase both the quality of engineering education and the number of degrees awarded in engineering, especially for women and underrepresented minorities. EEC Program research and experience indicated that to increase student engagement and retention in engineering programs, students must establish more connections—to each other, to faculty, to industry, to academic material, and to their chosen careers. However, the adoption by the academic engineering community of what was garnered from EEC experiences has been selective and generally disjointed. To quote Cordes et. al. from the Foundation Coalition, “We knew that changing curricula would be difficult. Changing a culture, the key to lasting and systemic reform, is even more so.” [David Cordes, Don Evans, Karen Frair, Jeff Froyd. “The NSF Foundation Coalition: The First Five Years.” The Journal of Engineering Education. January 1999. pp 73-77]. The key design construct of ECU’s ICE³ program is to address the need for more connections in the engineering educational experience and to foster the necessary academic culture for this approach to thrive.

ICE³ provides collaborative learning communities where students, faculty, and employers with common interests work as partners to improve the engineering educational experience. ICE³ establishes cohorts of students and teachers working in a structured environment with formal industry participation. This experience spans
multiple terms and multiple courses, each term with an identifiable curricular focus devoted to the endeavor. ICE\textsuperscript{3} emphasizes engaging students in engineering from the day they matriculate: making the study of engineering more attractive, exciting, and fulfilling; developing students as emerging professional leaders; and increasing the diversity of academic backgrounds and the number of women and underrepresented minorities.

During the first year, specific ICE\textsuperscript{3} courses (identified by the prefix ICEE) address engineering fundamentals including engineering graphics, data analysis, and design analysis involving static forces, stress, shear, business planning, and project planning. Topics are focused around several design, build, and test projects. Projects introduce students to the engineering design process and allow them, on a reduced scale, to experience the same decision making process as practicing engineers. The second year ICE\textsuperscript{3} courses focuses on advanced topics in engineering fundamentals and engineering science, including dynamics, thermal systems, fluid systems, and the design and analysis of electrical circuits. Projects introduce students to leading teams and proposing plans. The first two years of ICE\textsuperscript{3} courses are also coordinated and integrated with ICE\textsuperscript{3} cohorts in cognate courses from math, English, and physics.

The ICE\textsuperscript{3} concept and structure, as its name implies, strives to create an environment and infrastructure to foster the connections necessary for students to be successful as students and as engineers. Most engineering education approaches are based on fragmented disciplinary courses taught from specific disciplinary perspectives. In contrast, the ICE\textsuperscript{3} approach fosters an emphasis on learning a broad but highly integrated foundation of engineering fundamentals and engineering sciences necessary for a general engineer. The broad foundation in engineering fundamentals, the program’s emphasis on general problem solving, and the integration of systems, technology, and people provide the basis for establishing a professional who will be able to adapt to changing technologies and contexts. More importantly, the proposed engineering program strives to create life-long learners who are able to build continually on the solid basis provided by their general engineering degree education.

During the third and fourth years, students remain involved in ICE\textsuperscript{3} through courses that include emphasis on systems analysis and problem definition, information systems, and senior design capstone courses. Students participate in projects involving students from all class levels, with more senior students mentoring and/or leading projects teams consisting of more junior level students.

The proposed conceptual architecture for the BSE curricula is shown in Figure 3.
An equally important integral part of ICE³ is ECU Engineering, Inc., a dynamic, student run showcase of ECU capabilities. It will be designed and managed to attract project ideas from entities that see how the students’ work can effectively formulate and solve engineering problems. This initiative will bring students together to engage in and work on real world projects for real clients every semester through graduation. Students will move up through the ECU Engineering, Inc. organization as they progress through their academic program. The final stage in this progress is a capstone senior project as a final experience where students will propose and manage their project with ECU Engineering, Inc. assets, including other students. Continuous involvement in ECU Engineering, Inc. will be required every semester and will be incorporated into ICE³ courses and learning communities.

The proposed 128 credit hour conceptual architecture for the BSE curricula shown in Figure 3 requires eight new courses (i.e., 30 credit hours) to establish the Integrated Collaborative Engineering Environment (ICEE) component of the curricular architecture. The goal of addressing emerging needs, which are not along traditional disciplinary boundaries, is reflected in the first proposed BSE concentration identified below:

- Systems Engineering will produce a technical generalist who can formulate, solve, and implement solutions to a wide variety of problems in a multitude of
contexts. Such engineers are especially appropriate for smaller manufacturers that need engineering expertise, but cannot afford a large staff of specialists.

The proposed systems engineering concentration requires six new required courses (i.e., 18 hours) as well as some additional electives. The majority of the course work for the proposed BSE will be drawn from existing courses.
If it ain't broke, don't fix it

The Board of Governors recently approved a plan for East Carolina University to begin a general engineering program. In response, the N.C. State Board of Trustees, along with the faculty and administration, responded with opposition and concern. That opposition is well within reason.

ECU intends to create an engineering program that will allow students to gain experience across a variety of fields. They argue that there is a market for such a program and ECU wants to provide a new option for students.

However, NCSU already supplies that direction.

NCSU has established itself as the primary and prominent engineering school in North Carolina. The possibility that a student would learn something at ECU that would be impossible to learn at NCSU is minute. NCSU’s founders planned the university on the premises of maintaining excellence in all engineering fields and to graduate students that would use their knowledge to forward society.

At NCSU, that goal is a reality.

NCSU students that graduate with engineering degrees are among the elite in the engineering job market. ECU’s desire to create an alternative engineering program jeopardizes that.

If ECU were to obtain the funding for such a program, that is money that NCSU would not receive. The budget for higher education is already scarce, and there is no need to deprive NCSU of money that could be used to build on what has already been established. NCSU already has the classrooms, the labs, the curricula and the faculty to further the technology and maintain the quality of graduating students that go into the job market.

ECU’s program would endanger that, because ECU would offer NCSU faculty members higher positions and contracts in its new program that would be irresistible. Then NCSU would be on a constant search to find quality staff members that are currently serving students adequately.

Instead of unnecessarily using our resources, ECU could collaborate with NCSU on a two-plus-two program similar to what the program NCSU and UNC-Asheville
currently share. Students are able to take courses that are fundamental for studying engineering, like advanced levels of calculus and physics. After completing two years, those students matriculate to a specific field at NCSU. This allows time for students to determine the exact discipline of engineering they want to pursue.

ECU should rethink its stance and allow NCSU to maintain and further its already established engineering program. East Carolina should work with NCSU, but not against. Because that's essentially what is happening.

And, after all, it's the students that matter.
N.C. State Board of Trustees passed a proposal to protest the Board of Governor's decision to approve ECU's general engineering program on Friday.

After hearing a report from Academic Affairs and Personnel Committee Chair Richard Robb, which discussed last month's Board of Governor's (BOG) decision to implement ECU's general engineering program, a motion was made to show BOT's displeasure of this decision.

ECU's four-year general engineering program has upset BOT members, as well as NCSU faculty, as it may compete with N.C. State for resources in the future, according to BOT members.

"I am a little surprised at this reaction, but it's certainly the way things work," Dr. Ralph Rogers, dean of the College of Technology and Computer Science at ECU, said. "I don't see any problems and I don't see anything that gets in the way of what we do. We are talking about a very small start up program and we will be working very hard to make it successful; we will be trying very hard to work with everyone else in the state. I don't see us having to compete."

According to Rogers, ECU plans to enroll approximately 30 students into the general engineering program in the fall. Their goal is to expand to 100 students within the next few years.

According to Dr. Nino Masnari, dean of the College of Engineering at NCSU, ECU must have graduates from their program before they can become accredited, which he estimates will be in 2010. By that time, ECU has estimated they will need $2.7 million for the program.

"The cost is really based upon what we are looking at in terms of new student dollars that are generated by the number of students that attend the university," Rogers said. "We're not getting a special engineering budget, but we certainly did get some start up funds, as did the programs at UNC-Asheville and at Western Carolina. We all three got the same amount in terms of those start up funds."

"Our other funds that we're looking for are really those that will come from student growth," he said. "We're looking at attracting students to our program. So in terms
of our budget that we submitted was really based on dollars that would come from new students."

BOT members are concerned that there is no need for this type of program in North Carolina as there are enough engineering programs to meet the demands of the state, according to findings from two studies in the last three years.

In 2001, UNC System President Molly Broad engaged the National Center for Higher Education Management Systems (NCHEMS) to conduct a "Needs Assessment" for the state.

According to the results from NCHEMS, "North Carolina does not have need for additional engineering programs. The state already produces more graduates than current and projected annual job openings...There is no compelling case in the date for additional engineers."

The study did find that there was additional need in the Master's level of engineering, but not in the undergraduate level.

Another study was conducted in the spring of 2003 by three engineering deans from across the U.S. They were commissioned to study the engineering situation in North Carolina and visited ECU, UNC-A and Western Carolina as part of their study.

Their study resulted in a report saying, "The team does not recommend the formation of any school or college of engineering at the institutions considered."

The study further recommended joint engineering programs between UNC-A and NCSU and Western Carolina and UNC-Charlotte, and that ECU pair up with NCSU to develop a 2+2 program, which NCSU had already proposed to ECU in 1997, according to Masnari.

Broad endorsed the proposals for Western Carolina and UNC-A, but proposed the establishment of a general engineering program at ECU, according to the BOT.

"I can't speak to what President Broad's decision process was and what her arguments were, but our rationale is that when you look at the studies, it was really looking at the large data sets and classifications of engineers in terms of the 'traditional' classifications," Rogers said. "What we hear from the industry of Eastern North Carolina, is that they are looking for generalists."

"They need an engineer who can work within a broad number of areas, whose more generally trained, a special one that could work for small businesses, who can't really afford to hire specialized engineers," he said. "There is also a problem of recruiting engineers into Eastern North Carolina."

Although ECU maintains their program will only be a general engineering program, there has been discussion as to whether this will lead to disciplined engineering programs within the next few decades.

"I really don't see that being a possibility in 10 years. Even 20 or 30 years from now,
I still don't think that we will be trying to do things like that," Rogers said. "Things just don't move that quickly in the discipline and within education."

"I don't see us offering the 'traditional' types of programs, we would like to try and build upon the general engineering approach, perhaps some of the emerging disciplines that are not out there yet, that are really going to cross many disciplines," he said. "They would really be on the fringes and will not one of the main programs."

BOT members are also worried about the amount of funding that is available for engineering programs across the state. Some members feel there is a need to worry about competition for these funds once ECU's program is established.

"N.C. State has excellent programs and we are not here to try and compete with N.C. State or any other established programs out there," Rogers said. "We are trying to find some areas that where we see a need and are trying to establish some new directions." There is no use in trying to duplicate something that already exists in North Carolina. We knew that wouldn't make sense, so we have tried to do something that will make sense and that is cost effective and that takes advantage of resources here."

"We argue that this is worth exploration," he said. "In the grand scheme of things, we think this will help to meet the needs of Eastern North Carolina, in particular when we hear the need from the industries and the agencies at this end of the state."

Masnari expressed his concern over the BOG's decision to approve ECU's program, reminding BOT members that NCSU had extended an offer to ECU to establish a 2+2 program in 1997. ECU responded by saying they were not interested in the program.

"That happened over eight years and several administrations ago, so I really can't speak to that," Rogers said. "We really are trying to do what will meet the needs of the people of Eastern North Carolina, and from that standpoint, we are just trying to do what makes sense for ECU. We have talked to people and we have looked through a lot of things. We haven't tried to do anything in the dark; we are very open about what we are doing."

"Certainly the larger universities are doing excellent jobs of developing engineers," he said. "We are using a different approach based in terms of the type of engineers that are graduating and how we are trying to educate them. We are trying to get a type of engineer that is somewhat different than the engineers that are being developed at N.C. State."

Masnari has also expressed concerns regarding the approval of programming by the BOG.

"Everybody should be concerned about the proliferation of programs," Masnari said. "There is a tendency of the BOG to approve any program that is proposed, which is setting a bad precedent."

Student Body President Tony Caravano is also worried about the general
engineering program at ECU.

"Personally, I'm concerned of the quality of degree received from ECU," Caravano said. "Can they compete with us? What are we doing to the funding at N.C. State for engineering if this program is implemented?"

Although the BOT has expressed their disapproval with ECU's new program, Rogers is still optimistic.

"I think this is going to be really for the benefit for all of North Carolina and for us to begin to explore and identify some things. That's certainly what we're trying to do; we're not trying to take anything away from anybody else," he said.
Engineering club to widen

By BARBARA BARRETT, Staff Writer

One university wants a new toy -- a degree program for budding engineers. Another says it's not fair because there isn't enough money to go around.

Does someone need to go to timeout?

East Carolina University and N.C. State University haven't been sent to their rooms yet, but a sibling spat is breaking between them over ECU's new engineering degree.

NCSU leaders and engineering professors say ECU's small program isn't needed, will steal scarce tax dollars and might not be much good anyhow. NCSU trustees, at their meeting this month, passed a resolution 12-1 expressing disappointment that the program was approved.

ECU leaders, meanwhile, say they're astonished at the response but remain determined to serve the struggling communities Down East with graduates trained in engineering basics.

And Molly Broad, president of the UNC system, worries about how the $5 million it might look to legislators as budget season opens. "This seems so unnecessary," she wrote to colleagues in an e-mail message this month about the trustees' resolution.

Brad Wilson, chairman of the UNC Board of Governors, agreed, noting that the board approved the ECU program in March and the NCSU trustees' resolution came April 15. "It seems to be a day late and a dollar short," Wilson said. "The division is made."

ECU's general engineering program is scheduled to start in the fall with about 35 students. At its peak, it will serve more than 350, according to the school's proposal.

Still, engineering won't be a college or even its own department, said Ralph Rogers, dean of the College of Technology and Computer Science, where the program will live.

The program's one concentration will be in systems engineering, which teaches students to mesh technology with companies' needs, Rogers said.

Several recent faculty hires at ECU have backgrounds in engineering. The university also has a new science and technology building and $300,000 in start-up money from the legislature. Otherwise the university pledges that its program will be self-sufficient, relying on student enrollment dollars to pay the bills.

"We're not trying to go head-to-head with N.C. State," Rogers said. "It's a relatively modest program."

N.C. State, by contrast, has the nation's fifth-largest College of Engineering, with about 5,700 undergraduates and 15 specialties as diverse as nuclear and biomedical engineering. The college was ranked 31st in the nation by U.S. News & World Report last year.

It's one of three major engineering programs at UNC system campuses. The others are at N.C. A&T State University in Greensboro and UNC-Charlotte.

"Where is the outrage?"
No matter what ECU says about staying small, its new program is a threat, said David Beasley, an engineer and NCSU faculty senator who serves on an advisory committee of the national engineering accreditation agency. ECU might have to spend millions for expensive new equipment to earn accreditation, Beasley said.

"They haven’t asked for the money yet. They will," he said. "There’s not an engineering program in the world that doesn’t require money. They’re going to want to be on the budget gravy train."

Legislators Down East have long thought the region needed more engineers.

The General Assembly asked the UNC system a year ago to study the feasibility of new engineering programs in the state. In response, UNC spent $10,000 on two reports. Both reached the same conclusion: No new engineering programs are needed.

Those are the reports NCSU leaders use to criticize what they call an unnecessary program at ECU.

But the studies focused on big-time colleges of engineering, not smaller programs with a regional focus, said Alan Malbe, the UNC system’s vice president for academic planning. His office recommended approval of the ECU program.

NCSU Chancellor Marye Anne Fox tried to delay the vote, but Broad told her it should move ahead so as not to offend legislators who want the program. The proposal sailed through the Board of Governors.

A few weeks later, NCSU trustees voted against the decision.

"Where is the outrage here?" asked Richard G. Poole of Linville during the group’s academic affairs and personnel committee meeting. "We’re just getting pushed around. You know the pot is just so big."

Some NCSU trustees who live in Eastern North Carolina urged caution. Robert B. Jordan III of Mount Gilead said the trustees would be wise not to insult the Board of Governors.

In the end only trustee Cassius S. Williams of Greenville voted against the resolution.

"We should be about developing positive relations with another campus instead of swiping at their heels after the decision is made," he said. "I just doubt this is going to make them feel warm and fuzzy."

Previous squabbles

Infighting over new programs isn’t unusual among UNC campuses.

ECU faced parochial outrage years ago when it launched its medical school. UNC-Chapel Hill, especially, worried about competition for resources. The medical school won approval, though, and is now a major economic engine for the region, said Greenville Mayor Don Parrott.

At the system office, Broad and her employees have gotten used to refereeing the squabbles. "You know, you love all your children in different ways," said Gretchen Bataille, senior vice president for academic affairs. "You want them all to be successful in their own way."

It remains to be seen how legislators will perceive NCSU’s resolution. After the trustees’ meeting, Broad told colleagues in her e-mail that she feared the move would upset Senate President Pro Temp Marc Basnight and other lawmakers. "Keep your ear to the ground, please," she told the system’s lobbyist.

Basnight said this week that he’s fine with the NCSU trustee’s input, but he disagrees with them.

"It is wrong to deny resources to Eastern North Carolina," he said. "You need to build the school. A little competition’s never bad anyhow, is it?"
April 21, 2004

President Molly Corbett Broad
Office of the President
The University of North Carolina
PO Box 2688
Chapel Hill, NC 27515-2688

Dear President Broad:

After considerable discussion in committee and before the full Board, the Trustees of North Carolina State University voted at their April 16, 2004 meeting to express concern about the University of North Carolina Board of Governors’ recent decision to authorize a four-year general engineering degree program at East Carolina University. Development of the statement below followed a report by Chair of the Faculty Dennis M. Daley to the Trustees’ Academic Affairs and Personnel Committee expressing the faculty’s dismay about the Board of Governors’ action. Trustees on the Committee concurred with the faculty’s concern.

Upon the recommendation of the Academic Affairs and Personnel Committee, the full Board of Trustees voted 12 to 1 to approve the following statement. In addition, the Trustees have asked that I, as Chair, forward this statement to you and Chairman of the Board of Governors Brad Wilson with our request that this letter be distributed to all members of the Board of Governors.

The statement reads:

“We are surprised, disappointed and concerned that the Board of Governors has authorized a general engineering degree at East Carolina University. This decision was made despite the findings of independent experts, retained by the Board of Governors and the Office of the President, that indicated no need for additional engineering programs in the State of North Carolina.

The NC State Board of Trustees believes this was an unfortunate decision considering the findings of the study and the data supplied. Further, we are convinced that this will negatively impact the already scarce resources for existing programs within the UNC system.”

The NC State Board of Trustees appreciates this opportunity to respond to the recent Board of Governors’ action.

Sincerely,

Peaches Gunter Blank
Chair

cc: UNC Board of Governors Chairman Brad Wilson
    NC State Board of Trustees
    Chair of the Faculty Dennis M. Daley
Dr. Garrie Moore, Vice Chancellor for Student Life, is pleased to announce the selection of **Mr. Todd Johnson** as the new Associate Vice Chancellor for Housing and Dining Services.

Mr. Johnson comes to us from A&T State University where he served as Director of Auxiliary Services and Business Manager. Previously, he has served as Assistant Director of Housing and Administrative Affairs at the University of Maryland, College Park Maryland and General Accountant for Housing and Food Services Departments at Pennsylvania State University, University Park, Pa.

Mr. Johnson received his Bachelor's of Business Administration degree from North Carolina Central University and his Masters of Science Business Management from University of Maryland, University College. Todd brings a tremendous amount of excitement and talent to the ECU family and I am proud to have him as part of my team.

Please join me in a big Thank You to Waz Miller who served as interim Housing Director during the past year. Waz has done an outstanding job and is to be commended for her tenacity and skillful management during a difficult time. A special thanks also goes to our Dining Services staff who stepped up to the plate and assumed additional responsibility during the past year.

Thank you all for your participation in the search process.
Healthy PIRATES Peer Health Educators

The Healthy PIRATES Peer Health Educators are an outstanding group of students on campus whose mission is to create an awareness of the health issues facing college students. PIRATES is an acronym, which stands for Peers Influencing Responsible Actions Through Everyday Situations. The Healthy PIRATES strive to conduct entertaining and educational programs that promote responsibility when dealing with the sensitive situations college students often face. We are affiliated with BACCHUS and GAMMA Peer Education Network, an international association of college and university-based peer education programs focusing on alcohol abuse prevention and other related student health and safety issues. It is the mission of the association to actively promote peer education as a useful element of campus health education and wellness efforts.

The award was given based on the outstanding accomplishments of the Peer Health Program at ECU. During the 2003-2004 academic year, the Healthy PIRATES conducted 11 major campus events and over 20 presentations to organizations and classes on campus. We have reached over 12,000 students on campus throughout these programs and events. There has been a 328% increase in enrollment of the Peer Health class since the previous academic year, which strongly represents the growth and strength of the program. We had 32 students in 2002-2003 and 105 in 2003-2004.

Recently, the Healthy PIRATES, along with the Wellness Education Division of Student Health and the Department of Health Education and Promotion, hosted the Area 12 Peer Education Network Conference which consists of over 70 schools. During this conference the Healthy PIRATES were awarded the top honor – Outstanding Affiliate for 2003-2004. This award was well deserved for the Healthy PIRATES and we will continue to work hard to ensure that ECU’s students learn all they can about how to make informed decisions and live a healthy lifestyle.
Society of Professional Journalists' Region 2 Mark of Excellence Award

The winners of the Society of Professional Journalists' Region 2 Mark of Excellence awards were announced recently. The region covers Delaware, the District of Columbia, Maryland, North Carolina and Virginia.

First – second - and third-place awards and honorable mentions were chosen from around 330 entries in 45 categories. The first-place winners go on to be judged against other first-place winners from all over the country at the national SPJ awards contest, and the winners will be named at the national SPJ convention in New York City Sept. 9-11.

ECU Student Media won three awards:

BEST ALL-AROUND NON-DAILY

First Place — The GW Hatchet, George Washington University
Second Place — The Breeze, James Madison University
Third Place — (tie) The East Carolinian and The Towerlight, Towson University

BEST STUDENT MAGAZINE - LITERARY

First Place — Rebel, Matthew Munoz, East Carolina University
Second Place — Travis Clinganpeel, Jeanine Gajewski, James Madison U.

BEST STUDENT MAGAZINE - OTHER

First Place — Expressions, Faisal Lodhi, Michael Ashby, R. Scott Wells, East Carolina University
Second Place — Blue & White, Alison Henry, Lindsay Varner, UNC-Chapel Hill
East Carolina University Dining Services has been chosen as the 2004 Loyal E. Horton Dining Award recipient. Todd Dining Hall received first place, large school, Gold Award for "Seven Wonders of the World" Best Special Event Theme Dinner in the nation. This is the second year in a row that Todd Dining Hall has won this prestigious award. Honorable Mentions were also awarded to Todd Dining Hall "Halloween Horror Feast" Special Event Theme Dinner and Mendenhall Dining Hall "Tour of Italy" Special Event Theme Dinner.

East Carolina University Dining Services has also been chosen to present an interest session titled "How to Build a Successful C-Store" This will take place in Las Vegas in July.

Awards will be presented in Las Vegas at the national NACUFS conference that kicks off July 6th.

Look out Vegas here we come!!!!!!!

NACUFS Loyal E. Horton Dining Award
Request

to establish and name an organization of

East Carolina University Past Student Government Association Presidents

April 27, 2004

The Division of Student Life, its Advancement Office, and selected past presidents of ECU’s Student Government Association request that the recent organization and initiative for past SGA presidents be named and recognized by the university as

The Robert Herring Wright Society
of
Student Government Association Presidents

“Consistent with [President] Wright’s goal that students build qualities of leadership, cooperation, and self-reliance was his aspiration for a student government association. During the early years, he advanced the idea . . . in the fall of 1920, the class of 1921 responded to his challenge and initiated student government. According to the constitution, the Student Self-Government Association (SSGA) was designed to ‘direct matters concerning college life, not reserved to the jurisdiction of the faculty.’ As such, it coordinated various student activities while also enforcing the regulations relative to campus life.”

Armed with President Wright’s dream and broad campus representation, the student government effort began its memorable journey. Its traditional functions included serving on behalf of student interests, enforcing the honor code, coordinating campus activities, and participating in state and national student government forums and organizations. Fulfilling its responsibility to administer student fees, the legislature appropriated funds to finance operations of various campus organizations.

SGA became innovative in providing relationship-building retreats; in initiating a student bus service; in building the foundation for university-wide cultural, recreational, and entertainment events; and in organizing student publications.

Realizing that the SGA leadership has represented some of ECU’s best and brightest for decades, the Division of Student Life began to work toward establishing an identity and organization for past presidents and to build a significant place for them in the family and life of the university. The SGA Hall of Presidents was created in Mendenhall Student Union with photographs of all presidents since the first in 1920. Presidents were invited and the hall was dedicated in October 2002.
The most recent meetings of presidents have determined that there is significant interest in their having an organized initiative to provide proactive assistance and financial support for East Carolina. These interests have included the initiation of a fund-raising project to establish the presidents’ scholarships, mentoring for leadership programs and for graduates entering the work place, and advocacy for the university.

Behind Student Life’s efforts to establish an entity for past SGA presidents is the recognition of the group’s exhibited leadership ability, unique relationship to the university, and potential to be a substantial voice and force in the progress of ECU. In regard to the Centennial Campaign and to building a philanthropic tradition for East Carolina, SGA presidents could prove to be invaluable because of their extraordinary abilities and substantial resources.

Therefore, it is requested that the organization of ECU’s past student government presidents be designated as The Robert Herring Wright Society of Student Government Association Presidents, and that in the future other past ECU student government officers may be considered for membership; that the organization be considered an advancement entity for Student Life and be administered jointly by Student Life and University Advancement.

\[\text{Mary Jo Bratten, } \textit{East Carolina University: The Formative Years, 1904-1982.} \text{ 1986.}\]