

Public Outreach Implementation Plan 1990 - 1995

INTRODUCTION

University Directions calls for the advancement of the University effectively to external publics. This plan for public outreach is designed to use the strengths and achievements of the University community to enhance its public image. Both functional quantifiable dimensions and intangible attitudes define the image of the University in the minds of its various publics. Image emerges as a result of existing conditions and the publics' perception of those conditions.

The purpose of the Plan for Public Outreach is to:

- ◆ position East Carolina University as a multi-cultural university that emphasizes excellence in teaching, research, and public service; holds high performance standards for students, faculty, staff, and administrators; and prepares students for full participation in a global society
- ◆ develop widespread awareness of and confidence in the quality of the University among its internal and external publics
- ◆ build self-esteem among the University's various constituencies
- ◆ cultivate broad support for and loyalty to East Carolina University among both its internal and external publics

CURRENT ASSESSMENT

Successful image building for the University requires favorable response from:

- ◆ The media
- ◆ Faculty and staff
- ◆ Prospective students
- ◆ Community trend setters
- ◆ Enrolled students
- ◆ Alumni
- ◆ Donors
- ◆ Leaders in business, industry & government
- ◆ The University System, UNC-General Administration
- ◆ Other institutions of higher education
- ◆ Grant-making institutions including the federal government

This list identifies the publics with which the University has or seeks highest visibility. Although the media are listed first, they are understood to be the principal vehicle through which the University conveys its message to other publics, rather than a distinct "public" themselves. A complete list of publics who benefit from and respond most favorably to the Elements of Distinction listed in *University Directions* is given in Table 1.

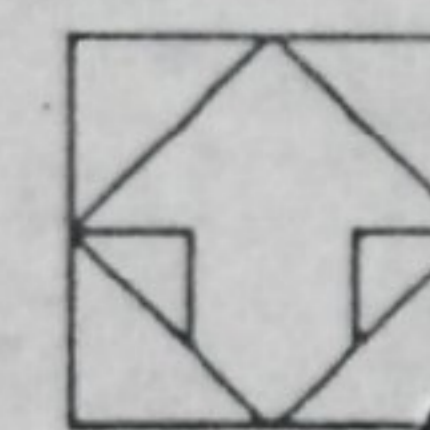
IMPLEMENTATION STRATEGIES

1. *Improve the image of East Carolina University by focusing on academic achievements*

- a. Make all units aware that favorable public perception of the University emerges from the quality of academic achievements
- b. Cultivate positive coverage of academic achievements and scholarly activities in the media
- c. Enhance and expand University publications
- d. Project the University as a center for exploration and enlightened discussion of ideas and for creative and innovative responses to change

2. *Develop a clear and consistent message regarding the overall excellence of the University and communicate it clearly and frequently to both internal and external publics*

- a. Expand the distribution of outreach publications featuring information on past and present achievements, as well as goals for the future
- b. Implement a comprehensive marketing plan and public relations effort based upon strengths and areas of excellence
- c. Promote the University as a premiere educational institution with nationally recognized academic programs
- d. Increase awareness of the University as a center for cultural arts, health care delivery, athletics, public service, research, and other acknowledged distinctions



e. Prepare and distribute briefing materials on traditional strengths and areas of excellence

f. Expand the understanding and involvement of staff who provide support services

g. Improve the internal communication network among faculty, staff, and administration

3. *Identify and remedy weaknesses, negative impressions, and problems of morale that create barriers to effective public outreach*

a. Conduct, analyze, and utilize attitude surveys on academic standards, quality of faculty, internal communication, and other such aspects of academic life at East Carolina University

b. Identify and address problems that most concern faculty, staff, and students

c. Continue to develop and expand public relations activities directed at inaccurate public perception

d. Anticipate and respond in a timely and forthright manner to criticism from internal and external publics

e. Emphasize and promote the University as a positive force that is comfortable with change

f. Develop and maintain a working and living environment based upon aesthetic values and sound environmental practices

4. *Place East Carolina University in a public posture that encourages public and private support*

a. Pursue recognition for positive aspects of University life

b. Encourage leaders in education, government, business, and industry to use University facilities and resources in ways that stimulate economic development, foster the exchange of ideas and experiences, and improve leadership development at all levels

c. Increase the number of campus visitations by distinguished scholars and renowned public figures

d. Involve alumni in higher levels of interaction with students, faculty, administration, and external publics

e. Increase the number and visibility of University officials serving on local, state, and national boards and commissions

5. *Establish mechanisms for ongoing evaluation of the public outreach agenda for East Carolina University and for monitoring the implementation of the foregoing goals and objectives*

a. Encourage each unit to develop achievable action steps, stated in measurable terms, with time lines for completion

b. Seek input from the appropriate internal and external publics on a regular basis

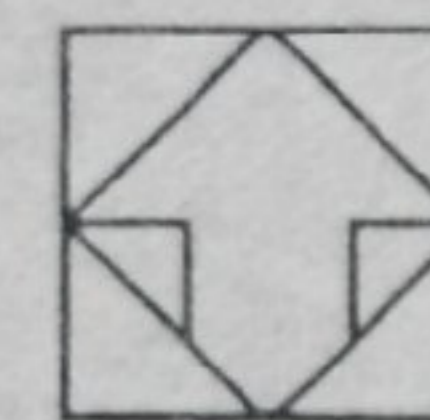
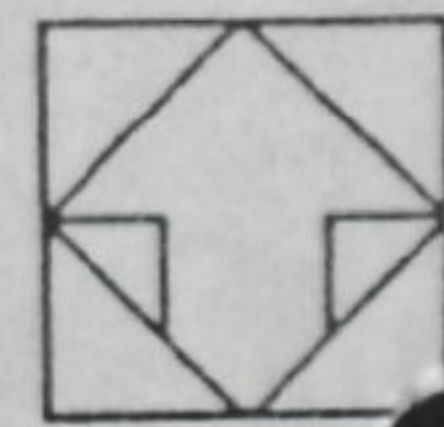


Table 1
Elements of Distinction
Identification of Internal and External Publics

ELEMENT OF DISTINCTION	RESPONSIVE PUBLICS
Small college atmosphere	Students & parents, counselors
Long history of teacher education	Public schools, alumni, local community, counselors, prospective students & parents
Medical foundation	Local & regional community, trendsetters, university system
Academic program development in response to regional needs	Regional representatives, business & industry, university system, public schools, city & county government
Business programs	Business & industry, trendsetters, prospective students & parents
Performing arts	Local community, regional representatives, faculty & staff, media, arts organizations
Faculty of national distinction	Academic peers, university system & other universities, accrediting agencies
Academic program balance	Students & parents, university system & other universities, faculty, counselors
Honors programs	University system & other universities, students & parents, faculty, counselors, donors, business & industry
Strength in particular academic programs	Faculty, university system & other universities, students & parents, academic peers, donors, alumni
Faculty governance	Faculty, administrators, prospective faculty
Highly visible and academically reputable athletic program	Students & parents, media, alumni, regional community
Research grants and contracts	Federal government, foundations, prospective faculty, university system & other universities, business & industry, academic peers
Private financial support	Donors, media, trendsetters, business & industry
Business and University cooperation	Business & industry, faculty, trendsetters



Strategies for Distinction

Alumni, community, and political support

Alumni, business & industry, students & parents,
regional representatives

Cooperative education

Business & industry, students & parents

Accessibility of campus by physically impaired

Faculty & staff, students & parents, university system,
accrediting agencies

Commitment to planning

University system, accrediting agencies, donors