

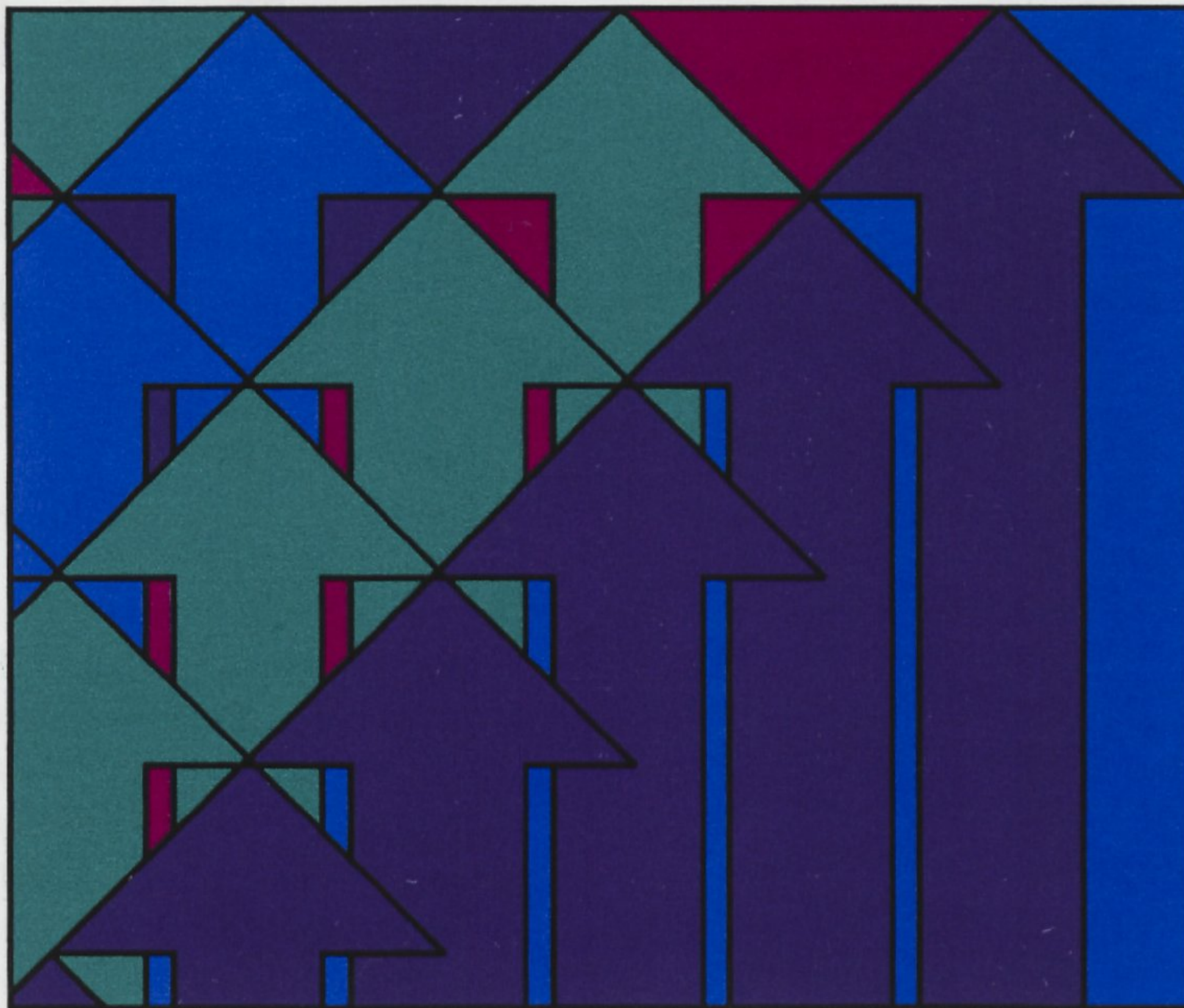
# STRATEGIES

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## Distinction



### University Directions



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CAROLINA  
UNIVERSITY

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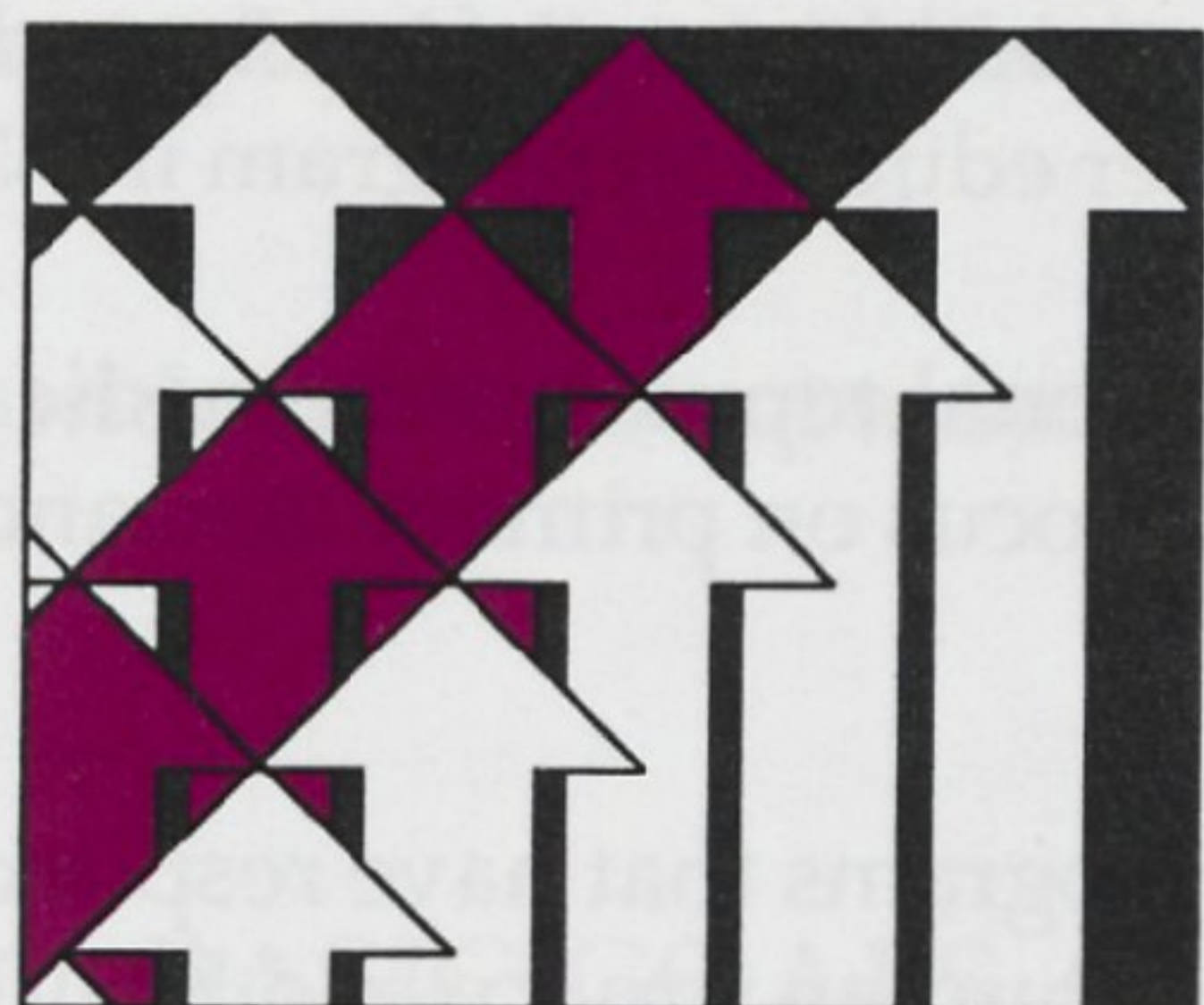
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## University Directions 1990 - 95

### FOREWORD

Several times in the University's history, bold initiatives have moved East Carolina to new plateaus. From training school to teachers college to college to university, East Carolina has been transformed over its eighty-two year history into a major, doctorate-granting university.

These changes were far more than mere changes in name; they marked concerted, determined efforts to strengthen and broaden the educational foundations of East Carolina.

Today we face challenges as real and as important as any which have faced this University. Those challenges are set before us in the university-wide strategic directions contained herein.

*University Directions* is the result of hours of study and deliberation and represents the collective wisdom of virtually the entire University community. The University will use these directions as a guide in completing university-wide implementation plans and unit plans. Taken together, all of these documents comprise East Carolina University's strategic plan, entitled *Strategies for Distinction*.

I believe we have established directions that will lead us to still another plateau and an especially promising future. Let us approach that future boldly, confident in our elements of distinction, acknowledging our weaknesses, and with full awareness of values rooted in a heritage of public service to the people of North Carolina.

Richard R. Eakin, Chancellor

### MISSION STATEMENT

#### *Preface*

The University Mission Statement expresses the purposes and character of the University. The statement is the basis for all University planning. It guides the actions of the University and directs the development of evaluation criteria.

#### *General Mission*

East Carolina University is a public, doctorate-granting institution committed to rich and distinctive undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and human and intellectual diversity. The University is one of the sixteen constituent institutions of the University of North Carolina. It offers degrees at the baccalaureate, master's, specialist, and doctorate levels. Programs of study include the arts and sciences and a wide range of professional fields, including the first-professional program in medicine. The University values the contributions of each member of the academic community, encourages the full development of human potential, and is dedicated to scholarly integrity and responsible stewardship of the public trust.

#### *Educational Mission*

The fundamental educational goal of the University is to provide students with a substantive general education and to enable students and other constituents to secure specialized and multidisciplinary knowledge. Through instruction and other educational activities, the University is committed to developing each student's ability to discover, evaluate, and communicate knowledge, to make informed decisions, and to recognize a decision's ethical dimensions. The University is committed to imparting a sense of responsible citizenship, nourishing an understanding of the interdependencies of humankind and the environment, enhancing individual potential, and fostering a lifelong commitment to learning, self-discipline, and human well-being. The University strives to serve all who can benefit from these commitments and to address the educational needs of the mid-Atlantic region.





### *Research Mission*

The primary research mission of the University is to advance knowledge, to encourage traditional and nontraditional creative activity, to solve significant human problems, and to provide the best basis possible for professional practice. To these ends, the University supports both basic and applied research. These activities enrich culture, increase knowledge and understanding, and establish the University as a productive social resource.

### *Service Mission*

The service mission of the University is to provide leadership in the pursuit of educational, research, and cultural goals. Medical clinics, libraries, theatres, museums, athletic facilities, and other physical and human resources provide public services that guide and support the cultural, economic, education, health, human services, and social aspirations of the public.

### *Nature of the University Community*

The University expects academic integrity of faculty, staff, and students. The University guarantees academic freedom and shared governance, and is dedicated to the pursuit and achievement of excellence. The University values the contribution of each member of the community and guarantees equality of opportunity without regard to religion, race, national origin, sex, age, or handicap.

## **ELEMENTS OF DISTINCTION**

Through the dedication and talent of its faculty and staff, East Carolina University has earned a number of institutional advantages. Their continued development constitutes our foundation for future success.

- A large public university with a small-college atmosphere and a tradition of individual, caring attention to students

- A long institutional history of teacher education and the largest teacher education program in North Carolina
- A growing national reputation in medical education with a particular focus on primary care and regional service
- Educational programs that have responded to regional needs in human service and health professions
- Nationally accredited programs in business that are highly valued by the regional business community
- Academic and public programs of high distinction in music, art, and theatre which have made East Carolina University the cultural center of eastern North Carolina
- Individual faculty and faculty groups of national distinction
- Effective institutional balance between professional programs and the liberal arts and sciences
- A growing and effective honors program
- Particular strength in coastal studies, rhetoric and composition, biophysics, maritime history, and educational leadership
- A strong and widely recognized tradition of faculty governance
- A highly visible athletic program committed to strong academic standards
- Constant improvement in the number and total dollar amounts of research grants and contracts
- An expanding base and rapidly growing levels of private financial support
- Effective efforts in business-university cooperation and a long-standing commitment to regional economic development
- Strong alumni, community, and political support
- One of the largest cooperative education programs in North Carolina





- A campus that is physically accessible to persons with disabilities
- A university-wide commitment to strategic planning

### BASIC GOALS

East Carolina University will chart its future in the direction of six basic and interrelated goals:

- *Achieve distinction in undergraduate education*
- *Strengthen the commitment to excellence in teaching*
- *Develop a university culture based on respect for individual rights and human diversity*
- *Expand doctoral programs*
- *Strengthen the commitment to research, scholarship, and creative activity*
- *Improve teacher education and stimulate improvement in public schooling*

The interrelationships among these goals are especially important. For instance, the program of undergraduate education must be exemplary in the quality of its teaching; in its respect and support for human diversity; in its development of undergraduate research activities; in its use of faculty who also provide graduate education and who are recognized for their research, scholarship, and creative activity; and in its strong curricular foundations for teacher education. Also, undergraduate education for the citizens of eastern North Carolina is the highest form of service provided by the University to the region. All of these goals reinforce one another, and they can be conceived as six elements linked into a single configuration.

A brief description of these goals is presented below. Objectives for each of the basic goals are also listed. The objectives are steps that should and in most cases must be taken. This listing of objectives is not meant, however, to preclude the implementation of others that work to the same ends.

### Goal 1: *Achieve distinction in undergraduate education*

East Carolina University is committed to distinction in undergraduate education as the primary goal for the University. To satisfy the mission of a public university, to attract superior students, and to have a positive impact on systems of education below the university level, the University must offer undergraduate education in arts and sciences and the professional schools that is exemplary in nature and quality.

- A. Strengthen the commitment to the overall development of students, with particular emphasis on academic achievement, intellectual curiosity and endeavor, self-confidence, and integrity
- B. Adhere to principles of faculty development and evaluation that are appropriate to a doctorate-granting university in that they encourage each faculty member to strive for teaching excellence, to be productive in research, and to accept service responsibilities
- C. Schedule appropriately small classes at the freshman and sophomore levels
- D. Make senior faculty accessible to freshmen and sophomores
- E. Promote undergraduate research and independent learning programs
- F. Develop and enhance orientation programs, academic advising, and other student support activities, dedicated to the concept of overall student development and aimed at improving retention and graduation rates
- G. Offer undergraduate instruction that includes the following emphases throughout the curricula:  
(1) awareness of international contexts, influences, and applications; (2) the ethical dimensions of decision making and behavior; and (3) the development of communication skills, analytical ability, and critical reflection
- H. Develop a general studies program that provides (1) a substantial and coherent core of studies in the liberal arts, mathematics, and sciences and (2) strict limits on the use of general studies courses as part of requirements for academic majors





- I. Develop distinctive, campuswide undergraduate initiatives in writing, critical thinking, mathematics, and science intended both to improve the learning of our students and to establish models of institutional success in these areas of national concern
- J. Create a social and physical environment conducive to learning and overall student development
- K. Develop a program to assess the effectiveness of general education courses

### *Goal 2: Strengthen the commitment to excellence in teaching*

East Carolina University reaffirms its long-standing commitment to excellence in teaching. Teaching excellence, vital to the retention of undergraduate and graduate students and basic to the mission of the University, must be developed and fostered.

- A. Strengthen the commitment by the faculty to strive for excellence in their teaching
- B. Implement valid assessment of teaching effectiveness
- C. Develop specific programs, services, and other support structures throughout the University that enable faculty to improve their teaching
- D. Establish policies and procedures that ensure that faculty are rewarded for improvements to as well as for excellence in teaching

### *Goal 3: Develop a university culture based on respect for individual rights and human diversity*

East Carolina University supports an active process of respecting individual rights and promoting the understanding of differences in ethnicity, race, nationality, gender, and culture within the University and in society at large. The University draws strength from and supports the development of human differences that respect basic human rights.

- A. Create an atmosphere of cooperation and respect that is sensitive to matters of ethnicity, race, nationality, gender, and culture and in which all individuals can develop to their fullest potential
- B. Establish active programs, with specific goals, aimed at (1) the recruitment and graduation of minority students and (2) the recruitment, hiring, and development of minority and women faculty and staff
- C. Integrate scholarship on minorities and women into existing curricula as well as into special programs and courses
- D. Strengthen existing and develop new programs and services throughout the University to meet the special needs of minority, handicapped, and nontraditional students, including older students and students who are single parents
- E. Promote both the University's and society's acceptance, understanding, and appreciation of human diversity that does not violate basic human rights
- F. Develop academic and support programs with an international dimension

### *Goal 4: Expand doctoral programs*

East Carolina University is committed to the development of innovative new doctoral programs to meet national and regional needs for knowledge and personnel. External factors and current faculty strength as well as a long and successful history of graduate education at the master's level support such program development. Additionally, the high quality of faculty and the continuing need for researchers in basic medical sciences mandate an increase of candidates in existing Ph.D. programs.

- A. Continue the targeted development of future doctoral programs that capitalize on institutional strengths, respond to environmental opportunities, and address national shortages of faculty and other professionals in particular areas of study, such as coastal resources management, rhetoric and composition, biophysics, maritime history, and educational leadership





## Strategies for Distinction

- B. Increase the numbers of candidates and graduates in existing doctoral programs
- C. Establish systematic procedures for evaluating doctoral programs once they are established
- D. Implement strategies to recruit students nationally for both master's and doctoral programs

### *Goal 5: Strengthen the commitment to research, scholarship, and creative activity*

The faculty of East Carolina University must be committed to research, scholarship, and creative activity that is appropriate to the expectations of the respective disciplines and in keeping with the mission of East Carolina University. Such activities are a basic professional activity, a base for public service, and a means of distinction for the University.

- A. Establish policies and procedures designed to support faculty research, scholarship, and creative activity and to encourage activities within the unit that are especially well suited to advance the mission of the University
- B. Increase faculty research, scholarship, and creative activity and grant productivity
- C. Foster collaborative investigations by faculty from different disciplines and institutions
- D. Involve undergraduate students in research activities
- E. Engage in research, scholarship, and creative activity that contributes to the improvement of the human condition with an emphasis on health, rural, coastal, and environmental issues

### *Goal 6: Improve teacher education and stimulate improvement in public schooling*

At East Carolina University, teacher education is a fundamental university activity which is central to the institution's mission and heritage. By providing well-prepared teachers, school administrators, and other school-based professionals, the University not only assists

in the development of eastern North Carolina, but also transmits basic academic values to the public schools and improves its ability to attract better students.

- A. Strengthen the university-wide commitment to the preparation of professional educators who are academically and technically proficient, who are reflective in practice, who are themselves committed to the intellectual empowerment of others, and who understand the role of public education in a democratic society
- B. Serve as a catalyst for public school reform
- C. Increase emphasis on the arts and sciences in curricula for the preparation of teachers
- D. Evaluate teacher education curricula throughout the University on an ongoing basis to ensure high standards and coherence
- E. Review the structure and governance of teacher education, with appropriate changes to be made where advisable
- F. Increase research in the areas of learning, schooling, and educational leadership
- G. Establish a doctoral program in educational leadership
- H. Expand and strengthen the Teaching Fellows program and other intensified efforts to encourage highly qualified students to enter the profession of teaching
- I. Initiate collaborative structures for continuous inquiry about teaching, learning, and public education

## SUPPORTING GOALS

Because the basic goals cannot be achieved apart from other efforts, the University is committed to four supporting goals:

- *Recruit and support academically proficient and talented students*
- *Advance the University effectively to external publics*





- *Develop and use expanded information resources*
- *Provide effective stewardship of the University*

As with the basic goals, specific objectives are listed after each individual supporting goal.

### *Goal 7: Recruit and support academically proficient and talented students*

East Carolina University must maintain standards of academic preparation and support that will result in a student body capable of meeting the challenge of university learning.

- A. Enhance recruitment efforts, including increased scholarships and fellowships
- B. Establish procedures designed to attract and retain an increasing proportion of superior students
- C. Increase standards for admission intended to increase the likelihood of academic success and to encourage better academic preparation in grades K-12
- D. Increase emphasis on the recruiting and retention of minority, handicapped, and nontraditional students
- E. Expand the scope and quality of the honors program
- F. Broaden the geographic base for the recruitment of students with special academic talents
- G. Emphasize and recognize student academic achievements

### *Goal 8: Advance the University effectively to external publics*

East Carolina University must present its mission, goals, and activities in a manner that will build public support and understanding, communicate the achievements of the faculty, attract talented students, and increase resources.

- A. Emphasize intellectual excitement and academic quality in all forms of promotion
- B. Articulate the University's mission and goals to all publics on a consistent basis
- C. Implement an attractive and coherent system of visual identity
- D. Encourage advocacy for state resources by trustees and other supporters
- E. Involve the entire University community in fund-raising
- F. Increase public awareness of the benefits of higher education
- G. Pay constant attention to the positive impact of the University on eastern North Carolina
- H. Improve relationships and placement of releases with state, regional, and national media outputs

### *Goal 9: Develop and use expanded information resources*

East Carolina University must develop information resources that fully support its academic mission and that promote ease of access and information exchange, sharing of resources, improved productivity, and better learning and working environments.

- A. Strengthen library resources and use state-of-the-art information technology to facilitate the acquisition and creation of knowledge
- B. Expand and renovate Joyner Library
- C. Enhance information technology capabilities, including better accessibility and coordination of all resources and services
- D. Develop information resources suitable for productive research





## Strategies for Distinction

E. Encourage faculty development of instructional software and other resources to enrich teaching and learning

F. Enhance computing skills among students, faculty, and staff

### *Goal 10: Provide effective stewardship of the University*

East Carolina University must provide effective stewardship of the University's human, financial, and physical resources.

A. Review academic programs to determine those to be enhanced, maintained, reduced, combined, or discontinued

B. Review the University organizational structure and communications processes on an ongoing basis

C. Create greater flexibility to facilitate interdisciplinary efforts

D. Maintain an intellectual and ethical climate conducive to scientific and professional integrity

E. Replace the current system of periodic unit evaluation with a cyclical schedule that relies more upon goals, objectives, and educational outcomes and incorporates the use of reviewers and consultants from outside the unit being evaluated

F. Establish a system of financial control that provides for flexibility in budgeting and effectively links the allocation of resources, from both state and private sources, to university goals

G. Implement an effective management information system

H. Ensure greater faculty involvement in assuring adequate academic performance of student athletes

I. Create a physical environment that is welcoming, safe, comfortable, aesthetically pleasing, and conducive to learning

J. Implement systematic processes to monitor institutional effectiveness and to evaluate overall student development

## STUDENTS AND OTHER CLIENTELE

Through teaching, research, and service, East Carolina University meets the needs not only of enrolled students but also those of other individuals and groups as well as the general public.

### *Students*

In fall 1989, the total number of students at East Carolina University surpassed 16,000, an increase over the previous year of approximately 3 percent. The University anticipates future enrollment growth between 2 and 3 percent per year primarily as a result of increased retention and increases in the number of nontraditional and graduate students. At an average growth rate of 2 percent per year, total enrollment in fall 1995 would be over 18,000 students.

The number of nontraditional students has increased steadily in recent years. This general increase should continue. Students in this category tend to be older, commuters, enrolled on a part-time basis, and female more often than male. The University anticipates future efforts to attract more nontraditional students, especially those of high academic ability.

The number of students served by off-campus undergraduate courses has declined dramatically over the last fifteen years. However, East Carolina continues to enroll large numbers of graduate students in specific off-campus programs, especially in education, social work, and nursing. This trend should continue. Also, the University anticipates an increase in self-supporting, noncredit courses both on and off campus.

In fall 1989, approximately 83 percent of East Carolina's students were undergraduates. The remaining 17 percent were graduate or medical students. With the expansion of research efforts and doctoral programs, the University





anticipates growth in the proportion of graduate students. The emphasis on recruiting medical students interested in primary care medicine should continue.

Out-of-state students come mostly from the eastern seaboard. East Carolina anticipates that the current 18 percent limit on out-of-state freshmen will continue. Ninety-four percent of the University's graduate students are in-state; many are regional professionals pursuing degrees on a part-time basis. East Carolina can expect selective standards of admission to apply to both in-state and out-of-state students. Out-of-state admissions will be used increasingly for students with outstanding special talents.

Half of the University's students come from outside the thirty-three eastern counties of North Carolina. Among its North Carolina students, many come from ten counties with excellent school systems. Despite the low per capita income in the state, East Carolina students tend to come from families of higher income and educational levels than those of students from similar universities nationally.

In fall 1989, only 9 percent of the University's students were black. This percentage represents a decline in black students over the past few years. Efforts to increase this percentage must continue and should be aided by a commitment to diversity. East Carolina anticipates concerted work aimed at the recruitment of outstanding black and other minority students.

Finally, the University anticipates the development of better articulation agreements with two-year schools to accommodate the needs of students in eastern North Carolina, including those who initially do not meet higher admission standards of the University.

### *Other Clientele*

The 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 research awards in both numbers and dollars have increased more than 50 percent. The University anticipates a continued increase in research awards.

The University's public service grows out of teaching and research efforts. East Carolina serves cultural, health-related, human service, educational, and economic needs of the region by providing assistance to businesses, government, public schools, community groups, human service agencies, and individuals. The University expects to continue its leadership in university-business cooperation.

East Carolina anticipates that the health care needs of eastern North Carolina citizens will increasingly be met by the various programs and agencies of the Division of Health Sciences.

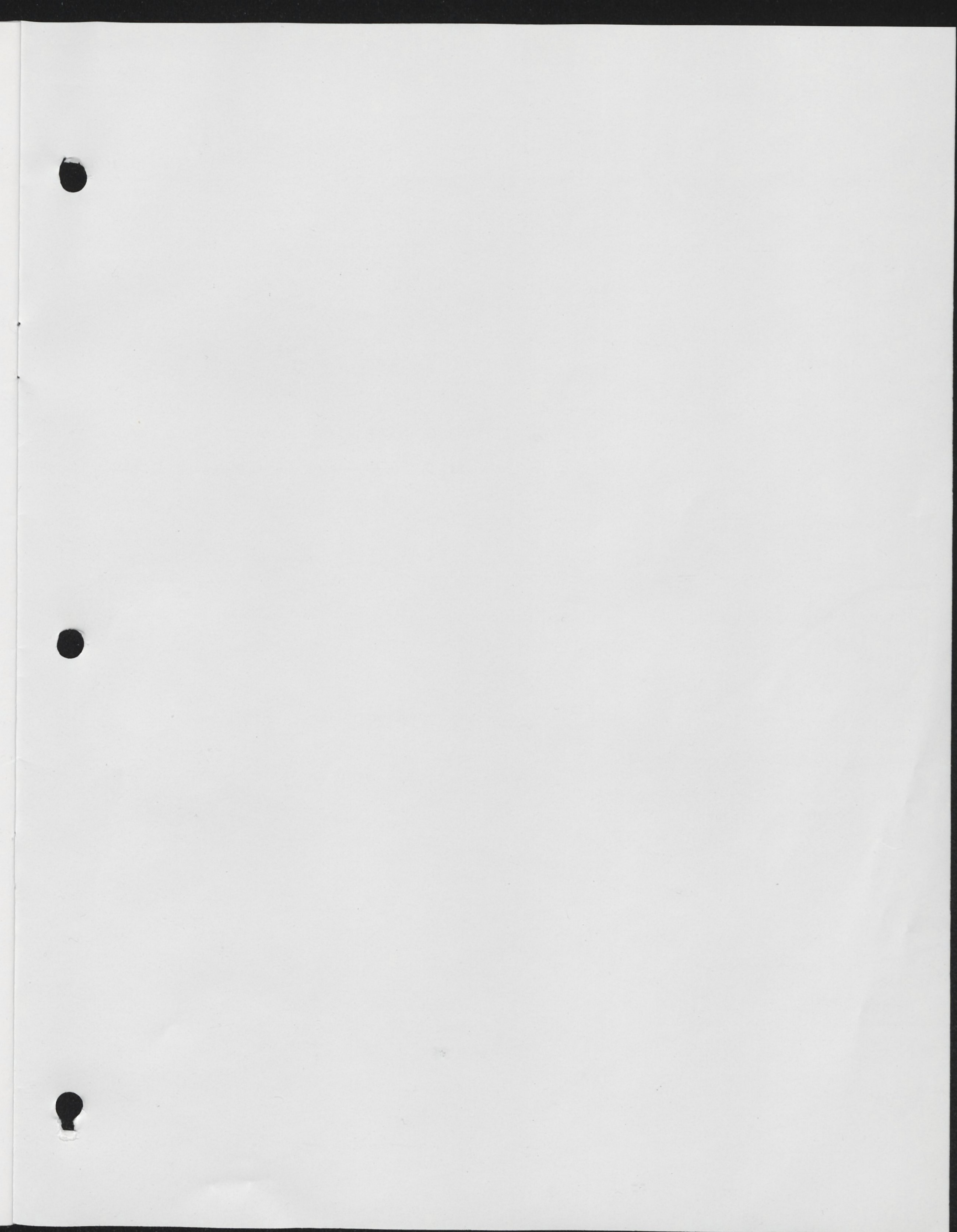
For residents of the region in general, the University will continue to serve as a center for culture and public activities, including performing arts, intercollegiate sports, lectures, conferences, and exhibits.

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

*Note: The Board of Trustees at East Carolina University adopted University Directions in its entirety on March 2, 1990. The Mission Statement contained herein is subject to review and approval by the University of North Carolina General Administration and Board of Governors.*

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