AGENDA
East Carolina University Board of Trustees
Health Sciences Committee
July 13, 2004

1. Approval of Minutes – May 7, 2004

2. Health Sciences Division Issues – Dr Michael Lewis
   ▪ General Updates


4. ECCVI Update

5. PCMH/UHS – Mr. David McRae
Members Present:

Robbie Hill, Chair                    David Redwine
James R. Talton, Jr.                  Dave McRae
Dan V. Kinlaw                         Terri Workman
Michael J. Lewis                      Brian Floyd
David Brody                           John Lehman
William E. Shelton, Chancellor        Gary Vanderpool
Stephen Showfety                      Chuck Hawkins
Margaret Ward                         Greg Hassler
William Bodenhamer                    Don Leggett
Robert Greczyn                        Shannon O’Donnell
Mike Kelly                            John Worth
Fielding Miller                       George Harrell
James L. Smith                        Jack Brinn

Mr. Talton, Chairman, called the meeting to order at 7:40 a.m.

Approval of Minutes
Mr. Talton asked if there were any changes or additions to the minutes of March 26, 2004. There being no changes, the minutes were approved as distributed.

Health Sciences Division Issues

Medical School Report
Dr. Lewis stated that Dr. Johnson would not be joining the meeting this morning due to her involvement with the BSOM convocation activities. Dr. Lewis reported that a letter was received from the Office of Public Health and Science on the Institutional Review Board site visit conducted several weeks ago. The letter stressed the commitment of this institution to the protection of human subjects of research and dedication of the employees.

Dr. Lewis indicated that Dr. Johnson would present an overview of the types of medical schools and their unique issues to the board at a later date. The information on the Practice Plan account was included in the notebooks. Mr. Vanderpool directed the group’s attention to the MFPP Key Performance Indicators document included in the packet. He indicated that output was increased significantly; charges and collections were up as well as patient visits; but expenses were also increasing. Mr. Hill stated that details concerning the increase in expenses would be provided at the next meeting by Dr. Johnson.

Dr. Lewis reported that the results of the Step II of the USMLE exam were in. All of the second year students at The Brody School of Medicine passed. We are very proud of the 100% pass rate by the students.
Dr. Lewis mentioned the recent medical school rankings by US News and World Report. The Brody School of Medicine was ranked as 19th in the national institutions for primary care in 2003. BSOM finished 4th in rural medicine and 15th in family medicine.

**ECCVI Update**
Dr. Lewis stated that approval for the name of the CV Center had been received by the Office of the President and the UNC Board of Governors: Eastern Carolina Cardiovascular Institute. Funds for planning have been approved and an architect has been selected. Dr. Lewis indicated that funding by the General Assembly this year was very important. Recently Dr. Lewis and Dr. Johnson met with the Executive Council of the NC Academy of Family Physicians. That group agreed to support funding of the ECCVI provided the new Family Medicine Center was the next funding issue. Dr. Lewis introduced Mr. Brian Floyd, assistant to Dr. Chitwood. Mr. Floyd drew the group's attention to the several technical issues described on the charts and graphs distributed. He indicated that these show the models we want to develop and that development of a matrix was in the works to enforce a collaborative effort. Dr. Lewis thanked Mr. Floyd for his work and for increasing his responsibilities.

**Liaison Committee Update**
Dr. Lewis reported that yesterday's meeting dealt with very important issues related to the educational program of the Brody School of Medicine. Dr. Johnson will provide these details to the board at a later date. Mr. Hill indicated that several important issues were discussed, including the CV Institute.

**PCMH/UHS**
Mr. Talton welcomed Mr. McRae to the meeting. Mr. McRae stated that the UHS board members were energized as a result of the Liaison Group meeting yesterday. He stressed the importance of the convocation activities today with two women leaders on stage. This will be the first time that the President of PCMH has been asked to participate in convocation activities. Mr. McRae thanked the group for helping the hospital to grow to the 4th or 5th largest hospital in the state.

Mr. Talton extended his thanks to Mr. McRae and that the relationship between the boards and institutions was greatly valued.
Mr. Hill indicated that there were a number of issues, which will be presented at a later date.

The meeting adjourned at 7:55 a.m.

Respectfully submitted,

Ellen L. Finch
Executive Assistant II to the
Vice Chancellor for Health Sciences
### BRODY SCHOOL OF MEDICINE
#### BUSINESS OFFICE BENCHMARKING RESULTS:
**2003 UNIVERSITY HEALTHSYSTEM CONSORTIUM (UHC) BUSINESS OFFICE SURVEY**
**BASED ON FY 01/02 DATA**

<table>
<thead>
<tr>
<th></th>
<th>ECU</th>
<th>Average</th>
<th>Comparison</th>
<th>Desired Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFS Net Collection Rate</td>
<td>90.0%</td>
<td>83.6%</td>
<td>11 of 41 were higher</td>
<td>Higher</td>
</tr>
<tr>
<td>FFS Days in Accounts Receivable (Reported)</td>
<td>60.0</td>
<td>65.1</td>
<td>19 of 40 were lower</td>
<td>Lower</td>
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<tr>
<td>% Self Pay/Uninsured/Charity</td>
<td>14.4%</td>
<td>9.5%</td>
<td>36 of 41 were lower</td>
<td>Lower</td>
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<tr>
<td>% 1st Claim Denials</td>
<td>10.2%</td>
<td>15.2%</td>
<td>5 of 28 were lower</td>
<td>Lower</td>
</tr>
<tr>
<td>Cost of Billing Office as % of Collections</td>
<td>3.60%</td>
<td>5.43%</td>
<td>2 of 38 were lower</td>
<td>Lower</td>
</tr>
<tr>
<td>Cost Per Claim</td>
<td>$3.70</td>
<td>$6.81</td>
<td>1 of 36 was lower</td>
<td>Lower</td>
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<tr>
<td>Billing Personnel per $1 Million Collections</td>
<td>0.578</td>
<td>0.847</td>
<td>0 of 36 were lower</td>
<td>Lower</td>
</tr>
<tr>
<td>Functional Billing FTE's per $1,000,000 Collections</td>
<td>0.58</td>
<td>0.82</td>
<td>3 of 39 were lower</td>
<td>(Over)/Under-Staffed 16</td>
</tr>
<tr>
<td>Functional Billing FTE's per 10,000 Encounters</td>
<td>0.78</td>
<td>1.36</td>
<td>4 of 38 were lower</td>
<td>(Over)/Under-Staffed 28</td>
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<tr>
<td>Claims, Ins Denial and F/U FTE's per $1,000,000 Collections</td>
<td>0.22</td>
<td>0.42</td>
<td>0 of 39 were lower</td>
<td>(Over)/Under-Staffed 13</td>
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<td>Claims, Ins Denial and F/U FTE's per 10,000 Encounters</td>
<td>0.29</td>
<td>0.7</td>
<td>2 of 38 were lower</td>
<td>(Over)/Under-Staffed 20</td>
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<tr>
<td>Payment Posting/Cashiering FTE's per $1,000,000 Collections</td>
<td>0.11</td>
<td>0.12</td>
<td>6 of 39 were lower</td>
<td>(Over)/Under-Staffed 1</td>
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<tr>
<td>Payment Posting/Cashiering FTE's per 10,000 Encounters</td>
<td>0.15</td>
<td>0.21</td>
<td>6 of 38 were lower</td>
<td>(Over)/Under-Staffed 3</td>
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<tr>
<td>Credit Resolution FTE's per $1,000,000 Collections</td>
<td>0.07</td>
<td>0.04</td>
<td>25 of 38 were lower</td>
<td>(Over)/Under-Staffed 2</td>
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<tr>
<td>Credit Resolution FTE's per 10,000 Encounters</td>
<td>0.09</td>
<td>0.07</td>
<td>20 of 37 were lower</td>
<td>(Over)/Under-Staffed 1</td>
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<tr>
<td>Patient Inquiries &amp; Follow-up FTE's per $1,000,000 Collections</td>
<td>0.11</td>
<td>0.12</td>
<td>9 of 39 were lower</td>
<td>(Over)/Under-Staffed 1</td>
</tr>
<tr>
<td>Patient Inquiries &amp; Follow-up FTE's per 10,000 Encounters</td>
<td>0.15</td>
<td>0.2</td>
<td>6 of 38 were lower</td>
<td>(Over)/Under-Staffed 2</td>
</tr>
</tbody>
</table>

*i.e., Only 5 other reporting medical schools had a higher level of self-pay patients than the Brody SOM*
MFPP Key Performance Indicators
Fiscal Year-to-Date (May 2004)

- Patient Visits/Business Day ↑1.5%
  - Total Outpatient Visits: 299,856
- Productivity is Up
  - # Faculty No Change
  - Relative Work Value Units (RVUs) ↑5.8%
- Charges ↑9.7%
- Collections ↑7.4%
- Expenses ↑9.4%

Note: Results compared to prior year-to-date (May 2003)
July 13, 2004

Greetings from the Laupus Library

Creating Change in Scholarly Publishing

A crisis in scholarly communication has globally grown to critical proportion. The crisis is a result of many factors converging and conflicting in such ways as to threaten the ability of libraries to continue support of their users within the framework of traditional information delivery models.

Some factors contributing to the crisis include but are not limited to:

- Publishing is undergoing a paradigm change from print to electronic publication.
- This paradigm shift from print to electronic is resulting in a second paradigm shift from ownership (of print materials) to electronic access via leasing of e-materials.
- Consolidation (bordering on monopolies) of scholarly publishing creating a few giant commercial publishers who control vast amounts of the science, technical and medical journals currently published.
- Use of scientific, technical and medical publishing as a “cash cow” by commercial companies to subsidize the overall profitability of their companies.
- High price inflation has continued in the publishing industry, due to the unique economic model of the industry, even during times of otherwise low inflation in the overall economy
- Inability of libraries to sustain their purchasing power due to this inflation
- Restrictive e-licenses and contracts
- Emerging “open access” peer-reviewed research publishing available on the Internet
- Emerging international movements among libraries and scholarly communities to embrace “open access” publishing
- The move to “open access” publishing conflicting with the traditional paradigm of publishing in select high quality print journals required for faculty to obtain tenure
- Despite their knowledge of the costs and copyright disadvantages of traditional publishing for authors, the continuing reluctance of academic scholars to move away from their perceived “first tier” scholarly journals due to the pressures of “publish or perish”

The Laupus Library experienced the impact of the crisis earlier than did Joyner Library due to the nature of the science and medicine materials we collect and the needs of the clients we serve. The crisis has now expanded to impact the budgets and collection development choices of both libraries. State funding for journal literature price inflation ceased with the 1999-2000 budget. Subsequent materials budget cuts and reversions necessitated by the State’s economy have severely impacted the purchasing power of both libraries, especially for medicine and the sciences. In addition, North Carolina never provided funding for universities to begin to convert collections from print to e-formats at the same time that global environmental pressures were forcing this conversion to take place.

Fortunately, due to ECU’s leadership in Distance Education and willingness to expand student enrollment, funding for library services came to the University in response to growth and
productivity in these areas of service. Working in close collaboration, the Joyner and Laupus libraries developed a funding model for use of new continuing funds coming to ECU for these purposes. This shared funding model enabled the creation of the Virtual Library @ ECU and related cooperative e-resource projects that otherwise would not have been possible.

It should be noted that the Brody School of Medicine currently receives no enrollment increase funding and, to date, has not received Distance Education funding. University library budgets are still at risk to the pricing practices of the commercial market. We will seek to embrace the anticipated benefits of “Open Access” publishing for the many technological and economic benefits it promises; at the same time, we will work with faculty to address their concerns related to publishing and tenure in the evolving e-environment.

Joyner and Laupus libraries will work with the Faculty Senate Libraries Committee and the Interim Vice Chancellor for Research to explore options for faculty to seek new and alternative dissemination outlets for their scholarly work. Several strategies are being applied to address the crisis in scholarly publishing locally at ECU. These include:

- Joyner and Laupus libraries, the Faculty Senate Libraries Committee and other interested university partners will explore issues related to the development of an Institutional Repository at ECU. In such a repository, copies of all scholarly publications and research produced at the university will be maintained. Open access management practices would be employed to assure free or low cost access to ECU research.

- The Laupus Library will underwrite a membership to BioMed Central for the East Carolina University community. This membership will allow ECU scholars to publish their research electronically free or at modest expense in internationally peer reviewed e-journals published under the auspices of BioMed Central without having to surrender their copyright to the publisher. These articles will experience a faster review time than typical with print journals, and all articles published will be available full-text, electronically, and free to scholars worldwide. Articles published through BioMed Central are indexed by the U.S. National Library of Medicine’s Index Medicus and are also included in the NLM’s Pub Med database. The cost of the first year will be $3224. Under this membership agreement, any ECU scholar who
wishes may submit an article for peer review and potential publication without having to pay an individual author’s fee. The decision to continue the institutional subscription will be made at the conclusion of the trial year based upon faculty use and projected future costs. By promoting this alternative resource to our University, we feel we can help scholars explore an emerging new publishing alternative.

- ECU libraries will continue to participate in consortia sponsored by the UNC system and other state agencies to provide access to the maximum number of scholarly resources at the lowest possible cost.

- The newly formed ECU Library development team, comprised of Drs. Varner and Spencer and staff from both the Joyner and Laupus libraries, will seek external funding for expansion of library endowments to help underwrite the increased costs of scholarly information, especially in electronic formats, needed by the ECU community.

A copy of the publication, “Create Change” is attached for your information.
Create
New systems of scholarly communication
Change
Old systems of scholarly communication
www.createchange.org
Scholarly communication is your system.

Scholarly communication should exist for the benefit of the world’s research and teaching community. Authors want to share new findings with all their colleagues, while researchers, students, and other readers want access to all of the relevant literature.

However, the traditional system of scholarly communication is not working. Libraries and their institutions worldwide can no longer keep up with the increasing volume and cost of scholarly resources. Authors communicate with only those of their peers lucky enough to be at an institution that can afford to purchase or license access to their work. Readers only have access to a fraction of the relevant literature, potentially missing vital papers in their fields.

The promise of the digital revolution to shrink costs and expand access has been threatened by those publishers that have sought to maximize revenues by raising prices and restricting use. But efforts to counter this trend—employing new technologies and business models to provide wider access at lower societal cost—are underway and gaining momentum.

Involvement by the academic community is critical in ensuring that these efforts succeed. Together we can develop a new system that meets your needs and those of future scholars and students.

It’s time to Create Change.
Book and Journal Costs, 1986–2002

North American Research Libraries
The system is no longer working.

You may be finding it harder and harder to locate articles you need as most campuses continue to cancel journal subscriptions.

* Worldwide journal prices continue to rise significantly faster than inflation and library budgets. In North America, for example, research libraries spent 27% more on journals in 2002 than in 1985. In the UK, journal prices rose 156% between 1991 and 2001 compared to a 28% increase in inflation.

* These increases have led to continued journal cancellations, with fewer journals being purchased by libraries.

* Despite cuts in subscriptions, a few publishers continue to post large profits—up to 40% in some cases.

* Commercial journal publishers are expanding their market control through acquisitions, mergers, and the purchase of individual titles from learned and professional societies. Mergers typically result in significant increases in subscription prices.

* While a growing number of journals are now available online, this access often comes at an extra cost, further stretching library budgets. Many colleges and universities cannot provide this access for their faculty and students.

When you publish, you may be signing away your rights to use your own work.

* Copyright transfer agreements often require you to transfer all of your copyrights exclusively to the publisher, thereby losing control of any subsequent public distribution of your work.

* Restrictions on use of your own work may prohibit personal distribution for teaching and research, as well as posting your paper online publicly available Web sites and archives.

Although electronic publishing is a promising avenue for scholarly research, it brings its own challenges.

* Some major publishers seek to restrict access to electronic information through legislation and technical protection systems.

* Many of the electronic resources available on your campus are governed by licenses that restrict how you and your students can use the content.

* Some publishers have bundled all their electronic journals to provide additional access, but licenses for these packages tie up significant portions of library budgets. This can divert funds from subscriptions to high-quality titles from smaller publishers.

* Small societies and university presses do not have the capital to invest in the new media and they worry about the loss of print subscriptions if their journals are made available electronically.

* Publishers of online-only journals fear that they may not be able to attract quality manuscripts if academic authors are uncertain about the perceived value of electronic publications in the promotion and funding processes.

* Libraries are concerned with the long-term preservation and archiving issues raised by electronic media.

Your young faculty colleagues in the humanities may not be able to find a publisher for their first book.

* Subsidies from granting agencies and universities for publishing in the humanities have virtually disappeared in the last 13 years.

* Academic libraries in the UK purchase 19% fewer books per student today than they did 8 years ago due to high journal prices. In North America, research libraries are purchasing 2% fewer books in 2002 than in 1986, despite spending 52% more.

* As library budgets are squeezed by expensive journals the market for books is reduced. Today many scholarly books sell only 200-400 copies compared with 1500 copies a decade ago.

* University presses reject some quality manuscripts with limited market potential because publishing costs cannot be recovered.
The system is changing—you can make a difference.

- Encourage discussion of scholarly communication issues and proposals for change in your department, college, or university.
- Where possible, publish in open-access journals, which employ funding models that do not charge readers or their institutions for access. Serve on editorial boards or review manuscripts for open-access journals. (For a list of open-access journals, see the Directory of Open Access Journals at www.doaj.org).
- Include electronic publications in promotion and funding discussions.
- Encourage your society to explore alternatives to contracting or selling its publications to a commercial publisher.
- Encourage your society to maintain (or adopt) reasonable prices and user-friendly access terms.
- Encourage your society to consider creating enhanced competitions to expensive commercial titles.
- Modify, if appropriate, any contract you sign with a publisher ensuring your right to use your work, including posting on a public archive.
- Carefully examine the pricing, copyright, and subscription licensing agreements of any journal you contribute to as an author, reviewer, or editor.
- Consider using your influence by refusing to review for expensive journals by declining to serve on editorial boards of such publications; by supporting the library’s cancellation of expensive, low-use titles; and by encouraging colleagues to do the same.
- Investigate your campus intellectual property policies and participate in their development.
- Invite library participation in faculty departmental meetings and graduate seminars to discuss scholarly communication issues.
- Encourage your institution or its local or regional consortium to set up an institutional repository to permanently archive the intellectual wealth of your institution (www.arl.org/sparc/IR/IR.html).
- Deposit your research materials (including pre- and post-prints of your articles) in your local or regional institutional repository or your discipline’s repository.
- Familiarize yourself with journal cost-per-use studies, such as those conducted at Cornell and Wisconsin (www.createchange.org/resources.html).
- Encourage your library to become a member of SPARC (www.arl.org/sparc) or SPARC Europe (www.sparceurope.org). SPARC, the Scholarly Publishing & Academic Resources Coalition, encourages competition in the scholarly publishing market.
- Submit papers to SPARC supported journals in your discipline, serve on SPARC editorial boards, and/or agree to review papers for SPARC titles.

If you are a journal editor:
- Become involved in the business aspects of your journal.
- Use your influence, and that of your editorial board, to lobby for reasonable prices and access policies—other editors and boards have found this a successful strategy!
- Include your librarian when meeting with a publisher’s representative.
- If warranted, consider moving your journal to a non-commercial publisher or creating an alternative journal.

For more information www.createchange.org

To find out more about these issues, contact your library liaison and visit the Create Change Web site at www.createchange.org.

To obtain additional copies of this brochure, e-mail: pubs@arl.org.
Breaking ground for a new home

Preparing the next generation of nursing faculty

Top secret: Alumna helps safeguard our nation’s capital

Father & daughter classmates
Our faculty, staff and students in the School of Nursing at East Carolina University participated in a monumental day March 26 with the groundbreaking of the new Learning Village on West Campus.

The new construction will bring the School of Nursing, School of Allied Health Sciences and Laupus Health Sciences Library on the same campus with Brody School of Medicine and Pitt County Memorial Hospital. The new facility, scheduled to open in 2006, will provide a true interdisciplinary setting, allowing students from the Division of Health Sciences to learn and collaborate in a state-of-the-art facility.

I am particularly thrilled to have space to capture the history of our school in the new building. We are planning an exhibit in the lobby and would welcome donated nursing memorabilia items.

The School of Nursing has been housed in many locations since our first graduating class in 1964. We hope you will enjoy reading about where we've been and where we're headed.

Prior to our move, we will enjoy the Rivers Building expansion due to be completed this May, which contains additional offices, a large lecture hall and much needed research space for our growing graduate programs.

We continue to work on the challenge of shortages in our profession. To prepare sufficient numbers of new nurses to enter the workforce, we must have teachers to teach them.

A key element has been the development of the Ph.D. program in nursing. Begun in 2002 with two students, the program has grown to 10 students. A majority of these students will work as faculty for universities and colleges, or in research, administration or policy.

Another new initiative begun in fall 2003 is the nursing education concentration in the MSN program. Already we have 37 students participating in this concentration which is being offered totally online.

Those two programs are representative of the commitment that our school has to the state. We want to continue the school's history as the state's major source of nurses prepared to meet the nursing and health care needs of residents in eastern North Carolina and our entire state.

In this issue, you will read about our distance learning programs, our alternate entry master's program, and our recruitment strategy for future teachers. You will enjoy profiles on a father and daughter enrolled in the school, and a successful alumna business owner. Research topics will include premature babies, labor pain management, and evidence-based practice in nursing featured at the 2nd Annual Dixie Koldjeski Lectureship. The lecture series was established to honor longtime faculty member, Dr. Dixie Koldjeski, in celebration of the initiation of the Ph.D. in nursing program.

We are also pleased to announce a scholarship made in memory of the late Charlotte M. Martin, a longtime faculty member, and a grant from the Skelly Foundation.

As always, we thank our alumni, faculty, students and friends for your continued support as we share our visions for the future in teaching, research and service. With your help, we can continue to meet our goal to provide quality nursing professionals to serve the citizens of North Carolina.

Phyllis N. Horns, R.N., DSN, FAAN
Dean, ECU School of Nursing
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Laying a foundation for the future

The Learning Village will ease crowding, invite collegiality and unite health sciences programs

By Crystal Baity

Look ahead two years, past the hard hats and purple and gold shovels that broke ground this spring for a new School of Nursing at East Carolina University.

Additional classrooms, clinical and computer labs, lecture halls, and faculty offices – approximately 84,000-square-feet of much-needed space – will be going up soon.

The School of Nursing will join the School of Allied Health Sciences and Laupus Health Sciences Library in a new, larger home which will be the first building in the Learning Village on West Campus.

Dr. Phyllis Horns, dean of the School of Nursing, describes the future: more space, new labs, a unified Division of Health Sciences, a history exhibit, one location. Officials have worked more than a decade to make the vision a reality.

The space need becomes obvious in just one visit to the school’s current location in Rivers Building on a Thursday or Friday when students have returned from clinical sites and occupy every available classroom.

“We are desperately short on space of all kinds,” said Horns.

Classrooms and labs are full. Faculty and staff offices are in several campus locations with some faculty having no office at all. The nurse anesthesia program currently is housed in space provided by Pitt County Memorial Hospital. Research space is non-existent.

An addition to Rivers Building set for completion this year will include a large, multi-use classroom, additional office space and needed research space for the school’s two-year-old doctoral program.

While providing temporary breathing room, the Rivers addition was constructed without clinical nursing labs because of the planned move. Another university department eventually will occupy the space, so designing it specifically for nursing wasn’t practical.

Total enrollment projections call for 950 students in the next five years, up from the current 650. Currently the school produces more first-time nurses than any college in North Carolina, a fact highlighted by Interim Chancellor Bill Shelton at the March 26 groundbreaking.

A growing enrollment – encouraged to address a state and nationwide nurse and nurse faculty shortage – will necessitate additional classrooms, clinical labs, faculty space and computer labs, all planned on the new campus.

“I am particularly thrilled about the concept integration labs,” said Horns. “These are labs where students get to put into practice some of the things they have learned and work with...
real-life patient situations in a virtual environment.”

She also looks forward to having space to capture the history of the school. An exhibit is planned in the lobby of the new school. (See accompanying article).

Bringing the Division of Health Sciences together on one campus with Brody School of Medicine and Pitt County Memorial Hospital will give students a true interdisciplinary setting for learning and opportunities for collaboration.

Once completed, allied health and nursing students will be much closer to clinical training sites and the library will be at the center of an enlarged medical campus. The interdisciplinary education helps doctors, nurses and other health care providers in training learn to work effectively in teams. Architects designed the building to encourage shared use of large classrooms and common space. There will be a cyber café, where students can bring their laptops and eat indoors or out.

The state-of-the-art, $58 million Learning Village will have joint upper levels while maintaining individual identities with separate ground entrances and common courtyards and archways.

“There is excitement and anticipation in being able to see this whole process start,” said Dr. Stephen Thomas, dean of the School of Allied Health Sciences. “I don’t think people in the Brody School of Medicine or Pitt County Memorial Hospital will understand the impact until they see a 300,000-square-foot building behind them. When they see that steel frame, it’s a symbol of something great about to happen.”

The allied health sciences building will be four stories with 127,000 square feet, providing expanded laboratory and research space along with new classrooms and offices. The Laupus Library will move from its home in Brody School of Medicine to a four-story, 72,000-square-foot building. The School of Nursing building will be connected with the other buildings through upper level walkways.

“It is an opportunity for us for the first time to be a
to offer it on campus after the move.

“It is almost reversing what has been the tradition of starting with an on campus program first,” said Thomas.

With nine departments and 513 students, Thomas projects growth to reach 627 students about the time the school moves to the new building.

“We could not right now, in the facility we’re in, accommodate this growth,” said Thomas.

Students and faculty will be equipped with the latest technology in the Laupus Library, including interactive conference rooms and computer labs. It also will have classrooms, casual group and individual study space and traditional service areas and book stacks.

The library will be filled with natural light due to an expanse of windows and half-domed, open fourth floor with balcony. At night, task lighting will create a subdued, warm environment.

“How staff person has a window,” said Dr. Dorothy Spencer, library director.

“We feel like we’ve been let out of a box.”

The library will have the only public facility space on west campus. A 1,400-square-foot room will open to an outdoor balcony facing the Tar River. It will be programmable to suit a variety of needs, from art and history exhibits to lectures, seminars and receptions, said Spencer.

Designed by architects Walter, Robbs, Callahan & Pierce of Winston-Salem, the Learning Village was made possible by the passage of a $3.1 billion bond referendum for the University of North Carolina system and community colleges in 2000.

Of the $190 million earmarked for construction and repair projects at ECU, more than $61 million was designated for the unified health sciences campus.

For more information, go to www.ecu.edu/dhs and click on the Learning Village link.

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Preserving history

School of Nursing seeks items

The School of Nursing plans a display of memorabilia relating to nursing or the school’s rich history in their new home on the Learning Village campus.

The items will likely be displayed in the main lobby, “So when people come into the school, they’ll have an understanding of what a difference our graduates have made in our state and in people’s lives,” said Dr. Phyllis Horns, dean of the School of Nursing.

The school graduates more new nurses than any college in North Carolina each year.

To donate items or for more information, contact Dr. Marie Pokorny in the School of Nursing at 252-328-4162 or e-mail pokornym@mail.ecu.edu
By Marion P. Blackburn

Pulse

Spring 2004

Closet, bathroom, trailer. Four-bedroom house, Fifth Street basement.

From the first dean's office in the Austin Building, to makeshift lodgings on and off campus, the School of Nursing has known quarters of all types.

So as construction begins on a building that will open in 2006 as part of the Learning Village, it brings another opportunity to say goodbye to the places nurses have taught, learned and practiced clinical skills in the school's 44 years. Within two years, the school could finally call the medical center home.

In the meantime, a short-term remedy to the school's fragmented accommodations is already at hand. The Rivers Building expansion will bring offices, classrooms and research spaces when it opens later this year. That immediate increase of 50 percent will ease crowding for the final years on East campus.

Enlarging Rivers marks a milestone in a long line of upgrades and unlikely locations. Nurses first held classes in the Rawl and Graham buildings, with others in the basement of the old Pitt County Memorial Hospital on Fifth Street. They traveled for clinicals to the Veteran's Administration Hospital in Oteen (near Asheville) and Umstead Hospital in Butner (near Durham), and had their own bus for in-town transportation.

In those early days, it was hard to know where they would go next.

“We occupied a janitor's closet. They put a desk in there for us to work on, but there were mops and mop buckets standing around,” remembered Ruth Broadhurst, who arrived in June 1961, when the school was only months old.

“That's where we worked the first full year of courses while the students went through.”

In 1960, Eva W. Warren, the new dean, took an office in Austin, known as the Administration Building. The School of Nursing had its first address. Austin was the only building with air conditioners, a bonus in eastern North Carolina.

By September, the dean, her secretary and one faculty member moved to the third floor of the Rawl Building, where offices remained for a year. The dean had to petition to install a window unit air conditioner.

That's where Broadhurst found herself housed in a broom closet. She eventually shared it with two other faculty members.

Another move came in September 1961, when the school acquired three adjoining rooms in the Graham Building. A single space held faculty desks, 10 of them.

“The desks were scattered in there and that's where we worked,” Broadhurst remembered.

On the other side, a large room was used for the skills lab, “where they learned to make beds and give baths,” she said. Broadhurst retired in 1989 to Morehead City after serving many roles in the school, including assistant dean and director of the Learning...
Resource Center.

This lab also doubled as a kitchen and instructors boiled water for clinical demonstrations and for coffee on the same stove, said Evelyn Perry, the school's second dean from 1969 to 1981.

“Occasionally there would be a peculiar odor and we would find that an aluminum coffee pot had melted down to the handle,” she said. “Everyone would run around trying to find out who put the coffeepot on the eye and forgot it. Others in Graham thought we were concocting something awful to use on patients.” The oven was sometimes left open to warm the room, according to an account by Warren.

Those days ended in June 1963 when the school moved to a university-owned house at 505 East Eighth street. No longer standing, it was where the Mendenhall Building is now. The den, bedrooms and even the kitchen became office, reception and conference areas. Labs took place in Graham and classes in Austin. Faculty shared the bedroom offices in twos and threes.

“Compared to some of the other buildings on campus, it wasn’t that old, but it was crowded,” said Lona Presser Ratcliffe (66), who arrived as a student in 1962. “It was makeshift. We were waiting, thinking ‘where else are we going to go.’”

So crowded, in fact, that the bathroom served as a conference room, she said. “It was the only place to have a confidential meeting,” she said. “One person sat on the toilet and the other person sat on the side of the bathtub. That was what you did if you needed privacy.”

Classes were also held in the basement and on the roof of the old Fifth Street hospital, now the site...
of the Pitt County offices. The roof was known as the Penthouse.

“That’s where all the generator, furnace and air conditioning units were. We had two classrooms, a bathroom and a big open area,” Ratcliffe said. “We were either at the top or the bottom.” Ratcliffe is now an associate professor and clinical coordinator for the school.

More inconvenient than bathroom meetings was lugging equipment used for teaching.

“At that time, a lot of us used movies to supplement our lectures,” Broadhurst said. “That was great, because there were a lot of good films. But we had to carry those heavy Bell and Howell movie projectors across campus, all the way from Eighth Street to Austin.”

Students, too, were on the move and the school purchased its own bus to take students between clinical and classroom sites after relying on taxis for some time.

The opening of the Rivers Building in 1967 heralded a new era. For the first time, faculty had offices and enough classrooms for students. The building was well-made, spacious and modern.

“We felt like, ‘Finally we’ve arrived, we’re finally treated like people,’” said Inez Martinez, who came on board in 1960 and retired in 1989. “It was nice.”

Rivers was designed to hold about 264 students, Warren noted. “We rattled at first hardly knowing what to do with so much space,” she wrote.

“We each got a lovely new office,” said Judith Tripp Andresky, who graduated in 1966, obtained her master’s degree and returned in 1967 as faculty. “We had small classes, about 10 in a class. Now it’s a hundred.”

Ratcliffe, too, returned as a faculty member after obtaining her master’s degree. She was delighted with the building, which was suited to the high technology needs of the day with overhead projectors, movie screens and abundant wiring.

There was a notable shortcoming. “As high-tech as the building was, we had no phones in our office,” Ratcliffe said. “The only phones were in the secretary’s offices and the dean’s office. We would get buzzed on the intercom system if we had a call.”

Through the years, more students arrived, faculty came on board and programs expanded. Walls came down, classrooms doubled. Instructors who once taught a dozen were teaching a hundred.

“We had no idea we would run out of space so quickly,” Perry said.

“Within a few years we were borrowing office space from other buildings.”

Today, trailers near the old hospital are used for some

“One person sat on the toilet and the other person sat on the side of the bathtub. That was what you did if you needed privacy,” said Lona Presser Ratcliff, ’66.
programs and faculty have spread as far as Landmark Center on Greenville Boulevard (near the Hilton) and to the Lee Building downtown in Greenville.

“We’re very cramped,” Andresky said. When the Rivers expansion opens, it will provide 36 additional offices, as well as a master classroom on the ground floor that will hold 126. Other improvements include research, data entry and storage areas.

“The expansion will give us more classroom space, so people aren’t so bunched up together,” she said.

That overcrowding is especially evident on days with heavy classroom scheduling.

“We’re sending students and faculty to other classrooms on campus,” Ratcliffe said. “We use the new science building, the General Classroom Building, ViQuest for faculty meetings, the Willis Building. We look everywhere.”

There have been advantages to remaining at Rivers. Ratcliffe has remained in the same office for 37 years. Many hopes are pinned on the new nursing school under construction at the medical center. Not only will it include improvements such as wireless communications, it will provide space that’s desperately needed. Projections are that the school could grow, incrementally, from its current 650 enrolled in nursing courses to more than 950 in the Learning Village.

Moreover, it will finally unite nursing students with the larger medical community that includes the School of Medicine and School of Allied Health Sciences.

It also means no more scrambling by bus, car or taxi for clinicals at the hospital. “That’s where they should be,” said retired faculty member Inez Martinez. “You’re closer to the things you’re related to.”
As a working mother of two, Jeanette Avery of New Bern would have waited until her children were older to start graduate school if working online had not been an option. Distance learning fulfills her desire to be with her kids, work and study in her own town. She opted for online enrollment in the School of Nursing at East Carolina University, which is working to curb a shortage of nurse faculty through innovations like distance learning.
Avery is one of 37 students currently working online toward a graduate degree in nursing education.

Online master’s level courses were first offered two years ago in the family nurse practitioner and nurse midwifery options. Nursing education was added in fall 2003. This fall, neonatal nurse practitioner will be added. Core classes required by all MSN students are offered online as well.

Distance learning is one way ECU is educating future teachers to fill positions created by the number of retiring faculty in community colleges and universities.

“Certainly the nursing education concentration is primarily meeting that need, but in any of the graduate concentrations, students may choose to be nurse faculty in the future,” said Sylvia Brown, professor and associate dean for graduate programs in the School of Nursing.

Student Dana Mangum didn’t have to drive to a single class when she found the perfect master’s program 250 miles from her home. A nurse who teaches labor and delivery at Carolinas Medical Center in Charlotte, Mangum lives in nearby Monroe. She looked into other graduate programs closer to home but none matched her needs.

Mangum, who graduated from Queens College in Charlotte, has been a nurse since 1997. She worked in post-cardiac care prior to labor and delivery and taught childbirth classes. She was encouraged by supervisors, but not required, to get her master’s degree when she began teaching three years ago.

Regardless, it was something she wanted to do. “It’s so rewarding,” said Mangum. “My style of teaching is so different than the way I was taught. I want to create an environment where they can feel safe, they can ask a ‘wrong’ question or I can say ‘I don’t know, but we’ll find out together,’ and it will be okay, and to laugh during a clinical day. I want them to enjoy the patients and the practice for what it can be.”

Avery and Mangum were drawn to ECU’s School of Nursing because of its outstanding reputation and depth of course offerings.

Convenience and independence lure many online students, who typically work full time while completing coursework part time. Calls have been coming in from interested students across the Tar Heel state, out-of-state and even abroad, says Brown.

However one disadvantage of online classes is the lack of face-to-face contact between students and instructors. “Some students miss it, but many who work full time and have families feel the benefits outweigh the negatives,” said Brown.

Most students are only required to come on campus to learn advanced clinical skills two or three times during the semester. But classes are scheduled far in advance, normally at the beginning of the semester, so students can adjust their work schedule. Some classes don’t require campus visits at all.

Online students have the opportunity to meet other students at the beginning of the semester during orientation. They post their photos and profiles on a virtual class.
By Crystal Baity

Shannon Baker knew she wanted to go back to nursing school for a master’s degree but wasn’t sure how it would work or which concentration to pursue.

Her professors encouraged her just to take one class to start.

It’s part of an effort by the School of Nursing to recruit recent undergraduates for graduate school and, in the process, prepare a host of new, badly needed nursing instructors for community colleges and universities across the state.

“We feel targeting our own students while they’re here is a good strategy,” said Sylvia Brown, professor and associate dean for graduate programs.

The school is trying to identify students, like Baker, to interest and mentor in a teaching career.

“We’re approaching them one on one,” said Dean Phyllis Horns. “Teaching is one of the things we have to have people to do.”

The school recruits through informal gatherings, luncheons, and by mailing a letter to recent graduates. They send out postcards statewide and provide information in alumni publications.

They go to hospitals, health departments and other health care organizations where graduates work. They staff booths at special events – all in an effort to provide as many opportunities as possible for students to ask questions and learn about graduate school and teaching.

“Our newest strategy is to hit them hard in their last semester,” said Brown. “Even if they are not ready to begin graduate school, they have the information on our program options so that they can contact us when they are ready to begin.”

A majority of nurses still want to get established in a work setting before seeking a graduate degree. Years ago, the philosophy was that you had to get years of clinical nursing experience before applying to graduate school. Now, thoughts have changed because of the nursing and faculty shortage.

“If you stop, it’s sometimes hard to get started again,” said Brown. “This is a good way to keep their interest in education while they’re getting the experience they need.”

In her senior year, Baker worked in the emergency room at Chowan Hospital in Edenton, which led to a full-time job after graduation in December 2002. She remained at the hospital until August 2003, when she became a school nurse with Bertie County Schools.

“I still have emergency situations but here it is a lot different,” said Baker, 22, a Bertie County native. “In the hospital, you’re one of many nurses, whereas here, you’re the only one.”

Baker serves 800 children at Windsor and Colerain elementary schools, tending scratched knees or dispensing prescribed medication as well as checking on chronic illness.

Baker praised the School of Nursing for its decision to offer a nurse education option at the master’s level last fall. It comes on the heels of a new Ph.D. program that also is preparing future faculty.

Teachers are vital to preparing students for the health care industry and easing the critical shortage of nurses and nurse faculty.

“There is a lot of personal satisfaction in preparing the next generation of nurses,” said Horns. “A person must have special qualities to become a teacher in the first place.”

The school is focusing on the positives of teaching like the flexibility and being a role model.

“You’re still a nurse,” said Horns. “You’re passing along values and experience to future nurses.”

Baker says the encouragement she received from her professors made a big difference in her decision to further her education.

“A lot of my influence came from my teachers in undergraduate school,” said Baker. “I saw how great they were with what they did.”

At right, 2002 ECU graduate Shannon Baker checks a student at Windsor Elementary School. Baker is enrolled in graduate school in the nurse education concentration and hopes to teach nursing one day.
Ph.D. Perspective

Program changes the way students look at everything

By Crystal Baity

Elaine Scott says her quest for a Ph.D. has changed the way she looks at everything. “I have learned so much about myself and about the theories and philosophies that underlie our being and doing,” says Scott. “It is just an incredible journey. You unlearn so much. You realize the why of things, not just the how of them.”

Scott made history in 2002 as one of two students to enroll in a new doctoral program offered by the School of Nursing at East Carolina University. A nationwide shortage of nurses carries over to nurse faculty, who are retiring faster than new teachers can replace them. The School of Nursing Ph.D. program is preparing students to fill the void in university faculty positions, research posts, health administration and policy.

This fall, eight women began their first year of study, bringing the total to 10 Ph.D. candidates. The school wants to build the program each year with an average of six to eight students per class. Administrators worked more than a decade to offer the program, which was approved by the UNC Board of Governors in 2001. The University of North Carolina at Chapel Hill is the only other school in the state offering a doctorate in nursing.

Scott always wanted to pursue a Ph.D., but work, life and motherhood forced its delay until now. Her experience as a hospital nurse, Medicare specialist, home health administrator and business owner led to a part-time teaching position in ECU’s School of Nursing in 1997. She went full time with the school in 2001. Then, in 2002, she received a grant to develop leadership skills in baccalaureate nurses. She decided to take time off from her faculty post, work on the grant and get her doctorate when ECU received approval for the program.

Scott will finish her coursework in December, and plans on completing her dissertation by December 2005. She hopes to teach full time when she graduates. “It is an opportunity to influence and develop the next generation of nursing leaders and faculty,” said Scott. “The Ph.D. will support my ability to do research, write grants and have a broader knowledge base as an educator.”

The mother of four, Scott has one child still at home, who is 14. Her days are regimented, doing coursework and grant work, which will end this May. Evenings and weekends are spent with family, interrupted only by a pressing paper or project.

First-year student Joan Wynn, nurse administrator for care management at Pitt County Memorial Hospital, always wanted to continue her education. She joined PCMH as a clinical nurse specialist in pulmonary care in 1990. While she enjoyed the hands-on clinical work with patients, she believed she could have more impact on multiple groups of patients by moving into management.

Her area of responsibility includes clinical nurse specialists, where she began, as well as in-patient case management and administering a grant to coordinate nurse case managers working with diabetic patients in the region. As a manager, she became involved in administration, budgeting and human resources, all new areas to her.

Wynn will narrow the field for her doctoral research in the next year. Each student’s area of interest, both personal and professional, will help determine their focus.

The program is enticing younger students, like Wynn, in addition to traditional nursing post-graduate candidates who are usually in their late 40s or early 50s. By speeding up entry into
post-graduate work, people have more time for teaching or research.

Wynn says she would not be able to be in the program, which requires 54 course hours beyond the master's degree level, without the support of her husband and mother. She has two teenage stepchildren and two daughters, ages 7 and 3.

Meeting her fellow classmates and being able to exchange ideas with a group of committed and professional women have been the most rewarding things about being in the program, says Wynn.

The other is the broadened view that comes with learning.

“It gives you different perspectives on what mean to me, and you said it would be enriching. But it was more than enriching. It was transforming,” said Dr. Terri Lawler, interim director of the doctoral program in the School of Nursing. “That was the best evaluation I could have had. It said everything.”

In the short life of the program, Lawler has witnessed the birth of a family.

“These students have bonded,” said Lawler. “They care about each other and support each other. It is a non-competitive, collegial culture among the students.”

Interest and inquiries remain high as the school prepares for continued growth in its third year in fall 2004, says Lawler.

Almost all enrolled hold full-time jobs. Their backgrounds range from administration to education to nursing managerial to clinical.

“We are raising the bar for nursing in eastern North Carolina,” said Annette Greer, clinical assistant professor with the Department of Family Medicine and site coordinator for interdisciplinary rural health training with Eastern Area Health Education Center. Greer is a first-year doctoral candidate.

“Most everyone here is a nursing leader in some form or fashion,” said Greer. “By attending this program, we're increasing the level of care in eastern North Carolina.”

Seven of the students are enrolled part-time and three are full time. Typically, a part-time student can complete the doctoral program in about five years, and a full-time student can finish in three years, depending on how quickly the dissertation goes, said Lawler.

Some students have long commutes, traveling from as far away as Raleigh, Pembroke and Sneads Ferry one or two days a week depending on part- or full-time status.

Elaine Scott, who turns 50 this year, offers encouragement for nurses who think they could never get a Ph.D., or believe they’re too old to try.

“When I was debating going back to school, my mentor and nursing faculty member Dr. Gene Tranbarger was talking with me about it,” says Scott. “I said ‘Gene, I’m too old’ and his reply was ‘Elaine, you’re going to be 50 with or without a Ph.D.’ I applied to go that year!”

Cherry Beasley of Pembroke shares a light-hearted moment with classmates in the doctoral program at the ECU School of Nursing. She commutes each Tuesday to class in Greenville.
By Crystal Baity

Nurses are looking at past experience as a basis for practice, and see it as a vital part of patient care.

Evidence-based practice, one of the latest buzzwords in medicine, asks nurses to make decisions about patient health by integrating the best evidence from research with clinical expertise, patient preferences and existing resources, says Dr. Christine A. Tanner, professor and associate dean of the School of Nursing at Oregon Health & Science University in Portland, Ore.

Tanner presented the 2nd Annual Dixie Koldjeski Lectureship during Founders Week at East Carolina University.

Health care professionals grapple with the subject, and how it might play out in “real life,” taking into consideration clinical practice guidelines and protocol. There is concern by some that it will convert nursing to a “cookbook” practice, said Tanner.

One study followed telephone advice nurses, who answered calls for thousands of health plan members. Nurses were expected to do a non-visual assessment of the call-in patient within eight minutes.

Many of the callers had routine maladies from head colds to congestion, but some were unusual, like one grandmother who called about a pet boa constrictor wrapped around her grandchild.

With some calls, nurses were required to follow protocol and fill in fields on forms before continuing their assessment. There were 22 questions, for example, for someone with chest pain.

Protocol is supposed to reduce variations in patient outcomes, although it doesn’t work in some cases. Agreeing on measures is difficult. Another study found that the highest patient satisfaction was achieved when nurses had the freedom to make their own judgment without stiff protocol.

“We can have the best schools in the world, and there will still be enough individual variation that requires judgment on the part of the clinician,” said Tanner. “The trick for us as a profession and as a discipline is to find that balance between what we learn from our science and what can be prescribed or thought of as a best practice from our science, and how we make judgments for the individual person.”

The lectureship was established to celebrate the initiation of the Ph.D. in Nursing at ECU and to honor Dr. Dixie Koldjeski’s distinguished career and commitment to the School of Nursing.
By Tom Fortner

As hospitals and health care providers struggle to fill empty nursing positions, the School of Nursing at East Carolina University has found a way to bring more students into its classrooms. The N.C. Board of Nursing has given the school approval to offer “alternate entry” into the master of science in nursing program to students who have earned a bachelor’s degree in another field. ECU’s nursing school is the first in North Carolina that will recognize bachelor degrees from other fields toward MSN degree requirements.

“In our traditional bachelor of science in nursing program, we have had a high number of students with bachelor’s degrees in other areas whose goal is to become an advanced practice nurse,” said Dr. Ann Schreier, coordinator of the new offering. “The alternate entry option allows these students to progress more quickly toward their ultimate goal.”

The Alternate Entry MSN option at ECU is a two-step accelerated course of study that prepares a student to take the registered nurse licensure examination as well as complete requirements in a nursing concentration leading to a master of science in nursing degree.

The ECU School of Nursing offers graduate concentrations in the areas of Adult Health Nursing, Neonatal Nurse Practitioner, Nurse Anesthesia, Nurse Midwifery, Community Health Nursing, Family Nurse Practitioner, Nursing Education and Clinical Services Administration.

At a time when the number of nurses falls short of the number of jobs available, it is important that nursing schools attract students from a variety of sources, said Schreier. This new option is especially attractive to those seeking a career change or wishing to return to school for graduate education.

Interest in this Alternate Entry MSN option has been high. The School of Nursing Graduate Program office has mailed nearly 150 information packets to prospective students. The application deadline was April 1, and the option is limited to 20 students in the first year. The plan is to increase the size of the option as demand and resources permit.

“We are seeking people with bachelor’s degrees who desire to change fields and are highly motivated to advance their education,” said Schreier.

The new option will produce additional benefits for the school, freeing up seats in the traditional BSN program while increasing the size of the master’s program.

“In addition,” said Schreier, “after one year, alternate entry students will take the North Carolina licensure exam and will be encouraged to seek a nursing job while completing the option.”

The ECU School of Nursing offers programs that lead to the BSN, MSN, and Ph.D. degrees. These degree options give students variety and flexibility in their nursing education.

For more information, call the School of Nursing Graduate Programs Office at (252) 328-4302.

Degree holders from other fields such as education can earn a master’s degree in nursing through a unique alternate entry program.
Father and daughter enter nursing school at the same time

By Crystal Baity

Elizabeth “Liz” Healey of Jacksonville mainly approaches dad when she needs money. Only Liz, unlike most college students, just walks across the hall to do it.

Father and daughter Ed and Liz Healey both are enrolled in the School of Nursing, said Karen Krupa, director of undergraduate student services.

“We have had mothers and daughters but not in the same class at the same time,” said Krupa. “We’ve had spouses and twins in the same class. To our knowledge, we’ve never had a father and daughter.”

Most of the students and faculty in Rivers Building figured out the Healeys were related by the end of the first semester.

“When they would say, ‘Your dad’s neat, or your dad’s funny,’ I would have about the same reaction as any kid who sees their dad on a regular basis,” Liz said in wonderment.

Apart from the familial and school connection, their styles are different. They don’t sit together in class. Ed sits up front while Liz likes the back.

They rarely ride to school together because of schedules and preference.

“He likes to come too early and leave too late,” adds Liz.

Ed is self-described type A while Liz is more laid back.

And Ed is not your typical nursing student in the school, where women far outnumber men and most are his daughter’s age. Ed is one of 10 men in a class of about 100.

Liz, 23, graduated from the North Carolina School of Science and Math in Durham and then went on to the University of North Carolina at Chapel Hill, where she earned a bachelor’s degree in biology.

She began looking at nursing school as a way to do something practical with her biology degree.

Ed, 51, found his way to nursing after many years in the legal and business world.

He was born and raised in Chicago and served five years in the U.S. Marine Corps, where he met his wife, Ellen, now a Marine colonel and staff judge advocate for Camp Lejeune Marine Corps Base. Ellen will transfer this summer to Washington, D.C., where she will serve as an appellate judge.

Ed’s resume reflects the
many places they lived as a military family.

He worked as an attorney in California, a manager at Miller Brewery in Albany, Ga., and as an instructor in the business school at Albany State University in Georgia. Since relocating to North Carolina in 1990, he has worked as a computer instructor for Convergys Corporation and as an instructor at Coastal Carolina Community College in Jacksonville.

Ellen and Ed raised two daughters, Liz and Erica, 21, who is a first-year law student at the University of Wisconsin in Madison.

Ed left teaching at Coastal Carolina Community College to enter nursing school, prompted by the health of his parents and in-laws, all in their 80s and suffering medical problems.

He is keenly interested in geriatrics.

“In watching my folks and in-laws, sometimes I think the elderly are pushed too fast,” said Ed.

This summer, he will participate in a 10-week externship at the Mayo Clinic as a Certified Nursing Assistant II. He hopes for an assignment in the cardiac care unit related to his desire to work in geriatrics.

Liz is looking at a career at the other end of the spectrum with pediatrics. She has been lead lifeguard at Camp Lejeune for the past five years and enjoys teaching kids to swim.

“I like kids,” said Liz. “I generally have a better rapport with younger people than older people.”

Both plan to graduate in Spring 2005.

For more information on programs offered in the School of Nursing, visit www.nursing.ecu.edu.
By Marion P. Blackburn

With a “top secret” clearance and a strong understanding of the human – and computer – operating systems, alumna Maria C. Horton (MSN ‘97) found a calling as an information specialist while in the U.S. Navy.

Her experience provided the ideal foundation for a second career as a computer security analyst at her own company. After more than 20 years in the service, she started EmeSec, located just outside Washington, D.C. where as president and owner, she provides recommendations for security in the nation’s capital and beyond.

“We help companies and organizations look at their methodologies,” she said. “Most organizations have a technical expert who does the real work of removing the virus. Our work is on the analysis level. We study the network so businesses can make strategic decisions about security and government compliance.”

As a Naval critical care nurse, she knew the importance of electronics in caring for patients. Later, at the National Naval Medical Center and Joint Imaging Technology Project Office, she moved into the Navy’s system of medical communications, helping to create an electronic radiology system and archive.

Following the disaster of Sept. 11, 2001, her roles assumed a new urgency as she contributed to the effort to safe-guard information in the nation’s capital.

A retired Naval commander, she has a “can-do” attitude toward finding solutions to the thorniest problems. Comparing a computer to a human being is not a long stretch, she says. After all, invaders are called viruses and bugs; people and computers can become infected.

“So when she thinks of computer safety, she thinks holistically. “Careers can be related to one another,” she said. “Information technology often talks about self-healing networks – using the biosystem as a basis for dealing with technology.”

Before retiring in 2002, her final tour of duty was as chief information officer for the National Naval Medical Center, also known as the President’s Hospital, in Bethesda, Md. The first nurse to hold that post, her duties included overseeing communications at several medical clinics and helping them meet emergency requirements before and after Sept. 11, 2001.

In that role, she helped develop responses to the events of Sept. 11, to the anthrax threats in October and to a military emergency in the capital region. Those difficult times demonstrated the importance of secure computer systems.

Her interests now also include safeguarding privacy under HIPAA, the Health Information...
“Information technology often talks about self-healing networks – using the biosystem as a basis for dealing with technology,” said Maria C. Horton, ’97.

Portability and Accountability Act.

“The health care, government and finance sectors have areas of privacy and confidentiality that they must protect, or at least provide due diligence for,” she said. “Think about the insurance questions for someone finding out your genome implications. What if this information were inaccurate and it affected your choices or insurability? This is the backbone of why HIPAA is important.”

Horton joined the Navy in 1982, “to see the world and do something different.” For several years, she was an intensive care cardiothoracic nurse.


Therese Lawler, interim director of the Ph.D. program, remembers her former student as “exceedingly bright.”

“She was exceptional, very motivated, very direct and had a lot of intellectual curiosity,” said Lawler. “She did superbly as a graduate student.”

Horton’s Navy supervisors recognized her strengths as well. After ECU, this nurse and multimedia specialist landed a new assignment as director of the Joint Imaging Technology Project Office at Fort Detrick, Md. Later she became the director of information technology services at the Naval Medical Information Management Center in Bethesda, the first nurse to hold that position.

Her original plan to study multimedia education emerged, in part, by watching her children.

“My children were 6 and 7 and interested in PlayStation. In order to communicate with today’s sailors and their families, I needed to learn to use those tools,” she said. “So I began to study multimedia.”

She and her husband, Jim, have three children, Matthew, 16, Elena, 14 and Julianna, 5.

“I am especially interested in the information security markets of emergency preparedness,” she says of her work today. “This area is being worked on by FEMA and resonates with me, given my health care and nursing background. I always ask myself, ‘How can technology make saving lives easier?’”

“I also am interested in the implications of cybersecurity and threats of bioterrorism. Both go hand in hand with emergency response situations,” she said.

Horton said her training as a nurse gave her a solid background for the those demands and for managing security in today’s Internet environment.

“I think nursing was the best education I could have gotten. It touches so many different aspects,” she said. “I feel better prepared to figure out how computers and electronic devices can improve health care and business services. I know the human body and can understand, from taking care of patients, some of the emergencies there. Someone who hasn’t trained as a nurse can’t bring that to the job.”

In Memorial

Amanda D. Rouse, 43, died April 18, 2003. Rouse worked for 16 years at Pitt County Memorial Hospital, where she most recently served as a Systems Analyst II in Information Systems.

Previously, she worked as a staff nurse and clinical nurse specialist at PCMH. Early in her career, she was a nursing clinical instructor for East Carolina University and a health occupations instructor for Pitt County Schools.

She earned her BSN and MSN from ECU.

Meredith Griffin Revels, 25, of Williamston died Dec. 14, 2003, as a result of an automobile accident. She was a nurse in the postpartum unit at Pitt County Memorial Hospital. She earned her BSN from ECU in 2002.

Memorials may be made to the Huntington’s Disease Society of America, 158 W. 29th St., Seventh Floor, New York, N.Y., 10001-5300, or Piney Grove Baptist Church, 2930 Piney Grove Church Road, Williamston, N.C., 27892, or Griffins Township Fire Department, Fire Department Road, Williamston, N.C., 27892.
Correlating race and pre-term births

What are the links between race and pre-term births?

By Nancy McGillicuddy

A researcher at the School of Nursing aims to identify a correlation between race and premature births in a study.

Dr. Elizabeth Jesse, assistant professor in the Department of Family and Community Nursing, is leading the study, which is funded with a $160,354 grant from the March of Dimes and Healthy People 2010.

Jesse is following 300 white, black and Hispanic low-income women in mid-pregnancy. She will identify behavioral risks, such as drug or alcohol use, and psychosocial factors, such as depression or attitude, that could factor into low birth weights or premature births.

Jesse has completed two studies that indicate a correlation between low-income women and pre-term births or low birth weight. She proposed examining what role race plays.

“African American women have twice the rate of low birth weight babies” compared to white or Hispanic women, said Jesse.

“And, of course, then the risk of infant mortality is increased. It’s a real big problem.”

Jesse also pointed out that Hispanic woman often have higher birth weight and longer terms than other ethnic groups. Jesse said this might be due to a stronger social network.

“I want to find out what are the unique risks and what are the unique resources that these groups have,” she said.

Jesse hopes the completed study will aid in teaching women factors that could affect the health of their baby.

“The less the babies weigh, the less likely it is that they will survive,” she said. “It is such a big problem in this country and we can’t seem to solve it.”

Water’s role in reducing labor pain

Why do warm baths ease labor pain?

By Nancy McGillicuddy

A tool for reducing labor pain is as simple as water in a tub. But the reason behind the ease of pain is not so lucid, says nurse-midwife Rebecca Benfield.

An assistant professor in the School of Nursing and clinical assistant professor in the medical school’s Department of Obstetrics and Gynecology, Dr. Benfield recently received a $265,566 Mentored Scientist Development Research Award from the National Institutes of Health.

Dr. Margaret Heitkemper from the University of Washington School of Nursing is the primary investigator. Co-investigators are Edward Newton, chair of obstetrics and gynecology, and Dr. Tibor Hortobagyi, director of the Biomechanics Laboratory at ECU.

The study focuses on the relaxing effects of hydrotherapy on anxiety and pain in laboring women.

“It’s not really understood how hydrotherapy works, but it works for many women,” Benfield said.

While practicing in Texas in the 1980s, Benfield first witnessed the mental and physical anxiety of mothers drop dramatically after being immersed in a warm bathtub of water.

Benfield’s research, which will take place over the next three years, will study 15 healthy mothers in spontaneous labor at Pitt County Memorial Hospital Women’s Center. The women will be immersed for one hour during labor and doctors will record anxiety and pain levels, stress hormones and uterine contractions.

Studying the relationship between anxiety, pain and bathing could help doctors and nurse-midwives better prescribe hydrotherapy as an alternative to traditional interventions such as pain medications and epidurals, said Benfield.

The goal is to understand how this technique could help avoid complications during labor including prolonged labor, poor uterine contractions and fetal distress.
The School of Nursing held its annual scholarship awards program on Nov. 20, 2003, in Mendenhall Student Center. A total of 57 students were presented scholarships. Below is a listing of each scholarship and the recipients:

**ECU honors**

**57 students with scholarships**

Graduate student scholarships

**Mable C. Hayden Memorial**, ranging from $500 to $1,000 each, awarded to Martha Blythe Guttu of Edenton, Barbara L. Perkins of Greenville, Margo Phillips of Kinston, Pamela B. Phillips of Kinston, Casey Spear of Creswell, Kamilah V. Blount of Washington, Conrad

Quinton Kirby of Greenville, Shannon

Marie Baker of Windsor,

Julie H. Blackman of Elizabeth City, and Sharon K. Williams of Saliburg.

**Ruth Glass Bunting**, $1,000, awarded to Malinda Langley of Fayetteville.

**Naomi Bartoe**, $1,000, awarded to Joy L. Cullen of Greenville.
Charlotte M. Martin Memorial Beta Nu Scholarship

By Troy Munn

As a way to memorialize his late wife and perpetually honor her commitment to nursing education, Dr. William B. Martin of Greenville has contributed $25,000 to establish the Charlotte M. Martin Memorial Beta Nu Scholarship.

Dr. Martin’s gift, provided in July 2003, will be endowed and provide scholarships for rising seniors in the East Carolina University School of Nursing. Students must be members of Beta Nu, the ECU chapter of Sigma Theta Tau, the international honor society of nursing. Students also should exhibit leadership potential and offer active service to the chapter and the community.

Dr. Josie Bowman, president of Beta Nu, will administer the scholarship fund. Since the endowment will take at least one year to accrue the needed interest earnings, Dr. Martin has provided an additional $900 in the interim to make the award for the 2003-2004 and 2004-2005 academic years.

Charlotte Martin, who passed away in 2001, was a faculty member in the School of Nursing for 28 years before taking a medical leave from her position in 1991. She was deeply committed to nursing education and to Sigma Theta Tau and loved working with students in the field and in the classroom. Dr. Martin established this fund as a “memorial to Charlotte’s efforts to prepare nurses for North Carolina and beyond.”

Gertrude E. Skelly Charitable Foundation

The Gertrude E. Skelly Charitable Foundation of Boynton Beach, Fla., contributed $25,000 in March to the School of Nursing for the school’s Gertrude E. Skelly Charitable Foundation Scholarship Fund and the Gertrude E. Skelly Charitable Foundation Emergency Loan Fund.

Since 2000, the Skelly Foundation has contributed a total of $115,000 to the school. In that span, the school has awarded 54 scholarships and nine emergency loans.

The School of Nursing selects Skelly Foundation Scholarship recipients based on academic merit and financial need. Emergency loans are available to nursing students who through an interview process exhibit extreme financial need to the school and to the Medical Foundation of East Carolina University. The loans are repaid following graduation.

Roccapiore-Tschetter, $500, awarded to Judith E. Coogan of Winterville.

Walter Foster Bell, $300, awarded to Valarie A. Gatlin of Grimesland.

Gertrude E. Skelly Charitable Foundation Scholarship Fund, $1,000 each awarded to Billie Rose of Goldsboro, Elizabeth Ashley Davis of Greenville, Cheryle Traish of Rocky Mount, Nancy L. Lane of Winterville, Katie Maria Arthur of Goldsboro, Rachel Page of Raleigh, Alicia D. Chapman of Raleigh, and Starlette C. Goodwin of Clarendon.

Carolina Association of Neonatal Nurse Practitioners, $500, awarded to Vanessa Van Gilder of Wilmington.

Undergraduate student scholarships

Joan Warren Memorial Scholarship, $1,000, awarded to Michelle Leigh Walston of Fayetteville.

Eva Woosley Memorial Scholarship, $1,000, awarded to Michael Stephens of Clayton.

Ruth Glass Bunting, $1,000, awarded to Kenneth Gregory of Greenville.
Norma Miller Daffin, $1,250, awarded to Christy McRae-Siebenbrodt of Greenville.

Mable C. Hayden Memorial, $1,000 each awarded to Mary Jo Taddie of Washington and Jeanie L. Bland of Warsaw.

110 students receive N.C. Nurse Scholars Merit Awards

A total of 110 students enrolled at ECU are the recipients of the 2003-2004 North Carolina Nurse Scholars Awards.

Upon graduation, recipients of this competitive, merit-based program commit to working for at least one year, per each year funded, as a registered nurse in North Carolina.

The program was created to address the shortage of trained nurses practicing in North Carolina and approved by the N.C. General Assembly in 1989. The first recipients were funded for the 1990-91 academic year.

Award recipients are chosen on the basis of superior academics, leadership potential and desire to practice nursing on a full-time basis in North Carolina.

Awards range from $3,000 to $5,000 per year for undergraduate students, and from $3,000 to $6,000 per year for graduate students.

New master’s nurse scholars are: Jennifer Batts, Malinda Langley, Judith Coogan, Virginia Wade, Margo Phillips, Tracy Fox, and Sharona Johnson.

Renewal master’s nurse scholars are: Glenn Thomasson, Barbara Perkins, Erika Hardison, and Susan Hill.


Renewal undergraduate nurse scholars are: Melonie Norman, Melissa Freese, Holly Galipi, Mary Giusto, Stephen Blackmon, Dana Bass, Mary Lockey, Laura Poole, Holly Harris, Richard Williams, Pateshia Blue, Casey Wall, Christy Hall, Dorothy Thompson, Sharvon Buffaloe, Rebecca Johnson, Melissa Taylor, Heather Seymour, Danielle Darden, Michelle Myers, Chrystie Tarkenton, Melissa Betts, Angelica Etheridge, Amber Pope, Emily Bell, Kristie Pettersen, Christa Williams, Sandra Howell, Nicole Ringgold, Maria Brown, Matthew Paramore, Ashlye Speight, Melissa Aldridge, Sharon Jenkins, Karen Whitaker, Kimberly Suttle, Crystal Ross, Jennifer Kelly, Bridget Lucas, Shannon Wood, Alicia Daniel, Juli Rhodes, Jennifer Bennett, Martha Fiaschetti, Kirstin Hendircks, Felicia Garcia, Meghan Stancel, and Amanda Wizniak.
Sigma Theta Tau, the international honor society of nursing, announces its 2003 inductees into the Beta Nu Chapter at East Carolina University.

The November induction ceremony honored 53 people. Sigma Theta Tau inducts junior and senior nursing students along with registered nurses, graduate nurses and community leaders.

Juniors
Ashley Crotts
Lindsay Beach
Samantha Fulford
Gail Gouty
Kenneth Gregory
Christy Hall
Kirsten Hendricks
Jessica Kerns
Leah King
Jessica Lilley
Victoria McIntosh
Jamie Peal
Kristy Petterson
Kimberly Suttle

At home or in the car bulletin board. Throughout the year, students interact by taking turns leading discussion on assigned topics each week on an Internet blackboard. Professors guide the students along the way.

“I think most people are afraid of what an online program means, and they think they need enormous computer skills,” said Mangum, 39, who stresses only basic computer skills are needed.

A mother of three teenagers, she says she often gets things done late at night or on weekends.

Another student, Sarah d’Empaire, of Tarboro, took core courses both on campus and online before starting the online MSN nurse education track last fall. While she enjoyed the interaction on campus, it came with its own set of problems: her work schedule, 40-minute commute, late hours and inconvenience to family.

“I weighed my experiences with both methods of learning and decided the online education would meet my needs perfectly,” said d’Empaire. “Online courses remove the walls of the classroom. It’s great!”

Her 33 years of nursing experience include serving in the U.S. Navy. She spent 15 years in her husband’s native Venezuela where she established childbirth education programs in three hospitals and did outpatient chemotherapy and school nursing.

After relocating to the United States with her husband and putting children through college, she entered ECU in 1999 to bridge into the RN to BSN program. She worked in intensive care and as a nursing supervisor at Heritage Hospital in Tarboro. For the past four years, she has taught nursing full time at Edgecombe Community College.

“I think I’m a poster girl for lifelong learning,” said d’Empaire. “My passion now is to teach nursing and be a role model to future nurses.”

Obtaining a master’s degree has been a lifelong goal for Avery, one that she is set to achieve before the end of the year. She earned a bachelor of science degree in nursing from ECU and already had some credits toward a master’s degree before beginning the program. She began clinical teaching in 1990 and, prior to that, was a psychiatric nurse.

“I think that having non-traditional ways of education for those that want to continue has created more opportunity for people to meet their goals, to teach, to mentor,” said Avery.
Happy Birthday 
Beta Nu Chapter!

By Josie M. Bowman,

Our Beta Nu Chapter of Sigma Theta Tau International celebrates its 30th anniversary this year.

In 1972, faculty and students in the School of Nursing came together to submit an application for membership. The application for our charter, bylaws, and constitution were sent to the National Council of Sigma Theta Tau. On Oct. 26, 1973, Dean Perry received a mailgram informing her that the application for chapter membership was approved. On Jan. 28, 1974, the installation ceremony occurred with 87 charter members. Early members recently shared their excitement and memories of the beginnings. They recalled the hard work in completing the application and celebrating its approval.

Being a member of Beta Nu Chapter still remains exciting today. A dinner and dance gala was held April 23 at Rock Springs Center to celebrate 30 years of Beta Nu history.

The past year was busy as usual. The chapter had a successful Silent Auction, raising more than $2,000 for scholarships. Four scholarships were awarded, two to graduate students and two to undergraduate students. At the fall banquet, the first Charlotte Martin Leadership Award was given in memory of Charlotte Martin, who was involved in Beta Nu for many years.

In November, several members attended the Biennial Convention in Toronto. At the convention, the chapter received its 7th Key Award, one of only two chapters to receive seven awards. As president of the chapter, along with Annette Peery, president-elect, we accepted the award on behalf of the chapter with great pride.

The chapter also inducted 53 new members in 2003. Join me in welcoming them to our chapter.

Happy Birthday 
Beta Nu Chapter!
New faculty

Darlene Elizabeth Jesse, Ph.D., joins the faculty at ECU as an assistant professor in the Department of Family and Community Nursing. She previously served as an assistant professor in the School of Nursing at Purdue University in West Lafayette, Ind.

Jesse earned her bachelor's degree in speech therapy in 1966 from the University of Minnesota, Duluth, and her associate's degree in nursing from Tennessee State University in Nashville. She also earned a certificate in nurse-midwifery from Meharry Medical School in Nashville, Tenn., and her MSN from Vanderbilt University in Nashville, Tenn. In 1999, Jesse received her Ph.D. from the University of Tennessee in Knoxville, Tenn.

Lou Anne Baldree, M.D., joins the faculty at ECU as an assistant professor in the Department of Family and Community Nursing. She was previously a private practice physician at Greenville Pediatric Services, Inc. Baldree has also served as an associate professor of pediatrics at the Brody School of Medicine at ECU.

Baldree completed her pediatric internship and residency at Pitt County Memorial Hospital, and was a pediatric nephrology fellow at LeBonheur Children's Medical Center in Memphis, Tenn.

Melvin S. Swanson, Ph.D., has been named a professor in the Department of Family and Community Nursing, as a statistician in the Office of Research and Scholarship. He earned his bachelor's degree in education from Indiana University of Pennsylvania and his Ph.D. in Educational Research and Applied Statistics from the University of Pittsburgh.

Prior to joining the School of Nursing, Swanson was a professor and head of the Biostatistics and Computing Section in the Department of Surgery at the Brody School of Medicine at ECU. He has also served as an adjunct professor for the Epidemiology and Biostatistics Program with the School of Allied Health Sciences and for the School of Education.

Jennifer J. Cuthrell, RN, MSN, comes to ECU as a clinical instructor in the Department of Adult Health Nursing from Beaufort County Hospital, where she served as a staff nurse. Before coming to ECU, Cuthrell was also a clinical instructor with both Beaufort County Community College and Pitt County Community College.

She earned her BSN and MSN from ECU and her associate's degree in nursing from Beaufort County Community College.

Renee Oakley Spain, RN, BSN, MAEd, MSN, has joined the faculty at ECU as a clinical instructor in the Department of Family and Community Nursing. She comes to ECU from a private OB/GYN practice, where she served as a nurse midwife.

Spain earned her BSN and her master's degree in adult education from ECU. She also earned her MSN with a concentration in midwifery from ECU.

Monique Van Essendelft, CNM, MSN, comes to ECU as a clinical instructor in the Department of Family and Community Nursing from Beaufort County Hospital where she worked as a staff nurse in labor and delivery. She has worked as a certified nurse-midwife with Physicians East – Greenville OB/GYN.

Van Essendelft earned her BSN and MSN with a concentration in nurse-midwifery from ECU.

Kimberly Broady-Wilson, BSN, MSN, has been named a clinical instructor in the Department of Family and Community Nursing. She earned her BSN from ECU in 1991 and her MSN with a family nurse practitioner concentration from ECU in 2002.

Wilson began her nursing career as a clinic nurse in the Brody School of Medicine outpatient clinic’s department of Allergy and Immunology, before her employment with the Pitt County Public Health Center. She served as a physician extender there beginning in 2002.
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Calendar

May
6-12 National Nurses Week
7 SON Honors Convocation, 12:30 p.m., Wright Auditorium

August
25 Fall classes begin

October
9 Homecoming (vs. Tulane)

December
10 SON Honors Convocation

Purple Alert

You can make a difference!

Purple Alert is a grass roots effort designed to organize and communicate important facts to East Carolina University constituents by phone, e-mail or fax.

Purple Alert will present current and proposed legislative issues impacting ECU, provide a forum for discussion, and provide contact information for legislators who make decisions. Elected officials depend on you as constituents to be informed and communicate your interests to them.

Visit www.PurpleAlert.ecu.edu to learn more and to sign up for updates. For additional information, e-mail purplealert@mail.ecu.edu or call the Purple Alert Hotline at 252-328-9300.
Alumni on the Web

The School of Nursing has unveiled a new link on its Website that makes it easier for classmates to keep in touch and informed.

Log on to www.nursing.ecu.edu and click on School of Nursing Alumni under the Useful Links box on the left hand side of the page.

Information on alumni and program news, awards, upcoming events, faculty/staff updates, and a faculty spotlight will be listed. Alumni can also update their own information under the Update Your Info link.

If you have suggestions or comments, please e-mail Theresa Holman Moore at holmant@mail.ecu.edu.