I. **Academic Affairs**

A. Approval of Minutes from September 30, 2005 Meeting  
   Action

B. Conferral of Degrees  
   Action

C. Vice Chancellor’s Report on Current Activities  
   Discussion

D. Introduction of Alan White  
   Dean, Harriot College of Arts & Sciences  
   Discussion

E. Introduction of Terry Rodenberg  
   Director, International Affairs  
   Discussion

F. Position Allocations  
   Discussion

G. Enrollment Gender Distribution  
   Discussion

II. **Student Life**

A. Greek Organizations  
   Discussion

B. Update on Campus Safety Initiative  
   Information

C. Robert Herring Wright Society  
   Information

D. ECU/PCC Outreach Initiatives Update  
   Information
Minutes of the
Meeting of the Academic Affairs and Student Life Committee
East Carolina University Board of Trustees
September 30, 2005


The following is a summary of the items discussed and the actions agreed upon at the Academic Affairs and Student Life Committee meeting held from 10:30 a.m. until 11:00 a.m. on September 30, 2005, in Mendenhall Student Center:

Mr. Brody called the meeting to order. The committee approved the minutes of the July 2005 meeting.

Dr. Moore noted that his report on the Mendenhall Student Center / Ledonia Wright Cultural Center project was given during the Facilities and Finance Committee meeting. He thanked Dr. Ballard and the Trustees for their support of this project.

Dr. Smith introduced Don Joyner, who distributed ECU soccer balls to the Trustees. The balls, created in response to a request from an alumnus who is stationed in Iraq, are being distributed to Iraqi children and feature ECU recruitment messages in both English and Arabic.

Dr. Smith noted the strategic planning handout from Henry Peel. He said that, in addition to Dr. Peel, Carla Jones will be the Trustees’ contact person for strategic planning.

Dr. Smith reported that the transparent budget process is going wonderfully, but it is taking time. He said that the vice chancellors are learning more about each others’ divisions. Dr. Smith said that the $18 million in new enrollment increase funding (113 new faculty positions at $67,000 each based on 86,000 DE SCHs) is a large part of the current budget discussion. He said that the university is on pace for 28,000 students in 2008. He noted that there will be a $2.5 million budget cut this year.

Dr. Smith noted the draft document titled “List of Possible ‘Quality Drivers’ for Academic Affairs.” He said that this list is an effort to measure quality in an effective way. He noted the handout titled “2004-2005 Faculty Search Results,” which depicts one of these priorities, increasing the number of minority faculty. Dr. Smith said that he looks forward to reporting more on budget and faculty accomplishments.

Mrs. Ward suggested that Mr. Brody and Dr. Smith continue to have informal chats with the deans. Mr. Brody said that one such chat, on the preceding day, showed him that different colleges have different needs.
Mr. Brody said that he is excited about the transparent budget process.

Dr. Smith noted the reports to the Trustees from the colleges in Academic Affairs. He said that the colleges’ priorities will feed the development of the strategic plan. Similar documents from the schools in the Division of Health Sciences also are being produced.

Mr. Redwine asked why the percentage of women in the freshman class is so much higher than that of freshman men. Dr. Smith said that gender is not a criterion for admission. Dr. Peel said that data on this issue can be prepared for the Trustees. Mr. Joyner said that the traditional breakdown is 60% female and 40% male, in keeping with the national trend.

Mr. Brody adjourned the meeting.

Respectfully submitted,

Carla Jones
Proposed Motion to be Offered by
Academic Affairs and Student Life Committee
Board of Trustees Meeting
December 16, 2005

Conferral of Degrees

I move that the candidates for degrees, as approved by the Faculty Senate, be authorized for conferral on Saturday, December 17, 2005 at the annual Fall commencement.
Provost’s Report on Current Activities

1. **Strategic Planning**: As an observer of our planning process since its re-inception in 1987, I believe the current broadening of the process and the invocation of parallel considerations across departments, schools, colleges, and divisions is remarkably encouraging. Strategic planning in a University setting is difficult because of the many and varied valid tasks and goals a mature university encapsulates and, hopefully, advances. As a SACS visitor on five campuses in the 1990s and an observer of four such visits here (1970, 1980, 1990, 2000), I believe we have the best opportunity now to develop a plan that maximizes both everyone’s opportunity and the likelihood that we will arrive at a product about which we can be passionate. I salute the chancellor for his leadership on this effort, Henry Peel for his deliberate and inclusive approach to this process, and all of you who have expressed interest and have become involved.

2. **Day Care Facilities, Fixed Term Faculty Appointments, and other Priorities**: The Faculty Senate has gone on record some time ago about the importance of these topics and reiterated interest in both recently. I am currently framing task forces on each topic. Regarding day care, Nan Lee in the College of Human Ecology has prepared a plan and registered it with the administration in 2003-04. This plan will be part of the task force deliberation and the priority-weight of the task force report will have to be determined by consultation on priorities in general, within and the formal strategic planning process. The chancellor has accepted the Senate’s November resolution on evaluating the nature and number of fixed term appointments and the task force that I form on this topic will be broad-based and inclusive and will consider all the reports that have been done to date. I hope to have some task force reports on both of these areas by the end of the Spring Semester, 2006.

3. **Transparent Processes and Process Improvements**: I continue to be impressed with the successes, the attitudes, and spirit of openness and transparency that Chancellor Ballard has instructed us to pursue. Processes will improve and I believe we should have as a goal in the next 2-5 years that we become a national model for budget and resource allocation transparency. *We can do this.*

4. **Faculty Position Allocations and the Distribution of Operating Dollars**: I have shared the October 25 Academic Affairs position allocation memorandum in the Board materials and I continue to discuss the process with deans and others. The continued availability of enrollment increase monies is of course a function of continuing enrollment increases. We will be making enrollment projections for GA in December and a great deal turns on how well we do this projection. Deans are discussing these matters with the departments and schools within their units.
5. The Joyner Library (ALS) Director Search Process: Following Appendix L of the Faculty Manual, election of faculty representatives occurred last Friday and this week I am working on the appointments of the chair and the 3 remaining members that are at my discretion. I am also discussing the best manner of involvement of the Laupus Health Sciences Library in this search process. I have indicated that one of my appointments will come from the Faculty Senate Libraries Committee. ALS Faculty elected were: Lisa Barricella, Bryna Coonin, Linda Teel, Carolyn Willis, Beth Winstead, and Maury York. Congratulations to these persons for receiving the confidence of their colleagues.

Thanks for all you do for our students and for the University. Happy Holidays to everyone!

Best/ Jim Smith
East Carolina University
A partner institution in the
UNC in Washington Program
2005

Arrival in Washington, DC –
“The adventure begins.”
14 UNC institutions are participating in the UNC in Washington Program. Each term (summer, fall, and spring), each institution selects up to three students to participate in the program. The first group of students arrived June 1, 2005.

The Supreme Court (above) is only two blocks away from the students' housing. Students work in internships 32 hours a week (Mondays through Thursdays) and attend the UNC in Washington Experience Seminar on Fridays.
The program leases housing and classroom space from the Washington Internship Student Housing Foundation. The program opening reception is hosted by owners, Robert and Jacqueline Lewis at their home, the historic Bowie House, on Constitution Avenue.

The Congressional Apartment Building
215 Constitution Avenue, NE
Washington, DC 20002

Home away from home.
UNC President Molly Broad and Carmin Black of East Carolina University

President Broad and Vice President Gretchen Bataille listening to the welcome prior to speaking to the group.
Kemal Atkins of the UNC Office of the President has been instrumental in making Dr. Bataille's dream become a reality.

He reviews the orientation schedule with participants.

UNC in Washington Faculty-in-Residence Dr. Leslie Omoruyi talks with UNC in Washington students. Dr. Omoruyi is from East Carolina University. The reception allows the participants and faculty-in-residence to get to know each other.
Dr. Joel Clark, the UNC in Washington onsite coordinator, has spent many hours helping students obtain internships.

Participants, Washington area alums, and campus representatives get to know each other and enjoy the delicious refreshments at receptions each term.
Participants introduce themselves, their institutions, and their internships.

ECU’s inaugural participants (Summer 2005): Carmin Black (ABC News), Christopher Harris (NIH), and Neil Morgan (Federal Credit Union) with ECU Campus Coordinator Dorothy Muller
Fall 2005 – Matt Herrmann interns with Representative Walter B. Jones, Jr. 

Matt at work!

Matt attended formal and informal events, consulted with the congressman, went to the visitations for Rosa Parks and Supreme Court Justice Renquist, attended a confirmation hearing for Judge Roberts, toured the Supreme Court, visited Arlington, met people, 

Matt with General Pace
Matt with General Myers
For Carmen, Christopher, Neil, Matt, and the students to come, the UNC in Washington Program provides an unforgettable learning experience. Because many of the best internships do not pay and because the housing and other expenses are higher than at home, ECU is seeking sponsors to help make the experience affordable for anyone who wants to participate.

Future leaders from North Carolina!!
East Carolina University is one of 14 universities in the UNC system that have worked together with the Office of the President to establish the University of North Carolina Semester in Washington Program. This exciting program began Summer Term 2005 and continues each semester and summer term thereafter. Each term three students from East Carolina join students from these sister institutions to live, work, and learn in the nation’s capital.

The students who participate in the UNC in Washington program register as fulltime students on their home campuses, live, work, and learn in Washington, D.C., widely regarded as the political capital of the world and the center of government and commerce.

ECU students interested in participating in the Semester in Washington should:

- Read the information provided concerning UNC in Washington
- Determine if they meet the eligibility requirements
- Meet with their advisors to determine how participation in this program can fit into their academic plan of study
- Talk with the East Carolina UNC in Washington Program Campus Coordinator (Whichard 211), Director of the Honors Program (Brewster D-107), or Director of Career Services (Fifth Street.)
- Complete the Application and submit it to 211 Whichard. Applications are available on the web or from 211 Whichard, the Honors Program Office, or The Career Services House.
- The ECU Washington Experience Advisory Committee reviews all applications and selects three finalists and three alternates for each term. (Students can apply as early as three terms in advance indicating their term of preference.) The ECU application review for Spring 2006 begins September 15. Students can also submit applications for Summer 2006 and Fall 2006. Selected students will be assisted in obtaining their internship placement by the UNC in Washington Site Director. Students whose departments already have placement sites can request use of those placements.

The students who participate in the UNC in Washington program will live and work in Washington, D.C. In addition to its magnificent federal structures and national monuments, Washington is a lively cultural center with a rich mix of art, music and theatre. Washington’s dynamic professional environment and vibrant multicultural atmosphere offer students a vast array of opportunities to expand their career, academic, and personal goals.
Alan R. White, PhD

Dean and W. Keats Sparrow Distinguished Chair in the Liberal Arts
Thomas Harriot College of Arts and Sciences
Professor, Department of Biology
East Carolina University

Alan R. White, a North Carolina native who grew up in Asheville and Greensboro, received his BS in Biology in 1977 and his PhD in Botany in 1981, both from the University of North Carolina at Chapel Hill.

While an undergraduate at the University of North Carolina at Chapel Hill, White embarked upon the scientific investigations into cell biology that have provided a continuous thread in his academic career. He went on to earn a PhD in Botany from UNC-CH after which he joined the Research Triangle Institute’s Chemistry and Life Sciences Group as a Postdoctoral Research Associate.

In 1982, White received a National Institutes of Health Individual National Research Service Award which led him to work with Peter Albersheim in the Department of Chemistry at the University of Colorado. Returning east in 1984, White joined the faculty of Marshall University, Huntington, West Virginia, where he served in the Department of Biological Sciences. In 1988, White moved to North Dakota State University where he rose from Assistant Professor in the Department of Botany to Chair of that department and eventually to the Deanship of the College of Science and Mathematics.

His interests extend far beyond the bounds of his specific discipline, and his own career is strong evidence of his belief in the continuum of teaching and life-long learning. In his role as dean at North Dakota State University, White supported and engaged in problem-based learning in which teachers and students are partners in the construction of knowledge.

At NDSU, White also established relationships beyond the academy, amassing a long list of research supported by extramural funds (see his research activity history and grant activity included with this biographical sketch), an area of potential growth for Harriot College faculty.

In August 2005, Dr. White took up his duties as the seventh dean of Thomas Harriot College of Arts and Sciences, and in his remarks at Harriot College’s 2005 Convocation, White identified five important challenges for Harriot College: funding, flexibility and readiness to accept new technologies, collaboration, growth, and the vital importance of developing and maintaining the highest quality undergraduate and graduate education. While recognizing these as the significant challenges of the coming year, White also characterized them as exciting possibilities.

White views himself as the product of a liberal arts education, believing that students should receive a well-rounded education in a broad range of disciplines in addition to the specific expertise they get in their chosen majors. Harriot College of Arts and Sciences is where this happens at East Carolina University.

White is married to Paulette White of Valdese, North Carolina. While the family was in North Dakota, she worked as a fundraiser for public radio and television; since their move to Greenville, she currently is Executive Director for Habitat for Humanity of Pitt County. The couple have two sons: Tristan, a 2005 graduate of the University of North Carolina at Chapel Hill; and Caleb, a philosophy major at Rutgers.
ALAN ROBERT WHITE  
Curriculum Vitae  
November 2005

Date of Birth:  30 September 1955  
Place of Birth:  Asheville, NC, USA  
Married:  Paulette Deaton, 23 July 1977  
Children:  Tristan Robert, 1 Sept 1983  
Caleb Paul, 14 Sept 1985  
USA  
328-4263  
Thomas Harriot College of Arts and Sciences  
East Carolina University  
1002 Bate Building  
Greenville, NC  27858-4353  
(252) 328-6249  Fax (252)  
whiteal@ecu.edu

Education  
Ph.D. in Botany.  December 1981.  The University of North Carolina at Chapel Hill.  
Major Professor:  R. Malcolm Brown, Jr.  

Professional Experience  
East Carolina University, Greenville, NC  
Aug 2005 - present.  Dean and W. Keats Sparrow Distinguished Chair in the Liberal Arts  
Thomas Harriot College of Arts and Sciences

North Dakota State University, Fargo, ND  
July 2000 - Aug 2005.  Dean, College of Science and Mathematics  
Aug 2000 - Aug 2005.  Professor of Botany, Department of Biological Sciences  
Aug 1997 - June 2000.  Chair, Department of Botany  
Aug 1994 - July 2000.  Associate Professor of Botany, Department of Botany  
Aug 1988 - Jul 1994.  Assistant Professor of Botany, Department of Botany

Marshall University, Huntington, WV.  
Mar 1988 - Aug 1988.  Assistant Professor of Pharmacology, School of Medicine  
Aug 1984 - Aug 1988.  Assistant Professor of Biological Sciences, Department of Biological Sciences

Postdoctoral Research and Graduate School.  
Colorado.  
Nov 1981 - Aug 1982.  Postdoctoral Research Associate with Peter Ingram, Chemistry and Life Sciences Group, Research Triangle Institute, Research Triangle Park, NC.  
Administrative Experience

East Carolina University, Greenville, NC
Dean, Thomas Harriot College of Arts and Sciences, Aug 2005 - present

North Dakota State University, Fargo, ND
Dean, College of Science and Mathematics; July 2000 - Aug 2005
Chair, Department of Botany; Aug 1997 - June 2000.
Special Review Committee (Faculty Grievance); Chair, 1994-1995

Administration and Management Development
Council of Colleges of Arts and Sciences, Annual Meetings, November 2000 - present.
Council for Advancement & Support of Education, Development for Deans, Dallas, TX; May 2003.
Council of Colleges of Arts and Sciences, New Dean’s Seminar, Williamsburg, VA; June 2001.
9th Amer. Assoc. for Higher Education Conference on Faculty Roles & Rewards; Tampa, FL; January 2001.
4th Amer. Assoc. for Higher Education Conference on Faculty Roles & Rewards; Atlanta, GA; January 1996.

Teaching Experience

Department of Botany and Department of Biological Sciences, North Dakota State University
Undergraduate Courses: Introductory Biology (majors), Human Biology (non-majors), Humans & Microorganisms (Honors Program), Plant Physiology, Senior Seminar, Freshman Skills for Academic Success.
Graduate Courses: Advanced Cell Biology, Plant Cell Biology, Graduate Seminar, Immersive Virtual Environments for Science.

Department of Biological Sciences, Marshall University
Undergraduate Courses: Introductory Biology for Non-majors, Principles of Cell Biology
Graduate Courses: Cell Physiology, Seminar on Cell Biology, Seminar on Carcinogenesis

Department of Botany, University of North Carolina, Chapel Hill
Undergraduate Courses: Cell Biology Laboratory; University Teaching Fellowship, Responsible for coordination and operation of eight laboratory sections of "Introduction to Botany".
Graduate Courses: Cell Biology Laboratory, Cytological Methods (EM Techniques)

Education Service
NDSU Diversity Council, 2002 - present.
Annual Conferences on Reforming Undergraduate Science and Mathematics
Education; Bismarck, ND; 1998 - Present. (Invited speaker and conference organizer with Bill Martin, Mathematics)

CCAS Conference on Collaboration in Teacher Preparation; Tucson, AZ; September 2002.

Graduate Student - University- School Partnership (GraSUS), Faculty advisor, 2001 - present.

Faculty Institute for Excellence in Learning (FIEL) Fellow, 2000 - 2002.
Institute for Transforming Undergraduate Education, University of Delaware, Summer Workshop. Problem-Based Learning: Integrating Active Learning with Online Resources, June 2000.

N.D. Collaborative for Mathematics and Science Teacher Preparation (CoMSTeP), 1997 - present.

NDSU Minority Student Affairs, Recruiting, 1994.
N.D. Science Olympiad, Cell Biology Section, 1991 - present.
N.D. Governor's School in Science and Mathematics, Research Supervisor, 1990 - present.

Research Experience

Major Research Projects and Themes as Principal Investigator
- Kanawha River, WV Pollution
- Cell Wall Polysaccharide Biosynthesis
- Virtual Environments for Education
- Strengthening Science Education

Postdoctoral Research Advising

Graduate Student Advising (Major Professor)
Marshall University: Four MS students completed.
North Dakota State University: Three PhD Student completed. Three MS students completed.

Graduate Student Advising (Advisory Committee)
North Dakota State University: Served on committees for 15 Doctoral students and 12 Master's students.
October 25, 2005

TO: Chancellor Steven C. Ballard
    Provost James L. Smith

FROM: Alan Mabe

SUBJECT: Proposal to Establish a Doctor of Philosophy in Health Psychology

Your proposal to establish a doctoral program in Health Psychology will be presented to the Graduate Council on November 8, 2005. It has received both internal and external review. Two external reviews were done and are included with this letter. The review process has raised the following issues.

All reviewers were supportive of the proposed program and confirmed that there should be both an adequate supply of candidates for the program and attractive employment opportunities for doctoral recipients. Several previous concerns regarding the planning proposal have been addressed, but these reviewers still have some concerns about the pediatric school psychology option within the program perhaps because it is a relatively new concentration for which, I understand, specific accreditation standards have not yet been established. Reviewer 1 seems to want additional attention to developing the pediatric option and Reviewer 2 wants more attention to differentiating how training in this concentration differs from that provided in a traditional Educational Specialist program that trains school psychologists.

Reviewer 1 praises the “scientist-practitioner” model that is planned for doctoral education but does note that fewer than half of the faculty are licensed. That could be a problem for role models for the students. The reviewers reach somewhat different judgment regarding the current levels of research and funding. One sees the research as strong and the other sees the amount of funding as weak, and advises the program to set about establishing a culture of research funding among faculty and students alike.

Reviewer 1 recognizes the many potential clinical sites that had been identified but did wonder if these had been solidified with contractual arrangements.
The proposal will be provided to the Graduate Council along with a copy of this letter and the external reviews. We invite you to address the concerns in this letter and any other matters that you may have considered subsequent to submitting the proposal. If you do so prior to the meeting of the Graduate Council we will provide copies to members.

We look forward to the presentation of this proposal by representatives of the university at the meeting of the Graduate Council on November 8, 2005 beginning at 1:00 p.m. Your graduate dean should arrange for representatives of the program to make the presentation.

In the meantime if we can be of assistance or respond to any concerns, please let us know.

Cc: Senior Vice President Gretchen Bataille
    Dean Paul Tschetter
Doctoral Programs at ECU – December 2005

Existing Doctoral Programs:
EdD in Educational Leadership
Department of Educational Leadership, College of Education

PhD in Anatomy and Cell Biology
Department of Anatomy and Cell Biology, Brody School of Medicine

PhD in Biochemistry and Molecular Biology
Department of Biochemistry, Brody School of Medicine

PhD in Microbiology and Immunology
Department of Microbiology and Immunology, Brody School of Medicine

PhD in Pharmacology and Toxicology
Department of Pharmacology and Toxicology, Brody School of Medicine

PhD in Physiology
Department of Physiology, Brody School of Medicine

PhD in Biomedical Sciences
Department of Pathology, Brody School of Medicine

PhD in Biomedical Physics
Department of Physics, Thomas Harriot College of Arts and Sciences

PhD in Communication Sciences and Disorders
Department of Communication Sciences and Disorders, School of Allied Health Sciences

PhD in Bioenergetics
Department of Exercise and Sports Science, College of Health and Human Performance

PhD in Coastal Resource Management
Coastal Resource Management Program, Graduate School

PhD in Nursing
School of Nursing

PhD in Technical and Professional Discourse
Department of English, Thomas Harriot College of Arts and Sciences

PhD in Medical Family Therapy (starting fall 2005)
Department of Child Development and Family Relations, College of Human Ecology

PhD in Rehabilitation Studies (starting fall 2005)
Department of Rehabilitation Studies, School of Allied Health Sciences

DPT in Physical Therapy
Department of Physical Therapy, School of Allied Health Sciences

Authorization to Establish recommended by UNC Graduate Council at its November 2005 meeting. Referred to UNC Board of Governors to establish Fall 2006:
PhD in Health Psychology (Submitted to UNC-OP May 2005 for tentative start Fall 2006
Department of Psychology, Thomas Harriot College of Arts and Sciences
Dr. Rodenberg began his teaching career at Central Missouri State University in 1972. He was CMSU's first exchange professor to Vaxjo, Sweden in 1984 and the university's first director of international programs from 1987 – 2005.

In 1998 he received the “Academic Leadership in International Education Award” from the International Relations Council of Kansas City; and the “Andrew Heiskill Award for Innovation in International Education” for the faculty development opportunities offered at the Maastricht Center for Transatlantic Studies.

Dr. Rodenberg has been making presentations abroad in a variety of places such as the Netherlands, Sweden, Mexico, New Zealand, England, Poland, Hungary and Australia.
VITA
TERRY C. RODENBERG

PERSONAL DATA

Birth: Davenport, Iowa
Home Address: 4222 Dunhagen Rd.
Greenville, NC  27858
Work Address: Office of International Affairs, East Carolina
University, Greenville, NC. 27858

ACADEMIC PREPARATION

B.A. (Sociology and History) 1971 William Penn College
Oskaloosa, Iowa

M.A.T. (Social Studies, Sociology Core) 1973 Mankato State College
Mankato, Minnesota

M.A. Thesis: "The Relationship Between Alienation and Position in the
Occupational Hierarchy"

Ed.D. (Social Studies Curriculum and
Instruction) 1978 University of Kansas
Lawrence, Kansas

Dissertation: "A Study of the Effect of Student Teaching Upon Philosophies
of Human Nature"

TEACHING AND ADMINISTRATIVE EXPERIENCE

2005-present Assistant Vice- Chancellor and Director of International
Affairs, East Carolina University, Greenville, NC.

2000-2005 Executive Director of International Programs, Central
Missouri State University, Warrensburg, Missouri. Director of a
comprehensive office

that serves as the center for international programming at

CMSU.

Administrative responsibilities included:
• Supervision of a staff of 10 professionals and respective budgets
• Management of study abroad, international student services, immigration and SEVIS regulations, the Intensive English Program, international recruitment, summer programs, faculty travel, the international studies minor and international admissions.

• Serve as moderator of the Maastricht Center for Transatlantic Studies in the Netherlands

• Act as primary advocate for international programs and students for the campus.

1987-2000 Director of International Programs, Central Missouri State University.

Fall, 1984 Guest Professor, Vaxjo University, Vaxjo, Sweden. Taught a four course load for the fall semester as CMSU's first exchange professor.

1976-2005 Assistant Professor in Sociology
Associate Professor in Sociology
Professor of Sociology

Central Missouri State University

1975-1976 Supervisor of Student Teachers, Graduate Assistant, Kansas, 35 student teachers plus assisted in the methods course.


1974-1975 Part-time Instructor in Sociology, Longview Community College, Lee’s Summit, Missouri.

1972-1975 Social Studies Instructor in Laboratory School, Grades 5-12, with summer teaching in Tests and Measurements and General Sociology, Central Missouri State University.

1972 Mankato State College, Mankato, Minnesota
Internship at Wilson Campus Laboratory School.
RELATED EXPERIENCES

1. Assistant Baseball Coach, Central Missouri State University, 1976-89.

2. University 1000 instructor (freshmen transition course).


5. Adjunct Professor, University of Missouri-Columbia, Cooperative Doctorate Program in Education, 1999-2005

6. Founder and Moderator, Maastricht Center for Transatlantic Studies, the Netherlands, 1995-present.

MAJOR FIELDS OF TRAINING IN SOCIOLOGY

Areas of Concentration: Sociology of Sports, Sociology of Education, Family Studies


AWARDS


1987  Selected as Outstanding Teacher - College of Education and Human Services.

1995  Selected as U.S. Representative to Taiwan, Ministry of Education.

1998  Selected for the “Academic Leadership in International Education” award by the
International Relations Council of Kansas City.

2003  Campus organization Phi Beta Delta (Honor Society of International Scholars) selected as “Overall Outstanding Chapter”, Puebla, Mexico.

2005  Selected as the recipient of the Andrew Heiskell Award for Innovation in International Education awarded by the Institute of International Education. This was for the “Outstanding Faculty Program” category for our program called the Maastricht Center for Transatlantic Studies.
Memorandum

To:      Deans  
From:  James LeRoy Smith  
Date:   October 25, 2005  
RE:     2005-2006 Faculty Position and Phase I Permanent Operating Allocations  

Here is a chart that conveys the 2005-06 position allocations:

### 2005-2006 Faculty Position Allocation Academic Affairs

<table>
<thead>
<tr>
<th>Colleges</th>
<th>AA Restitution (18 positions) See Attach. 2</th>
<th>Derived Faculty Change Based On SCH Matrix Formula (41 positions) See Attach. 3</th>
<th>Restitution Inequity Adjustment See Attach. 4</th>
<th>Subtotal</th>
<th>Potential Derived Faculty Increase/ SCH Increase/ Priorities</th>
<th>Total</th>
<th>Funded @ See Attach. 5</th>
<th>Total Salary Pool See Attach. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>COB</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>$94,000</td>
<td>$752,000</td>
</tr>
<tr>
<td>COE</td>
<td>4</td>
<td>20</td>
<td>-5</td>
<td>19</td>
<td>1</td>
<td>20</td>
<td>$62,000</td>
<td>$1,240,000</td>
</tr>
<tr>
<td>CFAC</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>*4</td>
<td>7</td>
<td>$52,151</td>
<td>$208,604</td>
</tr>
<tr>
<td>CHE</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>$55,208</td>
<td>$386,456</td>
</tr>
<tr>
<td>CHHP</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>*4</td>
<td>11</td>
<td>$54,740</td>
<td>$845,999</td>
</tr>
<tr>
<td>CTCS</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>14</td>
<td></td>
<td>10</td>
<td>$53,854</td>
<td>$753,956</td>
</tr>
<tr>
<td>CA&amp;S</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>14</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Priorities</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16 of 18 AA allocated restitution positions</td>
<td>42 of 41 AA allocated derived faculty change positions</td>
<td>5 additional allocated</td>
<td>63</td>
<td>21</td>
<td>84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I want to thank you for the work that you accomplished in creating your 2005-2006 budget and personnel allocation requests. You did an excellent job of representing your respective colleges and their financial and human resource needs for success.

We are fortunate again this year to have enrollment increase money and positions to allocate. We have taken your needs into account in making these allocations. I hope that you will see the logic and fairness in what is presented. It is a pleasure to work with such a talented team of deans and directors and it is because of your leadership and the productivity of your faculty and staff that we have these funds and positions available. Please thank your faculty and staff for all they do for our students and this university.

You will find attached several charts with additional allocation information and several attachments to explain these allocations. These attachments provide information we used in making allocation decisions.
Chart 1 indicates the allocation of salary dollars with no assigned FTE.

Chart 2 indicates Phase I permanent operating dollars assigned each unit.

Chart 3 indicates notes for specific schools based on multiple issues related to allocations.

Attachment 1 provides an analysis of the derived faculty change from 2003-04 to 2004-05 for the Colleges, School of Nursing, and School of Allied Health Sciences and serves as the basis for the split of positions/operating between Academic Affairs and Health Sciences. The Division of Health Sciences will handle Nursing and Allied Health position/operating allocations.

Attachment 2 provides an analysis of combined regular term and distance education derived faculty vs. current faculty (based on the BD-119) for the same units and serves as the basis for distributing 20 positions available for restitution.

Attachment 3 provides an analysis of derived faculty change from 2003-04 to 2004-05 for the Colleges and serves as the basis for distributing 41 positions available in AA for derived faculty change.

Attachment 4 has two parts: Part 1 is an analysis of combined regular term and distance education derived faculty vs. adjusted faculty (based on the BD-119 adjusted for derived faculty change and restitution positions) and serves as the basis for allocation adjustments for restitution inequities; Part 2 is a summary statement of combined derived faculty vs. final faculty (based on the BD-119 adjusted to reflect total 05-06 position allocations).

Attachment 5 provides data used to determine the funding level for positions allocated.

Please know that our discussions of 2006-2007 enrollment projections will be crucial to our resource picture next year, as will your responsible use of these new positions to both increase next year’s SCHs and address our other important priorities.

Thanks for your continuing leadership and good stewardship of these important resources. I look forward to our discussions on how we can continue to improve our process as we approach next year.

The following allocation rationale guided our efforts (See Allocation Rationale).
Allocation Rationale

What follows are the salient facts, justifying principles, and analyses that we used to make division of faculty position allocations and operating dollars between Health Sciences and academic Affairs and the faculty position allocations in Academic Affairs.

2005-2006 Salient Facts:
F1. Total new instructional (faculty) salaries after the $2.5+million cut are at **$7,654,512** and permanent operating is at **$1,554,342**.
F2. Each faculty position is provided by OP at **$67,408**, although reasonable beginning assistant professor salaries vary by discipline.
F3. Average salary of $67,408 produces $7,654,512/$67,408 = 113.56 total positions.
F4. Observing P5 below, there are **104.56 DE faculty positions** and **9 RT faculty positions** to allocate.
F5. Almost all units have used previous RT positions (101) to accomplish DE (107) work.
F6. Some differences exist between number of current faculty and number of derived faculty earned by the SCH-based funding formula (other attachments are shared).
F7. The likelihood of new positions continuing at the rate of the last two years is small.
F8. “Derived faculty” differences are based on SCH generation that benefitted the University.
F9. If SCH increase were the sole position-allocation criterion, ECU would find it difficult to advance new programs and other priorities, especially at the division level.
F10. The deans have agreed that SCH increase, restitution, and academic program and other ECU priorities should drive allocations.

Justifying Principles:

P1. We should seek a dependable factual basis from which to make equitable allocations.
P2. We should reward proportionately the hard work (increasing SCHs) that produced these additional resources.
P3. We should improve the allocation processes each year as factual reviews and equity analyses become more accurate and more collaborative.
P4. Faculty positions should be allocated at a salary rate that is reasonable given disciplinary salary differences and competing claims for salary $$.
P5. Regular Term Faculty positions should not be used for the budget cut, leaving 9 RT positions.
P6. Operating monies should be shared between HS and AA on the same rationale as best determines the sharing of faculty positions.
P7. Since F5 is true, this year we should allocate positions according to both RT/DE needs so long as units can account for DE-funded productivity.
P8. Since the funding formula-based SCH analysis shows differences in “derived positions,” restitution should still be a factor in allocation.
P9. Because F7 and F8 are true, a significant number of restitution positions should be “taken off the top” this year.

Analyses:

A1: Last year (see the widely-shared September 29, 2004 memorandum on faculty position allocations, Attachment 3, Item 4), we divided the positions and operating dollars according to the total SCH production for 2003-2004, roughly an 88%(AA) and 12%(HS) split. Within AA, we went on to apply three factors: increased SCHs, restitution, and academic program and other priorities. But what applied within AA should have applied to the split also. In effect, we have caused “restitution” issues within SON and AHS by neglecting the FF-functional 2003-2004 SCH increase by those two schools. To compare SCH increases between the divisions fairly, we need to be sensitive to the kind of SCHs those differences contain. Stated differently, SCHs differ as to how much of the enrollment increase dollars they generate, depending on both the level and the “cell number” (1, 2, 3, or 4) where they occur. Therefore, we must calculate the increases in derived faculty per unit and compare them relatively in order to fairly conclude the “position and dollar weight” of the SCH differences. See 2005-06 Attachment 1, column 12. Using census day
as the source for SCHs and the BD-119 (summed to FTEs) as data sources, these percentages encapsulate the SCH changes as a function of the dollar value of the SCHs. The total percentages for AA compared to HS are thus

AHS: 13.77% + SON:15.74% or 29.51% for HS, leaving a balance of 70.49% for AA. Let’s round this to: **HS: 29.5%, AA: 70.5%**

This means the operating dollars are shared as follows: **HS: $485,531 AA: $1,095,811**

**A2:** Total faculty positions = 113.56 (104.56 DE and 9 RT)

Given F7 and F8, we should set aside 20 of the 104.56 DE positions as “general institutional restitution positions."

This would leave 84.56 DE positions and 9 RT positions or **93.56 positions** to be split between HS and AA on the basis of 29.5% / 70.5%.

**HS:** 29.5% x 93.56 = **27.60 positions** (all DE) *(some owed back to AA)*

**AA:** 70.5% x 93.56 = **65.96 positions** (56.96 DE; 9 RT)

*Both AA and HS should allocate remaining faculty positions in recognition of OP and ECU priorities and FF-functional SCH increases.*

*AA will use approximately a 60-40 split (60% for FF-functional SCH increases and 40% for restitution inequities/priorities/potential SCH increases).*

**A3:** Let’s return to the 20 set-aside (DE) institutional restitution positions. To properly judge how to allocate the 20 “institutional restitution positions”, we apply derived vs current faculty ratios for all 9 units (7 AA colleges and AHS and SON). See Attachment 2 on analysis of current vs. derived faculty and the relative percentages for understaffed units. The “application table” indicates the allocation of the 20 restitution positions, thus giving HS 2 more positions for a total of 30 (29.31 rounded up). AA has a total of 84 positions (83.25 rounded up).
Chart 1

This chart indicates the allocation of salary dollars allocated without FTE

<table>
<thead>
<tr>
<th>College</th>
<th>Salary funds requested with no FTE</th>
<th>Disposition of funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>COB</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>COE</td>
<td>$438,207</td>
<td>5 positions @ $62,000 funded above # requested @ $310,000—may be used for this purpose</td>
</tr>
<tr>
<td>CFAC</td>
<td>$78,394</td>
<td>$78,394 funded</td>
</tr>
<tr>
<td>CHE</td>
<td>$12,600</td>
<td>$12,600 funded</td>
</tr>
<tr>
<td>CHHP</td>
<td>$153,423</td>
<td>5 positions @ $54,740 funded above # requested @ 273,700—may be used for this purpose</td>
</tr>
<tr>
<td>CTCS</td>
<td>$40,000</td>
<td>$40,000 funded</td>
</tr>
<tr>
<td>CA&amp;S</td>
<td>$54,000</td>
<td>$54,000 funded</td>
</tr>
</tbody>
</table>

Chart 2

Below is a chart that conveys the Phase I permanent operating. You will see that $6,000 is allocated for each position. It is intended that these operating funds support the associated position.

<table>
<thead>
<tr>
<th>College</th>
<th>Position Allocated x $6,000</th>
<th>Total Phase I Permanent Operating</th>
</tr>
</thead>
<tbody>
<tr>
<td>COB</td>
<td>8 x $6,000</td>
<td>$48,000</td>
</tr>
<tr>
<td>COE</td>
<td>20 x $6,000</td>
<td>$120,000</td>
</tr>
<tr>
<td>CFAC</td>
<td>4 x $6,000</td>
<td>$24,000</td>
</tr>
<tr>
<td>CHE</td>
<td>7 x $6,000</td>
<td>$42,000</td>
</tr>
<tr>
<td>CHHP</td>
<td>10 x $6,000</td>
<td>$60,000</td>
</tr>
<tr>
<td>CTCS</td>
<td>11 x $6,000</td>
<td>$66,000</td>
</tr>
<tr>
<td>CA&amp;S</td>
<td>14 x $6,000</td>
<td>$84,000</td>
</tr>
</tbody>
</table>
Below are notes related to positions and salary dollars. This chart indicated positions requested as well as total received.

<table>
<thead>
<tr>
<th>College</th>
<th>Request</th>
<th>Allocation</th>
<th>Difference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>20</td>
<td>8</td>
<td>-12</td>
<td>Keep position which was originally borrowed, making 9 positions allocated.</td>
</tr>
<tr>
<td>EDUC</td>
<td>15</td>
<td>20</td>
<td>+5</td>
<td>Even with these 5 extra positions, COE is funded below the SCH generated. These should assist in helping COE in increased expectations of SCH generation. Also the funding from these positions may be used to off-set requested salary ($438,207) funds (with no FTE).</td>
</tr>
<tr>
<td>FA/C</td>
<td>8</td>
<td>6</td>
<td>-2</td>
<td>Using 4 in new position allocation and keeping 2 positions borrowed earlier. These 2 positions will be repaid to AA next year.</td>
</tr>
<tr>
<td>HE</td>
<td>18.5</td>
<td>7</td>
<td>-11.5</td>
<td>Has 7 positions but will repay borrowed positions previously agreed upon.</td>
</tr>
<tr>
<td>HHP</td>
<td>5</td>
<td>10</td>
<td>+5</td>
<td>Funds from one position should be used to repay AA the funds that were advanced to HHP for salary increases for retention. Also, funds from extra positions should be used for increasing salary pool to hire “world class researcher.” Also the funding from these positions may be used to off-set requested salary ($153,423) funds (with no FTE).</td>
</tr>
<tr>
<td>TCS</td>
<td>11</td>
<td>11</td>
<td></td>
<td>Met position requests (previously discussed).</td>
</tr>
<tr>
<td>A/S</td>
<td>36</td>
<td>14</td>
<td>-22</td>
<td>Allocation includes positions for math needs of engineering and general education courses for COE to ensure Wachovia Partnership East sites meet student needs. Also .5 for biology courses in nursing (formerly borrowed).</td>
</tr>
</tbody>
</table>
Analysis of Derived Faculty Change from AY 2003-04 to 2004-05

|-----------------------------|---------|---------|--------|--------|---------|---------|--------|--------|---------|---------|--------|--------|
| College of Business        | 114.44  | 120.72  | -6.28  | -21.67%| 17.99   | 10.73   | 7.26   | 54.33% | 132.43  | 131.45  | 0.98   | 0.72%
| College of Education       | 81.70   | 77.56   | 4.14   | 14.29% | 107.37  | 85.11   | 22.26  | 47.30% | 189.07  | 162.67  | 26.40  | 34.72%
| College of Fine Arts/Comm. | 148.96  | 149.72  | -0.76  | -0.50% | 12.08   | 9.20    | 2.88   | 6.12%  | 161.04  | 158.92  | 2.12   | 2.79%
| College of Human Ecology   | 91.61   | 90.57   | 1.04   | 3.59%  | 14.40   | 13.21   | 1.19   | 2.53%  | 106.01  | 103.78  | 2.23   | 2.33%
| College of Hlth & Human Perf. | 77.77  | 70.94   | 6.83   | 23.57% | 9.00    | 5.59    | 3.41   | 7.25%  | 86.77   | 76.53   | 10.24  | 13.47%
| College of Tech./Comp Science | 53.55 | 45.28   | 8.27   | 28.54% | 21.40   | 20.08   | 1.32   | 2.80%  | 74.95   | 65.36   | 9.59   | 12.61%
| TH College of Arts & Sciences | 475.14| 471.53  | 3.61   | 12.46% | 13.34   | 14.91   | -1.57  | -3.34% | 488.48  | 486.44  | 2.04   | 2.68%
| Allied Health Sciences     | 70.81   | 64.36   | 6.45   | 22.26% | 13.64   | 9.62    | 4.02   | 8.54%  | 84.45   | 73.98   | 10.47  | 13.77%
| Nursing                    | 42.32   | 36.64   | 5.68   | 19.60% | 24.01   | 17.72   | 6.29   | 13.37% | 66.33   | 54.36   | 11.97  | 21.50%
| Totals                     | 1,156.30| 1,127.32| 28.98  | 100.00%| 233.23  | 186.17  | 47.06  | 100.00%| 1,389.53| 1,313.49| 76.04  | 100.00%

Note: Derived faculty are positions generated by application of the SCH funding model matrix to SChs produced.
### Analysis of Combined RT & DE Derived Faculty vs. Current Faculty

<table>
<thead>
<tr>
<th>Unit</th>
<th>Generated SCHs</th>
<th>Derived Faculty %</th>
<th>Current Faculty FTE</th>
<th>Relative Difference Derived vs. Current</th>
<th>Understaffed %</th>
<th>Current Differences</th>
<th>Understaffed %</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>49,470</td>
<td>132.45</td>
<td>9.53%</td>
<td>8.73%</td>
<td>-28.45</td>
<td>-21.48%</td>
<td>21.35%</td>
</tr>
<tr>
<td>College of Education</td>
<td>61,940</td>
<td>189.07</td>
<td>13.61%</td>
<td>12.48%</td>
<td>-40.42</td>
<td>-21.38%</td>
<td>21.24%</td>
</tr>
<tr>
<td>College of Fine Arts/Comm.</td>
<td>60,269</td>
<td>161.04</td>
<td>11.59%</td>
<td>13.33%</td>
<td>-2.31</td>
<td>-1.43%</td>
<td>1.43%</td>
</tr>
<tr>
<td>College of Human Ecology</td>
<td>42,702</td>
<td>106.01</td>
<td>7.63%</td>
<td>7.89%</td>
<td>-12.01</td>
<td>-11.33%</td>
<td>11.26%</td>
</tr>
<tr>
<td>College of Hlth &amp; Human Perf.</td>
<td>37,548</td>
<td>86.77</td>
<td>6.24%</td>
<td>6.45%</td>
<td>-10.01</td>
<td>-11.54%</td>
<td>11.46%</td>
</tr>
<tr>
<td>College of Tech./Comp Science</td>
<td>23,424</td>
<td>74.95</td>
<td>5.39%</td>
<td>6.24%</td>
<td>-0.60</td>
<td>-0.80%</td>
<td>0.80%</td>
</tr>
<tr>
<td>TH College of Arts &amp; Sciences</td>
<td>244,943</td>
<td>488.48</td>
<td>35.15%</td>
<td>32.26%</td>
<td>-104.33</td>
<td>-21.36%</td>
<td>21.22%</td>
</tr>
<tr>
<td>School of Allied Health</td>
<td>17,967</td>
<td>84.45</td>
<td>6.08%</td>
<td>6.29%</td>
<td>-9.55</td>
<td>-11.31%</td>
<td>11.24%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>18,382</td>
<td>66.33</td>
<td>4.77%</td>
<td>6.32%</td>
<td>8.97</td>
<td>13.52%</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>556,645</td>
<td>1,389.55</td>
<td>100.00%</td>
<td>100.00%</td>
<td>-198.71</td>
<td>-14.30%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

**Application of Column (8) %s to 20 FTE Positions Available for Restitution - rounding up only .50 or more resulting in only 18 positions allocated**

<table>
<thead>
<tr>
<th>Resulting Relative Restitution Positions Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business: 21.35% 4.27 4.00</td>
</tr>
<tr>
<td>College of Education: 21.24% 4.25 4.00</td>
</tr>
<tr>
<td>College of Fine Arts &amp; Comm: 1.43% 0.29 0.00</td>
</tr>
<tr>
<td>College of Human Ecology: 11.26% 2.25 2.00</td>
</tr>
<tr>
<td>College of Hlth &amp; Human Perf.: 11.46% 2.29 2.00</td>
</tr>
<tr>
<td>College of Tech. &amp; Comp. Science: 0.80% 0.16 0.00</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences: 21.22% 4.24 4.00</td>
</tr>
<tr>
<td>School of Allied Health: 11.24% 2.25 2.00</td>
</tr>
<tr>
<td><strong>Total</strong>: 18.00</td>
</tr>
</tbody>
</table>

**Notes:**
- Column 1 - Total regular term and distance education SCHs produced in 2004-05
- Column 2 - Derived faculty are positions generated by application of the SCH funding model matrix to SCHs produced
- Column 4 - Faculty FTE based on current BD-119
- Column 5 - Numerical difference between derived faculty FTE and current BD-119 faculty FTE
- Column 7 - % difference between derived faculty and current BD-119 faculty FTE
- Column 8 - Relative relationship of the negative % differences between derived & current faculty FTE for understaffed units

**The 2.00 unallocated AA positions (due to rounding up only .50) will be held for distribution based on derived faculty increase or priorities.**
## Analysis of Derived Faculty Change from AY 2003-04 to 2004-05

<table>
<thead>
<tr>
<th>Unit</th>
<th>Reg. Term</th>
<th>Reg. Term</th>
<th>Reg. Term</th>
<th>Derived Faculty</th>
<th>Derived Faculty</th>
<th>Derived Faculty</th>
<th>Derived Faculty</th>
<th>Combined</th>
<th>Combined</th>
<th>Combined %</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>114.44</td>
<td>120.72</td>
<td>-6.28</td>
<td>-37.27%</td>
<td>17.99</td>
<td>10.73</td>
<td>7.26</td>
<td>19.76%</td>
<td>132.43</td>
<td>131.45</td>
</tr>
<tr>
<td>College of Education</td>
<td>81.70</td>
<td>77.56</td>
<td>4.14</td>
<td>24.57%</td>
<td>107.37</td>
<td>85.11</td>
<td>22.26</td>
<td>60.57%</td>
<td>189.07</td>
<td>162.67</td>
</tr>
<tr>
<td>College of Fine Arts/Comm.</td>
<td>148.96</td>
<td>149.72</td>
<td>-0.76</td>
<td>-4.51%</td>
<td>12.08</td>
<td>9.20</td>
<td>2.88</td>
<td>7.84%</td>
<td>161.04</td>
<td>158.92</td>
</tr>
<tr>
<td>College of Human Ecology</td>
<td>91.61</td>
<td>90.57</td>
<td>1.04</td>
<td>6.17%</td>
<td>14.40</td>
<td>9.20</td>
<td>5.20</td>
<td>3.41</td>
<td>106.01</td>
<td>103.78</td>
</tr>
<tr>
<td>College of Hlth &amp; Human Perf.</td>
<td>77.77</td>
<td>70.94</td>
<td>6.83</td>
<td>40.53%</td>
<td>9.00</td>
<td>5.59</td>
<td>3.41</td>
<td>9.28%</td>
<td>86.77</td>
<td>76.53</td>
</tr>
<tr>
<td>College of Tech./Comp Science</td>
<td>53.55</td>
<td>45.28</td>
<td>8.27</td>
<td>49.08%</td>
<td>21.40</td>
<td>20.08</td>
<td>1.32</td>
<td>3.59%</td>
<td>74.95</td>
<td>65.36</td>
</tr>
<tr>
<td>TH College of Arts &amp; Sciences</td>
<td>475.14</td>
<td>471.53</td>
<td>3.61</td>
<td>21.42%</td>
<td>13.34</td>
<td>14.91</td>
<td>-1.57</td>
<td>-4.27%</td>
<td>488.48</td>
<td>486.44</td>
</tr>
<tr>
<td>Totals</td>
<td>1,043.17</td>
<td>1,026.32</td>
<td>16.85</td>
<td>100.00%</td>
<td>195.58</td>
<td>158.83</td>
<td>36.75</td>
<td>100.00%</td>
<td>1,238.75</td>
<td>1,185.15</td>
</tr>
</tbody>
</table>

**Application of Column (12) %s to 41 FTE Positions Available in AA for Derived Faculty Change - rounding up only .50 or more resulting in 42 positions allocated**

| College of Business      | 1.83%     | 0.75     | 1.00    |
| College of Education     | 49.25%    | 20.19    | 20.00   |
| College of Fine Arts/Com | 3.96%     | 1.62     | 2.00    |
| College of Human Ecology  | 4.16%     | 1.71     | 2.00    |
| College of Hlth & Human Perf. | 19.10% | 7.83     | 8.00    |
| College of Tech./Comp Science | 17.89% | 7.33     | 7.00    |
| College of Arts & Sciences | 3.81%   | 1.56     | 2.00    |
| Totals                   | 100.00%   | 41.00    | 42.00   |

Note: The 1.00 over-allocated position (due to rounding up only .50) will be taken from unallocated positions per attachment 2.
### Part 1 - Analysis of Combined RT & DE Derived Faculty vs. Adjusted Current Faculty

<table>
<thead>
<tr>
<th>Unit</th>
<th>Generated SCHs</th>
<th>Faculty per BD-119</th>
<th>%</th>
<th>Derived Faculty FTE</th>
<th>%</th>
<th>Relative Restitution Positions</th>
<th>%</th>
<th>Revised Faculty FTE</th>
<th>%</th>
<th>Difference</th>
<th>%</th>
<th>Difference</th>
<th>%</th>
<th>Adjusted Faculty FTE</th>
<th>%</th>
<th>Difference</th>
<th>%</th>
<th>Adjusted Difference</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>49,470</td>
<td>132.45</td>
<td>10.69%</td>
<td>104.00</td>
<td>9.92%</td>
<td>-23.45</td>
<td>-17.70%</td>
<td>2.00</td>
<td>111.00</td>
<td>10.06%</td>
<td>-21.45</td>
<td>-16.19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>61,940</td>
<td>189.07</td>
<td>15.26%</td>
<td>148.65</td>
<td>15.71%</td>
<td>-16.42</td>
<td>-8.68%</td>
<td>-5.00</td>
<td>167.65</td>
<td>15.19%</td>
<td>-21.42</td>
<td>-11.33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Fine Arts/Comm.</td>
<td>60,269</td>
<td>161.04</td>
<td>13.00%</td>
<td>158.73</td>
<td>14.63%</td>
<td>-0.31</td>
<td>-0.19%</td>
<td>0.00</td>
<td>160.73</td>
<td>14.56%</td>
<td>-0.31</td>
<td>-0.19%</td>
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<tr>
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<td>42,702</td>
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<td>8.56%</td>
<td>94.00</td>
<td>8.92%</td>
<td>-8.01</td>
<td>-7.56%</td>
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<tr>
<td>College of Hlth &amp; Human Perf.</td>
<td>37,548</td>
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<td>-0.01%</td>
<td>0.00</td>
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<tr>
<td>College of Tech./Comp Science</td>
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<td>6.40</td>
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<tr>
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<td>244,943</td>
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<td>39.43%</td>
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<td>35.51%</td>
<td>-98.33</td>
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<td>8.00</td>
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<td>-18.49%</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>520,296</strong></td>
<td><strong>1,238.77</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>1,040.64</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>-140.13</strong></td>
<td><strong>-11.31%</strong></td>
<td><strong>5.00</strong></td>
<td><strong>1,103.64</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>-135.13</strong></td>
<td><strong>-10.91%</strong></td>
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</tr>
</tbody>
</table>

**Notes:**

Column 1 - Total regular term and distance education SCHs produced in 2004-05
Column 2 - Derived faculty are positions generated by application of the SCH funding model matrix to SCHs produced
Column 4 - Faculty FTE based on current BD-119
Column 5 - Additional 05-06 positions allocated on basis of derived faculty increase and restitution (attachments 2 & 3)
Column 6 - Revised BD-119 amount based on additions from column 5
Column 8 - Numerical difference between derived faculty FTE and revised BD-119 faculty FTE
Column 9 - % difference between derived faculty and revised BD-119 faculty FTE
Column 10 - Using column 7 of attachment 2 shows Colleges of Education, Business, and Arts & Sciences at negative 21%. This adjustment within these Colleges is to closer equalize the percentages.
Column 11 - Adjusted BD-119 amount after column 10 adjustments
Column 13 - Numerical difference between derived faculty FTE and adjusted BD-119 faculty FTE
Column 14 - % difference between derived faculty and adjusted BD-119 faculty FTE

### Part 2 - Summary of Derived Faculty vs. 05-06 Final BD-119 (reflecting all new positions allocated)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Derived Faculty FTE per BD-119</th>
<th>%</th>
<th>Final Faculty FTE per BD-119</th>
<th>%</th>
<th>Difference</th>
<th>%</th>
<th>Difference</th>
<th>%</th>
<th>Adjusted Final Faculty FTE per BD-119</th>
<th>%</th>
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<tbody>
<tr>
<td>College of Business</td>
<td>132.45</td>
<td>-20.45</td>
<td>112.00</td>
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<td>College of Education</td>
<td>189.07</td>
<td>-20.42</td>
<td>168.65</td>
<td>-10.80%</td>
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<tr>
<td>College of Fine Arts/Comm.</td>
<td>161.04</td>
<td>1.69</td>
<td>162.73</td>
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<td>College of Human Ecology</td>
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<td>-5.01</td>
<td>101.00</td>
<td>-4.73%</td>
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<tr>
<td>College of Hlth &amp; Human Perf.</td>
<td>86.77</td>
<td>-0.01</td>
<td>86.76</td>
<td>-0.01%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>College of Tech./Comp Science</td>
<td>74.95</td>
<td>10.40</td>
<td>85.35</td>
<td>13.88%</td>
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<tr>
<td>TH College of Arts &amp; Sciences</td>
<td>488.48</td>
<td>-90.33</td>
<td>398.15</td>
<td>-18.49%</td>
<td></td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>1,238.77</strong></td>
<td><strong>-124.13</strong></td>
<td><strong>1,114.64</strong></td>
<td><strong>-10.02%</strong></td>
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</table>
## Position Funding Levels

<table>
<thead>
<tr>
<th>Unit</th>
<th>Average Faculty Salary</th>
<th>Average Salary</th>
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<tbody>
<tr>
<td>College of Business</td>
<td>86,902</td>
<td>94,000</td>
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<td>College of Education</td>
<td>58,671</td>
<td>62,000</td>
</tr>
<tr>
<td>College of Fine Arts &amp; Communication</td>
<td>52,151</td>
<td>52,141</td>
</tr>
<tr>
<td>College of Human Ecology</td>
<td>55,208</td>
<td>49,999</td>
</tr>
<tr>
<td>College of Health &amp; Human Performance</td>
<td>53,058</td>
<td>54,740</td>
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<tr>
<td>College of Technology &amp; Computer Science</td>
<td>63,109</td>
<td>76,909</td>
</tr>
<tr>
<td>TH College of Arts &amp; Sciences</td>
<td>53,854</td>
<td>50,555</td>
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<tr>
<td>School of Allied Health Sciences</td>
<td>58,588</td>
<td>68,090</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>59,793</td>
<td>65,000</td>
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</table>

### Position Allocation x Requested Salary or Avg Salary (greater amount)

<table>
<thead>
<tr>
<th>College</th>
<th>Allocation</th>
<th>Requested Salary</th>
<th>Salary Pool</th>
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<td>COB</td>
<td>8</td>
<td>94,000</td>
<td>752,000</td>
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<tr>
<td>COE</td>
<td>20</td>
<td>62,000</td>
<td>1,240,000</td>
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<td>CFAC</td>
<td>4</td>
<td>52,151</td>
<td>208,604</td>
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<td>CHE</td>
<td>7</td>
<td>55,208</td>
<td>386,456</td>
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<td>CHHP</td>
<td>10</td>
<td>54,740</td>
<td>547,400</td>
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<tr>
<td>CTCS</td>
<td>11</td>
<td>76,909</td>
<td>845,999</td>
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<tr>
<td>THCAS</td>
<td>14</td>
<td>53,854</td>
<td>753,956</td>
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<tr>
<td><strong>HS</strong></td>
<td>30</td>
<td>67,408</td>
<td>2,022,240</td>
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</table>

* Average faculty salary per 2004 Personnel Data File - IPRE
**AHS and Nursing positions allocated based on SCH funding model value of $67,408
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<thead>
<tr>
<th>University</th>
<th>Male %</th>
<th>Female %</th>
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<tbody>
<tr>
<td>Appalachian State University</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>East Carolina University</td>
<td>41</td>
<td>59</td>
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<tr>
<td>Elizabeth City State University</td>
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<td>61</td>
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<tr>
<td>Fayetteville State University</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>N. C. Agricultural and Technical State University</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>N. C. Central University</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>N. C. School of the Arts</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>University of North Carolina at Asheville</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>University of North Carolina at Charlotte</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>University of North Carolina at Greensboro</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>University of North Carolina at Pembroke</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>University of North Carolina at Wilmington</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>Winston Salem State University</td>
<td>30</td>
<td>70</td>
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</tbody>
</table>
Total Graduate Enrollments Rise; Number of Foreign Students Drops

By EUGENE MCCORMACK

Enrollment in graduate programs at American universities increased in 2004, buoyed by more female and minority students, but the number of international students continued to decline, according to a report released last week by the Council of Graduate Schools.

Overall enrollment increased by 2 percent over the 2003 figure. Women, who make up 57 percent of the students attending graduate schools, were largely responsible for the growth, with a 3-percent increase in enrollment in 2004. Men, meanwhile, increased their numbers by 1 percent.

Minority enrollment was up across the board and was especially strong in several fields where minority students have been historically underrepresented. African-American students, for example, raised their enrollment by 16 percent in the biological sciences, while Hispanic enrollments grew by 19 percent in the physical sciences.

Enrollment of international students, however, dropped by 3 percent last year. The decline was felt most strongly in engineering and the physical sciences, where international students make up 50 percent and 41 percent of the enrollments, respectively. While most of the fields showed an increase from 2003 to 2004, those two saw drops.

Debra W. Stewart, president of the graduate-schools council, said she worried about the effect of such decreases.

"In a society that's heavily reliant on innovation in technological fields," she said, "these declines are particularly disturbing."

Many factors have been blamed for the fall in international enrollment, including the difficulty that students have faced in obtaining visas since the September 11, 2001, terrorist attacks and the increased competition for students from other English-speaking countries.

The report also said, however, that this year's international-enrollment numbers might improve over 2004, based on an increase in international-student admissions despite a 5-percent drop in applications. Over all, the number of applications to graduate schools was down 12 percent this year.

Ms. Stewart said she was encouraged by some aspects of the report, but thought overall enrollment trends were troubling. "While we have particularly strong growth in some
very important fields," she said, "it is simply not growing at a rate that it has to grow for the country to be competitive going forward."

Fall Enrollment History

Fall Headcount Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled</th>
<th>Year</th>
<th>Enrolled</th>
<th>Year</th>
<th>Enrolled</th>
<th>Year</th>
<th>Enrolled</th>
<th>Year</th>
<th>Enrolled</th>
<th>Year</th>
<th>Enrolled</th>
<th>Year</th>
<th>Enrolled</th>
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<tbody>
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<td>1909</td>
<td>174</td>
<td>1930</td>
<td>984</td>
<td>1951</td>
<td>2,123</td>
<td>1972</td>
<td>10,286</td>
<td>1993</td>
<td>18,186</td>
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<td>1910</td>
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<td>1952</td>
<td>2,280</td>
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<td>1994</td>
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<tr>
<td>1911</td>
<td>235</td>
<td>1932</td>
<td>970</td>
<td>1953</td>
<td>2,454</td>
<td>1974</td>
<td>11,341</td>
<td>1995</td>
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<td>2,878</td>
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<td>11,725</td>
<td>1996</td>
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<td>251</td>
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<td>1,096</td>
<td>1955</td>
<td>3,315</td>
<td>1976</td>
<td>11,696</td>
<td>1997</td>
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<td>1936</td>
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<td>1957</td>
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<td>1978</td>
<td>12,476</td>
<td>1999</td>
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<td>1916</td>
<td>307</td>
<td>1937</td>
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<td>1958</td>
<td>4,179</td>
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<td>1980</td>
<td>13,165</td>
<td>2001</td>
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<td>1925</td>
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<td>1946</td>
<td>1,382</td>
<td>1967</td>
<td>9,360</td>
<td>1988</td>
<td>16,501</td>
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<tr>
<td>1926</td>
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<td>1947</td>
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<td>9,272</td>
<td>1989</td>
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<td>1927</td>
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<td>1948</td>
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<td>1969</td>
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<td>1990</td>
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<td>10,007</td>
<td>1991</td>
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</table>

Source: East Carolina College Catalog, UNC-OP enrollment report, and Institutional Planning, Research, and Effectiveness data files
* Note: Beginning in 1983, headcount enrollment includes both on-campus and distance education enrollment; before 1983, data include on-campus enrollment only.
Greek Life at ECU

Division of Student Life
Department of University Unions

Greek Life Organizational Chart

Director
Greek Life

IFC
16 Fraternities

Assistant
Director
Greek Life

Graduate
Assistant

NPC
8 Sororities

NPIC
5 Fraternities
4 Sororities

Administrative Assistant
Our Mission Statement

- The Office of Greek Life at East Carolina University promotes diversity, life-long learning, friendship and service. Sorority and fraternity membership is enhanced through development of leadership, networking, ethical decision making and career-life skills.

The Definition of Each Umbrella

In 1931 the organization's name was changed from Interfraternity Conference to National Interfraternity Conference. In 1999, the leadership again changed the name to North-American Interfraternity Conference (IFC). The umbrella is composed of 64 different lettered organizations.

The National Pan-Hellenic Council, Incorporated (NPHC) is currently composed of nine (9) international Greek letter Sororities and Fraternities (Historically African-American).

National Panhellenic Conference (NPC), founded in 1902, is an umbrella organization for 26 international women’s fraternities and sororities.
The ECU Greek Community

<table>
<thead>
<tr>
<th>Organization</th>
<th>Chapters</th>
<th>Membership</th>
<th>Living in House</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-American Interfraternity Conference (IFC)</td>
<td>16</td>
<td>527</td>
<td>111</td>
</tr>
<tr>
<td>National Panhellenic Conference (NPC)</td>
<td>8</td>
<td>523</td>
<td>137</td>
</tr>
<tr>
<td>National Pan-Hellenic Council, Inc. (NPHC)</td>
<td>9</td>
<td>94</td>
<td>No Houses</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>1,194</td>
<td>248</td>
</tr>
</tbody>
</table>

Membership Growth

- Membership in Greek Life increased during the 2004-2005 academic year after an excellent recruitment year.
- IFC increased by over 4% to include over 500 members in the fall semester.
- NPC membership increased by 7% to 585.
- NPHC had the most significant increase with 20% growth to a membership of over 140.
Grade Point Average Comparison - Greek to University

- **Fall 2004**:  
  Greek GPA: 2.686  
  University GPA: 2.696

- **Spring 2005**:  
  Greek GPA: 2.632  
  University GPA: 2.750

Grade Point Average 3.0 or Greater

- **Fall 2004**:  31% of Greek membership had a 3.0 GPA or greater

- **Spring 2005**:  29% of Greek membership had a 3.0 GPA or greater
The Greek Community:
- Is very active with Fall and Spring Open House and New Student Orientation in the summer.
- Sponsored the 3rd annual non-alcoholic Greek Week in the 2005 spring semester.
- Continues to support the mission of the university by providing safe and healthy events on and off campus.
- Participates in a variety of philanthropic and volunteer services and provided numerous hours of community service in Greenville, Pitt County, and surrounding areas.

**University/Community Involvement**

**ECU Sorority Houses**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Capacity</th>
<th>Occupancy</th>
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</thead>
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<td>Chi Omega:</td>
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<tr>
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</tr>
<tr>
<td>Sigma Sigma Sigma:</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Zeta Tau Alpha:</td>
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**ECU Fraternity Houses**

<table>
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<tr>
<th>Organization</th>
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<th>Occupancy</th>
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<tbody>
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<tr>
<td>Kappa Alpha:</td>
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</tr>
<tr>
<td>Lambda Chi Alpha:</td>
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<tr>
<td>Phi Kappa Tau:</td>
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<tr>
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<td>11</td>
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<tr>
<td>Pi Kappa Phi:</td>
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<tr>
<td>Sigma Phi Epsilon:</td>
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<td>Tau Kappa Epsilon:</td>
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</tr>
<tr>
<td>Theta Chi:</td>
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<td>7</td>
</tr>
</tbody>
</table>

**Greek Housing Survey**

- The Greek housing survey was given to 20 of our 33 organizations.
- **Summary of Responses from those that participated:**
  - Overall, the Greek Housing Village is a good idea, but mainly for those who do not already have houses.
  - Most want more information about the village before making a decision on whether or not to move into the village.
  - 11 of the 20 that responded already lived in or owned a house.
FUTURE DIRECTIONS

Establishment of a Greek Village
The Robert Herring Wright Society is an elite group that has significantly shaped the history of the university. In 2002, the Division of Student Life held a ceremony dedicating the Student Government Association Hall of Presidents in Mendenhall Student Center. This was well attended with over 16 past Presidents returning for the celebration and festivities. These past Presidents, with leadership and support from Student Life, were reunited and reenergized and expressed interest in further organization and development. In 2003, the ECU Board of Trustees approved that the organization of ECU's past student government presidents be designated the Robert Herring Wright Society. All past Student Government Association Presidents, as well as our current president, are members of the Robert Herring Wright Society.

Establishing and organizing past SGA presidents provides an opportunity for East Carolina University to recognize this group's exhibited leadership ability, unique relationship to the university, and potential to be a significant voice and force in our progress and growth in the future. This esteemed group of leaders will be recognized and involved with our Centennial Campaign and Celebration and enhance current efforts to build a philanthropic tradition for East Carolina.

The society's membership is approximately 83; and it is reported that 25 of those are deceased. Current members have recommended that the focus be expanded to include all members of past executive cabinets, which would increase membership to approximately 400 individuals if approved.

The next Society meeting is scheduled for early Spring. Next steps include development of a constitution that will outline a board of directors and establish future goals.