

## Summary of Enhancement Report Proposed Strategies

DRAFT – November 7, 2001 – DRAFT

The SACS Steering Committee welcomes feedback on the drafts of the SACS Reports (located on <http://www.ecu.edu/sacs/report.html>). The draft summary below represents the strategies that are being considered to address the issues of managing the expected growth in enrollment while increasing the quality of the educational experience.

There are five major areas addressed in the enhancement report: services and support, technology in course delivery, research management, education and research, and enrollment management. The strategies currently under consideration for each of these areas are presented below.

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### Services and Support

(Committee Chair: Kris Smith: [smithk@mail.ecu.edu](mailto:smithk@mail.ecu.edu))

**Committee Charge:** The Services and Support Committee charge, as stated in the alternate self-study proposal, is to:

**Develop strategies to facilitate the delivery of service and support functions through the use of technology.** To ensure the desired quality in delivery of educational service and support functions in such a rapid growth scenario, the strategic use of appropriate technology will be essential. The institution must develop appropriate strategies for the development of its information technology and processes to facilitate the provision of educational programs, student services, and administrative functions. Information technology is seen as an essential tool in both accommodating growth and enhancing quality.

The Services and Support Committee identified five key strategies. These strategies are presented below.

**Strategy 1.** Create a culture of excellence and a philosophy of continuous improvement in service and support delivery by implementing a university-wide program centered on principles of customer service and continuous improvement.

As the university responds to the demand to enroll more students, maintain quality, and operate within an environment of constricting resources, it becomes critical that the university strives to be increasingly diligent in the provision of services and support functions. This will require a cultural change takes place over time and cannot be accomplished through a single training program. This change will require a sustained commitment to education and practice. A culture of excellence that permeates all aspects of the institution is an overarching strategy that will enable the university to compete successfully for the highest quality students and for limited state resources.

**Strategy 2.** Improve communication, coordination, and collaboration across departments and division to enhance the institution's use of limited resources.



This committee suggests that the most effective approach to implementing technology initiatives is through a process of collaboration and constant communication among three key areas: the unit/units that have ownership and administrative responsibility for the application, ITCS whose responsibility it is to assist in the development or adaptation of such initiatives, and the various users of the application.

1. Develop a means by which information about technology-based initiatives is communicated to constituent groups.
2. Establish a process for funneling technology-based initiatives through a central clearinghouse to enhance partnerships, eliminate duplicating or creating competing initiatives, and to facilitate communication.

**Strategy 3.** Enhance the institution's student focus in academic program enrollment planning and delivery.

1. Ensure that all academic programs address course demands, sequencing, and resources.
2. Ensure that academic programs/services needed by distance education credit and non-credit students are available and easily accessible.
3. Integrate on-campus and distance education administrative processes and support (registration, fee collection, etc.).
4. Provide students the information, advising, and training they need to manage their academic decisions.
5. Enhance OneStop Centers, both physical and electronic, that provide all students with access to personal and institutional information necessary to conduct business and manage their educational programs.

**Strategy 4.** Ensure appropriate resources allocation to take full advantage of technology-supported services.

1. Improve the existing budget process by implementing a five-year budget projection model by 2003.
2. Formalize a five-year planning process via the Chancellor, their Cabinet and other appropriate constituencies, consistent with the Strategic Plan, and establish a list of priorities to direct the incremental budget process that enables the shifting of financial and human resources to respond to emerging opportunities and/or environmental change.



3. Ensure that staff, faculty, and students are able to take full advantage of technology-based services and processes through training and support.

**Strategy 5.** Ensure the university's infrastructure can support technological initiatives.

Network infrastructure is defined as the hardware, software, networks, and services enabling the effective utilization of technology. The infrastructure must be accessible for all students, faculty, and staff. It must be maintained and upgraded on a continuous basis to maximize E-Learning and research opportunities. Ongoing training and professional development will be required for all members of the university community.

1. Maintain mission-critical administrative systems centrally (Student, Financial, Human Resources, Facilities, Development, Research, and Clinical Systems).
2. Establish a corporate data warehouse and imaging system to provide faculty and staff with access to data and information on demand.
3. Provide a network infrastructure to support E-Learning.
4. Provide a network infrastructure to support E-Business.

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### **Technology in Course Delivery**

(Committee Chair: Jeff Huskamp: [huskampj@mail.ecu.edu](mailto:huskampj@mail.ecu.edu))

**Committee Charge:** The Technology in Course Delivery Committee (TICD) charge, as stated in the alternate self-study proposal, is to:

**Develop strategies to respond to changes in course delivery and teaching methods as a result of technology.** Serving students within the confines of limited office and classroom space will necessitate creative use of technology in the way courses are delivered in and outside the traditional classroom. Strategies will be needed to help assess and implement effective ways of incorporating new information technologies into the educational process. How can the best that is being learned in applying these new technologies to distance education be transferred to on-campus courses? The resulting strategies, though, should not only aid in coping with the institution's space limitations, but should also lead to a better education for the students. When students leave ECU, they should look back upon their educational experience not in terms of crowded facilities, but in terms of the institution's creative use of technology to address that condition and the value of the skills and knowledge learned to their future. This goal will require strategies for significant additional investments in the development of campus information technology capabilities and skills.

The TICD committee set out to meet its charge by developing strategies for identifying, implementing, and assessing new information technologies in the classroom to increase the quality of the educational experience offered to its students while concurrently responding to



growth in enrollment. The committee identified ten overarching areas, or elements of course delivery, that needed to be considered. The elements of course delivery are: (1) professional development; (2) course development; (3) repository of best practices; (4) research; (5) technology infrastructure; (6) assessment; (7) dissemination and delivery; (8) evaluation; (9) administrative services; and (10) grants and funding. The TICD committee embarked on a path to identify how well the university addressed each of these elements of course delivery. By gaining this understanding, the committee could then set out to meet its charge of developing strategies for identifying, implementing, and assessing new information technologies in the classroom to respond to growth in enrollment while concurrently increasing the quality of the educational experience offered to its students. The strategies that were developed based upon this review are presented below.

### **Professional Development:**

**Strategy 1.** Work with the academic units within the university to provide targeted professional development that meets the goals of the unit, course and instructor.

**Strategy 2.** Create professional development opportunities across campus that can be accessed by individual faculty as needed.

**Strategy 3.** Procure and maintain equipment and software to support professional development.

### **Course Development:**

**Strategy 1.** Prepare faculty to deliver technology-enhanced courses.

**Strategy 2.** Provide faculty with the resources/environment necessary to develop and deliver online courses.

**Strategy 3.** Prepare students to take a technologically enhanced course.

**Strategy 4.** Continue to evaluate course development and delivery at all levels at the University.

### **Repository:**

**Strategy 1.** Establish a repository of best practice modules that exhibit effective methods to incorporate technology into the curriculum. This repository can be used to leverage faculty effort in course development on campus and encourage sharing among faculty.

### **Research:**

**Strategy 1.** Establish a full service Center for Interdisciplinary Instructional Technology Research (CIITR) that will focus on stimulating, promoting, publicizing and assisting in the establishment of teaching and learning with technology research projects that target



the classroom. The center should facilitate interdisciplinary research into the effects of instructional technologies on learning outcomes, and provide leadership campus-wide in the generation and application of instructional technology research results for improving student learning.

### **Technology Infrastructure:**

**Strategy 1.** A staff development project will be initiated to aid recruitment, provide each staff member with a development plan for learning new skills as technology changes, and to provide a defined benefit to staff to assist with retention.

**Strategy 2.** A student information technology work program that will identify students early in their academic career who might be interested in pursuing information technology intensive occupations, and provide these students work opportunities while in school to gain proficiency in innovative technologies that are not offered across the curriculum. An example is the immersive visualization technology offered by CIITR.

**Strategy 3.** Obtain funding to build/acquire an innovative technologies facility with space for a virtual reality laboratory, training laboratory, staff and student offices, testbeds, research labs, and other information technology research-related resources.

**Strategy 4.** A plan for providing a base technology for each classroom needs to be defined and plans for special classrooms with technology available above the baseline need to be made. A funding stream for refreshing the technology in both baseline and enhanced classrooms needs to be defined and a support method developed so the technology is ready and available for class use.

### **Assessment:**

**Strategy 1.** Implement a process for continuously assessing the current status of technology within the university environment with an emphasis on course delivery.

### **Dissemination and Delivery:**

**Strategy 1.** Expand on the existing virtual reality facility and knowledge base to ensure a broader dissemination of a more realistic learning environment in online course material.

**Strategy 2.** Expand the boundaries of the classroom to more naturally represent the workspace of students by adopting wireless technologies.

**Strategy 3.** Improve usage and security of online resources and support services.

### **Evaluation:**

**Strategy 1.** Develop a formal evaluation process for courses incorporating technology and the use of those findings in further course development.



### Administrative Services:

**Strategy 1.** Develop a comprehensive plan to fund information technology services as they relate to Administrative Services. This process should have input from both campus representatives and external sources.

**Strategy 2.** Establish a student, faculty and staff portal to ECU's on-line administrative services.

**Strategy 3.** Expand the number and quality of on-line administrative services available to on-campus and off-campus students.

**Strategy 4.** Automate the administrative aspects of course delivery including, but not limited to, course population, grading, course completion reporting, and advising.

### Grants and Funding:

**Strategy 1.** Develop a comprehensive information technology plan.

**Strategy 2.** Develop an adequate funding stream for new information technology initiatives.

**Strategy 3.** Create a "Chancellor's Challenge Fund" that would identify and fund innovative technologies for providing course delivery through technology.

**Strategy 4.** Develop a funding model that makes it easier to develop and implement campus-wide programs. The model would enable multi-year funding commitments and would simplify the process of obtaining funding for campus-wide projects from the Academic Affairs and Health Sciences budgets.

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## **Research Management**

(Committee Chair: Tom Feldbush: [feldbusht@mail.ecu.edu](mailto:feldbusht@mail.ecu.edu))

**Committee Charge:** The Research Management Committee's charge, as stated in the alternate self-study proposal, is to:

**Develop strategies to respond to changes in how scholarly activity is undertaken and how resources are accessed and managed.** Another quality challenge facing the university involves such matters as the escalating costs of research and library support and the different ways in which scholarly activity, be it research or creative activity, is being conducted, given technological advancements in communication. Strategies will be needed to facilitate the innovative use of these technologies and methods by students and faculty. Decisions will need to be made concerning the placement and organization of precious resources such as funding, space, and faculty time.



The history and tradition of ECU has been to provide strong undergraduate education with a regional focus. As a consequence, very few academic units possess a large cadre of faculty engaged in cutting-edge scholarship, and few have a critical mass of scholars in any particular field. This fact, added to the emphasis being placed on interdisciplinary studies by the UNC Office of the President, suggests that the most successful way for ECU to build research/scholarly activity and graduate education would be through the establishment of interdisciplinary/transdisciplinary centers of excellence. Such Centers should be attractive to research sponsors, enhancing our ability to support an expanded research program, and should lead to academic breakthroughs beyond the reach of categorical scholarship. . As recently stated by Steadman Upham, President, Claremont Graduate University,

“Some time ago, George Kozmetsky presciently observed that the term “interdisciplinary” was outmoded. He suggested instead that the growing interconnections among academic disciplines and the explosion of the knowledge emanating from the use of technology have transcended specific academic fields. Dr. Kozmetsky suggested that we discard the term interdisciplinary and instead use the term transdisciplinary to organize and pursue our scholarly interests within the university as a place of ideas, not as an organization of academic disciplines. This should not be difficult to accomplish since most of the teaching and research at the graduate level already revolves around big ideas and broad domains of learning and knowledge that transcend traditional academic fields. Transdisciplinary thinking forces us to think across, beyond, and through the academic disciplines represented at the graduate university to encompass all types of learning and knowledge about an idea, issue, or subject. A transdisciplinary perspective forces us to rise above and go beyond the limits imposed by related or cognate academic fields found in “mere” interdisciplinary thinking.”

The Research Management Committee recommends the establishment of an institute for advanced studies to build research/scholarly activity and graduate education while ensuring the most efficient use of limited resources (faculty and funds). . This strategy is presented below.

**Strategy.** Establish “The Institute for Advanced Studies at East Carolina University.”

The model for the Institute draws selected mechanisms developed at the University of Arizona, the University of Wisconsin and East Carolina University and modifies them to support the efficient expansion of transdisciplinary research and scholarly activity. The Institute’s mission should include four major goals:

1. Examine existing areas of strength and identify those with the potential to become nationally and internationally recognized transdisciplinary centers of excellence;
2. Facilitate the development of centers of excellence through creative and flexible means that includes a variety of faculty appointments and resource allocation arrangements, and



business plans;

3. Identify research problems at the forefront of science and the humanities that can best be addressed by transdisciplinary approaches; and
4. Develop appropriate and timely methods for evaluation of programs, both as they are developed and once they are in place.

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### Education and Research

(Committee Chair: George Bailey: [baileyg@mail.ecu.edu](mailto:baileyg@mail.ecu.edu))

**Committee Charge:** The Education and Research Committee's charge, as stated in the alternate self-study proposal, is to:

**Develop strategies to enhance quality undergraduate education, while increasing research and doctoral programs.** The university has recently achieved Doctoral II status and, if the current trend of growth in doctoral programs continues, should reach Doctoral I classification within the next 8 to 10 years. Striving to enhance the quality of undergraduate programs while planning for the changes that generally occur during such a transition will present the university community with a challenging endeavor. Strategies will be needed to establish and ensure that appropriate balances of resources are allocated. Strategies will also be needed to respond to changing faculty workloads and the tensions that will arise between those units and faculty involved in doctoral programs and those who are not. Consideration must be given to developing reward structures that recognize the value of various contributions.

The Education and Research Committee reviewed current practices at the university and the challenges that will exist in the future because of a dramatic increase in the number of students in the absence of significant additional resources. Committee members reviewed and reported on external activities in higher education relevant to its charge. This included the activities reported in "Focus on Faculty." Change: the Magazine of Higher Learning (July/August 2001), Scholarship Reconsidered: Priorities of the Professoriate by Ernest L. Boyer (The Carnegie Foundation for the Advancement of Teaching, 1990) and Scholarship Assessed: Evaluation of the Professoriate by Charles Glassick and others (Jossey-Bass, 1998). The committee developed four strategies to address its charge.

**Strategy 1.** Engage the faculty and administration in a dialogue that defines East Carolina University's vision of itself as a Community of Scholars in order to increase the quality of education and the number of research and doctoral programs, support changing faculty workloads adequately, ensure that the appropriate balances of resources are allocated, and develop reward structures that recognize the value of various roles and contributions. Incorporate this vision in all dimensions of university life.

**Strategy 2.** Increase the integration of research into the undergraduate and graduate classroom to improve the quality of education and increase research productivity. There



are several dimensions to this strategy that address the goals of (1) increasing the opportunities for students to earn academic credit and other recognition for their research activities; (2) expanding the honors program to enhance and improve the provision of competitive funds for the involvement of undergraduate students and graduate students in research; and (3) increasing the publicity for East Carolina University's research/scholarly initiatives, especially as they affect students.

To increase the opportunities for students to earn academic credit and other recognition for their research activities, it is recommended that a committee be established to investigate the benefits and impact of various options on the intellectual climate, as well as the academic and administrative structures of East Carolina University. Possible strategic options the committee could consider implementing include:

**Option 1.** Enhance and improve activities such as senior scholarly/research projects in the discipline; make such activities a requirement for an undergraduate degree.

**Option 2.** Completion of a senior scholarly/research project appropriate to the discipline and of a research methodology course becomes a requirement for an undergraduate degree.

**Option 3.** Elective offerings in research/scholarly activities for academic credit are expanded. This option can be incorporated in both undergraduate and graduate programs. For example, departments that do not already do so could offer "Directed Independent Studies" in research with associated credit hours.

**Option 4.** Establishment of certification programs that would be linked to undergraduate internships and be documented on the graduation diploma.

**Option 5.** Creation of an optional "research program" similar to the honors program that results in a notation on the transcript. Transcript notation could be similar to "deans list," "summa cum laude," etc. already on the transcripts.

Expanding the Honors Program to enhance and improve the provision of competitive funds for the involvement of undergraduate students and graduate students in research could involve the establishment of student research awards, stipends, and/or expense funds as well as the creation of programs to support faculty mentoring of students and the involvement of students in faculty research.

To increase the publicity for East Carolina University's research/scholarly initiatives, especially as they affect students, the university should (1) establish an internet presence promoting ECU's research and research/scholarly opportunities and funding available to students; and (2) establish a conference on undergraduate research and/or provide funding for students to attend other research conferences.



**Strategy 3.** Review and, as appropriate, recommend to the Chancellor revisions of the university's administrative structure in order to meet the challenge created by a dramatic increase in the number of students without a significant increase in resources. Recommendations shall aim to enhance the planning and implementation of the university's goals and objectives, especially as regards to establishing priorities and determining resource allocations that impact on the following: the quality of education, research productivity, changing faculty workloads and faculty reward structures.

**Strategy 4.** Review and revise, as appropriate, the administrative and faculty senate overall committee structure, committee charges, membership, and operational and communication structures to improve the direct and indirect impact these committees have on the following: the quality of education, research productivity, changing faculty workloads and faculty reward structures.

A review of the faculty senate committee structure has been accomplished and a new structure has been established based on the review. A similar review of the administrative committee structure needs to be conducted. The committee also recommends the use of technology to improve communication between committees and the university community to ensure that support for the university's primary missions of education and research is enhanced by the service activities performed by the university's staff, administration and faculty.

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### **Enrollment Management**

(Committee Chair: Gary Lowe [loweg@mail.ecu.edu](mailto:loweg@mail.ecu.edu))

**Committee Charge:** The Education and Research Committee's charge, as stated in the alternate self-study proposal, is to:

**Develop strategies to manage up to a 40-50% enrollment increase over a 9-year period.** Increased enrollment will impact upon desired makeup of the university, facility utilization, and organizational structure. Ensuring the desired quality of students, faculty, staff, and educational process during this anticipated growth period will require planning and involvement of all constituencies of the university community. Strategies will be needed to accommodate the expected growth within potentially severe facility limitations. Strategies will also be needed concerning the organizational structure of the institution and its planning processes, the adequacy of various student services, the libraries, and the academic programs offered. It will be critical that appropriate administrative and service structures and processes are in place to effectively support education of ECU students and the work of faculty and staff.

The Enrollment Management Committee identified six key strategies. These strategies are presented below.

**Strategy 1.** Establish an Office of Enrollment Management to assume the coordination, policy formulation, and action responsibilities for enrollment management.



As a consequence of the current fiscal challenges faced by the UNC System and ECU, the position of Assistant VCAA for Enrollment Management will not be filled. However, at the point in the future when it again becomes feasible to fund such a position and office, ECU will reestablish an Office of Enrollment Management. An important responsibility of the EM will be to develop and enhance current assessment activities that will provide information for on-going improvement of overall enrollment services.

Given the current budget conditions, the committee has developed alternatives to addressing this strategy that focus on enhancing the current enrollment management structure in the near term with the goal of seeking the re-establishment of an Office of Enrollment Management. For the near term, the Enrollment Management Council (EMC) will assume the coordination, policy formulation, and action responsibilities for enrollment management. The EMC will develop marketing, recruitment, and admissions strategies that will address the combined enrollment growth demands while maintaining and enhancing the quality of the entering undergraduate classes. This will directly involve the ECU Office of Marketing and the Office of Admissions. In addition, ECU will join with several initiatives sponsored by the UNC Office of the President (UNCOP), specifically the "Prospective Student Portal", "Pathways of North Carolina", and "Gear Up -North Carolina."

Examples of Activities to Date: ECU has already begun to seek information and other data to serve the development of an integrated marketing strategy, some of these activities have been state-wide focus groups with high school students as well as surveys distributed via the internet in an effort to see how ECU is perceived. In addition, ECU has increased its external media exposure via outdoor billboards, radio and TV spots aired throughout the state, and the updating and production of new recruiting videos.

**Strategy 2.** Utilize enrollment management technology to improve space and resource management. First, the university will fully implement and utilize both Resource 25 and Schedule 25 to provide computer assisted space and resource management. The Eva Klein Consulting Report completed in 19—combined with the recently passed UNC Bond, require that ECU adopt a more comprehensive and centralized management of its academic space. The full implementation of these two tools will improve on-campus data collection and dissemination and assist in providing adequate class sections as well as to assist room scheduling and resource management. Second, the EMC, with support from the Office of Undergraduate Studies, Planning & Institutional Research, and the Office of the Registrar will gather, on an ongoing basis, both historical and current enrollment data, and provide it to Schools/Colleges and Department Scheduling Officers in a timely way to assist in sufficient seats being provided. Finally, the concept of "Prime Time/Non-Prime Time" will be developed and implementation sought as a means to maximize space and building utilization across the university. Prime-time is defined as classes between the hours of 9:00 am and 3:00 pm and Non Prime-time is defined as classes scheduled to begin at 8:00 am and after 3:30 pm.



**Strategy 3.** Implement block pre-registration for incoming first-year students. The university will move to fully coordinate and integrate orientation and registration for incoming first year students in order to insure that all students depart their summer orientation session with a satisfactory first semester schedule.

Actions already in process: Block pre-registration was first implemented for the 2001/01 entering class. Through orientation evaluations and other methods, this first effort is being evaluated so as to improve the process.

**Strategy 4.** Offer additional sections of COAD 1000 and develop other first year support and retention efforts to increase and enhance the freshman year programs.

**Strategy 5.** Strengthen the technology infrastructure that supports academic services and improves retention. First, in cooperation with ITCS, strengthen the infrastructure support of such vital tools as phone (AVRS) and web-based registration. Second, fully develop and implement the computer based degree audit system. Third, explore the creation and funding of an advising center with increased staff and coverage for first and second year (undeclared majors) students.

**Strategy 6.** Develop and enhance merit scholar support and programs. First, with support from the Office of Institutional Advancement and cooperation between the offices of Financial Aid, Admissions, University Honors, and the East Carolina University Scholars, develop a centralized point to coordinate information and to promote further enhancement of all current and future merit scholarships. Also, to further strengthen and enhance the fund-raising and programmatic efforts for the newly emerging East Carolina University Scholars Program. Finally, develop and establish a formalized Honors College.



## Upcoming Enhancement Report Forums

### Services and Support Forums

Open Faculty and Staff Forums are scheduled for:

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|------------------------|-------------------|-----------|
| Wednesday, November 14 | 1:30 pm – 3:00 pm | Bate 1006 |
| Thursday, November 29  | 3:30 pm – 5:00 pm | Bate 1006 |

Chancellor's Staff Forum is scheduled for Thursday, November 8 at 3:30

Student feedback will be obtained through various student organizations and in the residence halls.

### Technology in Course Delivery Forums

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|----------------------|--------------------|----------------|
| Monday, November 19  | 1:30 pm – 3:00 pm  | Brewster C-102 |
| Tuesday, November 20 | 9:00 am – 10:30 am | Bate 1007      |

Research Management Forums have already been conducted earlier this semester.

### Education and Research Forums

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|------------------------|--------------------|-----------|
| Monday, November 12    | 1:30 pm – 3:00 pm  | Bate 2021 |
| Tuesday, November 13   | 9:00 am – 10:30 am | Bate 1007 |
| Wednesday, November 14 | 3:00 pm – 4:30 pm  | Bate 1007 |

### Enrollment Management Forums

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|----------------------|--------------------|----------------|
| Monday, November 26  | 9:30 am – 11:00 am | Brewster C-303 |
| Tuesday, November 27 | 1:00 pm – 2:30 pm  | Brewster C-206 |

Student feedback will be obtained through various student organizations and in the residence halls.