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ECU Strategic Plan

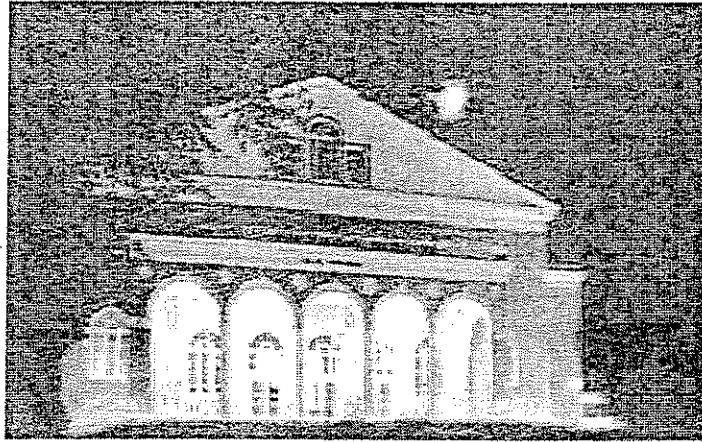


STRATEGIES FOR DISTINCTION

University Directions

2000-2005





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OUR VISION

East Carolina University is a public, doctoral institution distinguished by excellence in teaching and research and committed to serving the people of North Carolina and beyond.



FOREWORD

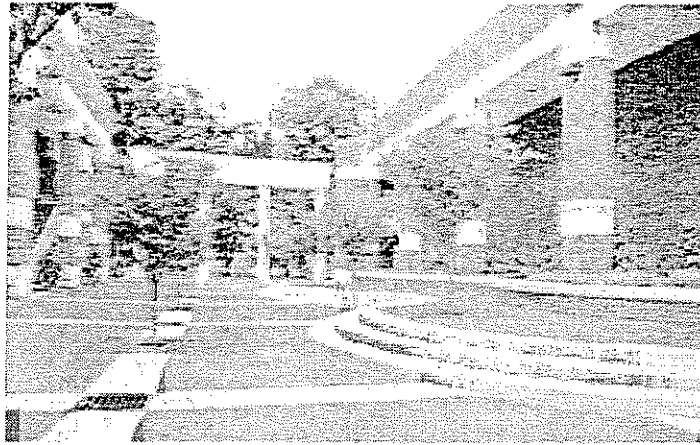
East Carolina University is completing its second five-year strategic planning cycle. The past ten years have been ones of major accomplishments that can only be hinted at in a few lines. ECU now enrolls more than 18,200 students in a broad range of degree programs from undergraduate through the doctoral level. It has finished major expansions of Joyner Library and Dowdy-Ficklen Stadium and built a model Student Recreation Center. We also greatly expanded our information technology infrastructure by being the first UNC campus to establish its own fiber-optic network. In addition, the quality of our research and outreach programs has increasingly attracted national and international attention. It is exciting to see the increased pride of alumni, faculty, staff, and students in the record and promise of East Carolina University.

The goals and strategies articulated in the 2000–2005 strategic planning document are even more ambitious. They build on the goals outlined for 1990–1995 and 1995–2000 in our quest for excellence in the fulfillment of our mission.

Substantial challenges and great opportunities confront us as we prepare to undertake these goals. During the next five years, East Carolina University will emphasize meeting the needs of more North Carolinians for access to higher education through increased enrollment opportunities, need-based financial support, and scholarships; the addition of new academic programs; the development of modern campus facilities; and the adaptation of technology to meet our instructional, scholarly, and outreach missions.

By meeting the challenges and opportunities that confront the university through the achievement of our goals for 2000–2005, ECU will face a future that is brighter and more promising than it has ever known. I remain firm in my belief of our ability to achieve that future for our students and the people of North Carolina. That future, however, is highly dependent on the quality of our own efforts today. Let us then commit ourselves to fulfill these goals and our mission to the best of our personal and professional abilities.

Richard R. Eakin, Chancellor



OUR MISSION

To Serve Through Education

*To Serve Through Research
and Creative Activity*

*To Serve Through Leadership
and Partnership*

East Carolina University, a constituent institution of the University of North Carolina, is a public, doctoral university committed to meeting the educational needs of North Carolina. It offers baccalaureate, master's, specialist, and doctoral degrees in the liberal arts, sciences, and professional fields, including medicine.

East Carolina University is dedicated to educational excellence, responsible stewardship of the public trust, and academic freedom. The university values the contributions of a diverse community, supports shared governance, and guarantees equality of opportunity.

East Carolina University's motto is "Serve," meaning "To Serve," and it seeks to meet that obligation through the following interrelated components of its mission.



To Serve Through Education

The educational mission of East Carolina University is to provide students with a rich, distinctive undergraduate and graduate educational experience. The university is committed to developing each learner's ability to discover, evaluate, and communicate knowledge; to make informed decisions; and to recognize a decision's ethical dimensions. The university also is committed to imparting a sense of citizenship and personal responsibility, fostering lifelong learning, and nurturing an understanding of the interdependencies of people and their environments.

To Serve Through Research and Creative Activity

The research mission of East Carolina University is to advance knowledge, to encourage creative activity, to solve significant human problems, and to provide the foundation for professional prac-

tice through the support of basic and applied research. The university is committed to integrating research and creative activities in the educational experiences of students. It also is committed to enriching culture and being a leader in innovative research applications.

To Serve Through Leadership and Partnership

The service mission of East Carolina University, as an institution with a tradition of strong regional ties and public outreach, is to provide leadership and to engage in partnerships supporting public education, health care and human services, cultural activities, and regional development.

Approved May 14, 1999, Board of Trustees. Approved by the UNC Board of Governors on January 14, 2000.



ELEMENTS OF DISTINCTION

East Carolina University's future will be built upon the strengths of its past. The commitment, energy, and talents of its students, faculty, and staff have earned the university a number of distinctive advantages. Among these are:

- The maintenance of a small-college atmosphere and a tradition of individual, caring attention to students while increasing student enrollment
- A breadth of strong academic offerings at the undergraduate and master's level amid a vigorous, thriving liberal arts program and nationally accredited professional schools
- Emerging doctoral strengths in the biomedical sciences, communication sciences and disorders, coastal resources management and maritime studies, and educational leadership
- A national reputation in the interdisciplinary education of health professionals with emphasis on primary care, responsive regional service, and innovation
- Service as the cultural center of eastern North Carolina through critically acclaimed programs in music, art, theatre, and dance
- An increasing number of faculty and alumni of national and international prominence
- A strong tradition of shared governance
- A demonstrated commitment to providing academic and student support services for persons with disabilities
- A highly visible athletics program committed to academic excellence
- Steadily increasing levels of external funding from grants and contracts
- An expanding base and rapidly growing levels of private financial support
- Effective community, business, and governmental partnerships and a long-standing commitment to serving as an economic catalyst for regional development
- Strong alumni, community, and governmental support
- An administrative philosophy committed to outstanding student and customer service
- An ever more attractive and expanding physical environment, representative of pride in the history and future of the university



CHALLENGES FOR STRATEGIC PLANNING

East Carolina University must meet the following challenges to fulfill its mission more effectively during the 2000–2005 planning cycle and in subsequent years.

- The University of North Carolina and each constituent institution will face dramatic increases in the demand for educational services from the citizens of the state over the next decade. The demands will come from meeting the needs of traditional on-campus students and from the burgeoning market of nontraditional learners. By 2008, the number of additional North Carolinians expected to seek traditional admission to North Carolina's public universities will increase by almost 50,000. In addition to this growth, there will be an exponential growth in the number of individuals seeking further education via distance educational opportunities. One estimate is that the University of North Carolina will be serving the equivalent of a campus of 6,000 full-time students by distance education methods in 2008.
- Public higher education in North Carolina will continue to face increased competition for state funding and will need to develop alternative sources of funding in order to achieve its mission.
- The university will face increased competition for
 - Highly qualified students
 - High quality faculty and staff
 - New academic programs
- The university will face very tight facilities constraints over the next decade. This means that
 - Alternative patterns of campus space utilization will need to be given serious consideration.
 - The university will need to work even more closely with city, county, and other regional government and nongovernment agencies as it deals with its internal space needs, traffic, parking, and other growth-related issues.



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- Technology will change what we do in instruction, scholarship, service, and administration. Therefore,
 - The university will need to have appropriate training opportunities for students, faculty, and staff.
 - All segments of the university will need to be open and ready to adapt to rapid change.
 - The university will require an anticipatory mindset in making resource allocation decisions.
 - Learning as a university process is changing. It will no longer be defined solely by the achievement of degrees.
 - Attention will need to be given to lifelong learners and processes.
 - Attention will need to be given to the needs of nontraditional students.
 - The university will need to be more customer focused.
 - The university will face increasing pressure from internal and external constituencies to document its effectiveness and assessment practices.
 - As it grows in enrollment with more students from outside its traditional recruitment base, and as it expands its national academic reputation, East Carolina University will face substantial pressures to continue its strong presence within eastern North Carolina.



2000—2005 STRATEGIC PLANNING GOALS

East Carolina University commits itself to the following strategic goals and associated strategies for change and improvement.

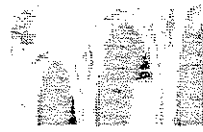
East Carolina University will

1. Expand the educational opportunities provided on and off campus by 20 percent
2. Enrich the learning environment of students
3. Increase the productivity of faculty, staff, and students in research and creative activity
4. Extend external leadership and partnership roles in eastern North Carolina
5. Be a leader in the application and development of information technology in higher education
6. Improve the quality and efficiency of services and operations

These goals and associated strategies represent a consensus on the quality of institution that East Carolina seeks to become and the means by which it should fulfill its mission. The goals function as linked elements—the achievement of success in one area is dependent in critical ways on the achievement of success in the others.

Goal 1: Expand the educational opportunities provided on and off campus by 20 percent

East Carolina University will plan for an on-campus enrollment in 2008 of 27,000 students, with the bulk of this increase coming at the undergraduate level. To meet this growth, ECU must expand educational opportunities by 20 percent over the next five years. These educational opportunities will be defined by the enrollment access for potential students, whether they are on-campus or off-campus students, eighteen year olds or sixty-five year olds, or degree or nondegree seeking students. In addition, as the university seeks to reach this enrollment target, it will improve the quality of incoming classes by being more competitive for the state's best high school graduates, transfer students, and graduate students. It will expand significantly its distance education offerings and the other opportunities it provides for lifelong learners. This enrollment target means that university units must plan to accommodate added students in all areas of services.



To expand educational opportunities, East Carolina University will

- A. Develop and implement an integrated university marketing plan
- B. Identify and prioritize for development new and existing programs that meet the needs of students and the state
- C. Improve its competitiveness for superior undergraduate and graduate students
- D. Increase the proportion of in-state enrollment from the Piedmont and western sectors of North Carolina
- E. Improve recruitment, retention, and graduation rates
- F. Ensure that academic programs are appropriate to accommodate both the expected enrollment increase and the institution's new doctoral status
- G. Expand distance education offerings to meet the changing needs of students and the state
- H. Enhance responsiveness to the needs of non-traditional students and lifelong learners
- I. Increase the number and value of financial support and scholarships available to students

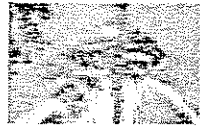
Goal 2: Enrich the learning environment for students

Enriching the learning environment for our students means many things. Foremost, it means ensuring that students at all levels have the opportunity to participate in an excellent and well-rounded educational experience. It means providing students with state-of-the-art instructional activities and resources. It means strengthening the ability of faculty and staff to meet the

needs of these students. It means increasing the access of students to the financial resources needed to pursue their educational goals. It means increasing the institution's academic expectations so that its graduates will remain competitive in a changing world. It means recruiting a diverse student body, faculty, staff, and administration. The university must make these types of changes to expand student enrollment as desired and to provide its students with the educational experience they deserve.

To enrich the student-centered learning environment, East Carolina University will

- A. Preserve ECU's tradition of being a large institution with a small campus feel
- B. Raise the academic quality of the incoming classes
- C. Create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff, and administration
- D. Provide opportunities and experiences that encourage students to develop to their fullest potential both in and out of the classroom
- E. Ensure that students have frequent access to and interaction with faculty
- F. Promote a balanced educational experience for students to develop their skills in interpersonal interaction, communication, technology, and leadership
- G. Ensure that students have regular and easy access to quality advising
- H. Strengthen opportunities for faculty to develop and apply innovative teaching strategies and for students to learn through new, innovative experiential settings



- I. Develop interdisciplinary curricula at the undergraduate and graduate level that integrate knowledge, theory, and practice across the traditional disciplines
- J. Identify, develop, and support selected university centers of excellence

Goal 3: Increase the productivity of faculty, staff, and students in research and creative activity

To become an outstanding doctoral university will require the campus to place increased effort on research and creative activities. This means providing faculty, students, and staff with time and resources to pursue funding, execution, and publication of research and creative activities. It will require faculty to secure increased external grant support in a highly competitive environment. It means providing knowledgeable administrative support that recognizes the needs of research and creative activity. Moreover, it means integrating the research and creative activity process more fully into the instructional process.

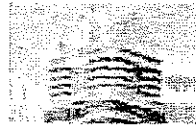
To increase significantly the productivity of faculty, students, and staff in research and creative activity, East Carolina University will

- A. Develop selected, new, interdisciplinary doctoral programs
- B. Encourage the development of university and systemwide collaborative and interdisciplinary research programs
- C. Develop the former VOA site as a research and service campus

- D. Enhance support and publicity for research and creative activities that bring national and international recognition to the university
- E. Increase recognition of and resources for faculty and student research and creative activity
- F. Increase by 50 percent the grant and contract dollars secured over the next five years
- G. Strengthen the campus infrastructure that supports the application for and implementation of grants and contracts
- H. Increase student involvement in research and creative activity processes across the curriculum.
- I. Secure increased stipends and additional tuition remissions for graduate students
- J. Recruit and develop faculty members with the skills and experience required by the institution's new doctoral status

Goal 4: Extend external leadership and partnership roles in eastern North Carolina

Extending the university's external leadership and partnership roles means placing enhanced emphasis on the university's collaborative efforts to address the economic, environmental, health care, education, local government, and public service issues facing North Carolina and its eastern region. East Carolina University is a critical link in bringing information and expertise to bear on regional concerns. All academic programs and divisions should embrace the concept of service as leadership and partnership in the region. The university's academic programs are sources of energy, knowledge, and creativity that can empower communities and assist enterprises upon which



the economy and culture of the region depend. Such partnerships and innovative public and public-private collaborations enrich both the region and the university's learning environment.

To extend its external leadership and partnership roles in eastern North Carolina, East Carolina University will

- A. Work collaboratively with local communities, industry, health care, and education to address problems of mutual interest that directly affect the well-being and quality of life of the citizens of the region
- B. Provide leadership and information for sustainable economic development and improvements in education, health care, social and human services, and the natural and cultural environment of the region, especially for underserved populations and rural communities
- C. Develop partnerships with health care, education, government, public service agencies, and industry for the coordination and application of information technologies to their needs
- D. Explore how to better link people in the region with others outside the region who have successfully dealt with comparable concerns
- E. Support the transition of the region to a technology-based economy through increased commercialization of its basic and applied research
- F. Participate in the continuing development of the Global Transpark
- G. Seek targeted federal funds and other external funding to help meet regional needs
- H. Incorporate more student community service activities in instructional and cocurricular activities

- I. Increase collaboration with city, county, and other regional government and nongovernment agencies to address growth-related issues

Goal 5: Be a leader in the development and application of information technology in higher education

Change in information technology is occurring so rapidly and pervasively that it is transforming and challenging all aspects of the university's operations. To be successful in fulfilling its mission, East Carolina University must be a leader in the development and application of information technology in higher education. Meeting this goal is essential to attracting the quality and number of students desired, graduating them with appropriate, competitive skills, attracting and retaining faculty and staff, conducting state-of-the-art research and creative activities, and extending university services to our external constituencies. In addition to furthering its investments in its information technology infrastructure, the university must educate its faculty, staff, and students in the use and potential of these new technologies. It must actively explore and implement changes in university services and operations with the aim of improving both efficiency and quality.

To be a leader in the development and application of information technology to higher education, East Carolina University will

- A. Ensure that its graduates are technologically competent in their fields of study



- B. Create a learning environment that fosters student appreciation and understanding of information technology as a lifelong learning tool
- C. Redesign its administrative processes to be electronic-based rather than paper-based
- D. Provide faculty, students, and staff with appropriate access to state-of-the-art services and technological infrastructure
- E. Enhance support services for high-performance computing, networking, and information technology
- F. Create an integrated information management decision-making process for planning and implementing its information technology investments
- G. Assist citizens, enterprises, and public agencies with easy and efficient access to the wealth of knowledge and data accessible at and through the university
- H. Seek partnerships with public and private developers of information technology

Goal 6: Improve the quality and efficiency of its services and operations

Continuous improvement in the quality and efficiency of university services and operations is a critical dimension for the institution's future success. The university will face serious financial and space constraints; therefore, it is essential that the campus assess its instructional and administrative processes on a recurring basis, that it reengineer those processes to improve service and efficiency, and that it build on its tradition of service by adopting a culture of customer focus. In addition, the university will need to strengthen its infra-

structure for securing external financial support, both from private donations and from grants and contracts. Similarly, the university must meet the challenge of focusing its resources to create "centers of excellence" and to provide the infrastructure for continued growth of educational programs and scholarly activity.

To improve continuously the quality and efficiency of its services and operations, East Carolina University will

- A. Adopt a philosophy of continuous improvement with a focus on customer service
- B. Assess and reengineer its administrative and service processes to improve efficiency and quality
- C. Establish benchmarks and targets for improvements of its various activities
- D. Develop and implement a multiyear financial planning process
- E. Establish clear priorities for the focused investment of existing and new resources
- F. Explore and implement alternative work styles, evaluation criteria, and rewards for its employees
- G. Expand its hours of service and accessibility to meet the needs of its changing student body
- H. Strengthen its infrastructure for securing and administering external financial support
- I. Enhance its outreach efforts to its alumni
- J. Increase private financial support for scholarships, academic programs, and athletics



2000-2005 FUNDING GOALS

Private Fundraising

During the 2000-2005 planning cycle, East Carolina University will seek to increase its private support. In particular it will seek funding for:

- Student scholarships and fellowships
- Need-based financial aid
- Endowed professorships
- Academic program development
- Academic and athletics facilities development

Major Capital Development Projects 2000-2005

The following are the major capital projects for East Carolina University for the 2000-2005 planning cycle.

New

- Science and Technology Building
- Allied Health Sciences/Nursing/
Health Sciences Library Building
- Strength and Conditioning Center
- West End Dining Hall
- Student Health Center Addition
- Rivers Building Addition
- Baseball Stadium
- Residence Halls
- Parking

Renovation

- Daily Reflector Building
- Flanagan Hall
- Jones Hall
- Rivers Building
- Old Cafeteria Building



STUDENTS AND OTHER CLIENTELE

Through its teaching, research and creative activity, and service efforts, East Carolina University serves the needs not only of its enrolled students, but those of many other associated individuals and groups, as well as the general public.

Students

In the fall of 1999, the total number of students enrolled at the university was 18,223. This represents a 4 percent increase in student enrollment since 1994. During the next five years, the proportion of traditional undergraduate enrollment on campus will grow, while the proportion of graduate students and nontraditional students decline in relative terms. By the end of 2005, overall enrollment should approach 22,000, with even more substantial growth occurring in the following three years.

Undergraduates accounted for approximately 83 percent of East Carolina's students in the fall of 1999 with the remaining 17 percent being graduate students or medical students. As campus

research efforts and its graduate programs, especially doctoral programs, are strengthened and expanded, the university will realize continued growth in its total number of graduate students even though their proportion of overall enrollment will decrease slightly.

African Americans comprised nearly 13 percent of the university's student body in the fall of 1999. This represents a 33 percent increase in the proportion of black students on campus over the past five years and is indicative of East Carolina's commitment to diversity. Efforts to increase this percentage will continue through efforts to recruit additional outstanding black and other minority students.

The university's proportion of nontraditional student population has decreased slightly. Students in this category tend to be older, commuters, enrolled on a part-time basis, and female more than male. This shift reflects, in part, at least two major trends affecting higher education in general. The first trend is the healthy state of the economy and the second is the expansion of



distance education opportunities. Thus, while on-campus nontraditional enrollment has decreased slightly, it has increased when one considers distance education enrollments. East Carolina continues to enroll large numbers of students in specific off-campus programs, especially in education, social work and criminal justice, industry and technology, and nursing. This trend is expected to continue.

The university's out-of-state students come mostly from the eastern seaboard, particularly Virginia, Maryland, and New Jersey. All medical students are North Carolina residents. Ninety percent of the university's graduate students are North Carolina residents. Many of the latter are regional professionals pursuing degrees on a part-time basis. Increasingly, out-of-state admissions will be used to target students with outstanding or special talents.

More than 40 percent of the university's students come from outside the forty-one eastern counties of North Carolina. While this pattern has tended to be consistent over the past planning periods, it will shift during this cycle with more students coming from areas outside the east. Despite the comparatively lower per capita income in the state and the region, East Carolina students tend to come from families of higher income and educational levels than those of students attending similar universities nationally. Additionally, East Carolina's retention and graduation rates for traditional undergraduates exceed those for comparable universities nationwide.

Other Clientele

East Carolina University's research programs serve government, business, industry, and health organizations in addition to the international community of scholars in each field of study. Special emphasis is given to research and scholarly activities that benefit eastern North Carolina. Over the past five years, faculty grant awards have continued to increase, reaching almost \$27,000,000 during 1998-99. The university anticipates a continued increase in the number of grant submissions and awards.

The university's public service grows out of its teaching and scholarly activities. East Carolina serves the cultural, health-related, human service, educational, and economic needs of the region by providing assistance to businesses, government, public schools, community groups, human services agencies, and individuals. The university expects to expand its leadership in developing such partnerships in the region and beyond.

East Carolina anticipates that the health-care needs of eastern North Carolina will be met increasingly through various programs and units in the Division of Health Sciences. For residents of the region in general, the university will also continue to serve as a center for cultural and public activities, including the performing arts, intercollegiate sports, lectures, conferences, and exhibits.

Alumni, donors, and other friends of the university are especially important clientele. The university will encourage these groups to take active roles in the life of the university and involve them as much as possible in its outreach programs.



East Carolina University • Strategies for Distinction 2000–2005