



MEMORANDUM

School of Education  
Speight Building  
919-757-4260

Office of the Dean  
757-6172

Division of Curriculum  
and Instruction  
Associate Dean  
757-6814

Administration  
and Supervision  
757-6862

Business, Vocational,  
and Technical Education  
757-6983

Counselor and Adult  
Education  
757-6856

Doctoral Program  
757-6135

Elementary/Middle  
Grade Education  
757-6133

Foundations, Research  
and Media  
757-6830

Home Economics Education  
757-4125

Instructional Technology  
Specialist-Computers  
757-6830

Model Clinical  
Teaching Program  
757-4357

Remedial Education  
Activity Program  
757-6186

Special Education  
757-6181

Division of Services  
Assistant Dean  
757-6051

Rural Education Institute  
757-6008

Student Teaching  
757-6051

Teaching Fellows  
757-4126

TO: Marlene Springer, Vice Chancellor for  
Academic Affairs

FROM: Charles R. Coble, <sup>CR</sup>Dean

DATE: October 24, 1990

Attached you will find the three carefully selected  
Academic Program Recommendations we propose to develop  
during the period of 1990-2000. They are:

Ed.D. in Curriculum and Instruction  
Ed.D. in Counselor Education  
Center for Excellence in Science and Mathematics  
Education

These programs added to East Carolina University would  
significantly strengthen the value of our institution in  
Eastern North Carolina and beyond. The Ed.D. in  
Curriculum and Instruction is particularly attractive in  
its potential to offer tracks in other program areas,  
such as, the disciplines of mathematics, the sciences,  
social studies, and English as well as elementary, middle  
grades and special education. Individuals employed in  
positions as Director of Instruction and/or Curriculum  
Supervisors would be particularly attracted to such a  
program.

The Ed.D. in Counselor Education should be developed, in  
my opinion, near the end of the decade. This would allow  
time to further strengthen the faculty. There is an ex-  
pressed need for this program in Eastern North Carolina  
and we are in a strategic location to assure the success  
of such a program.

The proposed Center for Excellence in Science and  
Mathematics has the tremendous potential for bringing to-  
gether the combined energies and strengths of the  
Science-Math Network Center, Summer Ventures, and the  
talents in the academic departments. This is an exciting  
need that matches well with the future of eastern North  
Carolina and the existing strengths of the University.

I urge your strong support of all three programs. Thank  
you.

jjg

Greenville,  
North Carolina  
27858-4353





November 1, 1990

Dr. Charles Coble, Dean  
School of Education  
Speight Building  
Campus Mail

Dear Charlie:

College of  
Arts and Sciences  
A-102 Brewster

Office of the Dean  
919-757-6249  
919-757-4263 Fax

I have read the proposal for the Center for Excellence in Mathematics and Science Education, a redesign of the existing Science and Mathematics Education Center, and give it my strong endorsement. The proposed revision addresses Basic Goal 6 of the East Carolina University Strategies for Distinction. "Improve teacher education and stimulate improvement of public schooling," as well as several of the Priorities for Action identified by the College of Arts and Sciences in a visible and positive way. Priorities related to the Arts and Sciences faculty involvement with regional public schools and minority student recruitment will be strongly supported by this Center.

The existing Science and Mathematics Education Center is an element of distinction for the College of Arts and Sciences. Its small staff has been very successful in fostering cooperation among departments in the College of Arts and Sciences and the School of Education and securing external funding to address the needs of public school teachers for education in content and methods of teaching mathematics and science. Center activities have encouraged and supported teachers to pursue graduate study. The Summer Ventures program has been instrumental in bringing highly qualified high school students to the campus and recruiting some of them for the University. The image of East Carolina University has been enhanced by activities of the Science and Mathematics Education Center and Summer Ventures.

Bringing these two organizations under the umbrella of an expanded Center for Excellence in Mathematics and Science Education will promote the achievement of East Carolina University's mission. This proposal has my whole hearted endorsement.

Sincerely,

Keats Sparrow, Acting Dean  
College of Arts and Sciences

KS/slk

cc: Dr. Katharine W. Hodgin, Director  
Science/Mathematics Education Center

Dr. Floyd Mattheis, Director  
Summer Ventures



EAST CAROLINA UNIVERSITY  
UNC-GA Mission Review  
Academic Program Development Form

COLLEGE/SCHOOL: East Carolina University DEPARTMENT: Educational Administration  
School of Education and Supervision

API DISCIPLINE SPECIALTY TITLE: \_\_\_\_\_

API DISCIPLINE SPECIALTY NUMBER: \_\_\_\_\_

LEVEL: Bachelor \_\_\_\_\_ Master \_\_\_\_\_ 1st professional \_\_\_\_\_ Doctoral X

PROPOSED YEAR OF: Establishment 1996 Deletion \_\_\_\_\_ Redesign \_\_\_\_\_

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL  
MISSION AND UNIT VISION:

Request permission to establish an Ed.D. Program in Curriculum and Instruction (C & I). If permission is granted to offer the above program, there could be one central curriculum/instruction degree to cover academic and professional schools and departments for the entire campus. There is a current precedent in the area of supervision existing on the masters and educational specialist levels within the Department of Educational Administration and Supervision. Specialist in the area of curriculum and instruction complete requirements in academic disciplines and attain dual graduate certification in the respective discipline and in supervision. The core courses in leadership are taken in the Department of Educational Administration and Supervision. This enables a student to enroll in one department and receive curriculum and instruction certification with a major of study in the respective academic discipline(s).

The Curriculum and Instruction Program would allow the establishment of one Ed.D. rather than an Ed.D. in all academic disciplines and professional schools and departments. (See Attachment I.)

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Local school systems have begun to focus educational improvements on school based management approaches. If improvement of education for children is the primary focus of educational improvements, then curriculum and instruction will become increasingly important. Terminal educational opportunities in curriculum and instruction should be provided for people in eastern North Carolina. This action will enhance the possibility of equal educational opportunities for children in the east.



ATTACHMENT I

East Carolina University is the only doctoral granting institution in eastern North Carolina. Public schools in eastern North Carolina have the greatest need for the improvement of education in North Carolina. A terminal degree would enhance the research, service, and teaching missions of the university.



ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black						5	5	5	10	15
White						10	10	15	15	25
Other						1	1	2	2	2
Total						16	16	22	27	42*

Percent non-resident: 10%

\*Total is anticipated as schools and departments outside School of Education participates more.

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	0	0	0	0	1	1	1	0	0	0
Staff	0	0	0	0	1	0	0	0	0	0
Total **	0	0	0	0	2	1	1	0	0	0

\*\*Faculty and staff is for School of Education only. Schools and departments outside School of Education will need additional resources.

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: \_\_\_\_\_

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating								
Library								
Computing								
Other								
Total								



BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					70,000		70,000	
Operating					10,000		10,000	
Library				5,000		25,000		30,000
Computing		10,000						10,000
Other								
Total		10,000		5,000	80,000	25,000	80,000	40,000

YEAR: 1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	50,000						50,000	
Operating	5,000			5,000			5,000	5,000
Library	5,000			5,000			5,000	5,000
Computing		5,000		5,000				10,000
Other								
Total	60,000	5,000		15,000			60,000	20,000

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					50,000		50,000	
Operating	5,000			5,000			5,000	5,000
Library				5,000				5,000
Computing		5,000						5,000
Other								
Total	5,000	5,000		10,000	50,000		55,000	25,000



EAST CAROLINA UNIVERSITY  
UNC-GA Mission Review  
Academic Program Development Form

COLLEGE/SCHOOL: School of Education DEPARTMENT: COAD

API DISCIPLINE SPECIALTY TITLE: \_\_\_\_\_

API DISCIPLINE SPECIALTY NUMBER: \_\_\_\_\_

LEVEL: Bachelor  Master  1st professional  Doctoral

PROPOSED YEAR OF: Establishment 1996 Deletion  Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL  
MISSION AND UNIT VISION:

An Ed.D. in Counselor Education is proposed to prepare counselors to practice at a proficient level and to train them for supervisory and counselor education roles. The proposed program would allow students to acquire a high level of knowledge in counseling theory and practice, become proficient in research design and application in counseling and education, increase knowledge of assessment techniques and practices, contribute to the increased knowledge base of counselor education, and develop supervisory skills appropriate to the counseling profession.

The availability of this program would enhance the mission of the School of Education by encouraging research of effective counseling practices, preparing counselors and supervisors at a superior level of training, and elevating the counseling profession and counseling practice in the eastern region of the state.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Many counselors have been added to schools and other agencies throughout the state in recent years. To assure the effectiveness of current practices and future availability of proficient counselors will require appropriate counseling supervision and training. Doctoral level preparation will graduate professionals who are capable of providing an appropriate level of supervision and training. Presently, there are two Ed.D. programs in Counselor Education in North Carolina. A third program in the eastern part of our state will support the need for advanced training of counseling supervisors as well as preparation of future counselor educators.



ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	20	20	20	20	22	25	25	25	25	25
White	60	60	60	60	68	75	75	75	75	75
Other										
Total	80	80	80	80	90	100	100	100	100	100

Percent non-resident: \_\_\_\_\_

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	0	0	0	0	1	1	0	0	0	0
Staff	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	1	1	0	0	0	0

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1995

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	0	0	0	0	50,000	0	50,000	0
Operating	0	0	0	0	1,000	0	1,000	0
Library	0	0	0	0	0	2,000	0	2,000
Computing	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	0	0	0	0	51,000	2,000	51,000	2,000



ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black										
White										
Other										
Total										

Percent non-resident: \_\_\_\_\_

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty										
Staff										
Total										

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	0	0	0	0	50,000	0	50,000	0
Operating	0	0	0	0	1,000	0	1,000	0
Library	0	0	0	0	0	2,000	0	2,000
Computing	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	0	0	0	0	51,000	2,000	51,000	2,000



EAST CAROLINA UNIVERSITY  
UNC-GA Mission Review  
Institute/Center Development Form

COLLEGE/SCHOOL: COLLEGE OF ARTS & SCIENCES  
SCHOOL OF EDUCATION DEPARTMENT: SCIENCE/MATH EDUCATION  
CENTER

TITLE OF PROPOSED INSTITUTE/CENTER: CENTER FOR EXCELLENCE IN MATHEMATICS AND  
SCIENCE EDUCATION

PRIMARY PURPOSE: Research  Service  Training

PROPOSED YEAR OF: Establishment  Deletion  Redesign

DESCRIPTION OF INSTITUTE/CENTER AND RELATIONSHIP TO  
INSTITUTIONAL MISSION AND UNIT VISION (NOTE: If Proposed Institute/Center  
is interdisciplinary, please describe):

SEE ATTACHED SHEET

RATIONALE FOR INSTITUTE/CENTER ADDITION/DELETION/REDESIGN:

SEE ATTACHED SHEET



CENTER FOR EXCELLENCE  
IN MATHEMATICS AND SCIENCE EDUCATION

Description of Center and Relationship to Institutional Mission and Unit Vision (If proposed Center is interdisciplinary, please describe):

The proposed Center for Excellence in Mathematics and Science Education will seek to improve teacher education and stimulate improvement in eastern North Carolina public school mathematics and science programs. It will build on the strengths of academic departments of mathematics, science, science education, and professional education within the College of Arts and Sciences and the School of Education to address needs in mathematics, science, and related technology in kindergarten through high school. The existing Science and Mathematics Education Center and the existing Summer Ventures program will become part of the new Center.

The proposed Center will be organized with the following staff. As external funds are secured to support programs of the Center, additional faculty and staff would be employed.

Director	}	
Assistant Director	}	
Program Director for	}	12 month full-time employees
Public School Students	}	
Administrative Assistant	}	
Secretary	}	
Clerk-Typist	}	

Mathematics Program Director	}	halftime joint appointments with academic departments
Science Program Director	}	

Faculty to teach courses and	}	as needed; shared with departments or employed in the summer
workshops in mathematics	}	
science for teachers	}	

Faculty and residence life  
staff for Summer Ventures

The Center will foster cooperation and collaboration between East Carolina University and public school districts. It will assist faculty in academic mathematics and science departments and the School of Education to become involved with public schools in developing and offering mathematics and science programs for teachers and studying the effectiveness of these programs in improving student interest and achievement. The result will be increased student enrollment and achievement in mathematics and science.



The Center will offer workshops, special short courses, and summer institutes in mathematics and science for teachers in kindergarten through twelfth grades to improve their knowledge and skill in teaching mathematics and science, incorporating technology where appropriate.

The Center will develop programs for public school students to help them develop and maintain interest in mathematics and science, enroll in academic mathematics and science courses throughout high school, and be ready to enter the university upon graduation. Two groups will be given special attention. High school students who are academically talented in mathematics and science will be encouraged through the existing Summer Ventures program. Minority and female students who are underrepresented in enrollment in upper level mathematics and science courses will be addressed through programs developed to encourage and assist them in academic courses.

The Center will seek external funding for programs in mathematics and science education to serve teachers, public school students, and other appropriate groups who can assist in meeting the needs described. There are many opportunities for grants from federal and state agencies, foundations, and alliances of businesses and industries to address the purposes which this Center will serve.

Such a Center will address Basic Goal 6 of the East Carolina University Strategies of Distinction, "Improve teacher education and stimulate improvement of public schooling." It will provide leadership and will work with other departments on campus in improving public school education in mathematics, science, and related technology. It will increase the pool of qualified high school students from which the University may recruit, giving special attention to academically talented mathematics and science students as well as minority and female students with interest in the study of mathematics and science. Its programs will increase public awareness of East Carolina University and its positive impact on eastern North Carolina.

The existing Science and Mathematics Education Center was cited by the College of Arts and Sciences as an element of distinction. The College has listed the following among its Priorities for Action:

"to increase admission and retention of minority ... students admitted to the University"

"to encourage College faculty to serve as resources to regional public schools and to participate in teacher training workshops"

"to facilitate collaboration among faculty in academic sciences and mathematics education to secure grants and offer courses specific to the needs of teachers"



"to offer more evening, Saturday, and summer courses specific to the needs of teachers, particularly those working to acquire advanced degrees"

The mission statement of the School of Education includes the preparation and development of professionals in Education through dissemination of knowledge, effective teaching, and service to the educational community. Among its Priorities for Action, the School lists:

"... developing procedures to encourage cooperative research by faculty and students"

"strengthen liaison with superintendents, principals, teachers, and school boards ..."

"initiate a recruitment process beginning with the middle grades level of public schools"

The existing Center addresses these Priorities for Action of the College of Arts and Sciences and the School of Education, especially those related to activities for mathematics and science teachers. Summer Ventures brings outstanding high school students from all over North Carolina to the East Carolina campus to be taught by some of our outstanding faculty members. The University has an opportunity to recruit these students. As our faculty work in these two programs, they obtain knowledge of effective teaching strategies. Then they can employ similar strategies in teaching university students, strengthening our undergraduate programs for preservice teacher preparation and for all undergraduates. As the expanded Center obtains additional external funding and increases its collaborative efforts, it will be able to address other priorities in the University, the College of Arts and Sciences, and the School of Education.

#### Rationale for Center Redesign

National concern has made the quality of mathematics and science education a major issue. Industries located in eastern North Carolina have expressed great difficulty in finding appropriately qualified personnel in mathematics and the sciences. Universities have experienced difficulty in finding students who are well qualified for entrance into mathematics and science related majors.

Studies highlight the fact that few individuals are pursuing either academic or career goals based in science and mathematics. Particularly troublesome is the striking underrepresentation of minorities and females among those who do pursue these goals. Whether this problem is rooted in the lack of appropriate academic preparation, negative societal or personal attitudes, absence of proper information about possibilities, lack of role models to



inspire success in these areas, or other causes, monumental efforts must be exerted in rectifying this situation.

The SAT scores of North Carolina students have received statewide attention because they rank last or next to last in the nation. President Spangler of the University of North Carolina initiated a program involving all campuses of the UNC system, including East Carolina University, in an effort to improve these scores. The State Department of Public Instruction identified sixteen North Carolina School Systems that failed to meet 75% of the student performance standards for state accreditation. Two of these standards require mathematics and science performance at a satisfactory level. Thirteen of these schools are in eastern North Carolina, the region to be served by the proposed Center.

The 1988 Keys to the Future-Elementary Teachers in North Carolina, a survey conducted by the Mathematics and Science Education Network, polled nearly 1,000 elementary teachers representing rural, urban, and suburban schools about teaching science and mathematics. More than one-half of the respondents named science as the subject they felt least qualified to teach. A smaller percentage named mathematics, but many of the teachers indicated that they were not using methods and materials which are appropriate for developing higher order thinking skills and problem solving strategies. The majority of the respondents had not participated in professional degree programs at the university level in more than eight years. Only 4% of the teachers reported an undergraduate concentration in science and 2% reported a mathematics concentration. Elementary teachers need and desire more education in mathematics and science content and methods.

In 1984-85 the East Carolina University Science/Mathematics Education Center conducted a survey of middle and high school teachers in northeastern North Carolina to ascertain their needs for mathematics and science courses. A high percentage of these teachers indicated that they needed courses in mathematics and science content and methods. Similar requests are given on Registration Forms for Center activities and in meetings with school system personnel charged with the responsibility to improve instruction and student performance.

The Science/Mathematics Education Center at East Carolina University was created by the General Assembly of North Carolina in 1984 to meet North Carolina's high tech societal needs for improved mathematics and science instruction. In 1988-89 the Center served 1159 teachers in forty-one workshops, conferences, and courses. Five hundred four graduate credits, 14 undergraduate credits, and 699 renewal credits were awarded to teachers, with an average of 14.2 contact hours per teacher in credit-earning activities. Many teachers have begun graduate programs in activities sponsored by the Center and subsequently completed masters degrees or Certificates of Advanced Study.



Faculty members from the Mathematics Department, all of the science departments, and education have taught courses and workshops for the Center. The Center has been successful in helping faculty members in different disciplines collaborate with one another and with public schools to develop programs that will improve science and mathematics instruction. In most programs, public school master teachers assist the university faculty member in conducting the program. Both University faculty and the public school teachers have benefited from this shared responsibility.

University faculty members have become aware of new appropriate instructional techniques for precollege level students and become more sensitive to the needs of public school teachers. Public school teachers have developed self confidence from the mentorship provided by the university faculty member. Free exchange of ideas and support for improved public school teaching has resulted from many of these collaborations.

The existing Center has been successful in forming partnerships and securing external funding for teacher education programs. From July 1, 1988, until June 30, 1989, grants totalling \$193,288 were awarded to the Center. In 1989-90 grants totalling \$162,951 were awarded, and \$3150 was received as donations from industries to support programs for teachers. The Center also assisted science faculty in preparation of proposals for external funding. This record of success with the limited staff available attests to the effectiveness of a Center organization that can bring together different departments and public schools in a common endeavor.

Public school students who are talented in mathematics and science need opportunities to study these subjects in greater depth or breadth than the typical high school in eastern North Carolina can offer. Summer Ventures in Science and Mathematics, an existing program for such students, was funded by the state and established at East Carolina University in 1985. Each summer approximately 100 rising eleventh and twelfth grade students come to campus for five weeks of intensive study in mathematics and science classes and laboratories under the direction of talented and enthusiastic East Carolina faculty. These faculty serve as mentors for Summer Ventures students. Similar programs can be developed to serve other students if funding can be secured.

Studies indicate that the choices which students make in late elementary grades often determine whether or not they will be prepared to enter post high school programs leading to mathematics and science related majors. Minorities and females often choose to avoid courses which would make these majors available to them. Programs which offer promise in motivating these students and improving their achievement in mathematics and science exist and could be implemented if funds could be secured.

The director of the University of North Carolina Mathematics and Science Education Network has encouraged Center directors to seek to have their Centers recognized as a Center in their individual campuses.



Establishment of a Center for Excellence in Mathematics and Science Education on the campus of East Carolina will contribute to the implementation of the Strategic Plan for the University, especially in improving teacher education and public schooling in eastern North Carolina. University, public school, and community resources will be marshalled to address the goals. Center programs will increase the pool of qualified students completing high school prepared for higher education in mathematics and science related fields and bring attention to the positive impact of the University on eastern North Carolina.



ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	0	4.4	0	0	0	1.0	0	0	0	1.0
Staff	0	1.0	0	0	0	1.0	0	0	0	1.0
Total	0	5.4	0	0	0	2.0	0	0	0	2.0

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1991

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B *	A	B	A	B
Personnel	308000			40000			308000	40000
Operating	112000			85000	10000		122000	85000
Library								
Computing								
Other								
Total	420000			125000	10000		430000	125000

\*THESE ARE ESTIMATES

NOTE: ADDITIONAL SPACE WILL BE NEEDED



BUDGETARY IMPLICATIONS:

YEAR: 1992

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B*	A	B	A	B
Personnel				24000	228000		228000	24000
Operating				22000	8000	6000	8000	28000
Library								
Computing								
Other								
Total				46000	236000	6000	236000	52000

YEAR: 1993

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B*	A	B	A	B
Personnel				49000				49000
Operating				47000	5000		5000	47000
Library								
Computing								
Other								
Total				96000	5000		5000	96000

YEAR: 1994

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B *	A	B	A	B
Personnel				50000				50000
Operating				50000	5000		5000	50000
Library								
Computing								
Other								
Total				100000	5000		5000	100000

\*THESE ARE ESTIMATES



BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B*	A	B	A	B
Personnel				50000				50000
Operating				50000	6000	6000	6000	56000
Library								
Computing								
Other								
Total				100000	6000	6000	60000	106000

YEAR: 1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B*	A	B	A	B
Personnel				60000	65000		65000	60000
Operating				70000	8000	4000	8000	74000
Library								
Computing								
Other								
Total				130000	73000	4000	73000	134000

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B*	A	B	A	B
Personnel				60000				60000
Operating				70000	7000		7000	70000
Library								
Computing								
Other								
Total				130000	7000		7000	130000



BUDGETARY IMPLICATIONS:

YEAR: 1998

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B*	A	B	A	B
Personnel				65000				65000
Operating				65000	8000		8000	65000
Library								
Computing								
Other								
Total				130000	8000		8000	130000

YEAR: 1999

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B*	A	B	A	B
Personnel				70000				70000
Operating				70000	8000		8000	70000
Library								
Computing								
Other								
Total				140000	8000		8000	140000

YEAR: 2000

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B*	A	B	A	B
Personnel				70000	72000		72000	70000
Operating				70000	9000	5000	9000	75000
Library								
Computing								
Other								
Total				140000	81000	5000	81000	145000