

MEMORANDUM

TO: All East Carolina University Faculty

FROM: Conner Atkeson *[Signature]*
Chair of the Faculty

DATE: April 3, 1989

SUBJECT: **Faculty Senate Special Session - Tuesday, April 11, 1989**

The East Carolina University Faculty Senate will meet in special session on Tuesday, April 11, 1989, at 3:00 p.m., in the Biology Auditorium.

"Setting Directions for East Carolina University", ECU's strategic planning process, calls for the identification of the University's strengths and weaknesses, an assessment of the institution's values, and an analysis of external environmental forces that will impact on ECU in the future. Three work groups have been meeting since January to complete these tasks, and they are now ready to share their findings and assessments with the University community.

Faculty Senators will receive (under separate cover) a copy of the "Setting Directions" brochure, as well as draft reports of each of the three committees' findings, prior to the special session.

During this special session, on April 11, 1989, the Faculty Senate will be given the opportunity to provide advice and comments to the members of each work group. Final reports are due to the Chancellor by May 1, 1989.

These reports will provide the foundation for the Strategic Planning Advisory Group, another faculty dominated work group, who will make recommendations to guide the development of strategic decisions for the University. This matching process will be the final step in the preliminary and advisory phase.

Please make every effort to attend this important special session.

AGENDA

- I. Call to Order
- II. Roll Call
- III. Setting Directions for East Carolina University
Committee Reports
 1. Strengths and Weaknesses Identification Committee
Richard Edwards (Chancellor's Staff), Chair
 2. External Environmental Analysis Committee
Janice Faulkner (RDI), Chair
 3. Institutional Values Assessment Committee
Maggie Capen (Business), Chair



EAST CAROLINA UNIVERSITY

Faculty Senate

Greenville, North Carolina 27858-4353
(919) 757-6537

MEMORANDUM

TO: ECU Faculty Senators and
Ex-officio Members

FROM: Sharon Bland *SB*
Faculty Senate Office

DATE: April 4, 1989

Please find attached the draft committee reports which will be discussed at the Tuesday, April 11, 1989, Faculty Senate Special Session. The session will be held at 3:00 p.m. in the Biology Auditorium.

You will find included the brochure, "Setting Directions, Strategic Planning for East Carolina University," along with draft reports from the committees as follows:

1. Strengths and Weaknesses Identification Committee
Richard Edwards (Chancellor's Staff), Chair
2. External Environmental Analysis Committee
Janice Faulkner (RDI), Chair
3. Institutional Values Assessment Committee
Maggie Capen (Business), Chair

DRAFT

SETTING DIRECTIONS

STRATEGIC PLANNING FOR EAST CAROLINA UNIVERSITY

Mr. Richard A. Edwards, Chairperson
Dr. Charles Q. Brown
Mr. William Dansey
Dr. Marie T. Farr
Ms. Cynthia D. Kittrell
Dr. Pamela S. Mayer
Dr. Charles F. Schwartz

Dr. Ronald P. Speier
Dr. Gordon E. Trevathan
Dr. David L. Watkins
Dr. James H. Wease
Dr. Tinsley E. Yarbrough
Ms. Sue A. Hodges, Ex-officio

**DRAFT REPORT OF THE
STRENGTHS AND WEAKNESSES
IDENTIFICATION WORK GROUP**

*CHARGE OF THE STRENGTHS AND WEAKNESSES
IDENTIFICATION WORK GROUP*

The Preliminary and Advisory Phase of the strategic planning process calls for the identification of East Carolina University's internal strengths and weaknesses. The information gathered in this analysis will be used in subsequent phases of the planning process to formulate strategic decisions that will guide the University into the future.

The Strengths and Weaknesses Identification Work Group is charged with coordinating the process of identifying the University's strengths and weaknesses, seeking advice and comments from individuals and groups throughout the University community, and reporting its findings and conclusions back to the Chancellor.

The Work Group's preliminary findings are attached for review and comment by the University community.

STRENGTHS

STRONG HISTORICAL COMMITMENT OF SERVICE TO THE REGION OF EASTERN NORTH CAROLINA

- Concept of service as an integral part of ECU's mission
- Outreach programs of the School of Medicine (e.g., AHEC) and the School of Education (e.g., Rural Education Institute)
- Regional Development Institute and associated programs
- Chancellor's Forum and lecture series
- Overall and widely acknowledged commitment to service by faculty, staff and administration

HIGH LEVEL OF INTEREST IN, SUPPORT FOR, AND PRIDE TOWARD THE UNIVERSITY BY GENERAL PUBLIC, COMMUNITY LEADERS AND ALUMNI

- Emergence of ECU related alliances and private sector partnerships within region
- Growth in alumni involvements
- Pattern of healthy town and gown relationships
- Support for athletic and cultural events
- Trends in private giving (alumni and friends)

SCOPE AND DIVERSITY OF UNDERGRADUATE AND GRADUATE PROGRAMS

- Good program mix and balance
- University's comprehensive character
- Public service dimension of most academic programs
- Recognized quality in some program areas

UNIVERSITY'S SIZE AND FACTOR OF STEADY GROWTH

- Third largest university in state system
- Pattern of increasing enrollments
- Nature of UNC system and related benefits
- Low-cost tuition and fee structure
- Opportunities for program growth and enhancements as a result of enrollment growth

HISTORY, REPUTATION, AND NATURE OF THE SCHOOL OF MEDICINE

- Impact of School of Medicine on Greenville and region
- Clearly defined mission
- Recognized quality of faculty, programs, facilities and services
- Relationship with Pitt County Memorial Hospital
- Nature of involvements within total university community
- National ranking in the training of family practitioners
- Commitment to affirmative action in the training of physicians

QUALITY AND CHARACTER OF ECU'S FACULTY AND STAFF

- Reputation for accessibility, dedication and concern toward students
- Geographic diversity of faculty backgrounds
- Ability to recruit competitively
- Faculty and staff involvement with regional needs

ECU'S INSTITUTIONAL CULTURE

- Positive, collegial environment
- Climate of friendliness
- Commitment to participative governance
- Sense of new directions, spirit of openness and cooperation

FAVORABLE GEOGRAPHIC LOCATION

- Proximity to political and cultural centers
- Closeness to beach areas and coastal communities
- Climate
- Emphasis on economic growth of region
- Emerging highway patterns
- Growth of retirement and leisure centers
- Acceptance of Greenville as the hub of eastern North Carolina

WEAKNESSES

AN IMAGE WITH SERIOUS PERCEPTUAL SHORTCOMINGS, BOTH INTERNALLY AND EXTERNALLY

- Inadequate image projection effort via university publications, especially those related to student recruitment
- Too few efforts to counter University's reputation as a "party school"
- Perception that academically talented and superior students do not enroll at ECU

ABSENCE OF A CLEAR-CUT COMMITMENT AND SUPPORT SYSTEM FOR FACULTY AND STAFF DEVELOPMENT

- Few opportunities, incentives, and rewards for the professional growth and development of faculty and staff
- No organized effort to undergird existing opportunities for professional growth and to enhance teaching effectiveness of faculty
- Lack of clarity in standards for academic reappointment, tenure, and promotion
- Inadequate financial support of professional travel and seed monies for research
- No comprehensive faculty and staff orientation programs

NO STRATEGY OR SYSTEMATIC EFFORT TO MANAGE ENROLLMENTS, TO ENHANCE STUDENT QUALITY, AND TO PROMOTE GEOGRAPHIC AND CULTURAL DIVERSITY

- Weak and unclear standards for the admission and retention of students
- Absence of unified, targeted recruitment and retention plans for academically talented and superior students
- Insufficient programs and services which appeal to the academically talented and superior student
- Inadequate mechanisms for assessing learning outcomes
- Physical and perceptual distance between admissions and financial aid
- Inadequate information sharing effort about the availability of financial aid and scholarships
- Unclear mission for continuing education
- Unclear delineation of programs and services for the adult learner
- Unfocused approach for the recruitment and retention of minority students

INSUFFICIENT NUMBERS OF WOMEN AND MINORITIES IN FACULTY AND STAFF POSITIONS, AND THE ABSENCE OF A SIGNIFICANT NUMBER OF PERSONS WITHIN THE CAMPUS COMMUNITY FROM DIFFERENT CULTURAL AND ETHNIC BACKGROUNDS

- A campus climate that often reflects society's tolerance of racism and sexism, including acts of overt discrimination and harassment
- Lack of a more visible, active program of affirmative action and related support systems, including counseling, awareness seminars, etc.
- Lack of a more focused approach for the recruitment and retention of minority men and minority and majority women

**ABSENCE OF A UNIVERSITY-WIDE PLAN FOR NEW CONSTRUCTION;
BUILDING RENOVATIONS, IMPROVEMENTS AND DEFERRED MAIN-
TENANCE; AND CAMPUS BEAUTIFICATION**

- Special problem areas e.g., Joyner Library, land, and parking
- Absence of small group living units which undercuts the university's ability to recruit students with special learning interests and needs, e.g., honors, international living, language, etc.
- State's historic pattern of underfunding for capital projects and improvements
- Lack of adequate dining and indoor recreational facilities which affects student health and welfare
- Deteriorating, unsafe, and unsanitary residential space which inhibits student motivation and achievement
- Dysfunctional grouping of space for student and academic services, including undergraduate and graduate admissions
- Quality and quantity of research space which inhibits efforts to achieve Doctoral II status
- Inadequate library space and holdings for current and projected enrollment as well as institutional ambitions

**ABSENCE OF A UNIVERSITY-WIDE STRATEGY FOR FUNDING AND
DECISION-MAKING RELATED TO THE INFORMATION TECHNOLO-
GIES (e.g., computers, video disks, satellite communication, instructional tele-
vision, audio-visual, etc.)**

- Unclear patterns of decision-making, funding, and needs assessment
- Academic computing needs which are largely unmet and lacking in coordination
- Current practices and operations for equipment purchase and maintenance which are neither cost effective nor efficient

- No strategic allocation of dollars for computer upgrades on a priority basis
- Seriously deficient funding base for the information technologies given size, complexity, and nature of ECU
- No university-wide information gathering and dissemination schema
- Absence of university-wide strategies guiding printing and duplicating activities
- Lack of integration of voice, data, print, and video functions

UNIVERSITY'S ORGANIZATIONAL CHARACTER AND STRUCTURE INCLUDING PATTERNS OF COMMUNICATION AND LINE RESPONSIBILITIES NEEDING FURTHER DELINEATION, CLARIFICATION, AND REFINEMENT

- Lack of clear institutional focus
- Poorly defined administrative processes
- Apparent resistance to change in some administrative areas
- Apparent structural problems in equating professional schools to the College of Arts and Sciences and its various departments
- Strong vertical administrative structure which inhibits leadership development

ABSENCE OF A CLEARLY DEFINED BUDGET AND PLANNING STRATEGY WHICH REFLECTS THE UNIVERSITY'S CHANGING NEEDS AND CHARACTER

- High "fog index" for university-wide budget planning and allocation processes
- No apparent link between planning and resource allocation
- Unclear change budget decision process

- Lengthy turn-around time for equipment request, purchase, and actual delivery
- UNC-GA and General Assembly restrictions on ECU's flexibility in reallocating funds among purpose codes
- Impression that ECU's financial and business practices are not necessarily up-to-date
- Status as a Comprehensive University I which limits funding by UNC-GA formula
- Unclear ECU's priorities for private fund raising
- Lack of coordination among University's three foundations

ABSENCE OF A CLEARLY DEFINED STUDENT LIFE MISSION WHICH ADDRESSES QUALITY OF STUDENT LIFE AND STUDENT LEARNING EXPERIENCES

- Inadequate information sharing with students about availability of services
- Lack of cluster living/learning opportunities
- Unclear staffing patterns
- Lack of diversity in staffing
- Unclear role of student life programs and services in a residential campus setting
- Inadequate data about students needs and concerns to support effective planning of student life programs
- Lack of indoor recreational facilities